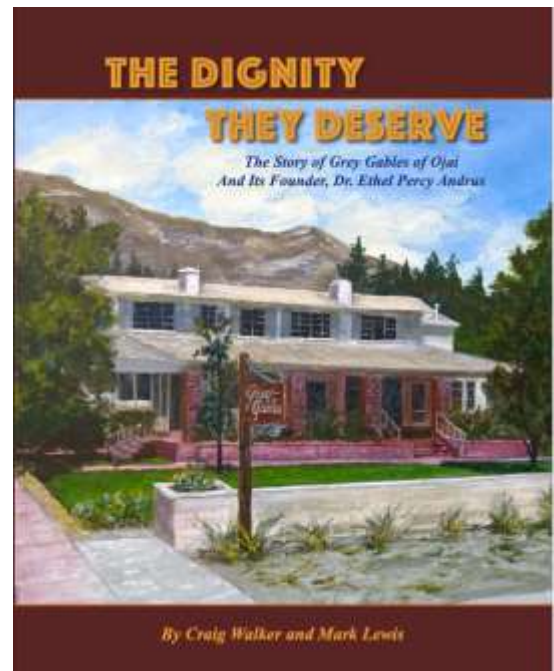


Study Guide

THE DIGNITY THEY DESERVE: *The Story of Grey Gables of Ojai And Its Founder, Dr. Ethel Percy Andrus*

By Craig Walker

This study guide is meant to accompany the book, *The Dignity They Deserve: The Story of Grey Gables of Ojai And Its Founder, Dr. Ethel Percy Andrus*. Written in an engaging narrative style, the book describes Dr. Andrus' remarkable life and her enduring achievements in education and social reform. It covers her formative years at Hull House in Chicago, her career as a pioneering high school principal in Los Angeles, her experimental retirement community (Grey Gables of Ojai), and her founding of AARP—America's largest non-profit membership organization. *The Dignity They Deserve* is an excellent supplementary resource for a variety of school subjects, including American history, sociology, and women's history.



Although the focus of the book is on Grey Gables of Ojai, an innovative retirement community that transformed what it means to grow old and retire, it is a fascinating read for students of all ages. High school and college students will immediately see the book's relevance to their own lives, where ageism and institutionalization have played a role in their social development.

Education Level: This study guide is designed for use in high school and college courses. Reading the book and implementing a selection of the study guide activities requires about one week.

Resources. *The Dignity They Deserve: the Story of Grey Gables of Ojai And Its Founder, Dr. Ethel Percy Andrus*; a portable digital device for research and collaborative projects.

Applicable Subjects. Subjects and topics where the book, *The Dignity They Deserve*, can be effectively used as a supplemental learning resource, or an engaging case study:

Subjects and Topics:

1. American History
2. American Social History
3. Sociology
4. Social Psychology
5. Health Issues
6. Gerontology
7. Aging in America
8. Women's History
9. History of American Education

A Case Study on:

1. The Progressive Era and its long-term impacts
2. Social reform movements in U.S. History
3. The settlement house movement
4. U.S. social advocacy and lobbying groups that work for equity and social justice
5. Great American humanitarians
6. Progressive education
7. The legacy of John Dewey and Jane Addams
8. The high school movement (1910-1940)

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Learning Objectives:

1. Students will be able to describe some of the many contributions Dr. Ethel Percy Andrus made to the American way of life, and how her accomplishments affect them.
2. Students will be able to discuss the historic significance of Grey Gables of Ojai in terms of the Secretary of the Interior's criteria for historic designation.
3. Students will be able to show how Dr. Andrus' work at Hull House in Chicago and Lincoln High School in Los Angeles prepared her to effectively use Grey Gables of Ojai to redefine aging and improve the lives of America's retired population.
4. Students will be able to describe Dr. Andrus in terms of the words "educator," "social reformer," "leader," and "humanitarian."
5. Students will describe contributions they personally have made or can make to make a difference in their community.
6. Students will be able to collaborate with other students to learn about Dr. Andrus and her contributions to American society.
7. Students will be able to relate what they learn in *The Dignity They Deserve* to the topic(s) covered in the course they are studying (American History, Sociology, Women's History, etc).
8. Students will understand why the life and work of Dr. Ethel Percy Andrus should be included in high school and college American History textbooks.

Lesson One: The Making of a Humanitarian

1. Preparation: Read pages 1-17 in *The Dignity They Deserve*.
2. Key Terms, Concepts, and People (pp. 1-17). Find the item in the book; search on the Internet for further information.
 - a. Ojai
 - b. AARP
 - c. Retirement
 - d. Gable
 - e. Alee Barbee Sanford
 - f. Theosophy
 - g. World's Columbian Exposition of 1893
 - h. Progressive Era
 - i. Peter Cooper
 - j. Humanitarian
 - k. Edwin Lewis
 - l. John Dewey
 - m. Industrial Revolution
 - n. Progressive Era
 - o. Progressive Education
 - p. Experimental schools and Dewey's "Laboratory" School
 - q. Jane Addams

- r. Hull House
- s. Settlement House

3. Checking for Understanding (p 1-17):

- a. Why does the illustration of Dr. Andrus on Page 4 show her with both high school students and retired people? Why is she speaking from a lectern?
- b. What is Grey Gables known for? What did Dr. Andrus accomplish there?
- c. What prompted Dr. Andrus to take up the cause of older, retired Americans after she retired from her position as principal of Lincoln High School in Los Angeles?
- d. What was Dr. Andrus trying to accomplish in her work with older Americans? What did she hope to give them to improve their lives?
- e. What role did Grey Gables play in Dr. Andrus' social revolution? In what way was it a "laboratory for social change"?
- f. How were the dreams of Alee Barbee Sanford and Ethel Percy Andrus similar? How were they different? Why do you think Sanford didn't succeed in her plan to improve the lives of teachers?
- g. What values did Ethel Andrus learn from her father?
- h. What advice did the director of the 1893 World's Fair have that guided Dr. Andrus throughout her life?
- i. Why do you think the World's Columbian Exposition of 1893 would have inspired Dr. Andrus?
- j. What impression did Peter Cooper make on Ethel as a young girl? How did his example inspire her work as a humanitarian?
- k. What did Ethel Andrus recall about her own high school education that she wanted to change when she became an educator?
- l. How did Dewey's philosophy of education differ from traditional practices? How do you think Dr. Andrus' training as a progressive educator helped shape her approach to social reform? How do you think it affected her approach to changing attitudes and opportunities for America's older citizens?
- m. Hull House was one of America's first "settlement houses"—and its most famous. How were settlement houses a form of "progressive education?" Of "service learning?" What role did settlement houses play in the "Americanization" of immigrants and giving them equity and social justice within American society?
- n. What was the role of Addams' Hull House and Dewey's Laboratory School in shaping social change for immigrants and the education of children?
- o. The modern descendant of the early 19th Century "settlement house" is the local community center. Make the connection in two or three sentences.
- p. Discuss some of the influences in Ethel Percy Andrus' early life that led her to become a lifelong humanitarian.

4. Classroom Lesson Plans:

- a. Use one of the "collaborative learning strategies" [listed below](#) to help your students learn the terms and answer the questions for this lesson.

- b. Discussion: What were the benefits of the “settlement house” model of social reform for the populations being served? What were the benefits for those studying the needs and providing solutions for the local residents? Hull House was designed to learn about and find solutions for poor immigrants living in the surrounding neighborhood. How do you think the settlement house model could be adapted by a high school to learn about, and find solutions for, the problems of youth and their families?
- c. Discussion: We often speak of humanitarians as “selfless.” What does it mean to act *selflessly*? Dr. Andrus believed that selfless acts—doing for others with no reward except the satisfaction of helping—brought the greatest rewards in life. Students discuss whether they agree or disagree and share personal experiences. Students discuss some of what influenced Ethel Percy Andrus to live as a humanitarian.
- d. Find an opportunity to help a stranger in need, accepting no reward except the personal satisfaction of having helped them. Describe how it felt.

Lesson Two: A Pioneering High School Principal

1. Preparation: Read pages 18-26 in *The Dignity They Deserve*.
2. Key Terms, Concepts, and People (pp. 18-26):
 - a. Santa Paula
 - b. Town of Nordhoff
 - c. Manual Arts
 - d. Frank Capra
 - e. Jimmy Doolittle
 - f. Goodwin Knight
 - g. Abraham Lincoln High School, Los Angeles
 - h. Compulsory Education
 - i. Juvenile Delinquency
 - j. Opportunity School
 - k. Service Learning
 - l. Compulsory Retirement
 - m. Pension
 - n. Ageism
 - o. Stereotype
 - p. Southern California Teachers’ Home
 - q. National Retired Teachers Association (NRTA)
 - r. *NRTA Journal*
 - s. Health Insurance
3. Checking for Understanding (pp. 18-26):
 - a. Some people see social groups—like “immigrants,” “teenagers,” or “the elderly”—as a faceless mass of people, not as individuals. This is both the reason for, and the result of, using stereotypes to categorize people. Reflect on Dr.

Andrus' quote in the second paragraph on page 18; how did she see the immigrants she worked with at Hull House and Chicago Commons? Why do you think this was important in her work as a humanitarian and social reformer?

- b. Why did Ethel Percy Andrus move to California? What does it say about her that she picked up stakes and moved to California when her career in Chicago was just getting started?
- c. What was the "high school movement" that emerged in America between 1910 and 1940? What was the challenge faced by high schools in the early 1900s when attendance in high school first became compulsory?
- d. Why do you think early high school educators like Dr. Andrus began offering manual arts training as part of the high school curriculum?
- e. In 1916, Ethel Percy Andrus was the only woman high school principal on the West Coast of the United States, and she would become one of America's most respected and influential high school principals at the time. She also taught classes in school administration at Stanford, USC, and UCLA. Why do you think this was important in the history of women's rights in America?
- f. Describe how Dr. Andrus met the challenges of compulsory education in the early 1900s. What was the significance of the word "Opportunity" written above the gate to her school? How did her vision of high school as opportunity help change high schools and make them more meaningful to all students?
- g. In what way did Dr. Andrus turn Lincoln High School into a "settlement house," or an "experimental school," like those she was part of in Chicago? How did her work at Lincoln High School help shape the development of the modern comprehensive high school?
- h. Dewey, the father of progressive education, once wrote, "Education is not preparation for life; education is life itself." How did Dr. Andrus make Lincoln High School a representation of life so students could learn from real-world challenges and situations?
- i. In what way did Dr. Andrus use Lincoln High School to "Americanize" immigrant children, like Hull House did in Chicago? How did she make high school meaningful to non-academic students as well as those headed to college?
- j. Read the essay "Americans All," from the Lincoln High School yearbook (pg. 22). Also read the Ed Wenig column on page 37. What do these tell you about the education program at Lincoln High School under Dr. Andrus?
- k. Settlement houses were America's first community centers. How did Dr. Andrus make Lincoln High School a community center in the surrounding Lincoln Heights neighborhood of Los Angeles?
- l. Dr. Andrus pioneered Adult Education at the high school level. How did this fulfill her goal of making the high school a community center as well as a school? How does that fit in with one of her mottos—"What we do, we do for all"?
- m. Dr. Andrus also pioneered high school "service learning," something first created by Addams at Hull House. Why did Dr. Andrus feel service learning should be an essential part of the high school program?

- n. Why did Dr. Andrus believe it was important for her to go back to school part-time to earn a Masters and Doctorate in education? What does this say about her approach to social reform?
 - o. In 1944, Dr. Andrus' life changed again. Why did she retire from her principal job? What does it say about her that twice in her life she gave up her career to care for a parent? Based on her motto "What we do, we do for all," what can we predict about the future direction of her life after she nursed her mother back to health?
 - p. What skills do you think Dr. Andrus learned as a high school principal that helped her in her new crusade—to change the lives of older people?
 - q. Why do you think Dr. Andrus' encounter with a retired teacher living in a chicken coop inspired her to begin a one-woman crusade to improve the lives of retired teachers? How did she begin her crusade?
 - r. Why did Dr. Andrus feel it was important to have a *national* retired teachers association? What were some of the features of the NRTA?
 - s. What role did the California Teachers Association's Southern California Teachers' Home play in her making better housing a cornerstone of her crusade? How would her humanitarian work at Hull House and Lincoln High School influence her plan to use a retirement home to help her create a more humane retirement for all Americans?
 - t. How did ageism play a part in the insurance industry's refusal to insure retired Americans? How did ageism perpetuate poverty, discrimination, and negative attitudes toward the elderly?
4. Classroom Lesson Plans:
- a. Activity: Use one of the "collaborative learning strategies" [listed below](#) to help students learn the terms and answer the questions for this lesson.
 - b. Discussion: Share some of the ageism and discrimination you have experienced as a teenager or young adult. List three or four stereotypes commonly projected onto teens. Do you think those stereotypes are "true?" Why or why not?
 - c. Discussion: Share some of the ageism and discrimination you are aware of that applies to the elderly. List three or 4 stereotypes commonly projected onto the elderly.
 - d. Role-playing: Role-play several scenes that represent ageism (stereotypes, attitudes, and discrimination) against both teens and the elderly. Discuss.
 - e. Debate: Dr. Andrus, like most progressives, felt that "democracy" is not just a form of government in which people vote, it is an attitude and a way of life. Dr. Andrus felt that schools shouldn't just teach *about* democracy, they should *be* democratic, teaching democracy by example. Her goal was to create a model democratic school at Lincoln High. Debate to what extent your school is democratic--or not.

Lesson Three: Grey Gables of Ojai

1. Preparation: Read pages 27-47 in *The Dignity They Deserve*.

2. Key Terms, Concepts, and People (pp. 27-47):

- a. Eleanor Roosevelt
- b. Cold Spring Institute
- c. Opportunity
- d. Ruth Lana
- e. Gloria Gartz
- f. Teacher of the Year
- g. Emma Turner
- h. Grey Gables resident council
- i. The Acacias
- j. Andrus Apartments
- k. Ed Wenig
- l. Communal living

3. Checking for Understanding (pp. 27-47):

- a. What were some features of the Ojai Valley that drew Dr. Andrus' interest as a possible location for an experimental retirement community?
- b. What was the Cold Spring Institute? Why did Dr. Andrus want to incorporate some of its programs into her experimental retirement community?
- c. Why did Dr. Andrus decide not to locate her retirement home in the former Foothills Hotel?
- d. In purchasing Grey Gables from Sanford, Dr. Andrus helped to fulfill Sanford's own dream for bringing dignity to the lives of America's teachers. Explain how Dr. Andrus' used what Sanford created at Grey Gables to further her retirement revolution. What does this tell you about Dr. Ethel Percy Andrus as a humanitarian?
- e. Who was Gloria Gartz? Why did Dr. Andrus turn to Gartz for help in starting Grey Gables? How did she help Dr. Andrus fulfill her vision for Grey Gables?
- f. Why was the community where Grey Gables was located important to its role as a demonstration of the kind of life Dr. Andrus envisioned for retired persons? How did it satisfy her philosophy that social reform come from opportunities and not from a standardized program, no matter how benevolent?
- g. Why was the Ojai City Council reluctant to approve a national retirement home in the City of Ojai? What role did *ageism* play in their attitude? What did Dr. Andrus want to prove through her demonstration project at Grey Gables?
- h. Why did Dr. Andrus advise against the commonly held belief that retirement was a time to withdraw from the mainstream of life, to play games and reminisce about the old days?
- i. Why was Dr. Andrus awarded the National "Teacher of the Year Award" in 1954? How did this help launch her campaign to create new housing options for retirees?
- j. Part of Dr. Andrus' philosophy of retirement was volunteerism. Why was this an important element of her plan for social reform in a country where retirement

was mandated by laws and social policies? How did she know that volunteerism would work to solve many social problems of aging?

- k. Dr. Andrus often spoke of Thomas Jefferson’s concept of a “natural aristocracy of virtue and talent.” Why did Dr. Andrus begin her revolution with retired teachers? Why did she see them as a “natural and talented aristocracy” to help her lead a social revolution, to bring equity and social justice to the elderly?
 - l. Why did Dr. Andrus set out to de-institutionalize the retirement home? Why did she feel this was so important? What were some of the ways she de-institutionalized Grey Gables?
 - m. How was the Grey Gables resident council similar in purpose and operation to the student government at Lincoln High School?
 - n. Grey Gables pioneered the independent-living, communal retirement home, but also pioneered “assisted living” (Andrus Apartments) and the “skilled nursing facility” (The Acacias). Why did she create these two facilities as a part of the Grey Gables program?
 - o. How did Dr. Andrus use the town of Ojai as part of the Grey Gables lifestyle? How did this become part of her model for retirement living generally?
 - p. On page 37, her associate Ed Wenig describes how Dr. Andrus’ work at Grey Gables was an outgrowth of her work with teenagers at Lincoln High School. In a few words, tell how her reform strategies at Lincoln High School helped shape the new retirement Andrus created at Grey Gables.
 - q. How did Grey Gables demonstrate that, if provided an environment and opportunities like those at Grey Gables, older Americans could continue to thrive in the mainstream of community life—that retirees can build a future for themselves and others.
 - r. Although the Grey Gables staff handled some aspects of daily living—cooking, cleaning, maintenance, medical care—other aspects were left to the residents through democratic processes—on-site courses, gardening, decorating rooms, travel programs, etc. Why did Dr. Andrus think this was important?
 - s. In one paragraph, describe the features of Grey Gables that made it a new, modern retirement community. How did these features become part of the modern retirement lifestyle? How did Dr. Andrus publicize Grey Gables to the nation as a whole, first to retired teachers and then all retirees?
4. Classroom Lesson Plans:
- a. Activity: Use one of the “collaborative learning strategies” [listed below](#) to help students learn the terms and answer the questions for this lesson.
 - b. Discussion: For years people saw those 65 and older as a burden on society. In what way did social attitudes (ageism) and discrimination create that burden as a self-fulfilling prophecy? What were some ways Dr. Andrus and AARP helped to remove limitations placed on the elderly? Why did her efforts help move older Americans from the poorest to the wealthiest socio-economic group?
 - c. Discussion: How was Grey Gables based on the “settlement house” model Dr. Andrus learned from in her days at Hull House and Chicago Commons? Why was

NRTA-AARP an important adjunct to Grey Gables in disseminating its lifestyle to older people across the country?

Lesson Four: A New Organization to Shape the Future

1. Preparation: Read pages 48-63 in *The Dignity They Deserve*.
2. Key Terms, Concepts, and People (pp. 48-63):
 - a. Robert Decormier
 - b. Leonard Davis
 - c. Grace Hatfield
 - d. Health insurance
 - e. AARP (American Association of Retired Persons)
 - f. Civil Rights Movement
 - g. White House Conference on Aging (1961)
 - h. Universal design
 - i. House of Freedom
 - j. Compulsory retirement
 - k. Senior Citizens' Charter of Rights
 - l. New Frontier
 - m. Older Americans Act
 - n. AMA
 - o. Dynamic Maturity Pavilion
 - p. Peace Corps
 - q. VISTA
 - r. The Gables
 - s. National Register of Historic Places
3. Checking for Understanding (pp. 48-63)
 - a. What does it tell you about general attitudes toward the elderly that they could not purchase affordable health insurance after they retired at age 65?
 - b. Those over 65 today can get Medicare, a government program that began nine years after NRTA was able to insure its members in 1956. How did Dr. Andrus' efforts to provide private health insurance for the elderly make Medicare possible?
 - c. What led Dr. Andrus to start AARP, an organization for all older Americans, not just retired teachers?
 - d. Why did Dr. Andrus insist on the word "persons" instead of "people" in the name AARP (American Association of Retired Persons).
 - e. Why was AARP and AARP's publication *Modern Maturity* such an important tool in her crusade to change attitudes toward aging and improve the lives of the aged?
 - f. How did Dr. Andrus see AARP's role in changing the laws regarding older Americans?

- g. Why did Dr. Andrus feel conditions for older people were similar to those of racial and ethnic groups during the Civil Rights Era of American history. What role did Dr. Andrus feel the Federal Government could play in improving the lives of older Americans.
- h. What role did Dr. Andrus and AARP play in the first White House Conference on Aging?
- i. Discuss the House of Freedom. How was it an outgrowth of Dr. Andrus' study of housing at Grey Gables?
- j. Why did Dr. Andrus want Congress to end compulsory retirement and other forms of employment discrimination towards those over 65?
- k. Why did AARP create a "Senior Citizens' Charter of Rights"? What would you put into a Teenagers' Charter of Rights? Why did you select the ones you did?
- l. As the NRTA-AARP organization grew, and took on more programs and services, Grey Gables and Ojai became too small to contain it. Dr. Andrus began separating functions of NRTA-AARP and creating offices elsewhere. Where did AARP move some of its offices in the mid to late 1960s?
- m. What were the main purposes of the "Older Americans Act"? What role did Dr. Andrus and AARP play in the writing and passage of this act?
- n. Why did President Kennedy's efforts to pass Medicare fail? How did Dr. Andrus help to create a Medicare bill that would be supported by the AMA and other stakeholders?
- o. Why did Dr. Andrus want AARP to participate in the New York World's Fair of 1964? Why was it important for older people to be represented at such a "futuristic" event?
- p. What was the significance of the Older Americans Act, passed in 1965? Why did Dr. Andrus want older people to help fight President Johnson's "War on Poverty" by joining his new organizations like the Peace Corps and VISTA?
- q. Why do you think Grey Gables was featured by AARP in its Dynamic Maturity Pavilion?
- r. How did Dr. Andrus and AARP try to shape Johnson's new Medicare bill? Why? In what ways did Dr. Andrus, Grey Gables, and AARP help get Medicare passed?
- s. When Dr. Andrus died in 1967, President Johnson wrote that "by her enduring accomplishments, she has enriched not only us, but all succeeding generations of Americans." What are some important ways Dr. Andrus and her residents at Grey Gables have enriched people living today? Why is life better for all Americans, no matter what their age?
- t. How is AARP, started in Ojai in 1958, a lasting tribute to Dr. Andrus, with over 38 million members?
- u. When Dr. Andrus founded NRTA, people over 55 were the most impoverished age group in the nation. Today, they are the wealthiest. What were some of the inventions of Dr. Andrus and AARP that have caused this enormous change in living conditions for the elderly?
- v. Do you think Grey Gables qualifies as a national historic landmark? Make the case for or against.

4. Classroom Lesson Plans:

- a. Activity: Use one of the “collaborative learning strategies” [listed below](#) to help students collaboratively learn the terms and answer the questions for this lesson.
- b. Discussion: The story of Grey Gables is the story of how retired Americans came to acquire social justice and equity within American society. It’s largely an “untold story” in American history. It has been said that “justice untold is justice denied.” Why is it important that the struggle for equality and social justice be learned and re-experienced by each new generation of Americans?
- c. Discussion: As a progressive educator, Dr. Andrus learned that the word “educate” comes from the Latin word “educare”—“to lead out.” In progressive education, the role of the educator is *guidance*, to draw truth out of the student. The writers of the Declaration of Independence wrote: “We hold these truths to be self-evident, that all men are created equal...” If this truth is self-evident, why have so many people not seen it? In what way was the public school system meant to draw this truth out of America’s youth? What innovative lessons did Dr. Andrus create to further draw this truth out of her high school students? What truths about aging did she seek to draw out of the residents at Grey Gables and the members of her retirement organizations? In what way was the success of her movement due to her progressive, educational approach?
- d. Project: Dr. Ethel Percy Andrus developed, or “invented,” the modern retirement lifestyle at Grey Gables. Create a project that identifies some of the features of modern retirement and shows how they were an outgrowth of Dr. Andrus’ work at Grey Gables.

Collaborative Learning Strategies and Projects:

One of the central principles of progressive education is that children learn best when learning is part of a collaborative social process that involves solving real-world problems. The following collaborative learning strategies will help students learn the material by working together with their classmates.

Before assigning these learning strategies, develop a culture of collaborative learning by teaching students to ask questions, listen, use feedback and paraphrasing, summarize, and check for understanding. <https://gsehd.gwu.edu/articles/10-strategies-build-student-collaboration-classroom>

1. **Numbered Heads Together:** This is an activity for developing positive interdependence and for mastering the content.
 - a. Have the students number off, one through four, and form small groups according to each number.
 - b. Pose a problem to solve or give questions to be answered.
 - c. Ask students to work together so everyone knows the answers and can explain them. (For the team to do well everyone has to know the answers.)

- d. “Randomly” choose a representative for each group to answer the question for the team. Choose how you want it to be answered (orally, thumbs up or down, in writing, on the board).
 - e. Have the group process their work. How did you make sure everyone in your group knew the answer? What helped? What did not help?
2. **Learning Journal:** In a learning journal have the students write an entry each day describing their feeling about the topics they discuss. Encourage the students to write how they would feel if they were in the same situations that you discuss in class each day or what they want to do to change the situation.
3. **Think/Write, Pair, Share*:** Round Table is a collaborative learning technique that allows students to assess prior knowledge, recall information and practice communication skills. The steps are:
 - a. Write: Each student writes one (or two or three) sentences about a given topic (or this could be an answer to a question) on a piece of paper.
 - b. Share: The paper is passed around to one group member at a time. Each group member responds in writing.
 - c. Summarize: When the original is returned, the student reads the comments from the group and shares the collective sense of what was said in the group about the topic (or question).
4. **Jigsaw*:** Jigsaw is a collaborative learning technique that gives students practice in the acquisition and presentation of new material, in review, and in informed debate. Interdependence and status equalization are developed. The method is:
 - a. Each student on the team becomes an “expert” on one topic.
 - b. “Experts” group with members from other teams assigned the corresponding expert topic.
 - c. Upon returning to their teams, each one, in turn, teaches the group.
 - d. Students are all assessed on all aspects of the topic.
5. **Fish Bowl Dialogue:** For any discussion topic, a small group sits in a circle with the other members of the class sitting behind them. The small group holds a dialogue on the topic while the outside members observe. When the discussion is over, the class members on the outside share the dynamics they observed.
6. **Concept Mapping*:** Concept mapping is a collaborative learning technique that allows students working in groups a way of illustrating the connections that exist between terms or concepts covered in course material. The method is:
 - a. Students write terms from the course on a large piece of paper
 - b. Lines are drawn connecting individual terms to indicate the relationships between terms. Most of the terms in a concept map have multiple connections.
 - c. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information.
7. **Google Docs Presentation:** Students work together on a Google Slides presentation. A topic is broken down into slides by the group. Each member of the group will be assigned a share of the slides. Students will work together online to create their project. They can narrate their project live in class, or on a recording or Zoom meeting.

8. **Role Play:** Students work together in small groups to prepare a scene that illustrates a concept or problem covered in the book. (Or, the scene can be created impromptu.) After the role play, the team members discuss their thoughts and feelings as the scene unfolded. Then the audience contributes to the discussion. Possibly use Fish Bowl activity above.
9. **Demonstration:** The teacher, or a student, role-plays teaching a topic. First, they teach using a traditional pedagogy—lecture, notes, written test, etc. Second, they use a progressive pedagogy. Discuss the advantages and disadvantages of each. How was Grey Gables a form of progressive education? Did it succeed in its mission to change the attitudes and lifestyle of its residents?
10. **Field Trip:** Using the book as a guide, students brainstorm a list of interview questions for older people living in an assisted living facility. Students then visit an assisted living facility, with planned activities that require them to interact with the residents. Students informally interview residents using some of the questions on their list. Discuss in class.

The collaborative learning strategies marked with an asterisk () are from Bates College:

(<https://www.bates.edu/faculty-commons/files/2016/08/Collaborative-Learning-Techniques.pdf>)

State Standards: California History Social Science Standards 11.2, 11.5, 11.11