MAN: A COURSE OF STUDY

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Slides...

* http://www.rfwp.com  look under Shelagh Gallagher
Post-Sputnik Curriculum

- A Convening of 30 Social Science Teachers, Psychologists, and Anthropologists
- Teach Young Children about Humans through the Study of Animals and Simple Human Cultures
Curriculum Experts

- JEROME BRUNER: CONTEMPORARY FATHER OF INQUIRY
- PETER DOW: CURRICULUM WRITER
Philosophy of Learning

- Oversimplification and dogmatism are the twin enemies of creative thought.
- Premature closure on a productive question can destroy imagination.
- Concepts are worthless unless they lead children to new explorations.
- Answers have a way of killing thought.
- A curriculum...is the enterprise par excellence where the line between subject matter and method grows necessarily indistinct.
Man: A Course of Study (MACOS)

- ESSENTIAL QUESTIONS
- THEMATIC
- INTERDISCIPLINARY
- INQUIRY-BASED
- STRUCTURE OF ‘THE DISCIPLINE’
- EXTENDED INVESTIGATION OF MEANINGFUL IDEAS
ESSENTIAL QUESTIONS

✦ What is human about human beings?
✦ How did they get that way?
✦ How can they be more so?
there’s an old proverb which says... ”The fish will be the last to discover water” and generally speaking you know it’s true. You live in a medium you’re not conscious of it--you need a little bit of contrast. ...the fish jumping out of water and discovering, ‘Hey I’ve been in water!’

J BRUNER
CONCEPTS

- LIFE CYCLE
- ADAPTATION
- INFORMATION AND BEHAVIOR
- STRUCTURE AND FUNCTION
- COMMUNICATION
Structure of the Discipline

- NATURALISTIC OBSERVATION
- EXPERT STORIES
- EXPERT NOTES
- LEARNING TO OBSERVE
What is Human about Human Beings?

- Tools
- Language
- Social organization
- The management of man’s prolonged childhood
- The urge to explain the world
Curriculum Structure

- Systematic, incremental layering of effort and ideas

- WHAT'S IN A LIFETIME? 4 DAYS
- SALMON: 8 DAYS
- THE HERRING GULL: 10-12 DAYS
- BABOONS: 18-30 DAYS
- AT THE INLAND CAMPS: 30 DAYS
- ON THE ICE:
The Curriculum

- INTRODUCTORY LESSONS: WHAT'S IN A LIFETIME? 4 DAYS

- LIFE CYCLE

- IN THE FIELD (deVore)

- LOOKING AT ANIMALS
Look at this booklet and your hand holding it. Which developed through the process of natural selection? Which was designed by man?
The Curriculum

- **SALMON: 8 DAYS**
- ANIMAL ADAPTATION
- **SALMON** (Film)
- INFORMATION AND BEHAVIOR
- COMPARING ANIMAL ADAPTATION
The Curriculum

- THE HERRING GULL: 10-12 DAYS
- HERRING GULLS
- INNATE AND LEARNED BEHAVIOR
  (NATURAL SELECTION)
- STRUCTURE AND FUNCTION
- OBSERVER’S HANDBOOK
- HERRING GULL BEHAVIOR
# Structure of the Discipline

## Data on Conflict

<table>
<thead>
<tr>
<th>Number of Boys, Number of Girls</th>
<th>How Fight Started: Action(A) Words(W)</th>
<th>First Thing Said or Done</th>
<th>Action That Took Place</th>
<th>Last Thing Said or Done</th>
<th>How Fight Ended: Action(A) Words(W)</th>
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</thead>
<tbody>
<tr>
<td>2G</td>
<td>A</td>
<td>&quot;That's my place&quot;</td>
<td>Deborah pushed Karen away from table</td>
<td>&quot;I'll tell on you&quot;</td>
<td>W</td>
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**Sample**

Ask your teacher for another.
The Curriculum

- BABOONS: 18-30 DAYS
- ANIMALS OF THE AFRICAN SAVANNAH
- BABOONS
- FIELD NOTES
- THE BABOON TROUP: Family Structures
- BABOON COMMUNICATION
- PHOTOMURAL, SOUNDS, MAP
- FILMS: Animals of Amboseli, Baboon Troop, Young/Older Infant, Jane Goodall
April 4. Nairobi Park

Early morning (about 7:30) spotted in the "Lone Tree" area just north of the "L" in Lion Valley on the map:

- $\text{ad } \sigma^2_{2-11}$
- $\text{ad } \sigma^2_{12-11}$
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As I got out of the car and walked over for a look, I heard two clipped "warning" barks from a juvenile, then an "answering" brahoo by an adult male 40 yards away. This was followed by a juvenile giving several loud "auauauhu" (the group signal).

Left at 8:55. We explored the rest of the park during the day, but returned in the
42 days: A Foundation

Observation and Interpretation
The Netsilik Eskimo
The Netsilik Eskimo

- NATURALISTIC OBSERVATION THROUGH FILM
- SUPPORTED BY LITERATURE, ACTIVITIES, PLAYS
At the Inland Camps

- At the Inland camps: 30 days
- The World of the Netsilik: Life at a Stone Weir
- The Hunting Way of Life: Life at the Caribou Hunting Camp in Early Autumn
- Netsilik Families: Life at a Fishing Camp
On the Ice

- The Dangers of Winter
- The Hunting Way of Life in Winter
- The Winter Camp: The Individual and the Group
- The Long Gaze
Supporting Instruction

- TEACHER RESOURCE BOOK
- PROFESSIONAL DEVELOPMENT SEMINARS
<table>
<thead>
<tr>
<th>Seminars</th>
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<tr>
<td>• ON LEARNING, OR WHAT IS SCHOOL FOR?</td>
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<td>• THE POWER OF AN ORGANIZING IDEA</td>
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<td>• HOW DOES CONTRAST PROMOTE LEARNING</td>
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<td>• THE WILL TO LEARN</td>
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<td>• LEARNING BY OBSERVING</td>
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<tr>
<td>• LEARNING IN ANIMALS, HOW IT IS DIFFERENT FROM HUMANS</td>
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<td>• LEARNING BY COMPARISON: VALUES AND DANGERS</td>
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<td>• EXPLORING SIGNIFICANT QUESTIONS</td>
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<td>• WHY BOTHER WITH CONCEPTUAL STRUCTURE?</td>
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<td>• LEARNING BY DOING: THE VALUE OF EXPERIENCE</td>
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<td>• MODELS AS WAYS OF KNOWING AND LEARNING</td>
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<tr>
<td>• INTUITIVE AND ANALYTIC THINKING</td>
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<tr>
<td>• FINDING OUT WHAT STUDENTS HAVE LEARNED</td>
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<td>• WHAT KIND OF LEARNING TAKES PLACE IN A GROUP?</td>
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<td>• THE ROLE OF FANTASY AND FEELING IN LEARNING</td>
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<tr>
<td>• EDUCATION AS SOCIAL INTERVENTION: THE TEACHING OF VALUES</td>
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<td>• ACTION/IMAGE/SYMBOL: THREE WAYS OF REPRESENTING REALITY</td>
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Research

* MACOS students
  * learned more MACOS material
  * knew as much traditional social studies
  * liked social studies better
  * more likely to wish ‘this year was like last’
  * gifted students did better than other students
Just came across this site and am thrilled to see the idea is still alive. I was one of the first to teach MACOS to fifth graders.... To this day my finest teaching was done during this time in my life. MACOS reached the unreachable student. True learning took place that I have not seen before or since. The American education system...might not be the mess it is today if MACOS and programs like it were in wide spread use. MACOS developed in students a respect for life at all levels. Students learned to respect themselves and the importance and value of what each student in their class had to offer regardless of their ability. For the teacher, to see how much the students grew... truly brought forth the passion and fire that made us want to be teachers in the first place. American education has certainly taken giant steps backward since that time. Just imagine what could be done with this course today with the technology we have at our finger tips.
Materials


- Early Films (Salmon, Herring Gull, Baboons)


- (YouTube: *The People of the Seal*)

- *Through These Eyes.* Streamed online for free at [http://www.nfb.ca/film/through_these_eyes/](http://www.nfb.ca/film/through_these_eyes/)
Download materials from the original MACOS here. Includes booklets, instructional guides for teachers, and more.

This archive contains the entire collection of pamphlets and booklets for children, as well as teacher’s instructional guides. The course was brought online by Dr. Wendy Saul, professor of education at UMSL, in collaboration with Peter Dow of Firsthand Learning. Permission to use the materials non-commercially is granted by Education Development Center, and the films accompanying the written materials are available from Documentary Educational Resources.