

Eighth Grade

Print out single copies of the following pages:

05-01, 05-02, 05-06, 05-07, 06-06, 06-07, 06-08, 08-01, 08-05, 08-08, 08-09, 08-10, 10-01, 10-05, 12-01, 12-02, 12-03, 12-05, 12-06, 15-01, 16-01

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

06-05, 10-02, 15-02, 16-04

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

10-06, 14-01,

Pages 05-01 and 05-02 provide background material for both the remainder of chapter 5 exercises and 16-04. After you remind your students about assumptions and inferences, draw a reliability scale on the board. Read the story on page 05-06 and 05-07 to your class. Follow this with the Questions for Discussion. Refer to the reliability scale from time to time and ask your students where a particular inference or assumption might be located.

Map making, chapter 6, enters virtually all facets of our daily lives. We either are receiving instructions or giving them. We constantly map people, places, and things around us. We even map ourselves. Your student had previously received page 06-05, but hand it out at the beginning of a class and ask them to quickly review it. Then proceed to the Eagles Nest story, 06-07 and 06-08. This story demonstrates how not to give instructions or make a verbal map.

Hang up 08-01 and ask your students to determine just what they were seeing. A few days later proceed with Perception exercise 3 on page 08-05. Move the exercise quickly so you receive the students' initial response.

Your students were introduced to time-binding last year. Hand out page 10-02 for homework and announce that you plan to discuss it. When you do discuss the topic, hang up page 10-06 and leave it up for a week or two.

Hang up 12-01. Your students have seen this graphic previously when they performed another exercise using personal labels. Pages 12-02 and 12-03 provide background for you regarding personal labels. Call attention to the graphic and read the story on 12-05 and 12-06. Although students have little trouble accepting that labels on things have no meaning other than the one we give them, personal labels do not dismiss so easily. Print out 14-01 and display it. Point out that labels frequently lead to a breakdown in communication when we carelessly apply them to people.

The section on goals, 15-01 and 15-02 requires a lot of you the teacher. Hand out page 15-02 to your students, advising them that they will be expected to discuss this material in a few days. Then get a solid discussion going.

This course keeps focusing on the scientific approach, chapter 16. It provides a way for students to "get outside of the box." Page 16-01 provides background. Pass out page 16-04 to your class to be discussed at a later date.