

Fifth Grade Standard K-12 Schedule

The following pages appear as individual lessons and information for the teacher. These are for the fifth grade teacher. In the total Cognitive Evaluation and Communication curriculum, these pages are also listed in Appendix C.

It is recommended that the teacher review our web site, www.k-12-communication.com prior to teaching. One should also review the prior years material plus Appendices A and B. Time permitting; we suggest that teachers read through the entire curriculum.

Although we include many suggested comments and questions, we encourage you to use your own words when possible.

If you encounter any problems, or have an suggestions, please us the "contact us" page on our web site. Thank you.

Fifth Grade

Print out single copies of the following pages:

04-01, 04-02, 05-01, 05-02, 06-01, 06-02, 16-01 and 16-02. (printed below)

Print out sufficient copies of the following pages for the entire class:

04-03, 04-04

Print out single copies of the following pages on cover stock or equivalent:

10-13, and 14-01.

Truly factual information can be considered a rarity. The background material on page 04-01 and the exercise on 04-02 emphasize this point. Make sure your students understand how infrequently we speak with factual statements. For example, if you had asked Jane if there were elephants in your neighborhood, and she said there were no elephants there, her statements about the elephants would be considered inferential unless she was in your neighborhood looking around. If you stated, "Jane told me there were no elephants," the portion about the elephants would remain inferential. However the statement of what happened to you, that is, Jane telling you, would be considered factual .

Jane told me...= factual

...there were no elephants. = inferential

If you do the above exercise in the first half of the year, you can hand out pages 04-03 and 04-04 in the second half of the year. This would provide reinforcement to the concept of factual and inferential. After the students have had these pages for a few days, review them in class.

Sometime after you have done the previous exercise, introduce Assumptions and Inferences. Go over pages 05-01 and 05-02 in class. Then pass out the entire text for your students to take home and review.

Your students did exercises 1 and 2, page 06-02, in fourth grade. This follow up with exercise 3 should help them get a better view of mapping.

The communication graphic, 14-01, can be utilized any time throughout the year. Call your students' attention to the way the speaker seems oblivious to everything but his own voice while the listener appears shut down.

The fifth grade curriculum frequently requires students to do some sort of science project. Prior to the beginning of that project introduce the students to *The Scientific Approach*, pages 16-01 and 16-02. Ask your students to employ the scientific approach in their project wherever possible.

It's a case for *Detective Sergeant Factual*

"The facts ma'am, just the facts"

Teacher's notes on factual and inferential statements.

Just the facts. Sounds simple. But just how do we determine what we can call factual? Dr. Irving J. Lee listed properties of factual and inferential statements. We have chosen to paraphrase this list.

1. An individual can make a statement of fact *after* an observation or experience, and must be confined to the observation or experience.
2. The number of factual statements that can be made is limited since we cannot see it all.
3. The statement of 'fact' then represents a high level of probability. We tend to get agreement with other statements of 'fact' about the same observation or experience.

On the other hand:

1. An individual may make an inferential statement at any time; before, during or after an observation.
2. An unlimited number of inferential statements can be made, and go beyond what one has observed or experienced.
3. Inferential statements have some degree of probability, and if only inferential statements are made in a given situation, we can anticipate disagreement.

The Sgt. Factual story on page 04-02-01 stresses the point that factual statements require observation. At this point the students do not need the full definition of factual and inferential. However, stress that factual statements require that the person making them can verify them by an observation or experience.

The student notes on factual and inferential statements should be handed out at a later time when called for in the schedule. A class review of the hand out should follow, with students giving examples of both factual and inferential statements. Depending on time, you could take a daily newspaper and select statements appearing in news items, and ask students to determine which are inferential and factual.

It's a case for *Detective Sergeant Factual*

“The facts ma’am, just the facts”

Teacher: Please read this to your class

A man in an orange coat, purple pants and a green hat is walking down the sidewalk of 5th Avenue in New York City.* As he walks he is banging two metal trashcan lids together, making a lot of noise.

Sgt. Factual stops him and asks, “Why are you making all this noise?” The man in the colorful outfit replies, “I am keeping the elephants away.”

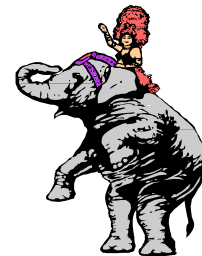
Sgt. Factual looks one way and the other and says, “But there are no elephants here on 5th Avenue!”*

To which the man in the colorful outfit replies, “See, it works!” and continues walking and banging his lids.

This obviously is a joke. It depends on you knowing, or thinking you know, that there are almost never elephants on 5th Avenue.* This is called an assumption with a high level of probability, that it is more likely to be factual than not to be factual.

But Sgt. Factual wanted to be so sure of the facts, that he did something before he answered the man. Can anyone tell me what he did?

Sgt. Factual looked one way and the other. He checked his assumption with an observation, and he knew his statement would be factual, as of this moment.



Are there any elephants in your neighborhood?
Are you sure? Did you ever see any?
What if the circus was in town?

The only way we can be absolutely, positively, really, really sure, is to go to your neighborhood and look around. That observation would give you the right to make a factual statement, but it would be factual only while you looked. But based on what you have seen in the past we can assume there are no elephants in your neighborhood and be almost 100% sure of being correct. This is an assumption with a very high level of probability of being factual.

We can only assume that the trash can lids had nothing to do with the absence of elephants. This assumption also has a high level of being factual.

**Substitute the main street of a local urban area if your students may not be familiar with 5th Avenue*

It's a case for *Detective Sergeant Factual*

"The facts ma'am, just the facts"

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1. An individual may make an inferential statement at any time; before, during or after an observation.
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Example:

You meet your friend Janeen, and she says, "I went to the Eagles/Dallas game on Sunday." This then falls into the category of a factual statement. (If Janeen's words can be trusted.) Janeen leaves, and your friend Juan joins you. You make the following statement.

"Janeen told me she went to the game on Sunday." Since you are describing something you experienced, (being told) we consider that part of the statement factual.

However, if you said, "Janeen went to the game on Sunday," the statement becomes inferential, you did not see her there.

Now Juan replies, "Since Janeen was at the game, she must have seen the runback on the opening kick-off." Inferential. She may have not yet been seated, or perhaps she was buying a hot dog at that time. Secondly, this inferential statement is derived from a previous inferential statement. "Janeen went to the game on Sunday."

"Janeen goes to all the home games." (Inferential, the season may not be over.)

"Janeen must have season tickets." (Another inference derived from an inference.)

"I don't know why Janeen goes to football games. She really doesn't know what it is all about". (Purely inferential) To which Juan replies, "She must know something by now." (Inferential, promoting disagreement)

The further we go from the original fact, the less likely our statements appear truthful. Our own thoughts, prejudices, jealousies, etc. enter into the picture.

ASSUMPTIONS AND INFERENCES

Assumptions

Based on our past experience we sometimes **assume** that something did or will happen. When you push the light switch on the wall, you **assume** the lights will go on. Your past experience has shown that this happens most of the time, although sometimes when the power failed, it did not happen. Your past experience tells you that your assumption that the lights will go on the next time you throw the switch is very likely *close* to factual, as long as there are not unexpected factors. (Power failure, burned out bulb, unpaid bill, etc.) It will not become factual until the moment the light goes on and you observe it.

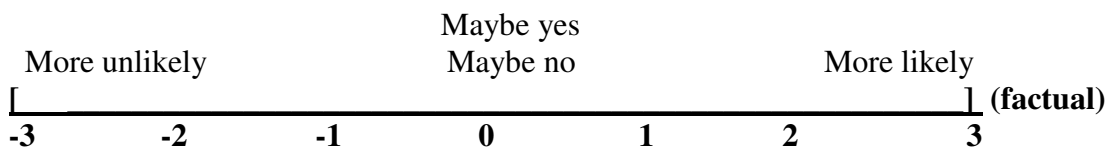
When someone offers you a chair to sit on, do you test it first? Probably not. You **assume** the chair will hold you. But what if the chair has a poorly repaired broken leg? You might not **assume** it would support you. You might test it first. After testing, you might **assume** it will hold you, but you still sit down carefully. Your **assumption** at this moment apparently may only register as a “maybe”.

Inferences

When we believe an incident did or will occur because of something that was said, written, or otherwise communicated, but the incident was not specifically described, we can make **inferences** about that incident. A highway sign that says “Speed limit 25 MPH” does not say what will happen if you exceed the speed limit. However, it would be safe to **infer** that if we travel at 50 MPH as we pass that sign, we might get a speeding ticket. On the other hand, if, while speeding, we suddenly see red and blue lights immediately behind us, we can **assume** that it is very likely we shall receive a speeding ticket.

An Inference and Assumption Reliability Scale

Let us make a scale to help us test our **assumptions** and **inferences**. The more likely the **inference** or **assumption** will approach the level of factual, the further we can place it to the right of the scale. The more unlikely the **inference** or **assumption** will be factual, the further to the left we place our mark. The right side of the scale, close to factual; the left side of the scale, false to fact.



As you face the endless process called life, you will discover an endless supply of inferences and assumptions. When you recognize them, try to determine where they belong on the Inference and assumption scale.

For example, previously, you probably read a story about Mr. Lopez going to Washington. We were told that Mr. Lopez took a cab to the Justice Department. From the story we could **infer** that Mr. Lopez was going to enter the Justice Department. However, if we knew Mr. Lopez routinely went to the Justice Department in a cab, and routinely went in, we could **assume** that it was very likely that Mr. Lopez would go into the Justice Department this time. Do you see the difference? In the first case, we only had a statement about Mr. Lopez, and we made the **inference**. In the second case, we had past experience, so we could make an **assumption**. Most of the time, when we infer or assume consciously, this distinction holds true.

Remember, before we can really call something a fact, it must be verifiable, within a certain point of time, and within the limits of our exploration process. This said, it would appear that there are very few 'facts' available to us, thus inferences and assumptions will face us continually.

Life's like that

Frequently we are told not to make assumptions or inferences. If we did not, life would stop. We assume the kitchen lights will work, the chair will hold us, cars will stop on red, the food we eat is safe, etc. However, we should remember that we **assume**, and realize some **assumptions** are far more likely than others to be factual. The same holds true for **inferences**. We should be aware of them, and realize some are closer to factual than others.

MAP MAKING

Classroom Maps

This page is presented for the teacher's information. The exercise had been done in second grade.

Map making, in the context of General Semantics, is far more than putting a few lines on a page. It becomes one of the pillars of sanity. We will explain as we go on.

Most schools have “maps” of their floor plan located on the hall walls for the convenience of the students and visitors. By second grade the teacher can discuss the map and its features. Then the teacher can ask his/her students what would happen if someone came in at night and changed the names of the teachers on the map. Could a visitor use it to find a specific teacher? At least some of the children may say the map has become useless. Here is an early opportunity that they can hear that for a map to be useful, it must reflect the territory. A common adult response to this is “It goes without saying”. So we do not say it, for so often we ignore the obvious. From now on, when we work with maps, we encourage teachers to emphasize that the map must reflect the territory to be valid. Explain that in this case the territory consists of the classrooms, hallways and the teachers’ names.

Next, the teacher can ask the class to tell her/him how to get to Ms Soandso’s room. When they speak it, or better still, write it down, explain that these too are forms of maps. And just like the diagram map of the classrooms, their verbal map must reflect the territory if it will be of use to anyone.

VERBAL MAP MAKING

Exercises 1 and 2 were done in fourth grade. Use exercise 3 as it fits into your schedule. It might be tied into a composition lesson.

Geographic map reading and mapping are taught in the first four grades of many schools. The only change necessary would be to continually emphasize that the map must reflect the structure of the territory. In addition, students can learn that we can construct verbal maps. Drills like the following examples would fit in to an English program.

1. Imagine that you have just been transported magically to some remote site. It could be next door or the moon. I want you to write, on one page, instructions on how we can join you. Remember this is a map and a structurally sound map must have the ability to lead us from one place to another. (Pass the finished papers around and let students comment on how effective the maps are.)
2. I want you to write a one page a description starting with, "This is how I..." It could be brush my teeth, take out the trash, walk my dog, etc. Remember, this also constitutes a map, and if your map is effective, someone else could use it to do the same thing. Once the work is completed, pass the papers around and find out if your classmates believed they could follow the instructions, or understand how the writer did what he did.
3. I want you to create a one page description of someone. It can be a classmate, an entertainer, or some other famous person. You can't use a fact that in itself identifies the individual, such as "he is president of the US". Ask students to read some of their "maps" and see if the person can be identified.

After lesson 3, discuss the following information with your class. Remind your students that when we give instructions, describe an object, situation, or person we are making a map. Our maps should be checked to see if they really reflect the territory. If they do not, then our maps will lead us astray. Eventually, we need to start dwelling upon correcting the maps we have made of the world outside of our skins and of the people around us. Ultimately, the maps we make of people can create problems if they are not accurate.

Further, we make maps of ourselves. The maps we make of ourselves determine, to some extent, our sanity. Have you ever said, "Some people live in a world of their own, and that world is not real?" Their maps of themselves are corrupted. That is, their maps do not reflect the territory, in this case, the real "them." "Have you checked your map of yourself lately?"

The Scientific Approach—Teacher’s Introduction

Reading through the following four exercises (all of chapter 16) should provide the teacher with a working background on the General Semantics concept of a Scientific Approach. More information can be found on the General Semantics website, www.time-binding.org.

Lesson one will be introduced in fifth grade prior to students doing any kind of research project. Students should copy the four outlined steps in their notebooks when the concepts are presented by the teacher. If the lesson is started on Monday, the allotted time may need to be just a bit longer than Tuesday through Thursday. Tuesday through Thursday can simply be relegated to a quick count and record the data. Friday offers the opportunity to review the need for gathering repeated data and a chance to provide students a modicum of knowledge about newspapers. One should not be too surprised that many students do not see a newspaper with any regularity, regardless of their family’s status.

Lessons two, three, and four should be given to students to take home and read. Lessons two and three, given in the sixth and ninth grades, are simply designed to remind students of the existence of the Scientific Approach. Class discussions of these two lessons need not take long.

Lesson four, scheduled for high school, introduces the use of the Scientific Approach to personal problems. A longer discussion should ensue than for earlier lessons, emphasizing that collecting data and evaluating it in the personal realm rarely appears straight forward and easy. Yet it can be, and should be considered an avenue to better understanding and relationships.

Scientific Approach—Exercise 1

The scientific approach is easily grasped by young students. This topic can be presented just prior to students starting to work upon a science project. The scientific approach consists of four basic steps. Read these to your students.

1. Collect information and data.
2. Evaluate the data and draw conclusions.
3. Gather more information and data.
4. Re-evaluate the original conclusion. Does it need to be modified, or does the new data support your original conclusion?

We should continue repeating the process until we believe our conclusions are correct. Then, from time to time, start all over again.

DO NOT JUMP TO CONCLUSIONS!

To illustrate this process, throughout the week, bring in copies of a daily newspaper. Pose the questions, “How many pages are in the (name) newspaper?” “On which page can we find the funnies?” “On which page can we find a daily column, such as Dear Abby?”

On the blackboard or on a chart, record the answers for five consecutive days. Then use the follow up questions.

Why was the paper thicker on some days than others? More news? More advertising? (normally the latter)

What is the purpose of the advertising?

How does a business get to advertise?

Since advertisers are charged to advertise, where does that money go? (toward the cost of printing the newspaper.)

Stress the importance of gathering more than one set of data. If we only gathered one set, (one day) our conclusions would have been incorrect for the other days.

Ask if the students think all daily papers would be the same size, and laid out the same way. If you can, get a copy of the Wall Street Journal for the students to see. It would stand out in contrast. You will not find Dear Abby and the funnies consist of one cartoon each day.

Stress the value of checking your conclusions and beliefs when new data presents itself.

Example: Since you never had poison ivy, you may believe that you are immune. When a friend warns you that you are approaching a poison ivy patch, you walk right through it, secure in your belief that you are immune. The next day, when your legs are swollen, itchy and inflamed, you have gathered new data the hard way. Your original data was correct in that you had never had poison ivy, but had you ever been exposed? Sometimes what gets us into trouble is the missing information.

Communication

**...a 'game' in which the speaker and listener
(writer and reader)
battle against the forces of confusion.**

YOU

Must expect to be misunderstood.

YOU

Must expect to misunderstand.

YOU

**Can try to minimize misunderstanding;
you cannot hope to eliminate it.**

REMEMBER

**Successful communication depends a lot on you!
How well have YOU prepared for the 'game'?**

When you speak



When you listen

