

Participation in Democracy  
Kailua High School  
Social Studies Requirement  
2017-2018  
Mr. Wilson

INSTRUCTIONS: Write the class heading and skip one line. Then write two citations<sup>1</sup> for the article. Please format the citations correctly and skip one line after each citation. Answer all questions in complete sentences unless instructed otherwise. Complete all footnoted vocabulary by writing each word, its part of speech, its definition, and by providing a sentence for each word based on your understanding of the word.

<http://www.psychologytoday.com/blog/freedom-learn/200808/brief-history-education>  
"A Brief History of Education." Psychology Today. August 20, 2008. Peter Gray.

1. Write out three characteristics of "school". (1)
2. Identify the underlying assumption about "forc[ing] children to go to school, or if schools operated much differently..." (1)
3. Write out the name of the school "where for 40 years children have been educating themselves in a setting that operates on assumptions that are opposite to those of traditional schooling." (2)
4. In what ways do "average children become educated" at Sudbury Valley School? (2)
5. What "idea" do "we have to abandon...[i]f we want to understand why standard schools are what they are"? (3)
6. Identify what schools "are...products of" and the point of "view" necessary for their understanding. (3)
7. If we were making a timeline of the history of education, what would be the end points? (3)
8. How does Gray describe the "beginning" of education for children? (4)

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<sup>1</sup> A citation is made of the following:

Author's First Name Last Name. "Article Title." Source Title. Date. URL.  
Author's Last Name, First Name. (year) "Article Title. Source Title. Month  
and day. URL (Notice how the lines of the second citation are indented,  
but the first line is flush left to the margin.)

9. How did humans live "before the advent of agriculture"? (5)
10. Describe education of "children in hunter-gatherer cultures". (5)
11. What happened to "children", "[p]lay", "exploration", and "[w]illfulness "[w]ith the rise of agriculture, and later of industry"? (6)
12. Approximately, when was "[t]he invention of agriculture"? (7)
13. Identify the main difference between "[t]he hunter-gatherer way of life" and life in an agricultural society. (7)
14. Describe the importance of "knowledge" and "skill[s]" in a hunter-gatherer society. (7)
15. According to "[a]nthropologists", how did hunter-gatherers "underst[an]d" "all of life"? (7)
16. Make a T-chart of the differences between agricultural society and hunter-gatherer society. (8) (And remember to title the T-chart.)
17. Identify what happened "for the first time in history" as a result of "[a]griculture [ ] ownership of land and accumulation of property"? (9)
18. Identify the stage of history defined by "a few kings and lords at the top and masses of slaves and serfs at the bottom." (9)
19. Under feudalism, what were "[t]he principal lessons that children had to learn"? (9)
20. Paraphrase paragraph 10.
21. Describe what happened to children "[w]ith the rise of industry". ("People, including young children...") (11)
22. Write out what happened to "[t]he labor of children" with the rise of industry? (11)
23. Identify the provisions for child labor made in "new legislation" "[i]n 1883". (11)
24. Describe how "powerful" are "[t]he human instincts to play and explore"? (12)
25. Where did "[t]he idea and practice of universal, compulsory public education develop[]"? (14)

26. Write out what "Martin Luther declared..." (15)
27. Explain why "Luther and other leaders of the Reformation promoted public education as Christian duty..." (15)
28. Identify the organization that "ran the schools" in most of "Germany". (15)
29. Identify both "the first colony to mandate schooling" and the purpose of schooling "[i]n America" during the "mid 17th century". (16)
30. Describe the "short rhymes" and "various lessons" of "the New England Primer". (16)
31. In what ways did "[e]mployers in industry s[ee] schooling"? (17)
32. For "[e]mployers in industry," what were "the most crucial lessons" to be learned in school? (17)
33. In what ways did "national leaders s[ee] schooling" differently than religions leaders and industrial employers? (18)
34. Whom does the author "add" "[i]nto this mix" of various interests in compulsory education? (19)
35. Identify the "agenda" of the reformers. (19)
36. Identify in what way the views of religious and national leaders, employers in industry, and social reformers were similar concerning education. (20)
37. Write out "[t]he only know method of inculcation". (20)
38. For the "adults involved" in education, what "was the enemy of learning"? (22)
39. According to "John Wesley[]" why are there "no play days [or] any time for play on any day"? (23)
40. Create and fill in a similar chart using the data in paragraph 24:

Blows with a rod	Blows with a cane	Taps with a ruler	Blows with a hand	Blows to the mouth	Boxes on the ear	Blows on the head

41. Make a list of the reasons that "John Bernard...was beaten regularly by his schoolmaster". (25)
42. Describe what happened to "[t]he methods of discipline..., the lessons..., the curriculum..., and the number of hours, days, and years..." during "the 19th and 20th centuries..." (27)
43. Write out the "certain premises about the nature of learning [that have] remained unchanged:" (28)
44. Identify the "term" that "educators...avoid" and in its place use "terms like 'discovery'". (28)
45. What happens to "[c]hildren whose drive to play is so strong that they can't sit still for lessons"? (29)
46. Write out "the leading lesson of our method of schooling." (30)
47. Write three questions based on your understanding of the reading that go beyond what was mentioned in the article.
48. Write three inferences based on your understanding of the reading that go beyond what was mentioned in the article.
49. Identify three of the five themes of world history that apply to the article and explain your reasoning for selecting each theme.
50. Identify the time periods of world history that apply to the article and explain your reasoning for selecting the time periods.

Complete vocabulary by writing the word, its part of speech, its definition, and a sentence that demonstrates that you know the meaning of the word.

1. prodding: verb: prod: persuade (someone who is reluctant or slow) to do something
2. abandon:verb: give up completely (a course of action, a practice, or a way of thinking)
3. logical necessity: noun: that state of things that obliges something to be as it is because no alternative is logically possible

4. historical: adjective: (of the study of a subject) based on an analysis of its development over a period of time; historical perspective of education is a point of view developed by studying education throughout history
5. scholar: noun: a specialist in a particular branch of study, esp. the humanities
6. <sup>1</sup> hunter-gatherers: noun: nomadic people who live chiefly by hunting, fishing, and harvesting wild food
7. <sup>1</sup> suppress: verb: forcibly put an end to
8. <sup>1</sup> willfulness: noun: the stubborn and determined intention to do as one wants, regardless of the consequences or effects
9. <sup>1</sup> virtue: noun: behavior showing high moral standards
10. <sup>1</sup> vice: noun: immoral or wicked behavior
11. <sup>1</sup> forage: verb: (of a person or animal) search widely for food or provisions
12. <sup>1</sup> dreary: adjective: dull, bleak, and lifeless; depressing
13. <sup>1</sup> anthropologist: noun: a person who studies humankind and/or does comparison studies of human cultures
14. <sup>1</sup> agriculture: noun: the practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products
15. <sup>1</sup> nomadic: adjective: related to people who have no permanent place to live, and who travel from place to place to find fresh pasture for their livestock
16. <sup>1</sup> accumulation: noun: the gradual gathering of something
17. <sup>1</sup> feudalism: noun: a social system of land owners who offer to others the use of land in exchange for service or labor
18. <sup>1</sup> Middle Ages: noun: the period of European history from the fall of the Roman Empire in the West (5<sup>th</sup> century) to the fall of Constantinople (1453), or, more narrowly, from c. 1100 to 1453
19. <sup>1</sup> hierarchical: adjective: arranged in order of rank
20. <sup>1</sup> reverence: noun: deep respect for someone or something
21. <sup>1</sup> prodigious: adjective: remarkable or impressively great in extent, size, or degree

22. <sup>1</sup> bourgeoisie: noun: the class of people who own most of society's wealth and means of production
23. <sup>1</sup> articulate: verb: express (an idea or feeling) fluently and coherently; pronounce something clearly and distinctly
24. <sup>1</sup> secular: adjective: attitudes, activities, or other things that have no religious or spiritual basis
25. <sup>1</sup> compulsory: adjective: required by law
26. <sup>1</sup> inculcation: noun: to instill (an attitude, idea, or habit) by persistent instruction; teach (someone) an attitude, idea, or habit by such instruction
27. <sup>1</sup> impetus: noun: the force that makes something happen
28. <sup>1</sup> Protestant: noun: a member or follower of any of the Western Christian churches that are separate from the Roman Catholic Church and follow the principles of the Reformation, including the Baptist, Presbyterian, and Lutheran churches. All Protestants reject the authority of the Pope and find authority in the text of the Bible
29. <sup>1</sup> Zacchaeus / Zaccheus: noun: he was a chief tax-collector at Jericho who repented his acts of corruptions and vowed to pay people back
30. <sup>1</sup> gelled: verb: to form into a shape