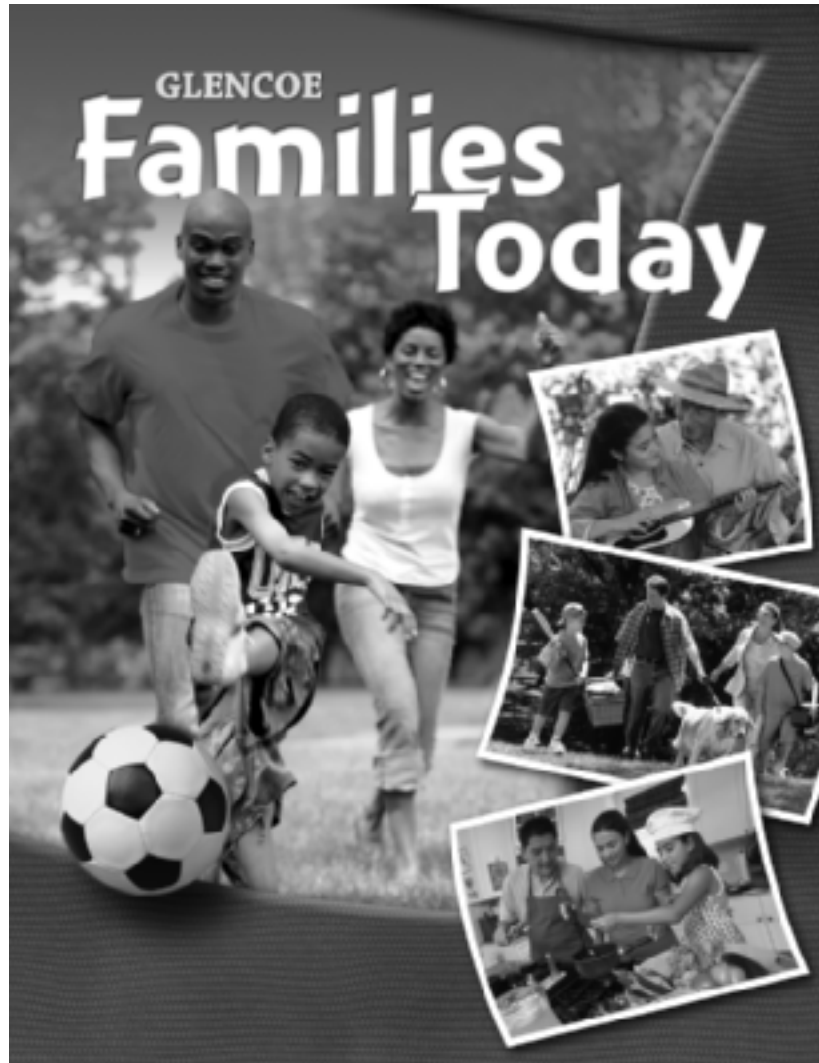


# Building Academic Skills



**Glencoe**

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◆ Unit 1  
The Family Foundation

## Building Academic Skills

## Language Arts

## FRAN TARKENTON: A LOOK AT VALUES

**Directions:** Attitudes and actions are a reflection of the values a person has. Many values are formed as the result of family influence. Read the following passage from the biography of Fran Tarkenton (*Fran Tarkenton — Scrambling Quarterback* by Julian May, Crestwood House, Inc., Mankato, Minnesota, 1977). Then answer the questions that follow.

*He was a minister's boy.*

*For his first ten years he was small for his age. He had asthma, which sometimes made it hard for him to breathe. But that didn't stop him from playing on a boys' club football team in his home city of Washington, D.C.*

*When he wasn't on the field, he was in his bedroom, planning make-believe games. His team was the 1950 Philadelphia Eagles — on bubble-gum cards.*

*And he, Francis Tarkenton, was always the quarterback.*

*"Someday," he told himself, "I'll play quarterback in Yankee Stadium in New York. The whole world will cheer."*

*The Tarkenton family was very religious. But Fran's father did not worry about his son's interest in sports.*

*"God inspired me to become a pastor," he said to his son. "He may inspire you to become an athlete."*

*"I hope so!" said young Fran.*

*The family moved to Athens, Georgia, the next year. There were many good sports opportunities for boys. Fran began to grow tall and strong. He played football and basketball, and he was a star Little League Baseball pitcher. In 1952, Fran helped his Little League team win the city championship.*

*He entered Athens High the next year and was a good student. Sports were still the center of his life, however. Even as a freshman, he made the varsity teams in football, baseball, and basketball.*

*He liked baseball best. In 1954, he hit .365 and helped bring the team to the regional championships. There he struck out 26 men in 22 innings and batted .417. The team won the title after Fran pitched a one-hitter.*

*That fall, he went out for football again. As a frosh quarterback, he had spent most of his time studying the game. Now he was ready to win. Athens High took nine games out of ten that year. Then they met Rockmart for the playoff that would decide the North Georgia title.*

*With Fran Tarkenton as quarterback, the Athens squad dominated the game. The score was tied, 6-6, in the last minutes. According to the rules, Athens was about to be declared the winner on a technicality.*

*But this wasn't good enough for Fran. He decided to gamble on his team's ability to score again. He called a rollout pass to the right and threw.*

*The ball was intercepted. A Rockmart player ran away with it for a touchdown.*

(Continued on next page)

*Fran's gamble had lost his team the regional title. Some of the boys wept in the locker room. But Fran said, "We'll whip 'em next time."*

*Fran's first love was still baseball. He dreamed of becoming a major league pitcher. During the 1955 season, the Athens team was doing well and Fran was the star hurler.*

*Then they met Covington, a tough team to beat. Fran, standing out on the mound, studied the heavy hitter who was next up to bat. He thought, "I'll give the ball a little extra spin this time."*

*He wound up and threw. There was a sudden snap! The pitch went wild and Fran's arm exploded in pain. He had torn a tendon below the elbow. When it healed, he found that his pitching ability was gone forever. Much later, Fran would consider the accident a lucky one. It turned his attention from baseball to football, because strangely enough, he could throw a pass as well as ever.*

### Analyzing the Passage

1. Identify three values that you feel Fran showed. Describe what Fran did or said to show these values.

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How do you think Fran's family may have influenced his values?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

◇ Unit 1  
The Family Foundation

**Building Academic Skills**  
*Social Studies*

## DEMOCRACY AND FAMILY

**Directions:** James Daugherty was a well-known American painter and writer. As a young student at the London School of Art, Daugherty was inspired by the writings of Walt Whitman and his visions of America. In the book *Walt Whitman's America* (The World Publishing Co., Cleveland, Ohio, 1964), Daugherty compiled favorite Whitman selections with his own original illustrations as a tribute to Whitman's influence. One selection from Whitman's *Democratic Vistas* draws a vivid comparison between democracy and family. Read the passage and then answer the questions.

*DEMOCRACY . . . ALONE CAN BIND, and never seeks to bind, all nations, all men, of however various and distant lands, into a brotherhood, a family. It is the old, yet ever-modern dream of earth, out of her eldest and her youngest, her fond philosophers and poets. Not that half (of democracy) only, individualism, which isolates. There is another half, which is adhesiveness or love, that fuses, ties, and aggregates, making the races comrades, and fraternizing all.*

1. According to Whitman, how is democracy like a family? \_\_\_\_\_

\_\_\_\_\_

2. Describe the two halves of democracy. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do these two halves apply to the family as well? Explain your answer. \_\_\_\_\_

\_\_\_\_\_

3. Consult a dictionary to find definitions of *family* and *democracy*. Write the definitions in the space below.

Family: \_\_\_\_\_

Democracy: \_\_\_\_\_

What do the two definitions have in common? \_\_\_\_\_

\_\_\_\_\_

How do they differ? \_\_\_\_\_

\_\_\_\_\_

## ENVIRONMENTAL CONSCIOUSNESS

**Directions:** Read the following passage condensed from “A Consumer’s Guide to Environmental Myths and Realities.” Then answer the questions that follow.

*In recent years, numerous groups, including federal agencies, have offered counsel on how Americans can be “good environmentalists.” Although well-intentioned, the advice is too often based on little more than uncritical acceptance of such core beliefs as “recycling is good.” From the perspective of the total environment, the advice is frequently wrong. Those who follow it may actually end up harming the environment more than if they were to ignore it altogether.*

*Here are five common myths:*

**Packaging is bad**

*This idea is now widely accepted by consumers who are concerned about the environment. But it’s not necessarily true. Packaging can actually prevent certain kinds of waste.*

*When a food is processed and packaged in the United States, byproducts such as rinds and peels are often used as fuel, animal feed, or in another economically useful way. By contrast, in Mexico, where packaging is less prevalent, such food byproducts become garbage. Compared with the United States, the average Mexican household throws away three times more food debris — 1.6 pounds per household per day, according to a University of Arizona study.*

*Food packaging also reduces spoilage. The complex layering of metal and plastics that helps keep some Keebler snacks fresh for up to six months, for example, lets the company distribute them throughout the country without having a plant in every city. Such packaging meets consumer needs and economizes on the use of resources.*

**Recycling is always good**

*In principle, most waste products — iron and steel, aluminum, glass, paper, and even tires — can be recycled. And, in fact, a great deal of recycling already takes place. More than 50 million tons of scrap iron and steel are recycled each year, as are 16 million tires. Over half of the aluminum cans in the United States are recycled, as well as one-fourth of the glass and plastic beverage containers.*

*But would universal recycling necessarily be better for the environment? The answer is no.*

*Recycling has environmental side effects. Curbside garbage-recycling programs often require more collection trucks — which means more fuel consumption and more air pollution. Some recycling programs use large amounts of energy and produce high volumes of water waste. Distant recycling facilities often necessitate considerable resources just to transport the stuff there.*

*Take paper recycling. Proponents argue that every ton of recycled newsprint saves 17 trees. But most of the trees used to make paper are planted explicitly for manufacturing paper. Less paper from virgin pulp means fewer trees planted by commercial harvesters. According to a study by Resources for the Future, a nonpartisan research organization in Washington, D.C., the net effect of universal paper recycling could actually be a decline in tree planting and tree coverage, as lands are converted to other uses.*

(Continued on next page)



**Nonbiodegradable products are bad**

Consumers have been told: anything that decomposes naturally is good, and anything that does not is bad. But most modern landfills are capped, inhibiting biodegradation of anything.

Biodegradable products, if disposed of improperly, can leach dangerous chemicals into the water supply. Nonbiodegradable products, for the most part, do not have this problem.

**Disposables are bad**

A 1990 children's television special produced by Home Box Office was designed to teach this idea. So, too, was the first version of the Environmental Protection Agency's booklet "The Environmental Consumer's Handbook." It was withdrawn after some members of the EPA's own staff complained about "oversimplification and inaccuracies."

Here are two examples of what's wrong. Some environmentalists have targeted juice boxes because they contribute to waste. But transporting empty glass bottles requires more trucks than transporting empty boxes, using more fuel and causing air pollution. And aseptic packages don't need refrigeration, saving energy.

Disposable diapers are also denounced as wasteful. But over its "lifetime," a cloth diaper uses six times more water than a disposable does. This matters a lot in western states, such as California, where landfill space is relatively abundant, but water is scarce. California residents who avoid disposables and wash cloth diapers may not be doing their environment a favor.

**Plastics are bad**

To most advocates of "green" consumerism, an aluminum container is best, glass second and plastic the worst. However, according to the economic and environmental research organization California Futures, of nonrecycled containers, plastic takes the least energy to manufacture.

Several municipalities have begun to ban some kinds of plastic goods on the assumption that plastics contribute to our waste problem. Actually, plastic materials comprise only about eight percent of municipal solid waste by weight.

Plastics are lighter and more efficient than many other kinds of packaging. A research organization in Germany examined the effects of eliminating all plastic packaging in that country. It found that energy consumption would almost double and the weight of solid wastes would increase 404 percent.

There's no doubt that Americans throw away a lot of stuff—about 180 million tons of solid waste annually. But the amount of waste discarded into landfills has remained fairly constant for decades. As William Rathje, a leading expert on garbage, has observed: "Americans are wasteful, but we have been conditioned to think of ourselves as more wasteful than we truly are." While we seek to protect the environment, let us take care to look beyond the "simple" rules that may do more harm than good.

(Continued on next page)

**For Analysis**

1. For each of the myths listed, name a reality cited by the author of the article.

Packaging is bad: \_\_\_\_\_  
\_\_\_\_\_

Recycling is always good: \_\_\_\_\_  
\_\_\_\_\_

Nonbiodegradable products are bad: \_\_\_\_\_  
\_\_\_\_\_

Disposables are bad: \_\_\_\_\_  
\_\_\_\_\_

Plastics are bad: \_\_\_\_\_  
\_\_\_\_\_

2. Would a study on packaging likely be more reliable if done by a food manufacturer or an independent research organization? Explain your reasoning.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. People often say that there are two sides to every story. How does this relate to the article?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Does this article promote the idea that environmental concerns are not worth pursuing? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Unit 1  
The Family Foundation

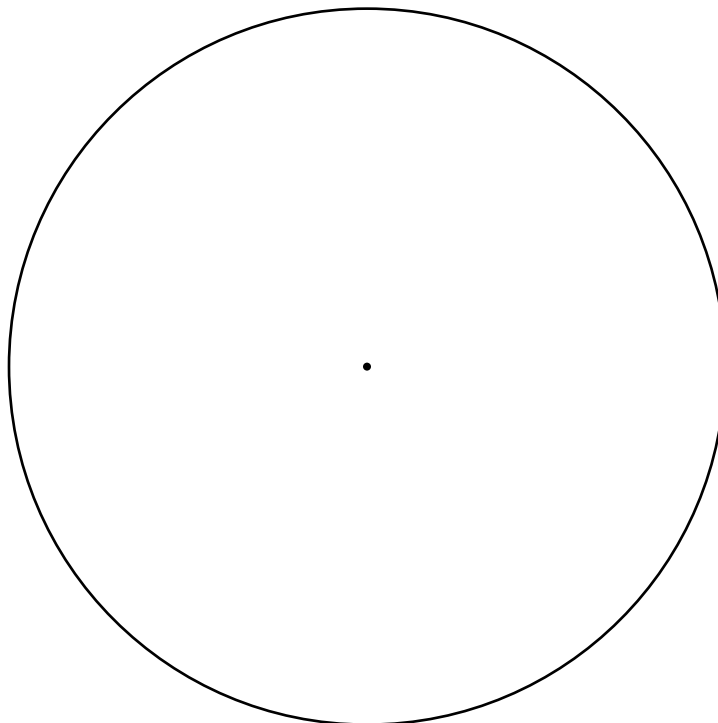
**Building Academic Skills**  
*Math*

**SLICE THE FAMILY PIE**

**Directions:** Research national trends to determine the number of students who live in each type of family listed below. Record your results in the “percentage” column.

Type of Family	Percentage
Nuclear	
Single-parent	
Blended	
Extended	
Adoptive	
Foster	

Determine what percentage of the total is represented by each type of family. Record percentages in the last column. Then use the circle below to draw a pie graph representing your survey results.



Unit 2  
Strengthen Your Relationships

**Building Academic Skills**  
*Language Arts*

# RELATIONSHIPS IN THE MEDIA

Characters on television are shown in a variety of relationship situations. Characters illustrate both good and bad communication skills. They show both constructive and destructive forms of conflict. Whether any of these glimpses of life are realistic or not is up to you as a viewer to decide.

**Directions:** Imagine that you are a writer and that you have been asked to create a new television show that depicts family life as it really is in the United States today. Write the title for your new television show below. Then describe the characters and setting, and give an outline of the story.



**Title:**

**Characters:**

**Setting:**

**Story line:**

Unit 2  
Strengthen Your Relationships

Building Academic Skills  
Social Studies

# THE IMPORTANCE OF UNITY

Abraham Lincoln was a man of principle and a president who understood the power of the spoken word. He was a master of public speaking, as he demonstrated in the Douglas debates, in his inaugural address, and in his famous Gettysburg Address.

Perhaps the most characteristic trademark of Lincoln's speeches was his ability to target main points in a few well-chosen words. In his immortal speech at Gettysburg, he succinctly stated America's purpose as a nation:

*Fourscore and seven years ago our fathers brought forth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.*

In the Douglas debates of 1858, Lincoln stated, "A house divided against itself cannot stand." He was referring to the nation's division over the issue of slavery.

Consider the matter of unity. It may be applied to families as well as nations. Think about issues that can cause division in families. Can differences of opinion cause families to break down? How can a family deal with differing opinions and remain strong as a family unit?

**Directions:** In the space below write a paragraph (of 50 words or less) to address answers to the questions above. You may use the title, "A House Divided," or create an original title. Apply Lincoln's style: be brief, concise, and to the point.


◇ Unit 2  
Strengthen Your Relationships

**Building Academic Skills**  
**Science**

RELATIONSHIPS

Ecologists study relationships between organisms in a living community. Social scientists study relationships among family members and others in their environment. The disciplines of science and social science have a lot in common.

**Directions:** Read the following summary of relationships that exist in living communities. After reading, answer the question that follows.

*All of the organisms in a given area make up the living community. These include animals, plants, microorganisms, and fungi.*

*Organisms may be producers, consumers, and/or decomposers. Producers are the organisms that produce food. Consumers are the organisms that get food from other organisms. Decomposers get their food from dead organisms or from wastes of organisms.*

*Organisms relate to each other in one of two ways. They have either a symbiotic or a competitive relationship.*

*Those organisms that depend on one another have symbiotic relationships. There are three forms of symbioses: parasites, mutualism, and commensalism. A parasite is an organism that feeds from another organism without killing it. In mutualism, two organisms derive benefits from each other. In a commensal relationship, one organism benefits, and the other is not affected.*

*Organisms that need the same things are said to be competitive. If the needed resources are limited, competition becomes very great. Usually, one of two things happens. Either one species will die out or be run out, or one will gradually change its needs in order for the two to coexist.*

**How does the discussion above relate to human relationships? Include specific examples to illustrate your response.**

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Unit 2  
Strengthen Your Relationships

Building Academic Skills  
Health

FAMILY WELLNESS

**Directions:** Many elements make up a healthy family climate. Most families have some things they do better than others. Read the list below, and look for those items that are strengths in your family. Place a check mark beside the three that you think your family does the best. Then follow the directions below the list.

Do family members . . .

- |  |  |
|--|--|
| _____ 1. Spend time together regularly?                                | _____ 9. Express love and concern for one another?       |
| _____ 2. Show respect for one another?                                 | _____ 10. Have and follow family rules?                  |
| _____ 3. Face problems directly?                                       | _____ 11. Try to understand one another's viewpoints?    |
| _____ 4. Discuss disagreements calmly?                                 | _____ 12. Participate in family traditions?              |
| _____ 5. Set family goals and work to reach them?                      | _____ 13. Pull together when there is a serious problem? |
| _____ 6. Avoid taking out stresses on one another?                     | _____ 14. Make commitment to family a high priority?     |
| _____ 7. Enjoy being together?   | _____ 15. Talk to one another?                           |
| _____ 8. Assume their fair share of responsibility for household work? |  |

Choose two items from the list above that you think are most important to family wellness. Explain why you have selected these two.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Unit 2**  
**Strengthen Your Relationships**

**Building Academic Skills**

*Math*

**FAMILY VACATIONS**

Families have long enjoyed the chance to “get away from it all” by taking a family vacation. Certainly, vacations can help families spend quality time together, talk things over, and gain new perspectives. The main disadvantage of vacations for some families is the cost factor. Having a clear idea of vacation costs can help family members plan and save for such expenses.

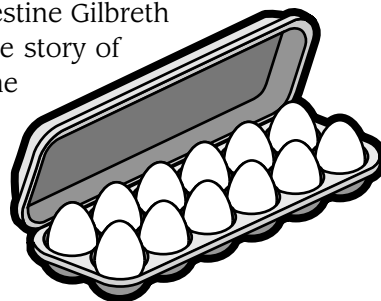
**Directions:** Plan a five-day (four nights) vacation for four to the place of your choice. Use your research skills to complete the chart below, estimating what such a trip might cost in total.

<b>Vacation Destination</b> _____	
<b>Transportation</b>	
Auto (total mileage): _____ × \$ _____ /mile =	_____
Air fare (round trip): _____ × 4 people =	_____
<b>Lodging</b>	
Type: _____ at \$ _____ /night × 4 nights =	_____
<b>Food</b>	
Breakfast: _____ × 5 days =	_____
Lunch: _____ × 5 days =	_____
Dinner: _____ × 5 days =	_____
Snacks: _____ × 5 days =	_____
<b>Entertainment</b> (includes admissions and souvenirs)	
_____ =	_____
_____ =	_____
_____ =	_____
_____ =	_____
<b>Estimated Total Cost of Trip</b>	
	_____

◇ Unit 3  
Decision-Making SkillsBuilding Academic Skills  
Language Arts

## MANAGEMENT SKILLS MATTER

**Directions:** Read the following passage taken from the book *Cheaper by the Dozen* (Thomas Y. Crowell Co., 1948). This book was written by Frank B. Gilbreth, Jr., and Ernestine Gilbreth Carey, two of the children in a family of twelve children. The authors tell the story of their family life with Mother, Dad, and their brothers and sisters during the years 1910 to 1924. Mother and Dad were among the first professionals in the field of scientific management and were quite accomplished as efficiency experts. The book shows how management skills, combined with a keen sense of humor, make for a very positive family climate. As you read, ask yourself the question: Can it really be “cheaper by the dozen”? After reading the selection, answer the questions that follow.



*One reason he had so many children — there were twelve of us — was that he was convinced anything he and Mother teamed up on was sure to be a success.*

*Dad always practiced what he preached, and it was just about impossible to tell where his scientific management company ended and his family life began. His office was always full of children, and he often took two or three of us, and sometimes all twelve, on business trips. Frequently, we'd tag along at his side, pencils and notebooks in our hands, when Dad toured a factory which had hired him as an efficiency expert.*

*On the other hand, our house at Montclair, New Jersey, was sort of a school for scientific management and the elimination of wasted motions — or “motion study,” as Dad and Mother named it.*

*Dad took moving pictures of us children washing dishes, so that he could figure out how we could reduce our motions and thus hurry through the task. Irregular jobs, such as painting the back porch or removing a stump from the front lawn, were awarded on a low-bid basis. Each child who wanted extra pocket money submitted a sealed bid saying what he would do the job for. The lowest bidder got the contract.*

*Dad installed process and work charts in the bathrooms. Every child old enough to write — and Dad expected his off-spring to start writing at a tender age — was required to initial the charts in the morning after he had brushed his teeth, taken a bath, combed his hair, and made his bed. At night, each child had to weigh himself, plot the figure on a graph, and initial process charts again after he had done his homework, washed his hands and face, and brushed his teeth. Mother wanted to have a place on the charts for saying prayers, but Dad said as far as he was concerned prayers were voluntary.*

*It was regimentation, all right. But bear in mind the trouble most parents have in getting just one child off to school, and multiply it by twelve. Some regimentation was necessary to prevent bedlam. Of course there were times when a child would initial the charts without actually having fulfilled the requirements. However, Dad had a gimlet eye and a terrible swift sword. The combined effect was that truth usually went marching on.*

(Continued on next page)

Yes, at home or on the job, Dad was always the efficiency expert. He buttoned his vest from the bottom up, instead of from the top down, because the bottom-to-top process took him only three seconds, while the top-to-bottom took seven. He even used two shaving brushes to lather his face, because he found that by doing so he could cut seventeen seconds off his shaving time. For a while he tried shaving with two razors, but he finally gave that up.

"I can save forty-four seconds," he grumbled, "but I wasted two minutes this morning putting this bandage on my throat."

It wasn't the slashed throat that really bothered him. It was the two minutes.

Some people used to say that Dad had so many children he couldn't keep track of them. Dad himself used to tell a story about one time when Mother went off to fill a lecture engagement and left him in charge at home. When Mother returned, she asked him if everything had run smoothly.

"Didn't have any trouble except with that one over there," he replied. "But a spanking brought him into line."

"That's not one of ours, dear," she said. "He belongs next door."

None of us remembers it, and maybe it never happened. Dad wasn't above stretching the truth, because there was nothing he liked better than a joke, particularly if it were on him and even more particularly if it were on Mother. This much is certain, though. There were two red-haired children who lived next door, and the Gilbreths all are blondes or red heads.

### Analyzing the Passage

1. What is "motion economy"? Cite one or more examples of Dad Gilbreth's use of motion economy.

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2. Name two tasks that must be done in your family but could be made easier with motion economy.

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3. What are process and work charts? List specific items Dad included on these.

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4. How might your family make use of a work chart?

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(Continued on next page)

Name \_\_\_\_\_

Unit 3

5. How did Dad prepare his children for their future roles in the work world?

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6. What family living experiences have you had that taught you something useful about working?

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7. Why did Dad quit shaving with two razors?

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8. How did Dad show a sense of humor?

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9. How important is a sense of humor in a family? Explain your reasoning.

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10. Do you think that it really was “cheaper by the dozen” to manage as a family during the time period of 1910 to 1924? Why or why not? Do you think it would be cheaper today? Why or why not?

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◇ Unit 3  
Decision-Making Skills

**Building Academic Skills**  
*Social Studies*

# HIS AND HER EXPECTATIONS

Controversy over the role expectations of males and females continues to exist. Although times have changed, people still don't always agree on what is appropriate behavior for each gender.

**Directions:** Use the checklist below to explore your own thinking about role expectations by placing a check mark under "yes" or "no" for each question. Now, keep this checklist for your own reference while comparing your results with other class members. Discuss the reasoning behind attitudes, and identify any problems that might result from differing opinions.

Is it appropriate for . . .	Yes	No
1. Males to babysit?		
2. Females to ask males out?		
3. Males to cry?		
4. Females to play in contact sports?		
5. Males to become nurses?		
6. Females to aim for political office?		
7. Males to be house-husbands?		
8. Females to be major breadwinners?		
9. Females to have higher incomes than husbands?		
10. Males to play with dolls?		
11. Females to play with trucks?		
12. Males to enjoy home decorating?		
13. Females to enjoy building?		
14. Males to do needlework?		
15. Females to open doors for males?		
16. Males to give up their seat on a bus?		
17. Males to stand when females enter?		
18. Females to shake hands?		
19. Males to choose not to marry?		
20. Females to choose not to marry?		
21. Males to choose not to be fathers?		
22. Females to choose not to be mothers?		

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**MODERN TECHNOLOGY**

The twentieth century was a time of rapid change. New inventions, discoveries, and developments changed the way people lived, worked, and played. In 1900, most people used horses for transportation, candles and kerosene or oil lamps for lighting, and coal- or wood-burning stoves for cooking. The telephone had been invented but was not in wide use, and the Wright brothers' first flight was three years in the future. Many people, especially in rural areas, had no indoor plumbing.

**Directions:** On the chart below, list at least one effect each invention or discovery has had on society, families, or individuals. Then on the lines below the chart, describe the changes you think the twenty-first century will bring to that area.

Invention or Discovery	Effect
Air conditioning	
Computer	
Fax machine	
Polio vaccine	
Teflon	
Television	

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◇ Unit 3  
Decision-Making Skills

**Building Academic Skills**  
*Health*

GETTING THE BEST HEALTH CARE

**Directions:** Getting health care today often means choosing the right specialist. Listed below are some of the basic types of medical specialists needed at one time or another by family members. Use a dictionary or health resource to describe below what type of care each one provides.

Medical Specialists	Care Provided
Allergist	
Audiologist	
Cardiologist	
Dental Hygienist	
Dentist	
Dermatologist	
Emergency Medical Technician	
Gastroenterologist	
Geriatric Physician	
Gynecologist	
Neurologist	
Obstetrician	
Oncologist	
Ophthalmologist	
Orthopedist	
Pediatrician	
Pharmacist	
Physical Therapist	
Podiatrist	
Psychiatrist	
Psychologist	
Respiratory Therapist	
Urologist	

Unit 3  
Decision-Making Skills

Building Academic Skills  
Math

# COST OF GOING OUT TO EAT

**Directions:** Today's fast-paced lifestyles have made eating out a regular routine for many, but doing so may result in poor nutrition. It may also have a negative impact on the budget. Try comparing the costs of eating out and in. First, fill in one of your favorite menus (one to three items). Then, call or visit three restaurants to obtain prices for the items on the menu. Finally, list the ingredients needed to prepare the meal at home, and visit a grocery store to get prices. Which is more economical in this case, out or in?

The menu is: \_\_\_\_\_

Restaurant	Menu Item	Price
<b>Total:</b>		
<b>Total:</b>		
<b>Total:</b>		

Ingredients for Each Menu Item	Cost	Cost Per Serving
<b>Item:</b>		
<b>Item:</b>		
<b>Item:</b>		
<b>Total Cost of Preparing Menu</b>		



◇ Unit 4  
Support Family and Friends

Building Academic Skills

Language Arts

## THE PAINFUL SIDE OF DIVORCE

**Directions:** Divorce brings trauma to even the most solid family unit. Read the following excerpt about one young man's reaction to divorce from the novel *Necessary Parties* by Barbara Dana (Harper & Row, Publishers, New York, 1986). Then discuss the questions that follow with your class. (To find out how Chris tackled and solved his problem of family breakdown, read further in the novel.)

*My father folded his napkin in consecutive geometric layers and set it under the side of his plate. "Your mother and I are getting a divorce."*

*It was like my whole insides gave way. There was this sense of falling. I wanted to grab on to something, but everything was evaporating and there was nothing there. Then the phone rang.*

*Oh, God, I thought, not the phone. Isn't the news enough, the announcement of the end of our world? Isn't that enough to bear without having to deal with a person on the phone? Somebody should answer it, I thought, but I couldn't move.*

*My father just went on. "I know you understand what this means, Chris, so I'm going to address myself to Jenny, but everything I say goes for you, too."*

*The phone rang again.*

*"The phone's ringing," said Jenny.*

*"I know," said Dad. "For a long time now Mommy and I haven't been getting along very well. There have been a lot of fights. Have you noticed that?"*

*"Bunny has."*

*"Bunny has. Yes, well, right. He's right. There have been a lot of fights. Too many, and that's not good."*

*The phone rang again. My dad got up to answer it. My mother kept staring at the tablecloth. I could hear my dad on the phone — business. "Tell him it's now or never," he was saying. "We can't wait around."*

*I started feeling dizzy.*

*"Can I call you back in ten minutes?"*

*TEN MINUTES? Our lives are at stake and he gives it TEN MINUTES?*

*Dad hung up the phone and returned to the table. Jenny was removing the tape that attached Funny Bunny Richardson to the stool. "Bunny's leaving," she said.*

*"Let Daddy finish," said my dad. "Sit down now and don't fiddle with the tape."*

*Jenny sat down. Then my dad went into his speech about divorce and what it means. I swear (and I don't do that often) but I swear it was the stupidest and most nonsensical speech I had ever heard. It was like I was in the midst of a black comedy, some bizarre, unwanted satire on the reasonableness of the insane. I wanted to scream, but I felt somehow paralyzed.*

*"Now, as I said earlier," my dad continued, "we love you both very much and that will never change. But sometimes the person you marry changes and sometimes you change."*

*Don't say "change" again, I remember thinking. I felt that if he said "change" one more time I would go for his throat.*

(Continued on next page)

*"Mommy and I have both changed in the sixteen years since we've been married."*

*There it is, I thought. He said it. The past tense does not get him off the hook.*

*"We don't make each other happy anymore, so we have to make a change. And that change will be a divorce."*

*Why? Aren't there other kinds of changes? Can't people change for the better, bring out the best in each other?*

*"We're going to be getting a divorce and what that means, Jenny, is that we won't be living in the same house anymore. You and I will be living in the same house sometimes, and you and Mommy will be living in the same house sometimes, but Mommy and I will be living in different houses."*

*He was trying to make it sound like a nice idea, but it wasn't working. I felt this wave of total lack of respect for him, which scared the hell out of me. This was my dad who I loved and who had taught me so much and taken care of me and been my friend and ordered presents for me from Eddie Bauer in the middle of the night and held my hand when I had nightmares from the measles.*

*My mother reached out her arms to Jenny. "Come here, sweetheart," she said.*

*Jenny got off her chair and climbed into my mom's lap. She curled into a kind of ball.*

*My dad kept going. "So, Jenny, you and Chris will live with Mommy part of the time and with me part of the time, the time you're not living with Mommy. But Mommy and I won't be living in the same house, not anymore. Mommy will stay in this house, for a while at least, and I will have an apartment in the city, so when you live with me you'll be in the city and when you live with Mommy you'll be here, for a while, at least."*

*The room started to spin and I felt I was either going to pass out or throw up. My mother was stroking Jenny's hair. Then the phone rang and I totally freaked out.*

*"NO!" I screamed. I jumped up and ran to the phone, ready to rip it out of the wall.*

*Coward, I thought.*

*I simply lifted the receiver. "WE CAN'T TALK NOW!" I shouted into the phone. Then I slammed the phone down and turned to my dad.*

*"YOU CAN'T DO THIS!"*

*"You're upset," he said. "Let's talk about it."*

*"I DON'T WANT TO TALK ABOUT IT!"*

*"Please, Chris," said my mother.*

*"YOU'RE NOT GOING TO DO THIS!"*

*"It's not up to you, Chris," said my dad.*

*The phone rang and I turned and left the house. I slammed the front door and found myself in the front yard in the dark. I had to pace, to move. I started wildly circling the large oak tree, ready to pull it out by its roots. Now who was going crazy? Inside I could see Mom was holding Jenny, and my dad on the phone. That was almost the worst part of the whole thing to me, at that moment anyway. How could he be on the phone at a time like this? I kept circling the tree, then pacing back and forth, the energy building and building inside of me.*

*WHERE IS MY FAMILY?*

*Just then I spotted our Halloween pumpkins on the front steps, Jenny's and mine, a gift to the children of Bedford from the Bixler Real Estate Company. They had grotesque and jagged smiles (the pumpkins, not the Bixler Real Estate Company), and were rotting, with dark patches and green mold beginning to grow. I felt this immense hatred for those pumpkins. They took on a whole new meaning for me, the fact that they would rot and turn ugly like that.*

(Continued on next page)

*Everything rots, I thought. Everything changes. WHY?*

*The pumpkins symbolized my family to me. I grabbed my leaving Jenny's to rot in peace, and carried it to the back house. It was truly disintegrating. My fingers went into layers soft mush and green, slimy fur. I had to destroy the pumpkin stamp out the rot (The Demise of the Bixler Pumpkin). Somewhere there was a twisted logic to it, but how it would help my family I'm not sure. Behind our house is a bird sanctuary. It's down a hill, forty acres of woods. I ran toward the hill and the woods and hurled the pumpkin over the side. It hit some rocks and truly exploded. A cataclysmic array of exploding pumpkin. I stood there, breathing heavily for a few minutes, and then just sat down on the grass and cried.*

*I wish I had a dog, I thought. I could hold on to him and cry. You can't hold on to fish.*



### For Discussion

1. Describe the reaction of each family member (Chris, Jenny, Mom, and Dad) to the divorce decision. What emotions do you think each is feeling?
2. What are some of the most difficult changes for family members as they deal with divorce?
3. Explain the significance of the Halloween pumpkins to Chris.
4. When it comes to families, do you agree with Chris when he says "Everything rots"? Why or why not?

# QUALITIES OF LEADERS

The challenge of change in the world would never be met without leaders. Leaders are those who make a difference. Leaders are change agents. They see a need, set strategies for change, and see them through.

The history books are filled with accounts of leaders who made a difference in the nation and world. They are the presidents, the prime ministers, and the popes. They are the scholars and scientists who have led the quest for knowledge. They are the common people as well, without title or degree, whose actions set them apart as leaders.

**Directions:** What extraordinary qualities do leaders possess? What approaches are used by successful leaders? To find out, select a leader, past or present, in whom you are interested. Research his or her life and work. Complete the outline below to summarize your findings. Share results with classmates.

**The Leader:** \_\_\_\_\_

**Accomplishments:** \_\_\_\_\_

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**Extraordinary Traits:** \_\_\_\_\_

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**Approaches Used as a Leader:** \_\_\_\_\_

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◇ Unit 4  
Support Family and FriendsBuilding Academic Skills  
Science

## DEALING WITH GRIEF

Sigmund Freud is known as the father of psychoanalysis. His theories revolutionized the field of medicine and led the way to new understanding of human behavior. Freud considered areas that had never before been viewed as significant. He explored dreams, hidden memories, and subconscious feelings. During the time following the death of his father, Freud experienced firsthand some of the reactions he had seen in his own patients.

**Directions:** Read the following passage from *Explorer of the Unconscious: Sigmund Freud*, a biography by Adrien Stoutenburg and Laura Nelson Baker (Charles Scribner's Sons, New York, 1965). Then discuss the questions that follow with your class.

*The summer following his father's death marked a turning point in Freud's life. He, who in later years would be noted for a deep serenity of spirit, was in 1897 going through what he himself called a kind of neurotic experience which threatened to bring him to a complete breakdown. At times he felt totally unable to work but would wander restlessly from one distraction to another, playing chess or cards or mechanically studying ancient maps. Martha, for all her love and attention to every practical detail that would give him comfort, watched helplessly.*

*Freud's physical health plagued him also. His old enemy, migraine headache, afflicted him regularly, and he had long been a sufferer from nasal catarrh and sinus trouble. Twice, Fliess operated on him to drain off pus collected in the antrums, hollow spaces in the bone above the nose. Financial pressures, too, remained a problem. Aside from the expenses for his own family, he had to contribute to the support of his mother and his two remaining unmarried sisters, Adolfine and Paula. Anna and Eli had emigrated to America. Alexander was doing well in his transportation management work, but though he helped out with the expenses of their sisters and mother, he was not rich.*

*All these pressures (including challenges to his own theories), in addition to his strong reaction to his father's death and a beginning of conflict in his friendship with Fliess, worked to make him face the need to begin an intense self-analysis. This he started in July, 1897, combining it with his study of dreams, especially his own dreams.*

*"I believe I am in a cocoon," he wrote to Fliess, "and God knows what kind of beast will creep out of it."*

*In attempting to psychoanalyze himself, Freud was as much a pioneer as all who set off to travel uncharted paths have been. He had no guide except his own mind and intuition, no resources except his courage and unsparing self-honesty. It was an overwhelmingly lonely form of exploration, this going down into the labyrinth of oneself. During the process he began to experience all the things that as a third party he had witnessed going on in his patients, days when he went about depressed because he had understood nothing of the day's dreams, fantasies or mood. Then there were days when, like a flash of lightening, understanding would come and the dark corners would be revealed.*

(Continued on next page)

Back home in Vienna in October, Freud pressed ahead with self-analysis and the study of dreams, his pen busily covering pages of manuscript paper as he recorded theory and experience in the clear, readable style that is typical of all his writings. When not writing, he might sit brooding, looking at the large collection of figurines and primitive sculpture that took up more and more space in his study. The year before he had made a trip to Bologna and Ravenna with Alexander and, finally, to Florence. Freud fell in love with Italy, especially the Galileo Museum near Florence with its ancient cultural treasures. Now examples of Florentine statuary were among his treasures. Often while sitting listening to a patient, he would take a figurine or paperweight or other object from his collection and sit turning it over and over in his hands as if the handling of some physical object increased the pitch of his mental concentration. He did the same thing now, while burrowing into his own mind and memories.

He had become convinced that the first years of an individual's life had a profound effect on his personality and character. Experiences entirely forgotten by the conscious part of the mind remained in the unconscious as in a dimly lighted storehouse, affecting action and thought. Only by probing that dimness with a strong searchlight could one hope to see through the springs of individual behavior. Dream study and psychoanalysis, he believed, were the twin searchlights to reveal the past and thereby perhaps cure psychoneuroses.

One of his own dreams particularly interested him: a dream of a man with one eye, short, fat and high-shouldered, who seemed to be a doctor. Reflecting on the dream later, he had decided the dream figure must represent a one-eyed professor he had once had. However, he had liked the professor, but he had felt a distinct dislike for the one-eyed man in his dream.

On his Sunday call at his mother's he asked her to describe the doctor who had delivered him when he had been born. Amalie readily recalled that the doctor had been one-eyed and, in fact, matched every other characteristic in Freud's dream.

But why the dislike for the dream doctor then? Freud mused. Surely he didn't resent the man's help in bringing him into the world.

"He's the same doctor," his mother added, "who treated you when you fell from a stool and cut open your jaw on the table."

Freud touched the spot where his beard covered the scar. Consciously he remembered nothing of the accident which had happened when he was three, but obviously his unconscious did and had associated the pain of the event with the one-eyed doctor, thus creating the dream feeling of resentment.

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## For Discussion

1. Give examples of the stages of grief experienced by Freud after the death of his father.
2. How did his wife, Martha, offer her love and support during Freud's time of grief?
3. Why did Freud begin an intense self-analysis?
4. Is it possible that Freud's feelings about his father's death could have affected him for as much as a year? Explain your answer.



# CRIME DATA

**Directions:** Study the table below and answer the questions that follow. Note that although alcohol is a drug, it is categorized separately in this chart. What conclusions can you draw from this chart?

**Table 32. Personal crimes of violence, 2005:**  
Percent distribution of victimizations by perceived drug or alcohol use by offender:

Perceived drug or alcohol use by offender	Percent of victimizations					
	Crimes of violence	Rape/Sexual assault/a	Robbery	Total	Assault Aggravated	Simple
Total victimizations	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total (Perceived to be under the influence of drugs or alcohol)	27.5	35.5	22.5	27.8	30.7	26.9
Under the influence of alcohol	14.1	10.5*	5.1*	15.6	14.9	15.8
Under the influence of drugs	7.0	16.7*	10.6	6.0	6.4	5.9
Under the influence of both drugs and alcohol	4.6	5.1*	5.4*	4.4	6.5	3.8
Under the influence of one not sure which	1.6	3.2*	0.9*	1.6	2.7*	1.3
Not available whether drugs or alcohol	0.2*	0.0*	0.4*	0.2*	0.3*	0.1*
Not on alcohol or drugs	23.4	23.8	13.1	24.8	23.1	25.4
Don't know or not ascertained	49.2	40.6	64.4	47.4	46.2	47.7

Note: Detail may not add to total shown because of rounding  
\*Estimate is based on about 10 or fewer sample cases.  
a/Includes verbal threats of rape and threats of sexual assault.

Criminal victimization in the United States 2005, United States Department of Justice

## Using the Table

- \_\_\_\_\_ 1. As reported by crime victims, what percentage of rape offenders were believed to be under the influence of alcohol only?
- \_\_\_\_\_ 2. As reported by crime victims, in what type of crime were the largest percentage of offenders believed to be under the influence of drugs other than alcohol?
- \_\_\_\_\_ 3. As reported by crime victims, what type of crime had the largest percentage of offenders who were believed to be under the influence of both alcohol and other drugs at the same time?
- \_\_\_\_\_ 4. As reported by victims, in crimes of violence what percentage of offenders were believed to be under the influence of alcohol or other drugs, but the victim was not sure which?

Unit 4  
Support Family and Friends

**Building Academic Skills**  
*Language Arts*

**SPEAKING OF SENIORS**

Senior adults are often stereotyped inaccurately and unfairly. They are often thought of as sickly, set in their ways, and absentminded. While some seniors may fit stereotyped images, many do not. In order to form an impression of seniors, you need to spend time with them as individuals. Giving them an opportunity to state their feelings and opinions can help you see them as they really are.

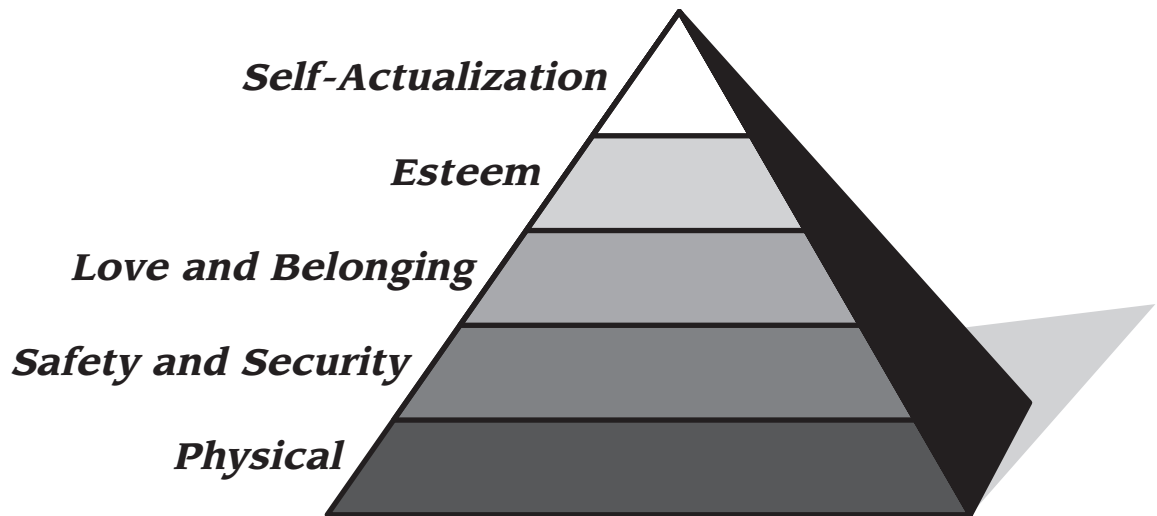
**Directions:** Plan to interview a senior adult. Use the following space to write interview questions that will help you form an accurate impression. Conduct the interview. Record answers. Be prepared to share your findings and impressions with others in the class.

INTERVIEW QUESTIONS	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



# PRESCRIPTION FOR ELDERS

Elders may undergo physical and other types of changes, but they still have the same basic human needs as people of other ages. According to Abraham Maslow, these needs are best understood when arranged in a pyramid format. The pyramid shows basic physical needs at the bottom as the most urgent or basic group of needs. When these needs are not met, other needs that are higher on the pyramid become a lesser priority. Above physical needs are those of safety and security, love and belonging, esteem, and self-actualization, in ascending order. Self-actualization means reaching your fullest potential as an individual.



**Directions:** Think of an elderly person you know. Use the space below to list the needs you believe this person has. Then write a “prescription” for meeting one of the needs.

**Needs:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prescription:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# HOW OTHERS INFLUENCE YOU

Have you ever noticed how much other people affect your moods? You may start the day feeling positive and optimistic. Then you run into a friend who talks on and on about problems and complaints until your good mood vanishes. On the other hand, you may be feeling tired and short-tempered until a friend's joke or a stranger's unexpected kindness helps you see the bright side again. If you think about it, you will realize that other people have a strong influence on you. They affect your moods and your self-concept. Even when you are unaware, other people may be pulling your strings.

**Directions:** Develop an idea for a puppet script that illustrates how people influence each other in mood or self-concept. Be as comical or serious as you like. Use the outline provided below. You may wish to obtain puppets in order to enact your story on stage. On with the show!


<b>Title:</b>
<b>Characters:</b>
<b>Setting:</b>
<b>Plot:</b>

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## GIVERS AND TAKERS

**Directions:** Read the following information about Andrew Carnegie. Then answer the questions that follow as you explore your thoughts about giving.

It has been said that “it is better to give than to receive.” One of the richest men who ever lived was Andrew Carnegie. Born the son of a Scottish weaver, Andrew grew up in a very poor family. Through hard work and sound investments, he became a multimillionaire. Carnegie once said that a man who dies rich is disgraced. When he died, Carnegie left \$22 million to his family. The remaining \$400 million went to a worker’s pension fund, public libraries, universities, and the promotion of world peace. Carnegie’s actions showed that he believed in giving.

1. What is a “philanthropist”? Was Carnegie a philanthropist? \_\_\_\_\_

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2. What do you think people gain from giving? \_\_\_\_\_

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3. Must a person have plenty of money to be a giver? Explain your answer. \_\_\_\_\_

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4. Some people can give freely but are uncomfortable with taking. Why do you think they are like this?

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5. Do you think society has more givers or more takers? How is society affected by the ratio of givers to takers?

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6. Explain whether you are a giver or a taker. In what ways, if any, would you like to change? How might you go about doing so?

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## HEREDITY AND DEVELOPMENT

**Directions:** Throughout time, people have struggled to deal with new scientific theories. Sometimes change has come about when young people have questioned accepted theories. They have had to prove the worth of new theories in the face of strong resistance from the establishment. One such scientist was the young Greek Hippocrates. Read the following passage about his work from the book *Scientists Who Changed the World* by Lynn and Gray Poole (Dodd, Mead & Company, New York, 1960). Then discuss the questions that follow with your class.

*It seems incredible that in the same country where active bodies were so perfectly trained and conditioned, sick people received very inferior treatment. The Greek man or woman who became ill sent for a priest-physician from one of the temples. The priests had little knowledge of disease, so they practiced a primitive kind of mumbo jumbo. Some patients recovered in spite of the lack of proper care. Ignorant treatment caused the untimely death of many patients, others unnecessarily became chronic invalids.*

*Priest and patient accepted without question that illness itself was caused by some offense to one of the many Greek gods. The god had cast an evil spell on the offender, who became sick. Everyone believed that an evil spell was the cause of disease and that cure could be effected only by making a sacrifice to the angry god. Sometimes food and flowers were placed on the altar of the god. Frequently a pig or a sheep was sacrificed in a temple. Often the priest would examine the insides of the slaughtered beast and would find in the gory entrails an omen, good or bad, for the sick person.*

*After the sacrifice had been made, the priest-physician would mix herbs for the patient to take. He gave other treatments: placed charms on the body of a sick person; rattled amulets over the sickbed; or intoned incantations designed to placate the angry god. A few priest-doctors even consulted the stars to try to find out the will of the god.*

*The repeated rites were primitive but priest-physicians did learn from experience that certain herbs and drugs helped patients. All secrets of care and cure were jealously guarded, however, because the temple-doctors wanted to hold on to the profitable business of treating the sick. With such tight control in the hands of a very few men, it is hardly surprising that progress was slow in the priestly practice of medicine.*

*Revolt against soothsayers and temple-doctors started in a modest way on the Greek island of Cos off the coast of Asia Minor in the fifth century, B.C. The successful change in medical thinking and patient care, which showed the way right to the doors of our twentieth-century medical schools and hospitals, was led by a man called Hippocrates.*

*A native of Cos, Hippocrates went to train as a priest-physician at his island's Temple of Aesculapius, the mythological god supposed to have been the world's first doctor. The priest-physicians of the Temple accepted Hippocrates for training in the rituals of healing people made sick by angry gods.*

*In a very short time, Hippocrates discovered that other young men in training shared his dissatisfaction with existing methods for curing patients. The group met in secret and*

(Continued on next page)

Hippocrates, its leader, said that he was sure that illness came from earthly causes. The trainees, working on the side of Hippocrates, proceeded cautiously because the established temple-doctors were too powerful to defy openly in the beginning.

Hippocrates and his friends quietly treated patients who came to the Temple of Aesculapius. Under the new leadership, a theory of medical practice evolved and gained favor on Cos. By the time the ruling class of temple-doctors realized what the young physicians were doing, the fame of Hippocrates and his colleagues had spread. Medical progress could not be stopped completely but the soothsaying physicians bitterly resisted it.

The methods that Hippocrates put into practice 2,300 years ago were the first to separate medicine from superstition, the first to give a scientific approach to medicine.

Hippocrates based his work and teaching on the firm beliefs that disease was caused by “some earthly force entering the body,” or by a “breakdown of the internal organs of the body.” He was convinced, too, that a doctor had to find out what caused illness before a patient could be treated.

His theories and ideas seem today to be so obvious and naïve that the simple statement of them may make us smile. But in his day the ideas were astounding and subversive. Older physicians warned that the gods would certainly punish both the believers and their patients. But the group of young medical pioneers continued to work successfully with an ever-increasing number of patients.

Gradually a new school of medical thought was established and expanded. Hippocrates developed and taught methods of patient-study and care that must have seemed strange to people who previously had been treated with chanting and strange potions. In the new system the doctor found out as much as possible about the physical state of the patient when he was well. Conditions of the skin, eyes, and even fingernails were checked. The doctor felt the patient’s heart-beat and with ear to patient’s chest listened to internal sounds.

The physical examination included questions similar to those asked by doctors today. The patient was asked about his symptoms, his feelings at the beginning of the illness and as it progressed. He was questioned about the normal diet of food and drink and about what he had eaten, what liquid he had swallowed just before he was taken sick.

In short, Hippocrates instructed his followers to take complete histories on patients, and to note down every fact as they progressed toward the diagnosis of illness.

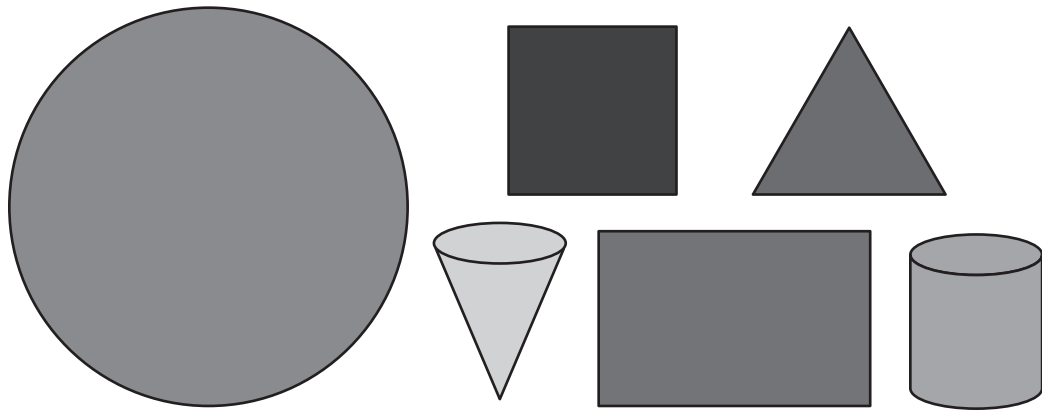
## For Discussion

1. What were the accepted views on illness in early Greece?
2. What “new” approaches to patient care were promoted by Hippocrates?
3. How do people respond to those who have new and different ideas?
4. What qualities in a person allow him or her to stand by convictions?
5. How can you evaluate the ideas of those people who think differently from the rest?



# WHAT SHAPE FITS YOU?

A long time ago you learned to identify basic geometric shapes. In later math classes, you learned the specific characteristics that distinguish one shape from another.



**Directions:** Think about the qualities of each shape above. Now relate them to your personality. Are you most like a circle? A square? Draw the shape of your choice in the box at the left. Then on the right explain your choice, relating your personality to that shape. Be sure to include specific examples to explain how your personality matches the shape you have chosen.

Shape	Comparison

Unit 6  
Move Toward Independence

**Building Academic Skills**  
*Language Arts*

# MAKING A TOAST FOR EVERY OCCASION

The custom of toasting dates back to early Rome. The Roman Senate decreed that all who dined must raise their glasses in a toast to the health of the emperor Augustus. Small pieces of toasted bread were included in the custom.

Toasting practices have changed greatly since that time. The toasted bits of bread have disappeared. The carefully chosen words used to toast a person or an occasion, however, remain. The custom of toasting gives the opportunity to express thoughts and sentiments in words that will be remembered.

Here are two examples of toasts for special occasions taken from Paul Kearney's *Toasts and Anecdotes* (Grosset & Dunlap Publishers, New York, 1923).

*Graduation: To the Graduate — let us pledge his health with the hope that he will always remain in a class by himself.*

*Birthday: A toast, on your birthday, from Immaturity to Experience; from Youth to Age; from Expectation to Accomplishment.*

**Directions:** Several milestone experiences are likely in your future. No doubt, you are looking forward to high school graduation. Other milestones may be getting married, having your first child, getting the job you want, and celebrating landmark birthdays and anniversaries. Imagine that you can see into the future to the following moments. Write a toast for each occasion. Toasts should be about you and should reflect what you would like others to be able to say about you at that moment in time.

<b>A Graduation Toast</b>
<b>A Wedding Toast</b>
<b>A Twenty-Fifth Anniversary Toast</b>
<b>A Fiftieth Birthday Toast</b>

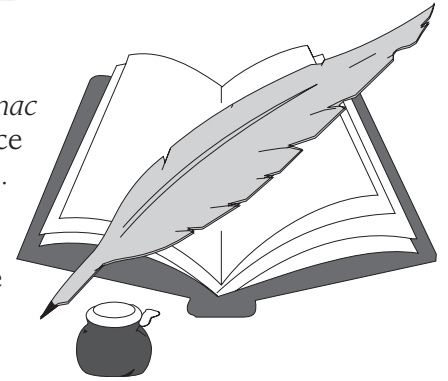


◇ Unit 6  
Move Toward Independence

**Building Academic Skills**  
*Social Studies*

ADVICE FOR EVERYDAY LIVING

**Directions:** Ben Franklin published the first issue of *Poor Richard's Almanac* in the fall of 1732. His almanac contained clever sayings and sage advice for everyday living. Review the following selections from the almanac. (These sayings and information about Franklin's life can be found in the book *The Life and Letters of Benjamin Franklin*, E.M. Hale & Company, Eau Claire, Wisconsin.) Beside each saying, write "A" if you agree that the advice holds true today. Write "D" if you feel it does not hold true today. Be prepared to explain your responses.



- \_\_\_\_\_ 1. "No man e'er was glorious, who was not laborious."
- \_\_\_\_\_ 2. "He that cannot obey, cannot command."
- \_\_\_\_\_ 3. "An egg to-day is better than a hen to-morrow."
- \_\_\_\_\_ 4. "Keep thy shop, and thy shop will keep thee."
- \_\_\_\_\_ 5. "Early to bed and early to rise, makes a man healthy, wealthy, and wise."
- \_\_\_\_\_ 6. "At the working man's house hunger looks in, but dares not to enter."
- \_\_\_\_\_ 7. "Lend money to an enemy, and thou'lt gain him; to a friend, and thou'lt lose him."
- \_\_\_\_\_ 8. "Be always ashamed to catch thyself idle."
- \_\_\_\_\_ 9. "The second Vice is Lying, the first is running in Debt."
- \_\_\_\_\_ 10. "Pay what you owe, and what you're worth you'll know."
- \_\_\_\_\_ 11. "Hide not your Talents, they for Use were made. What's a Sun-Dial in the Shade?"
- \_\_\_\_\_ 12. "Tim was so learned, that he could name a Horse in nine languages. So ignorant, that he bought a Cow to ride."
- \_\_\_\_\_ 13. "Haste makes Waste."
- \_\_\_\_\_ 14. "A Child thinks 20 Shillings and 20 Years can scarce ever be spent."
- \_\_\_\_\_ 15. "Laziness travels so slowly that Poverty soon overtakes him."

 Unit 6  
Move Toward Independence

## Building Academic Skills

## Science

## SCIENTIFIC TIME LINE

**Directions:** There is an old familiar saying, “Necessity is the mother of invention.” Do you believe this is true? Does needing something lead to creating something? One way to investigate the truth of the statement is to research the lives of inventors. A good example is George Eastman, who invented the Kodak camera. Read the following information about Eastman, summarized from the book *Click! A Story About George Eastman* by Barbara Mitchell (Carolrhoda Books, Inc., Minneapolis, 1986). Then discuss with your class the questions that follow.

*As a boy in the 1850s and 1860s, George experienced quite a lot of necessity. After his father died, his mother ran a boarding house to try to support the family. George had two sisters, one of whom had been crippled by polio. Providing for her children became quite a struggle for the young widow Eastman, and George looked for ways to help out from a very young age. At the age of nine, he made a puzzle from his mother’s old knitting needles, which he sold to another boy for ten cents. He gave the dime to his mother.*

*At thirteen, George took a job as a messenger. At fourteen, he became an office boy. All of George’s employers noticed that he was extremely well-organized in everything he did.*

*George still liked to do things for his mother. One day he had a photograph of himself made for her. George became fascinated by the photography process. As a junior bookkeeper for a bank in his early twenties, George decided to purchase a camera to take on a trip to Central America. He was dismayed to find his equipment weighed almost fifty pounds! His “camera” included bottles of chemicals, a box of glass plates, and a dark tent. Carrying such equipment made travel difficult.*

*Several trips later, George concluded that there should be a way to make a smaller camera that would be convenient for carrying. George set out to find a solution. After a long series of experiments, George produced his first little camera in 1888. This camera weighed only twenty-two ounces and was easily held in one hand. What a great invention! George’s first Kodak was the ancestor of the pocket instamatic of the twentieth century.*

**For Discussion**

1. What forms of necessity did George experience as a boy? As a young man?
2. Do you think that George’s family background could have influenced the type of person he became? If so, how?
3. Describe an instance from your own experience when someone used his or her resourcefulness to meet a need that otherwise would have gone unfulfilled.

◇ Unit 6  
Move Toward Independence

**Building Academic Skills**  
*Health*

**HEALTHY REWARDS**

**Directions:** Healthful habits bring many rewards to individuals and families. These include physical, mental, emotional, and social rewards. Use the space below to list several rewards under each healthful habit.

Good Eating Habits	Adequate Rest	Exercise
No Tobacco	No Alcohol	No Other Harmful Drugs

 **Unit 6**  
Move Toward Independence

**Building Academic Skills**  
*Math*

**COMPARE PRICES**

Consumers face hundreds of decisions in the marketplace each time they shop. Selecting the brand of product to buy is one such decision. Knowing what brands others choose may be of interest to you as a consumer. Advertisers and producers rely on data from market research. Information on product sales and consumer preferences helps them make sound business decisions. One tool for market research is the survey.

**Directions:** Use the survey form below. Write in a type of product and four well-known brand names of the product. Survey twenty people — at different stores, if possible — about which brand is their favorite. Use your results to determine the percentage of people surveyed who chose each brand.

PRODUCT SURVEY					
Type of Product:					
Person Surveyed	Brand #1:	Brand #2:	Brand #3:	Brand #4:	(Other Brands)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
<b>Percentage</b>					

## A PERSONAL BILL OF RIGHTS

As a citizen of the United States of America, you are guaranteed certain basic rights. The first ten amendments to the United States Constitution are known as the Bill of Rights. These amendments name specific rights and guarantees to which all citizens are entitled. The first amendment, for example, says that you have the right to freedom of religion, speech, press, assembly, and petition.

**Directions:** Every person should have certain rights associated with being part of relationships outside the family. What should these rights be? Formulate ten personal rights and list them in the space below. Consider what responsibilities should accompany each right.

### Personal Bill of Rights

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# MAGNETIC PERSONALITIES



**Directions:** Read the following passage and answer the questions that follow.

Extending relationships means reaching out to people beyond your family, perhaps to those in your school and community. People who have “magnetic personalities” tend to attract others easily. Some people, however, find it takes a lot of effort to break out of their shells and reach out to new relationships.

In the field of science another kind of magnetism exists. Think about the principles of magnetism and see if you can do some comparing to what happens with people.

Some magnets occur naturally; others are made. Magnetite, for example, has the natural ability to attract iron. Artificial magnets are made from magnetic materials. Every magnet has two poles, north and south. On a bar magnet, the two ends are the poles. The power of the magnet is concentrated in the regions near each of these ends. If a magnet is cut into two pieces, two magnets are produced, both with north and south poles. When a north pole and a south pole are placed together, they pull together. Two north poles or two south poles placed together, however, will push away from each other. In other words, opposites attract and likes repel. Some magnets have a stronger force than others. Some keep their magnetism longer than others. The power of magnetism has long held the interest of people.

## Making Comparisons

1. Does the “magnetic personality” of some people occur naturally or is it made? Explain your reasoning.

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2. Do you think that the “opposites attract” principle applies to people as well as to magnets? Explain your answer.

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3. Do some people have more “magnetism” than others? Why? \_\_\_\_\_

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4. What traits do you believe comprise a “magnetic personality”? \_\_\_\_\_

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Unit 7  
Extend Your Relationships

**Building Academic Skills**  
*Math*

**DATES AND DOLLARS**

Dating is a great way to get to know people and to have fun at the same time. Dating presents many opportunities for decision-making — whom to date, when to go out, and where to go — just to name a few. The costs of dating must be a factor in dating decisions as well.

Who pays the expenses on a date? The answer depends on the person you ask. Young people’s expectations for male and female dating roles depend largely on their family, community, and ethnic background. Some males are happy to have the female pay half of the expenses. Other people may think that it is the male’s role to pay all expenses. The important thing to remember is that both the male and female should be sensitive to the other’s views. They should not assume that their views are the same.

**Directions:** Regardless of who is paying, costs should be considered by both parties. Fill in the blanks below to get a clearer picture of what a date might cost. Then in the box, plan one date that you would enjoy, itemizing the costs involved and computing the total cost.

**What do these typically cost for two people on a date?**

- Meal \_\_\_\_\_
- Snacks \_\_\_\_\_
- Skating \_\_\_\_\_
- Dance \_\_\_\_\_
- Movie \_\_\_\_\_
- Ballgame \_\_\_\_\_
- Bowling \_\_\_\_\_
- Transportation \_\_\_\_\_

<b>Costs for One Date</b>	
<b>Plan:</b> _____	
_____	
<b>Costs:</b>	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<b>Total</b>	_____

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## ROLES OF WOMEN IN THE PAST

A study of America's "first families" reflects changing roles of wives and husbands over the past 200 years. The book *Our First Ladies*, by Jane and Burt McConnell (Thomas Y. Crowell Company, New York, 1957), presents a factual account of the personal lives of many of the first ladies and their husbands, the presidents of the United States. Many types of marriage partnerships can be seen.

**Directions:** Read the following passages from *Our First Ladies*. As you read, think about the roles that Martha Washington and Eleanor Roosevelt had. Then discuss with your class the questions that follow.

**Martha Washington (First Lady 1789–1797)**

*There have been many discussions as to whether the marriage of Martha and George was one of convenience, rather than true love. As the Royal Governor's most dependable officer, Washington had made a name for himself, even at twenty-seven. There was also the fact that he had declared his devotion to more than one Virginia belle; and it was well known that Martha had not lacked suitors. The real test of their romance is found in a life companionship of forty years, at home in Virginia, in military posts, in travel over dusty and muddy roads, and in the artificial social atmosphere of New York and Philadelphia. During those forty years, there were admiration, helpfulness, sincerity, fondness, and consideration on both sides. Both were swept along by events, but in their hearts they preferred the simple life of the plantation owner.*

*Certainly the sixteen years immediately following the marriage of Martha Custis and George Washington were happy ones. Washington had inherited Mount Vernon from his half-brother, Lawrence, who had served under Admiral Vernon and had named the estate in the Admiral's honor.*

*On the journey to Mount Vernon, with the Custis children, they visited Washington's sister Betty (Mrs. Fielding Lewis) at her home in Fredericksburg and made a trip across the Rappahannock so that Martha could meet Washington's mother. And they called upon other relatives and friends on the way.*

*Nowadays it is difficult to imagine how Martha Washington and other women of the period were able to manage their large households and entertain the relatives and friends who constantly came and went from one plantation to another. Martha's day started at sunrise. Almost always, there were guests for breakfast; and she presided graciously, making the tea and coffee herself. She thoroughly enjoyed running the establishment, and was devoted to her two children. Washington, having no youngsters of his own, lavished the affection of his generous nature upon them. In his carefully kept records we find him, year after year, sending orders to London and Paris for clothing, furniture, silks and satins, handkerchiefs, gloves, stockings, and shoes. For little Patsy there were fans, bonnets, dresses, and toys. Once the master of Mount Vernon ordered "six little books for children beginning to read, 10 shillings' worth of toys, and a box of gingerbread toys and sugar images and comfits."*

(Continued on next page)



### Eleanor Roosevelt (First Lady 1933–1945)

*As First Lady of the White House, Eleanor Roosevelt led an even busier life (than she had as Governor's wife). As ears and eyes for her husband, she traveled all over the country, and often abroad, flying or driving off at a moment's notice, studying conditions, addressing Campfire Girls, Girl Scouts, and many other organizations, and returning to give careful reports to the President.*

*During the first year of his administration, she traveled 38,000 miles; in the second, 42,000 miles; in the third, 35,000. After that, the reporters admitted they had lost count. No woman ever took up her duties as First Lady with such a groundwork of political experience as did Eleanor Roosevelt. She worked with the women's division of the Democratic State Committee in New York for six years; she worked in political campaigns for Alfred E. Smith and for her husband. She toured the country making campaign speeches long before going to the White House. As First Lady, she broke all traditions, not only by traveling around the country on missions of interest to her husband, but by pursuing an active career of her own. Despite her mother-in-law's objections to her earning money, she made public appearances, talked over the radio, went on planned, paid lecture tours, wrote for newspapers and magazines, ran a syndicated column, "My Day," and later signed a contract for a page in a woman's magazine under the title, "If You Ask Me."*

*At the White House, Mrs. Roosevelt organized her household affairs so well that they needed little supervision on her part. She rode over Boulder Dam and Norris Dam in a "bucket"; she flew around the globe. Yet she still found time to have afternoon tea with her husband when she was at home, and to give him lengthy reports on what she had seen and heard in her travels.*

*During World War II, her interest in our fighting men led her to visit England, when she saw the work of the British women in the war and visited American troops abroad. In 1943 she made a flying trip to the Pacific, wearing the uniform of the Red Cross; in the spring of 1944 she toured the Caribbean and South American bases. Wherever she went, she talked with the men and women in our armed forces, and she brought back to her husband in Washington a clear picture of what was going on.*

*Because of these trips, and because in other ways she did not conform to the traditions of the other First Ladies, she became the center of a storm of criticism. Hideous caricatures of her constantly appeared in hostile newspapers, and countless jokes were made about her propensity for traveling. She herself enjoyed some of the jokes, particularly one which originated in her own family circle. One day during the war, when she was scheduled to visit a prison in Baltimore, she had to leave the White House very early in the morning, long before her husband was awake, so she did not say good-bye to him. On his way to the office later, President Roosevelt called to Miss Thompson, whom they always called "Tommy," and asked where his wife was.*

*"She's in prison, Mr. President!" Tommy said.*

*"I'm not surprised," said Franklin D. Roosevelt, "but what for?"*

### For Discussion

1. Describe the role of Martha Washington as wife and First Lady.
2. Describe the role of Eleanor Roosevelt as wife and First Lady.
3. Compare and contrast how these two First Ladies handled their responsibilities.
4. Were the differences between Martha and Eleanor more accountable to time period or personality? Explain your answer.
5. Are wives today more like Martha or Eleanor? Explain your answer.

**Unit 8**  
**Forming Your Own Family**

**Building Academic Skills**  
**Science**

**SCIENTIFIC METHOD**

**Directions:** The scientific method can serve as an excellent guide for making wise decisions. Read the information that follows about the method and then try applying it to a question in your own life.

- THE SCIENTIFIC METHOD**
1. Define the problem or question to be answered.
  2. Form a hypothesis or possible answer.
  3. Experiment; collect and examine data.
  4. Form a conclusion.

Forming your own family means making important decisions — whom to marry, when to marry, whether to have children, and many more. Making sound decisions is important in order to solve problems and build a strong family life. Here is an example of how Chandler used the scientific method to decide whether he was genuinely in love.

1. **Question.** Chandler asked, “Am I in love?”
2. **Hypothesis.** Chandler proposed, “I believe I am in love.”
3. **Testing the Hypothesis.** Chandler used a checklist to examine his feelings.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Feelings developed gradually and have lasted.<br><input type="checkbox"/> Loved one accepted as is, with no desire to change her.<br><input checked="" type="checkbox"/> Feelings remain when apart.<br><input type="checkbox"/> Her needs come before my own.<br><input type="checkbox"/> I have a happy outlook on life and zest for work. | <input type="checkbox"/> Feelings based on many traits, both desirable and less desirable.<br><input type="checkbox"/> Confident about her commitment to relationship.<br><input type="checkbox"/> Differences between the two of us are accepted.<br><input checked="" type="checkbox"/> Problems are faced directly.<br><input checked="" type="checkbox"/> Confidence in our relationship gives us both patience. |
|--|--|

4. **Conclusion.** Because Chandler checked only four of the ten characteristics, he concluded that his feelings were not a lasting form of love.

**APPLICATION**

Use the scientific method to answer one of the following questions. Follow the example given. Create a checklist to use in collecting data for Step 3.

1. Am I ready for a steady relationship?
2. Am I ready for marriage?
3. Are \_\_\_\_\_ and I compatible?
4. Do I want to be a parent someday?

◇ Unit 8  
Forming Your Own Family

**Building Academic Skills**  
*Health*

## FAMILY HEALTH RISKS

**Directions:** Read the information below. Then read the case study and discuss with your class the questions that follow.

Decisions about when or whether to have children are influenced by many factors. Family health history is often one of these.

It helps you to know what diseases, if any, run in your family and your spouse's family. Generally speaking, the odds of your children having a hereditary disease are greater when the disease has occurred in primary relatives — parents, siblings, grandparents, aunts, and uncles. Health histories of secondary relatives, such as nieces, nephews, cousins, and great-grandparents, are also helpful in recognizing patterns of disease in families. Risks are greater when more than one relative has had a hereditary disease. Other signs of hereditary influence include occurrence of disease at an early age or in spite of a healthful lifestyle.

Conditions that can increase the likelihood of a certain disease can also be inherited, such as a tendency toward high cholesterol, which may lead to a heart attack. Furthermore, research has shown some degree of genetic influence in other major diseases — diabetes, coronary heart disease, and cancer. Heredity can make one more susceptible to allergies, asthma, migraine headaches, obesity, osteoporosis, rheumatoid arthritis, miscarriages, stillbirths, and birth defects.

### CASE STUDY

*James and Gina are an engaged couple who are making a decision about whether to have children. They are concerned about the health of any children they decide to have. Gina, her father, and her brother all have asthma and various allergies to airborne substances. James, too, has mild asthma and a few allergies. Both Gina and James have their asthma conditions under control, although Gina has been hospitalized several times over the years during asthma attacks.*

### For Discussion

1. What do you think concerns Gina and Jim?
2. What problems might Gina and Jim face should they decide to have children?
3. How important is the risk of passing on diseases to children when making the decision to have children?
4. How would you advise Jim and Gina?

Unit 8  
Forming Your Own Family

Building Academic Skills  
Math

DEVELOP A BUDGET

In most wedding ceremonies, couples pledge their love and loyalty to each other through all conditions and circumstances, including “for richer or poorer.” Sadly, when problems arise, vows are all too often forgotten. It has been said that “love goes out the window when hard times come knocking on the door.”

Developing a family budget can help couples avoid difficult financial times and stay together when they do occur. Couples who have compromised and agreed on expenses have shown the teamwork needed for a successful marriage.

**Directions:** Pair up with a classmate to complete the budget below. Begin by selecting your combined income level. Then decide on the number of children in the family. Next, determine your monthly expenses for each category listed. Use your own knowledge or do some brief research. Be sure to add in all expenses that would be included in each category. Adjust amounts, as needed, to be sure that total expenditures do not exceed total income.

OUR FAMILY BUDGET

Net Monthly Income (select one):

- \_\_\_\_\_ \$1,440 with full family health coverage
- \_\_\_\_\_ \$2,500 with limited family health coverage
- \_\_\_\_\_ \$3,450 with employee health coverage only
- \_\_\_\_\_ \$2,900 with no insurance plan
- \_\_\_\_\_ \$ \_\_\_\_\_ (other approved by teacher)

Number of children:

- \_\_\_\_\_ None                      \_\_\_\_\_ 3
- \_\_\_\_\_ 1                              \_\_\_\_\_ 4
- \_\_\_\_\_ 2                              \_\_\_\_\_ 5 or more

Monthly Expenses	Monthly Amount
Rent	\$ _____
Utilities	\$ _____
Food	\$ _____
Transportation	\$ _____
Child Care	\$ _____
Clothing	\$ _____
Insurance	\$ _____
Entertainment	\$ _____
Savings	\$ _____
Miscellaneous	\$ _____
<b>Total</b>	\$ _____