

● Commonwealth of Kentucky ●

# EDUCATIONAL BULLETIN

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## UNIT TEACHING IN THE ELEMENTARY SCHOOL



Published by  
**DEPARTMENT OF EDUCATION**  
BOSWELL B. HODGKIN  
Superintendent of Public Instruction

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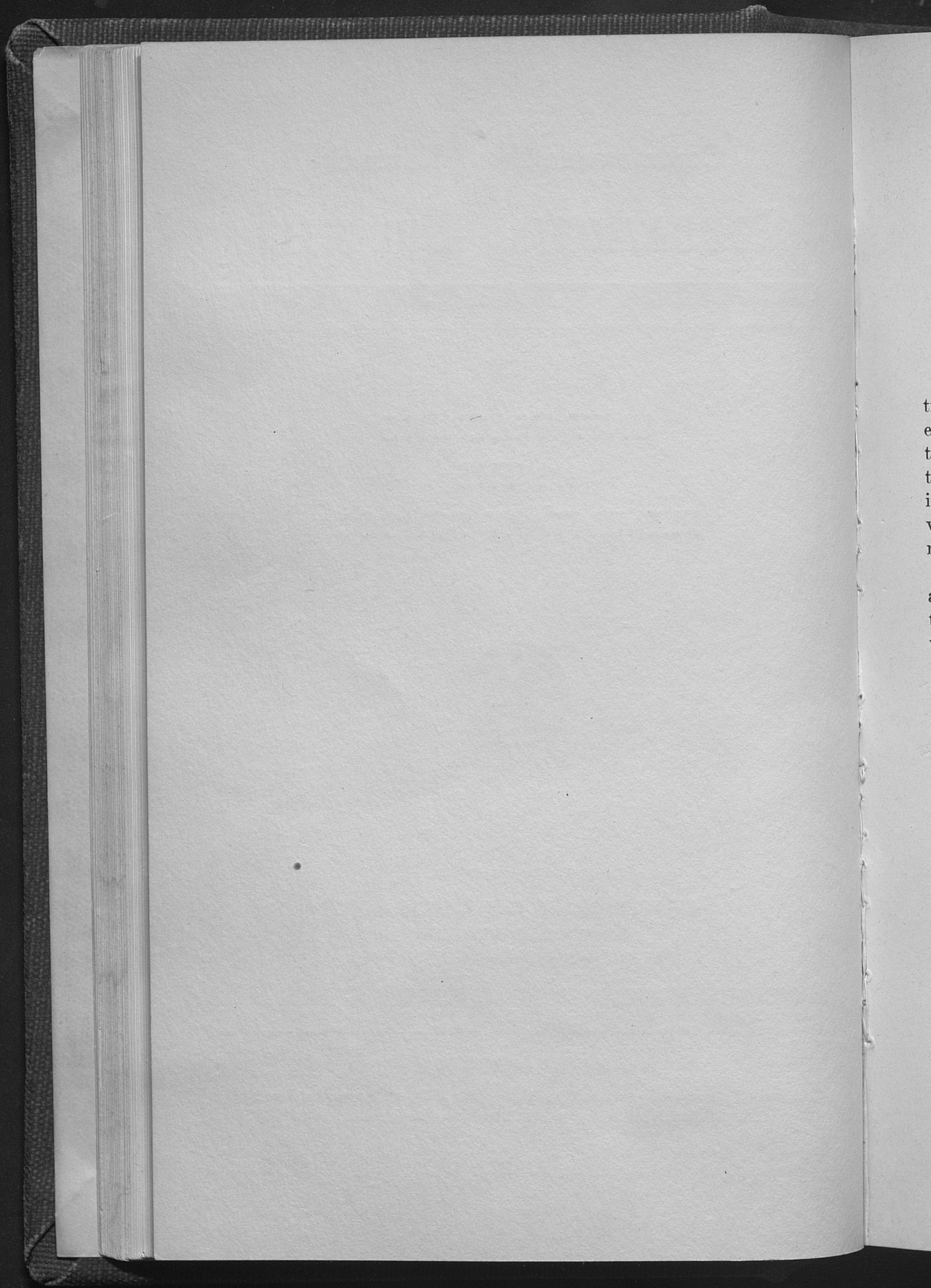
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## FOREWORD

The Department of Education is pleased to publish and to distribute this bulletin on Unit Teaching for the use of teachers in the elementary schools of Kentucky. We are aware that the idea of teaching by means of units is not a new one, but we do believe that too few teachers in our state make wide use of this method of teaching. We do advocate, therefore, that teachers, principals, and supervisors study this bulletin carefully and use it in whatever way it may be found to be helpful.

The Department is grateful to Dr. Vernon Musselman and to all the teachers and supervisors who worked with him in developing the material for this bulletin.<sup>1</sup> It is through such cooperative efforts that many excellent instructional materials are developed.

The bulletin is being released through the Bureau of Instruction as a part of its effort to make available to teachers instructional materials which may lead to better teaching in Kentucky schools.

It is hoped that this bulletin will be found valuable and will be widely used in the elementary schools throughout the state.

BOSWELL B. HODGKIN  
Superintendent Public Instruction

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<sup>1</sup>The names and teaching locations of these persons are given on a separate page.

## INTRODUCTION

During the 1950 summer session at the University of Kentucky several members of the education course in curriculum principles and practices saw the need for all the teachers in any school system to work together in the selection of units of work to be studied by the pupils enrolled in that school. They expressed a desire for a workshop to develop a coordinated list of units for the elementary schools in which they were teaching. Through the cooperation of Dean Frank Dickey of the College of Education and Professor Louis Clifton of the Department of University Extension such a workshop became a reality. The nineteen teachers in this workshop group spent the entire first semester of 1950-1951 working on this project.

As their work neared completion it was felt that the results of their efforts would be beneficial to teachers in many other elementary schools throughout the Commonwealth. Consequently the material developed during the workshop was assembled and offered to the Bureau of Instruction of the State Department of Education for publishing and distributing. After careful consideration by a committee from the State Department it was decided that it would be published as a handbook on unit teaching in the elementary school. It is hoped by the teachers responsible for this material that this bulletin will be helpful to elementary teachers in Kentucky.

VERNON A. MUSSELMAN  
University of Kentucky

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<sup>3</sup>Teacher in Mt. Sterling schools.

<sup>4</sup>Elementary supervisor, Lexington schools; served as consultant.

## WHY USE UNIT TEACHING?

The underlying philosophy of the group of teachers who developed the material contained in this bulletin emphasizes that the primary purposes of our public schools are concerned with meeting the needs and objectives of the pupils and society. Curriculum planning should be done democratically and cooperatively with the pupils, as well as adults, participating in it. We believe that the physical, social, intellectual, and emotional aspects of behavior are *inseparable* and operate as a unit in behavior.

Other things being equal, school work is more interesting when lessons are planned to provide for pupil purposing, problem solving, laboratory procedures, adjustments to individual differences, a variety of experiences, wide participation on the part of the pupils, sense experiencing, and an awareness of success.<sup>1</sup> The purposes of an individual provide the driving power for his accomplishments. Therefore, the learning of an individual is most effective when his goals are clearly seen and accepted by him as being worthy of achievement.

The method of unit teaching appears to be an excellent way to make school work interesting to pupils and lead them toward higher goals. It provides for individual differences, wide pupil participation, problem solving procedures, and pupil evaluation of the results. It affords opportunities for correlating the various subject matter areas and for centering the learning of knowledge around the solution of practical problems of interest to boys and girls.

## WHAT IS UNIT TEACHING?

"A unit consists of purposeful (to the learner), related activities so developed as to give insight into, and increased control of, some significant aspects of living; and to provide opportunities for the socialization of pupils."<sup>2</sup> Ideally, units begin in the intention of the learner to achieve some purpose, or to satisfy a felt need. They utilize cooperatively planned procedures suited to the problem at hand. They employ a variety of learning experiences and sources of information.

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<sup>1</sup>Raleigh Schorling, *Student Teaching*, Second Edition. New York: McGraw-Hill Book Company, 1949. PP. 158-190.

<sup>2</sup>J. Murray Lee and Dorris M. Lee, *The Child and His Curriculum*, New York: Appleton-Century-Crofts, Inc., 2nd. edition, 1950, p. 222.

When properly planned and organized provision is made for (1) orientation—an approach to the problem, (2) a planning period for formulating problems and suggesting possible means of solutions, (3) a working period during which the plans formulated are executed, (4) culminating activities, and (5) evaluation of outcomes.

### Characteristics of Desirable Units

There are several factors that characterize good teaching units:<sup>3</sup>

1. They should be based upon purposes that are real and meaningful to children.
2. They should contribute to the total development of the child.
3. They should deal with material that is within the comprehension of the child.
4. They should deal with phases of living sufficiently significant to merit careful study.
5. They should provide for a variety of activities or experiences for the class and for individual children.
6. They should be cooperatively controlled by the group of learners and the teachers, with participation by pupils in all aspects.

The teachers who prepared this material worked together as small committees and as a committee of the whole group. The teachers for each grade level brought recommendations to the whole group: the suggestions for each grade level were considered in the light of proposals from the other groups. Compromises were effected to give a continuous study program that avoids undesirable duplications.

The suggestions given in this bulletin have, for the most part, been tried out in the classroom, and have proved practical for those grade levels for which they are recommended.

This list of teaching units is intended as suggestions only. It is not intended that they would be followed verbatim in any school district. In fact, we have tried to include more materials that could be covered adequately in any one grade in any given year.

It should be understood by the readers of this bulletin that the assignment of units to particular grade levels is not a hard-and-fast classification. Some strong second-grade groups could study with ease and success selected units included in the third grade list. Likewise a weak group might profitably follow suggestions given for a lower grade. Within each group of pupils there will be weak, average, and superior individuals; the teacher in each local situation must exercise his judgment, and working together with his pupils select those units of study that can most profitably be undertaken.

<sup>3</sup>William H. Burton, *The Guidance of Learning Activities*, New York: Appleton-Century-Crofts, Inc., 1944, pp. 247-248.



*Care must be exercised to work with the other teachers in the same school system to avoid duplication of work that was experienced by the pupils during the previous year, or will definitely be undertaken by them the following year. One of the main purposes of this bulletin is that of eliminating undesirable duplication of effort and give organization to the entire elementary program.*

In schools where one teacher is responsible for two grade levels (such as third and fourth grade) that teacher may find it desirable to put both grades together as one group and study the same unit. In such cases the suggested list of units (with modification) for the third grade may be followed one year and those for the fourth grade used the second year, on an alternating schedule.

*One of the advantages of unit teaching is that of caring for individual differences. The use of committees would enable the older and the superior students to attack phases of the problem comparable to their abilities; likewise the slower learners could attempt different assignments more in keeping with their abilities.*

In addition to the list of suggested units for study at the different grade levels sample units are included to give the teacher a better idea of how unit teaching can be accomplished to the satisfaction of both the teacher and the pupils. Space limitations permitted the inclusion of specimen units for first, third, and sixth grades only.

Teachers who are unfamiliar with the unit method of teaching should read Chapters 6 and 7 of Lee & Lee, *The Child and His Curriculum*,<sup>4</sup> and Chapters 6, 7, and 8 of *Student Teaching* by Raleigh Schorling, Second Edition.<sup>5</sup> An especially helpful bulletin is *The Place of Subjects in the Curriculum*.<sup>6</sup> All three of these references should be in every elementary teacher's professional library.

<sup>4</sup>New York: Appleton-Century-Crofts, Inc., 1950. pp. 197-260.

<sup>5</sup>New York: McGraw-Hill Book Company, Inc., 1949. pp. 134-227.

<sup>6</sup>Bulletin 1949 No. 12. Order from Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 15 cents.

# SUGGESTED UNITS FOR GRADE I

## GRADE I

### THEME—THE CHILD AND HIS RELATIONSHIPS AT HOME AND SCHOOL

#### SUGGESTED UNITS

##### *Social Studies and Science*

- I. What We Can Find Out About Our School Building, Its Surroundings, and Our School Helpers.
- II. How We As a Family Live At Home On the Farm and In the City.
- III. What Animals We Should Have For Pets and How We Should Care For Them.\*
- IV. How We Can Safely and Pleasantly Work and Play With Others At Home and At School.
- V. What Things We Can Do To Keep Our Bodies Strong and Well.
- VI. How Living and Non-Living Things Around Us Are Useful.

Since the interest of the first grader is mainly about himself, his home life, and the school, the above units and the following list of activities are suggestions and not the only ones which might be developed.

##### *Suggested Activities For Each Unit:*

#### **I. What We Can Find Out About Our School Building, Its Surroundings, and Our School Helpers**

##### *A. Social*

1. Familiarize the children with materials, books and equipment in the classroom.
2. Acquaint them with other classrooms in the building, and special rooms as the library, auditorium, principal's office, music room, cafeteria, art, and supply room, and rest room.
3. Explore the playground with the purpose of understanding safe places and ways of playing carefully with equipment.
4. Introduce children to the other teachers, the principal, supervisor, librarian, janitor, cafeteria helpers, and others connected with the school.
5. Visit the furnace room and have the janitor tell how the school is heated.
6. Plan for a reading center or library corner.
7. Talk over ways to make the room attractive.
8. Dramatize stories and poems about school.

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\*This unit is shown in detail at the end of this list of suggested activities.

9. Discuss and list what can be said and done to show courtesy to visitors who come.

#### B. *Reading and Language*

1. Read stories in books and school news—papers about children at school, such as "Young America" and "My Weekly Reader" magazines.
2. Make charts of plans and work discussed.
3. List committees for special work.
4. Write stories about things seen about the school and what the children do.
5. Write letters to ask permission to go places and follow up with "Thank you" notes.
6. Make signs and labels for directions in the room.

#### C. *Construction and Art*

1. Make posters, booklets, and scrapbooks of children's drawings and cut outs from construction paper, or magazines, to show school activities.
2. Make diagrams of the school and room.
3. Draw pictures with crayons, paints, and colored chalk of children and their activities.
4. Make a frieze of happy experiences at school.

#### D. *Number Activities*

1. Count rooms, teachers, windows, doors, lights, desks, and materials used.
2. Use ruler and yardstick to measure sizes of materials and things in room.
3. Make a clock to learn time.
4. Keep a record of the weather on the calendar and count days of rain, etc.
5. Buy articles for the room and count money.
6. Have a store (grocery, toy,) or a doll show.

#### E. *Science*

1. Grow plants and start bulbs to watch them and to beautify the room.

## II. **How We as a Family Live at Home on the Farm and in the City.**

### A. *Social*

1. Discuss vacation experiences in the city and on the farm.
2. Tell what kinds of work father and mother do on the farm and in the city.
3. Tell how we help.
4. Dictate original stories to the teacher.
5. Talk about things we do in the city and on the farm.
6. Take trips to the city and farm.
7. Visit a home under construction.
8. Talk about friendliness and courtsey to visitors and others in the home.

#### B. *Language*

1. List ways to be a helper at home.
2. Manuscript letters to principal for permission to take trips, and write "Thank you" notes.
3. Make interesting experiences into reading material.
4. Write stories of trips and illustrate them.

#### C. *Reading*

1. Read from the blackboard and bulletin board.
  - a. plans for today
  - b. original stories
  - c. labeled pictures
  - d. seatwork exercises
  - e. difficult words
2. Read for pleasure and to find out what we do in the city and on the farm.

#### D. *Numbers*

1. Count and number pages in the booklets.
2. Count the number of children going on the trip and cars needed.
3. Recognize numbers by telling the page of stories wished to be read to the class.
4. Count animals and other things seen on trips.

#### E. *Construction and Art*

1. Make a frieze showing how we live on the farm, and in the city.
2. Make a diorama showing how we live in the city or on the farm.
3. Easel paintings of farm and city life.
4. Draw pictures for booklets of home life.
5. Make booklets and design the covers.
6. Model clay animals.

### III. **What Animals We Should Have for Pets and How We Should Care for Them.**

A suggested list of pets that may be used for the classroom: Baby chicks, Canary bird, Goldfish, Hamsters, Tadpoles, Frogs, Turtles, Snails, and Salamanders.

#### A. *Social*

1. Tell about pets at home.
2. Discuss ways to care for pets.
3. Share stories and poems with the group.
4. Dictate original stories to the teacher.
5. Take trips to pet stores and to children's homes to see pets.
6. Dramatize stories.
7. Have a pet shop.

#### B. *Language*

1. Committees report what they plan to do or have found out about pets.

2. List names of pets to be studied.
3. Manuscript invitations to visit the classroom pet shop.
4. Observe pets and discuss their habits.
5. Write original stories of pets and the shop.

#### C. *Reading*

1. Read from the blackboard and bulletin board:
  - a. labels on pictures of pets
  - b. names of pets to be studied
  - c. new words we know
  - d. original stories, poems, riddles.
2. Read supplementary books and textbooks to find out about the care of pets.
3. Give reading seatwork pertaining to the life and care of the pet being studied.

#### D. *Numbers*

1. Count the committees, children on each committee, the pets brought to school, the pets seen on trips, the blocks from school to the pet shop, the days of feeding, and cost of the pets.
2. Measure materials needed for construction.
3. Buy and pretend to sell pets.

#### E. *Construction and Art*

1. Make a frieze of children playing with their pets.
2. Make free hand drawings of pets.
3. Model clay animals.
4. Construct a pet store.
5. Construct homes for the pets.
6. Make booklets.
7. Paint pictures of pets at easel.

### **IV. How We Can Safely and Pleasantly Work and Play With Others At Home and At School.**

#### A. *Social*

1. Invite a policeman and fireman to talk to class.
2. Demonstrate safety precautions, as crossing the street at corners, watching for cars, observing stop signs.
3. Dramatize a safety play.
4. Talk over what to do if clothes get on fire.

#### B. *Language*

1. List what one should know and do if lost in the country or city.
2. Write and tell stories of trips family has taken.
3. Write stories and poems about safety.

#### C. *Construction and Art*

1. Keep a scrapbook of pictures showing children observing safety rules.

2. Make a floor map to show places of danger between home and school.
3. Make a train, bus, or airplane of large blocks, wheels, and boxes.
4. Draw pictures showing safe ways of playing and of going to and from school.

D. *Music*

1. Sing songs about safety.
2. Listen to safety songs on records.
3. Dramatize safety songs in a short play or skit.

E. *Numbers*

1. Count the stop signs on the way to school.
2. Make number story problems of children's experiences.

**V. What Things We Can Do to Keep Our Bodies Strong and Well**

A. *Social*

1. Visit a dairy farm to see how milk is handled to keep it clean.
2. Demonstrate and practice good sitting, walking, and standing positions.
3. Discuss the kinds of clothes which should be worn at the different seasons.
4. Talk over kinds of foods needed to build strong bodies.
5. Discuss importance of clean hands, clean food, and use of clean hanky or kleenex.

B. *Language*

1. Discuss a cafeteria menu before lunch hour and select a balanced lunch.
2. Write poems about health.
3. Make invitations for parents to visit school and hear about the health work undertaken at school.
4. Write stories about good food for our bodies, about trips made to dairy.

C. *Construction and Art*

1. Draw and paint pictures to show daily health habits.
2. Cut attractive pictures of food from magazines and paste them in scrapbooks or on posters.
3. Make a fashion parade of dolls wearing suitable clothing for different seasons.

D. *Numbers*

1. Buy and sell groceries at play store.
2. Count the vegetables on the posters.
3. Count the stores passed on the way to school.
4. Plan cost of foods for lunches at cafeteria
5. Learn terms as doz., qt., pt., gal., large, small, more, less, few.

6. Keep individual records of time spent in sleep.
7. Weigh oneself to watch for gain or loss in weight.

## VI. How Living and Non-Living Things Around Us Are Useful

### A. Social

1. Talk over what living and non-living things are (as things with life and things that are not alive.) Name objects that are in the school room.
2. Make trips around the school grounds to see living and non-living things.
3. Make collections of some non-living objects as rocks, shells, chalk, eraser, wire, scissors.
4. Use toys for a center of interest as non-living things useful to children.
5. Illustrate magnets as useful non-living things.
6. Talk about living things as plants, seeds, bulbs, and their uses. Grow some in the school room or in a school garden during the entire school year.
7. Make dish gardens and miniature garden scenes with plants, moss, rocks, seeds, weeds.
8. Visit florist shops, zoo, pet shops.

### B. Construction and Art

1. Collect, cut out, and mount pictures of living and non-living things to be used to make booklets, posters, and stories.
2. Make pictures and drawings about plants and animals.
3. Make objects out of clay.
4. Arrange on shelves and tables specimens brought in.
5. Make a frieze to show some phase of the unit, as "What We Can Do To Prevent Fires at Home and Outdoors."
6. Make spatter paintings of leaves, animals, or plants.

### C. Language

1. Read poems and stories about animals and plants.
2. Encourage children to make up stories and poems.

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The following films and slides are available at the Bureau of Audio-Visual Materials, Department of University Extension, University of Kentucky, Lexington, Kentucky

**Films**

914	Three Little Kittens	P	1 reel	\$1.50
924	Play In the Snow	e	1 reel	1.50
926	Care of Pets	e	1 reel	1.50
927	The Food Store	P	1 reel	1.50
901	Farm Animals	P	1 reel	1.50
911	One, Two Three, Go	e	1 reel	1.50

\*Books that are especially helpful.



**Slides**

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The following filmstrips are available at  
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103 Little Red Hen .....	
105 Little Gray Squirrel .....	
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Society for Visual Education, Inc.  
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**Filmstrips**

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Animals to Know .....	2.00
In Case of Fire .....	2.00
I Live in the City .....	2.00
I Live in the Country .....	2.00

## GRADE I

### WHAT ANIMALS WE SHOULD HAVE FOR PETS AND HOW WE SHOULD CARE FOR THEM (PETS)

By  
Mary E. McAllister  
Beechmont School  
Louisville

#### CONTENTS OF THE UNIT

Identification  
Purposes  
Plans for student participation  
Teaching procedure  
Outline of subject matter  
Correlation  
Culminating activities  
Evaluation  
Recommended readings  
Recommended films

#### UNIT PLAN

- I. *Identification:*
  - A. Title: "Pets"
  - B. Time to be devoted to unit: 6 to 8 weeks
  - C. Grade: First Grade (readiness)
- II. *Purposes of unit:*
  - A. Student goals to be accomplished:
    1. To determine the kind of pet or pets best suited to the school room environment.
    2. To select a pet or pets for the schoolroom.
    3. To find out how to care for pets at home and at school.
  - B. Teacher's goals:
    1. To set up an environment that will take care of the total growth of the whole child.
    2. To cultivate the attitudes and habits necessary in learning to read.
    3. To create a desire for learning.
- III. *Plans for student participation:*
  - A. Things to do—
    1. Sharing experiences with pets.

2. Planning a trip to the pet shop.
  3. Building equipment for pets.
  4. Making picture collections:
    - (a) Snapshots of children's own pets
    - (b) Magazine pictures of unusual pets
    - (c) Pictures of pets doing unusual tricks
  5. Exhibiting snapshots and pictures collected.
  6. Classifying and pasting pictures of pets in a scrapbook.
  7. Making a life picture story of a pet by the group.
  8. Making a book describing the proper preparation for and care of the new schoolroom pet.
  9. Arranging for different pets to visit the room.
  10. Making booklets from the experience charts.
- B. Development of desirable personality traits:
1. In caring for pets in the schoolroom the children will develop in their—
    - (a) Ability to get along with others
    - (b) Willingness to share
    - (c) Respect for the opinion and rights of others
    - (d) The feeling for being personally responsible for the success of group as well as in individual enterprises.
    - (e) Feeling of kindness and gentleness for pets
    - (f) Leadership, initiative, and independence
- C. Development of problem-solving techniques:
1. Preparation for the pet that is to visit the schoolroom.
    - (a) Providing a place for the pet
    - (b) Helping it adjust itself to a new home
    - (c) How to care for the pet
    - (d) What kind of food does it need?
  2. Planning the trip to the pet shop—
    - (a) Which pet shop shall we visit?
    - (b) How we will get there
    - (c) How much the trip will cost
    - (d) When is the best time of day to go?
  3. Buying the pet for the schoolroom—
    - (a) Saving our pennies or earning some money
    - (b) Can we buy a pet that is suitable for our room with the amount of money we have to spend?
    - (c) How to get the pet to the schoolroom
    - (d) Provisions for the pet, buying food, etc.
- D. Provisions for individual differences:
1. Provisions for the child to become socially adjusted have been obtained through the following means:
    - (a) Assuming responsibility
    - (b) Learning to give and take
    - (c) Working in a group
    - (d) Taking care of the room
    - (e) Respecting the ability of the group and of himself

(f) By learning to live with others as well as learning to live with himself

2. Differences in growth in reading have been taken care of in that children who have mastered the controlled vocabulary are now ready for guided reading in the first preprimer. Those who have not reached this stage will continue with experience charts.

E. Committees that might be appointed:

1. Care of the pet.
  - a. Food
  - b. Cleaning his home
  - c. Providing a bed if necessary for the pet
2. Book committee.
  - a. Finding pictures
  - b. Finding stories
3. Bulletin board.
  - a. Bringing pictures from home
  - b. Arranging pictures on the bulletin board
  - c. Labeling pictures for the bulletin board
4. Scrapbook.
  - a. Collecting the pictures
  - b. Labeling the pictures
  - c. Pasting the pictures in the scrapbook

IV. Teaching procedures:

A. Launching the unit—

Very often in the very beginning of the year in the first grade children begin to talk about their pets. During the discussion period the children may be encouraged to tell about their pets and the tricks they do.

The Reading Readiness Book, *Before We Read*, may serve as a point of departure to a unit as extensive in scope as may seem necessary or desirable.

Sometimes a child will bring a pet to school. If this happens the teacher might suggest that since we liked having a pet at school maybe we could get a pet for our room. But first we must learn more about pets in order to choose one that would be suitable for a schoolroom, and one that we could take care of properly.

B. Visual materials:

1. Pictures of pets
2. Snapshots of pets
3. Pictures in books, (Example: in the science book, *Look and Learn*, may be used in an opaque projector)
4. Filmstrips
  - a. "Fun with Mitzi", (color), 41 frames.
  - b. "The Pet Parade", (color), 41 frames.

5. Motion Pictures:

a. "Care of Pets", 11 minutes.

This series of short dramatizations in delightful home scenes, shows children enjoying and caring for pets—a canary, tropical fish, a cat, and a dog. As an authentic study it includes feeding, cleaning, exercising, and training with emphasis on appreciation and love of the pets.

b. "Shep, the Farm Dog", 11 minutes.

This is a picture of an attractive collie dog during his busy day about the farm. After herding the cows to pasture and routing chickens from the garden, Shep is rewarded with a good breakfast by his youthful master, Tommy. Later Shep pursues a woodchuck to his hole and, after fruitless digging, rejoins Tommy for a hike and swim, during which he retrieves sticks and assists Tommy in swimming to shore.

c. "Three Little Kittens", 11 minutes.

Provided an opportunity to learn about the characteristics of cats. When two weeks old, the kittens are carried by their mother from the barn to an old buggy, where they learn to feed and clean themselves. Later they skirmish with a dog and learn to hunt. Finally, two of the kittens are given to local tradesmen by the farmer's wife, and the third kitten stays with his mother on the farm.

C. Motivation devices and techniques:

1. The children may bring pictures of pets from home. They may bring snapshots of their own pets. These pictures and snapshots can be shared with the group and will stimulate much conversation about pets.
2. The teacher might arrange for a pet or several pets to visit the room for a week at a time.
3. The motion picture, "Care of Pets", may be used as a motivation device after a discussion on the care of pets.

D. Sources of free and inexpensive materials:

1. Pertaining to animals,  
Art Education Press  
424 Madison Avenue, New York
2. University Prints  
11 Boyd Street,  
Newton, Mass.
3. Portfolio, *We Like Milk*,  
National Dairy Council  
11 North Canal Street  
Chicago, Ill.
4. Turtox Service Leaflets on Animals  
Turtox  
Service Department  
General Biological Supply House

721-763 East 69th Place  
Chicago 37, Ill.

5. Training and care of your dog, (good pictures of dogs)  
Compliments of Yeastie Products, Inc.  
Irwin, Penna.

V. *Outline of subject matter:*

A. Children's interests

1. A recent study discloses the fact that an interest in animals ranks first.
2. All children long for a pet of some kind but many of them will never have this desire fulfilled except through the classroom.

B. Selection of pets

1. Suitable pets for children fall into two general classes:
  - a. Those which can be given their freedom—  
dogs, cats, ponies, goats, ducks, chickens
  - b. Those which must be confined—  
birds, rabbits, guinea pigs, hamsters, fish, turtles
2. Brief description of suitable pets—
  - a. Dogs—types and characteristics:
    - (1) Spaniel—stands urban conditions better than most dogs
    - (2) Terriers—more suitable for older children
    - (3) The English Bulldog—usually the kindest and most warm-hearted of animals.
    - (4) "Working Dogs"  
The Great Dane, The German Shepherd, The Collie, St. Bernard, Newfoundlands
  - b. Dogs—training:
    - (1) Teaching a dog good habits and cunning tricks.
    - (2) More skill and patience are required to train a puppy than a mature dog.
    - (3) Patience, firmness, and common sense are requisites in training and caring for any animals.
    - (4) Only after the animal has mastered good habits should one start teaching him tricks.
    - (5) Only one trick should be taught at a time.
  - c. Cats
    - (1) A kitten is one of the most beloved pets.
    - (2) Kittens like to be fondled and petted.
    - (3) A cat is a very decorative pet.
    - (4) From a practical standpoint is very desirable and valuable as a destroyer of mice and rats.
  - d. Ducks and chickens:
    - (1) Where space permits, keeping ducks or chickens is a worth-while activity for small boys and girls.
  - e. Ponies:

- (1) The Shetland pony is the smallest and best known of the ponies.
  - (2) The Shetland pony has a gentle disposition and is intelligent.
  - (3) The Shetland pony makes a good companion for children.
- f. Goats:
- (1) Not a good pet for urban communities.
- g. Bird pets:
- (1) Birds are kept as pets both for their songs and beauty.
  - (2) Canaries and parrots are two of the most common birds kept as pets for children.
- h. Rabbits:
- (1) Rabbits are small-furred animals known for their speed and long ears.
  - (2) Rabbits are popular pets.
  - (3) Rabbits live in hutches. Hutches must be cleaned daily.
  - (4) Rabbits need fresh air and sunlight.
  - (5) Rabbits need plenty of food—clover, oats, cabbage, carrots, lettuce.
  - (6) Rabbits need plenty of pure fresh water and a small amount of salt every day.
- i. Guinea Pigs:
- (1) A guinea pig is a small animal with small ears and no tail.
  - (2) Guinea pigs make good pets because they are strong and have naturally clean habits.
- j. Hamsters:
- (1) The hamster is an animal of the mouse family—a little larger than a rat.
  - (2) Its back is reddish-gray and it has white spots on its sides.
  - (3) Hamsters breed rapidly and can be kept as pets.
- k. Fish:
- (1) Goldfish require little care compared with many pets.
  - (2) How to care for goldfish:
    - (a) Water should be kept clean
    - (b) Water plants should be kept in the water.
    - (c) Goldfish are healthiest when they eat food especially made for them.
  - (3) Guppies:
    - (a) One of the best known and most popular of small, tropical fish that are kept in home and school aquariums.
- l. Turtles:
- (1) Turtles have shells—the shell is the turtle's house.
  - (2) Some turtles live entirely in the water, some only on the land. Others live either in water or on land.

- (3) Turtles eat animals as well as plants.
- (4) Turtles require very little care as pets.

#### VI. Correlation:

A. This unit is planned for the beginning of the year. However, it could develop from a study of the farm since the children will probably see many pets when they visit a farm. There are usually chickens, rabbits, kittens, a dog, and sometimes a pony on a farm.

The study of pets can easily lead into a science unit on animals or animals of the zoo, since the children have become interested in animals.

B. How the material in this unit is related to other subjects:

1. Reading:

- a. Reading experience charts composed by the group using a controlled vocabulary.
- b. Reading names and labels on pictures.
- c. Use of pictures of pets to develop ability to recognize likenesses and differences.
- d. Use of rows of pictures of pets for orientating left to right movement in reading.
- e. Guided reading of stories about pets in preprimers.
- f. Finding and reading titles of stories about pets.
- g. Making and reading lists of stories about pets—lists to be made in manuscript by the teacher.

2. Oral Language:

- a. Telling stories about pets.
- b. Learning poems and jingles.
- c. The memorizing of jingles may be introduced by means of finger plays such as "Five Little Kittens".
- d. Dramatizing stories about pets.
- e. Playing games—Have the children give the sound made by the following pets and let other children guess what is being represented:

- |              |               |
|--------------|---------------|
| (1) a dog    | (6) a bird    |
| (2) a puppy  | (7) a hen     |
| (3) a cat    | (8) a duck    |
| (4) a kitten | (9) a rooster |
| (5) a calf   |               |

f. Poems for listening and saying in *Sung Under the Silver Umbrella*:

- (1) The Hairy Dog, page 59.
- (2) Rabbits, page 60.
- (3) Cat, page 63.
- (4) The Little Turtle, page 74.

3. Writing:

- a. Learning to manuscript the many names of pets.



- b. Learning to manuscript their own names in order to identify their own materials.
- 4. Arithmetic:
  - a. Counting the number of children who are to work in a group or on a committee.
  - b. Counting the pets in the pet shop—number of dogs, birds, etc.
  - c. Developing quantitative concepts—few, fewer, many, longer, longest, shortest by use of such questions as these:
    - (1) Which animals have fewer than four legs?
    - (2) Which animal has the longer tail, the cat or the dog?
    - (3) Which pet has the shortest tail?
    - (4) Which pet has the longest ears?
  - d. Money usage:
    - (1) Saving pennies to buy the pet—counting the pennies.
    - (2) Concepts—five pennies make a nickel, 10 pennies make a dime, 2 nickels or 10 pennies make a dime.
    - (3) Two nickels or dime needed for car fare for the visit to the pet shop.
- 5. Science:
  - a. Care and observation of pets is the most normal avenue of interest to the study of animal life.
  - b. Science concepts may be informally introduced in conversation:
    - (1) The food requirements of various animals.
    - (2) What they are covered with.
    - (3) How they move.
    - (4) What the sounds they make are called.
- 6. Health:
  - a. The daily care of pets teaches the children many important cleanliness habits.
  - b. A child's own food and eating habits are often desirable by planning a balanced diet for a pet.
- 7. Social Studies:
  - a. Caring for pets will teach desirable social attitudes:
    - (1) Making and carrying out plans.
    - (2) Cooperation
    - (3) Courtesy
    - (4) Assuming responsibility
    - (5) Sharing
    - (6) Learning to respect the rights of others.
- 8. Music:
  - a. Listening experiences—records in the school library:
    - 1. The Rabbit, by Gounod, Victor, No. 33765.
    - 2. My Pony, Victor, No. 19830.
    - 3. Pussy Cat, Pussy Cat, Victor Album, BC, No. 47.
    - 4. I Had A Little Doggy, Victor, No. 2-2621.
  - b. Singing many songs about pets:
    - (1) My Bunny, page 23, *Our First Music*.

- (2) When Cats Get Up, page 105 b, *The Music Hour*.
- (3) Flippity Flop, page 33, *Songs of Childhood*.
- (4) Our Barking Dog, page 15 a, *Sing A Song*.
- (5) Kitty, Kitty Cat, page 16 a, *Sing A Song*.
- (6) Pets, page 78, *Listen and Sing*.
- (7) Little Turtle, page 42, *Listen and Sing*.
- (8) My Puppy, page 75, *Songs of the Child World*.
- (9) Hey, Diddle Diddle.

9. Creative Expression:

a. Art—

- (1) Painting large pictures of pets.
- (2) Making crayon pictures to illustrate the experience charts and original stories.
- (3) Painting friezes of pet activities.
- (4) Clay modeling of pets.
- (5) Free hand paper cutting of animals.

b. Music—

- (1) Doing animal pantomimes to music.
- (2) Composing original songs about pets.

c. Language—

- (1) Dictating original stories to the teacher.
- (2) Making up rhymes and poems about pets.

d. Dramatic Play:

- (1) Dramatizing episodes about pets.
- (2) Dramatizing stories about pets.

VII. *Culminating Activities:*

- A. A program for the parents: The children may invite the parents to visit the room,
  1. To see the new pet.
  2. To hear about the trip to the pet shop.
  3. To listen to the reading of experience charts about pets.
  4. To listen to songs, poems, and rhymes learned.
  5. To listen to stories about pets read by some of the children from preprimers.
  6. To see the pictures the children have made.
  7. To see the exhibit of snapshots and pictures.
- B. Each child will take home his booklet made from the experience charts. Pages for booklet to be typed in primer type and duplicated by the teacher.

VIII. *Evaluation:*

A. Students' evaluation:

1. Has a better understanding of:
  - a. Kindness to pets.
  - b. His responsibility in caring for his own pets.
2. An interest in pets has extended to an interest in all animals or living things of their environment.
3. Has stimulated an interest in learning.
4. Has enriched, extended and clarified many concepts.

B. Teacher's evaluation:

1. Has provided opportunities for social living.
2. Has developed (or helped) the attitudes and habits necessary in learning to read.
3. Has given the children a readiness for the tool subjects.
4. Has created a desire for learning.

IX. *Recommended Readings:*

A. Bibliography for both the teacher and pupil:

1. Aldridge, Edna M., and McKee, Jessie F., *Wags and Woofie*, Boston: Ginn and Co.
2. Association for Childhood Education, *Sung Under the Silver Umbrella*, New York: MacMillan Co.
3. Baruch, Dorothy W., *A Day With Betty Anne*, New York: Harper and Brothers.
4. Baruch, Dorothy W., *I Know A Surprise*, Lothrop Lee and Shepard Co.
5. Blough, Glenn O., *An Aquarium*, Evanston, Ill., Row, Peterson and Co.
6. Bryan, Dorothy and Marguerite, *Tommy and That Puppy*, and *There Was Tommie*, New York: Dodd, Mead and Co.
7. Flack, Marjorie, *Angus and the Cat*, and *Angus and the Duck*, New York: Doubleday, Doran and Co.
8. Flack, Marjorie, *William and His Kitten*, Boston: Houghton, Mifflin Co.
9. Gag, Wanda, *Millions of Cats*, New York: Coward, McCann.
10. Gates, Arthur L. and others, *Sing, Canary, Sing*, New York: The MacMillan Co.
11. Gay, Ramney, *Cinder The Cat*, New York: Grosset and Dunlap.
12. Hader, Berta, and Elmer, *Whiffy McMaun*, New York: Oxford University Press.
13. Howard, Constance, *Twins and Tabiffa*, Philadelphia: Macrae Smith Co.
14. Parkers, Bertha Marris, *Fishes*, Evanston: Row, Peterson and Co.
15. Smith, Charlotte H., *Inky and Pinky*, New York: Grosset and Dunlap.
16. Stoddard, Anne, *Here, Bingo!* New York: D. Appleton-Century Co.
17. Sumner, Florence, *Let's Play with Fingers*, Chicago: Albert Whitman and Co.
18. Townsley, Lean, *Five Little Kittens*, New York: Farrar and Rhinehart.

B. Children's Bibliography: Pre-Primers—

1. Baker, Baker and Reed, *Playmates*, Indianapolis: The Bobbs-Merrill Co.
2. Beauchamp and others, *Look and Learn*, Chicago: Scott, Foresman, and Co.

3. Carpenter and others, *Adventures In Science*, New York: Allyn and Bacon.
4. English and Alexander, *Spot*, Chicago: Johnson Publishing Co.
5. Gray, Monroe, et al, *Before We Read, We Look and See, We Work and Play, We Come and Go*, Chicago: Scott, Foresman, and Co.
6. Hildreth, Felton et al., *Mac and Muff, The Twins Going to School*, Philadelphia, John C. Winston Co.
7. Harn and Wickey, *Fun With Polly Parrot*, Boston: Ginn and Co.
8. McKee, Harrison, and others, *Tip, Tip and Mitten*, Boston: Houghton, Mifflin Co.
9. Stoddard, Anne, *A Good Little Dog*, New York: The Century Co.
10. Smith, Nila Blanton, *Bill and Susan, Under the Tree*, New York: Silver Burdett Co.
11. Stone, C. R. et al, *Fun For Tom and Jip*, St. Louis: Webster Publishing Co.
12. Storm and Johnson, *Nip and Tuck, Nip and Tuck At Play*, New York: Lyons and Carnahan.
13. Witty, Paul A., and others, *Little Lost Dog*, Boston: D. C. Heath.
14. Yoakam, Gerald and others, *Jack and Nancy At Home*, New York: Laidlaw Brothers.

C. Recommended Films:

1. Filmstrips:

- a. "Fun With Mitzi", (color), Young America Films, Inc., 32 East 57th Street, New York 22, N. Y.
- b. The Pet Parade, (color), Young America Films, Inc., same as above.

2. Motion Pictures:

- a. "Care of Pets", Encyclopedia Britannica, Films, Inc.
- b. "Shep, The Farm Dog", Encyclopedia Britannica, Films, Inc.
- c. "Three Little Kittens", Encyclopedia Britannica, Films, Inc., 20 North Wacker Drive, Chicago 6, Ill.

# SUGGESTED UNITS FOR GRADE II

## GRADE II

### THEME—NEIGHBORHOOD HELPERS

As the child enters his second year of school life, his interests broaden from the immediate environment of his home and school. He has a desire to know more about the neighborhood in which he finds himself and more about the people who touch or influence his life.

Teaching the importance of various workers in each community, the necessity of cooperation, and the interdependence of people and of communities should be the keynote of this study. Attitudes of tolerance, of respect for the rights of others, and of appreciation of the work of others should be built up in the course of the work and should be one of the important outcomes of the year.

This outline is merely suggestive and should be altered to suit the particular group using it.

#### Suggested Units

- I. Helpers Who Feed, Clothe, and Shelter Us
- II. Conservation
- III. How Plants and Animals Are Affected by the Four Seasons
- IV. Those Who Protect Us
- V. Health and Safety
- VI. Those Who Serve Us
- VII. Those Who Help Us Enjoy Our Community
- VIII. Earth and Sky
- IX. Holidays

#### Suggested Activities

for  
Each Unit

#### I. HELPERS WHO FEED, CLOTHE, AND SHELTER US

##### A. Questions for Those That Feed Us

1. What foods do we find at the cafeteria?
2. Who helps to bring this food to the cafeteria?
3. Do we eat different in winter than in summer?
4. What foods are stored, dried, and canned?
5. Where do we get fresh vegetables in the winter?

##### B. Helpers Who Feed Us

- |            |           |
|------------|-----------|
| 1. Farmer  | 3. Baker  |
| 2. Milkman | 4. Grocer |

- C. Questions for Those That Clothe Us
  - 1. What kinds of clothes do we wear in winter, spring, summer, and fall?
  - 2. What are clothes made of?
  - 3. How do animals and plants help us with our clothes?
- D. Helpers Who Clothe Us
  - 1. Merchants
  - 2. Dressmakers and Tailors
- E. Questions for Those That Shelter Us
  - 1. Who helps build our neighborhood?
  - 2. How do the builders work together?
- F. Helpers Who Shelter Us
  - 1. Carpenter
  - 2. Brick Mason
  - 3. Painter
  - 4. Plumber
  - 5. Electrician

## II. CONSERVATION

- A. Questions for Conservation
  - 1. What does conservation mean?
  - 2. How can we help conserve?
- B. To help children to understand that conservation means to use wisely
  - 1. Food
    - a. In cafeteria
    - b. Meals in the home
    - c. Feed animals in room wisely
  - 2. Plants
    - a. Protection in winter
    - b. Care in summer
    - c. Protection
    - d. Learn the names of a few plants in immediate locality
    - e. Trees
  - 3. Animals
    - a. Protection and care
    - b. How animals help us
- B. To help children to understand how they can help conserve
  - 1. Plants
  - 2. Animals

## III. HOW PLANTS AND ANIMALS ARE AFFECTED BY THE FOUR SEASONS

- A. Questions for Animals
  - 1. What do animals do in the fall and winter?
  - 2. What do animals do in the spring and summer?
  - 3. What is migration and hibernation?
- B. Animals
  - 1. Fall and Winter
    - a. Migration
    - b. Hibernation

- c. Storage of food
- d. Man's preparation
- 2. Spring and Summer
  - a. Birds build nests to raise families
  - b. Moths emerge from cocoons
  - c. Living things from living things
- C. Questions for Plants
  - 1. What do plants do in the fall and winter?
  - 2. What do plants do in the spring and summer?
  - 3. What do plants need to grow?
- D. Plants
  - 1. Fall and Winter
    - a. Appearance
    - b. Storage of food
  - 2. Spring and Summer
    - a. Leaves grow from buds
    - b. New plants in spring

#### IV. THOSE WHO PROTECT US

- A. Questions
  - 1. Who are the neighborhood helpers that protect us?
  - 2. How do we get their help?
- B. Helpers that Protect Us
  - 1. Policeman
  - 2. Fireman
  - 3. Doctor
  - 4. Nurse
  - 5. Dentist

#### V. HEALTH AND SAFETY

- A. Questions
  - 1. What are the good health habits?
  - 2. What kind of clothes should we wear?
- B. Good Health Habits
- C. Proper Clothing
- D. Safety for Protection

#### VI. THOSE WHO SERVE US

- A. Who are the helpers who serve us?
  - 1. Postman
  - 2. Iceman
  - 3. Newsboy
  - 4. Garbage collector
  - 5. Street cleaner
- B. How do these neighborhood helpers serve us?
  - 1. Through the postman, we communicate with friends and members of the family who are away
  - 2. He brings packages of all kinds
  - 3. Brings cards during various holidays
  - 4. The newsboy is a source of communication
    - a. Newspaper contains
      - 1. World events
      - 2. Happenings in home town

3. Weather report
4. Church news
5. Sport news
5. Garbage collector and street cleaner help keep neighborhood clean and healthy
6. Iceman brings ice which keeps food fresh

## VII. THOSE WHO HELP US ENJOY OUR COMMUNITY

- A. Public Parks
  1. Doll show
  2. Pet show
  3. Community sings
  4. Picnics
- B. Library
  1. Visit the library
    - a. Visit the library
    - b. Observe how to use it
    - c. Enjoy the story hour
    - d. Join art class
- C. Moving pictures
- D. Children's theatre
- E. Museums
  1. Historical points of interest
- F. Fairs
- G. Circus
- H. Radio and television
- I. Daily paper
- J. Zoo

## VIII. EARTH AND SKY

- A. The earth
  1. Shape of the Earth
  2. Parts of the Earth: ground, ocean, air, clouds
  3. Soil and rocks
    - a. Kinds: sandy and clay
    - b. Kinds: large, small, jagged
  4. Movements of the Earth
    - a. Night and day
  5. Atmosphere
    - a. Air, clouds
    - b. Weather
  6. Seasons
- B. The Sky
  1. Appearance of the sky
    - a. Color
  2. Sun
    - a. Shape
    - b. Gives light
    - c. Gives heat
    - d. Tells directions
    - e. Tells time
    - f. Tells seasons
    - g. Helps plants to grow



3. The Moon
  - a. Comparison in size with Earth and Sun (smaller)
  - b. Distance from the Earth (near)
4. The Stars
  - a. Identification
  - b. Appearance

## IX. HOLIDAYS

### A. Special days we observe:

- |                  |                    |            |
|------------------|--------------------|------------|
| 1. Halloween     | 4. Christmas       | 7. Easter  |
| 2. Armistice Day | 5. New Year        | 8. May Day |
| 3. Thanksgiving  | 6. Valentine's Day |            |

### B. Special birthdays

1. Franklin D. Roosevelt's birthday
2. Abraham Lincoln's birthday
3. George Washington's birthday

The following language activities are suggested:

1. Plan and visit Neighborhood Helpers.
2. Make experience charts of trips.
3. Make simple oral and written reports of trips.
4. Write original stories and poems.
5. Read and tell stories of our Neighborhood Helpers.
6. Form committees for unit activities.
7. Make charts of all new words introduced during unit study.
8. Write thank you notes.
9. Write invitations to parents and other grades.
10. Stress use of simple sentences; construction and use of capitals.
11. Dramatization
  - a. Puppet shows
  - b. Original plays
  - c. Pantomime
12. Program summarizing unit study.

Science activities and suggested experiments:

1. Select a balanced meal.
2. Make butter.
3. Plant vegetable gardens, bulbs and seeds.
  - a. Seeds under glass
  - b. Dish gardens
4. Show factors necessary for plant growth:
 

a. Sun	b. Water	c. Soil
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5. Study thermometer and make weather calendars.
6. Make an aquarium.
7. Make a terrarium.
8. Make collections of seeds, rocks, shells and leaves.
9. Study sources of materials for making clothing:
 

a. Fur-bearing animals	e. Cotton—cotton plant
b. Leather—animal's skins	f. Linen—flax
c. Rubber—rubber tree	g. Silk—silk worm
d. Wool—sheep	

10. Source of materials for buildings.
11. Observe seasonal changes:
  - a. What is hibernation?
  - b. What is migration?
12. Daily health inspection.
13. Develop good health habits.
14. Practice safety:
 

a. Going to and from school	c. At home
b. On the playground	d. Enjoy holidays safely
15. Hunting wild animal homes.
16. The care, protection and feeding of animals.
17. Take nature walks.
18. Collect cocoons and observe the life cycle of a moth.
19. Identifying birds by their colors, markings and calls.

Suggested art activities:

1. Draw and paint pictures.
2. Paint murals and friezes.
3. Make moving pictures.
4. Make booklets.
5. Make posters and charts.
6. Make spatter prints.
7. Clay modeling.
8. Build the following projects:
 

a. Cafeteria	d. Post Office
b. Stores	e. Church
c. Fire Station	f. Dairy
9. Make cards for special occasions.
10. Make dictionaries.
11. Papier-maché.
12. Soap modeling.
13. Make floor and table maps of the neighborhood.
14. Make pictures to illustrate stories and poems.
15. Make picture charts.
16. Make masks for holidays and plays.
17. Silhouettes.
18. Free hand cutting:
 

a. Letters	b. Snow crystals	c. Doilies
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19. Make dioramas of stories and Neighborhood Helpers.

Suggested music activities:

1. Rhythm:
 

a. Games	c. Dramatization	e. Free expression
b. Singing games	d. Rhythm band	
2. Music appreciation:
 

a. Listening to records	b. Listening to the radio
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3. Creative music:
 

a. Songs	b. Dramatization	c. Dances
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### Selected Reference

- \*1. Hanna, Anderson, and Gray, *Susan's Neighbors*, Scott Foresman and Co., Chicago, Ill., 1937.
2. Hanna, *Someday Soon*, Scott Foresman, 1947.
3. Hanna, *New Centerville*, Scott Foresman, 1948.
- \*4. Miller, Community Life Series
  - (a) *Dean and Don at the Dairy*
  - (b) *Jimmy The Grocerman*
  - (c) *To Market We Go*
  - (d) *Here Comes The Postman* (Dorothy Parks)Houghton Co.
5. Principals' Association, *Sending A Message*, Noble and Noble Pub., Inc., 1939.
6. Beskow, Elsa, *Pelle's New Suit*, Platt and Munk Co., 1930.
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17. Betts and Welsh, *Up The Street and Down*, American Book Co., New York (new).

### Music

1. McConathy, Osbourne and Others, *New Music Horizons*, Silver Burdett Company, New York, 1944.

### The Music Hour

2. Dann, Hollis, *Song Series Book I*, American Book Company, New York, 1935.

### Records—Non-Breakable

From songs in *New Music Horizons*:

Volume Two, Set MJV-77, Columbia Records.

Bureau of Audio-Visual Materials  
Department of University Extension  
University of Kentucky

\*Especially helpful.

No.	Films		
923	The Policeman (elem.)	1 Reel	\$1.50
931	Milk (elem.)	1 Reel	1.50
936	The Mailman (elem.-jr.)	1 Reel	1.50
909	The Postoffice (elem.)	1 Reel (silent)	1.25
935	What Makes Night and Day	1 Reel	1.50
583	The Moon (S-C)	1 Reel	1.50
585	Earth in Motion (S-C)	1 Reel	1.50
378	Clothing (E.B.F.)	1 Reel	1.50
937	Shoes	1 Reel	1.50
3025	Yes, Bananas (U.F.G.)	1 Reel	.50
3028	The Truck Farmer	1 Reel	1.50
309	The Orange Grower	1 Reel	1.50
927	The Food Store	1 Reel	1.50
928	Bread	1 Reel	1.50
910	Gardening	1 Reel	1.50
901	Farm Animals	1 Reel	1.50
5127	Fundamentals of Diet (E.B.F.)	1 Reel	1.50

**Filmstrips**

193	Community Helpers Stillfilm Inc., Hollywood, Calif. (Community Workers Series)
FS534	Policemen At Work, Curriculum Films, Inc.
FS535	Larry Helps The Police, Curriculum Films, Inc.
FS536	The Fire House, Curriculum Films, Inc.
FS537	Firemen At Work, Curriculum Films, Inc.
FS538	Postoffice Workers, Curriculum Films, Inc.
FS539	Workers For Health, Curriculum Films, Inc.

# SUGGESTED UNITS FOR GRADE III

## GRADE III

### THEME—OUR COMMUNITY

After the child has become acquainted with the "Home and School" units in grade one and the "Neighborhood" units in grade two, logically the next larger area of interest is the community.

In these units the child should become aware of the cooperation and interdependence necessary for the welfare of all. There should be included the development of an appreciation for the educational, recreational, cultural, and religious understanding of the community.

#### Suggested Units

##### A. *Social Studies Units:*

- I. The Growth of Our Community
- II. Transportation and Communication Have Brought the Outside World to Our Community
- III. Food as a Basic Need of Our Community\*
- IV. Clothing as a Basic Need of Our Community
- V. Shelter as a Basic Need of Our Community
- VI. Recreation as a Basic Need of Our Community
- VII. Occupations as a Basic Need of Our Community
- VIII. Government as a Basic Need of Our Community
- IX. The Observance of Thanksgiving
- X. The Observance of Christmas
- XI. The Observance of Easter

##### B. *Science Units:*

Through science children are helped to understand and recognize significant facts and to use them intelligently. Knowledge of certain important scientific generalizations helps the individual in his adjustment to the environment.

The following units are intended as a source of suggestions for the broad program of basic science instruction. The science program may be determined in part by the basic personal and social needs of individuals and groups.

Much of the science work may grow out of daily classroom activities in correlation with other subjects. In order for science to receive its proper emphasis, however, some units should be set apart for science as a specific area of learning.

- XII. Around the World with Animals

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\*A unit on The Grocery Store is given in detail at the end of this list of suggested activities.

- XIII. Trees
- XIV. Gardens
- XV. How the Earth Is Heated and Lighted
- XVI. People Can Help to Protect Plants and Animals

*C. Health Units:*

A program of health for the third grade child is most effective when closely related to his daily experiences.

Teachers may set high standards of living, but the social and economic status and the health conditions of the child and others in his family determine what should be taught and how it should be taught. His information should fit his actual life conditions.

Emphasis should be given to the positive aspects of health. The child is interested in growing big and tall. He wants to be strong so he can do well all the things that normal children do in their play. He is desirous of having the approval of his teacher and of the other children in his class. He will obey and practice health rules which bring these results.

- XVII. Food
- XVIII. Sleep and Rest
- XIX. Sunshine and Fresh Air
- XX. Play and Work
- XXI. Pure Water

### **Suggested Activities**

#### **I. THE GROWTH OF OUR COMMUNITY**

1. Arrange a bulletin board of pictures about life in the community in earlier times and contrast with the community of today.
2. Study how the geographical influences of our community have affected its growth.
3. Invite speakers (persons who have lived in the community for a long time).
4. Make trips to observe any natural resources, to study the type of land, to see the buildings and homes of yesterday as well as of today.
5. List daily activities of people living in the community in the past and at present.
6. Collect original stories, riddles, rhymes, and songs and compare with the present ones about the community.
7. Compare the sports and games of the boys and girls of the early and present community.
8. Make a booklet of drawings showing the difference between the clothing we wear now and that worn by people of long ago in our community.
9. Exhibit a frieze, poster, or diorama showing the growth of our community.
10. Prepare a program on "What I Learned About Our Community's Growth".

## II. TRANSPORTATION AND COMMUNICATION HAVE BROUGHT THE OUTSIDE WORLD TO OUR COMMUNITY

### A. Transportation

#### *Committees:*

Water travel, Railways, Buses, Private cars, Taxis, Air travel

#### *Activities:*

1. Discuss how people travel in the community.
2. Read stories and collect pictures of the past and present modes of transportation.
3. Make models of clay and soap carvings of early modes of transportation.
4. Make a frieze of the types of transportation, such as trucks, wagons, bicycles, automobiles, buses, trains and airplanes.

### B. Communication

#### *Committees:*

Newspaper, Telephone, Radio, Television, Postal Service, Telegrams

#### *Activities:*

1. Read stories and study pictures on the history of communication.
2. Take the class to the library to study materials on communication.
3. Make a collection of pictures showing the kinds of communication.
4. Make a frieze showing the development of communication.
5. Different committees make trips to the newspaper office, post office, telephone office, telegraph office, radio station and television station to observe their work. Later write stories and draw pictures of knowledge gained.
6. Construct a large post office in the room—children carry on post office.
7. Practice using the telephone.
8. Secure telegram blanks and allow children to write telegrams.
9. Write short, simple biographies of people in the field of communication.
10. Have an exhibit of models, pictures and other materials related to the unit.

## III. FOOD AS A BASIC NEED OF OUR COMMUNITY

#### *Committees:*

The Dairy, The Grocery, The Meat Market, The Bakery, Our Farm Neighbors

#### *Activities:*

1. Collect pictures of food.
2. Have the committees make visits to places in the community which produce, manufacture, transport or distribute food.

3. Learn where our food comes from. Trace a school lunch back to its origin.
4. See films on food and food workers.
5. Learn songs and singing games about foods.
6. Have a school fair in which food produced in the community is labeled and produced.

#### IV. CLOTHING AS A BASIC NEED OF OUR COMMUNITY

##### *Committees:*

1. Materials used in making clothes
2. Buying clothes at the store

##### *Activities:*

1. See pictures and films about the preparation of clothes.
2. Make a chart about animals and people who provide clothing for our community.
3. Demonstrate the kinds of clothes appropriate in our community for certain kinds of weather.
4. Make an excursion to the shopping center and observe the choosing, fitting, measuring and selling of clothes.
5. Construct a clothing shop, make all kinds of clothing for children of wrapping paper. Label and mark sizes and prices. Make jewelry of clay and other material, play buying and selling the clothing.
6. Plant cotton and flax seeds and watch them grow.
7. Get some silk worms and watch what happens.
8. Make looms and weave strips of wool.
9. Make charts, posters, and booklets giving information, containing pictures and samples of cloth.
10. Make a cotton plantation or sheep ranch on a table in the rear of the room.

#### V. SHELTER AS A BASIC NEED OF OUR COMMUNITY

1. Form committees in room such as:
  - a. Apartments,
  - b. Private homes,
  - c. Trailer camps,
  - d. Housing projects,
  - e. Business buildings.
2. Visit different kinds of buildings. Trips planned by the committees.
3. Visit a house under construction.
4. Have children arrange a display of pictures of workers who help build our shelters.
5. Build different kinds of homes from cardboard boxes.
6. Find if housing in community meets the need. Find out what kind of housing is most used.
7. Collect the kinds of materials used in building local houses. Do they come from our own locality? If not, where? Does local community have enough materials?



8. Visit a lumber yard. Find out what kinds of wood are most used.

#### **VI. RECREATION AS A BASIC NEED OF OUR COMMUNITY**

1. Form committees in room; such as: a. parks, b. playgrounds, c. swimming facilities, d. theaters, e. community concerts, f. libraries, g. zoos and museums, h. radio.
2. Visit different facilities. Trips planned by committees.
3. Have directors come to speak to children.
4. Make charts showing how much each is best used.
5. Dramatize safe ways to use park, playground, swimming pool, etc.
6. Help children make school playground safe and more pleasant.
7. Help children make a survey of their families and neighbors to find out if they are using the facilities available.

#### **VII. OCCUPATIONS AS A BASIC NEED OF OUR COMMUNITY**

1. Visit important factories and industries of the community.
2. Study the primary occupations in relation to community needs, such as: mining, lumbering, farming, and manufacturing.
3. Prepare a bulletin board showing people at work. Discuss these pictures.
4. Study occupations of children's parents. How do they help the community? What tools do they use in their work? Show that all work is essential to community life.
5. Make a frieze illustrating the people of the community at work.
6. Write to the Chamber of Commerce to find out the percentage of unemployed in community. Try to find out why.

#### **VIII. GOVERNMENT AS A BASIC NEED OF OUR COMMUNITY**

1. Take a trip to the Court House to become acquainted with and observe the local government. Learn what type of government is used.
2. Discuss the need for government and how important a good government is.
3. Learn the names and responsibilities of officials.
4. Divide room into committees corresponding to departments of local government.
5. Arrange for visit to different departments by committees.
6. Have elections with ballots, etc.
7. Invite local officials to speak to children.
8. Children make own rules and laws for their room. Let them learn that laws are for the people's protection and are to be respected and observed, not feared.

#### **IX. THE OBSERVANCE OF THANKSGIVING**

1. Read stories of the first Thanksgiving.
2. Construct a motion picture of the Pilgrim story.
3. Write original poems and stories.

4. Dramatize the Thanksgiving story. Invite another class or mothers in to see it.
5. Construct a pilgrim village.
6. Make a frieze showing the landing of the Mayflower.
7. Discuss what the Pilgrims learned from the Indians.
8. Find out about the games and amusements of colonial people. How did they celebrate holidays? Did they have any amusements that were connected with their work?
9. Investigate prevailing health conditions of the period.
10. Compare mailing facilities of the pilgrims with ours.
11. Discuss how modern inventions have set people free from endless labor.

#### **X. THE OBSERVANCE OF CHRISTMAS**

Christmas is the festival which the modern world observes each year in memory of the birth of Jesus Christ. According to the best authorities this event took place in the year of Rome 750, in Bethlehem of Judea.

So many people had gathered in Bethlehem to register and pay taxes that the inn was crowded, and thus Joseph and Mary like many others had to find shelter elsewhere. They finally found a stable, for we are told that the baby was wrapped in swaddling clothes and laid in a manger.

This story is beautifully told in the second chapter of St. Luke and the second chapter of St. Matthew.

##### *Language Activities:*

1. Carry on discussions and write about Christmas in America and in other lands.

##### *Art Activities:*

1. Draw a picture of the Nativity.
2. Make a diorama of the Christmas story.

##### *History Activities:*

1. Read and report as to how our present day customs originated.

##### *Geography Activities:*

1. Locate on a world map each country in which the type of Christmas celebration is being studied.

##### *Music Activities:*

1. Sing Christmas Carols.

##### *Dramatic Play:*

1. Present a Christmas Pageant.

#### **XI. THE OBSERVANCE OF EASTER**

1. Visit different churches in community.
2. After trips discuss that all churches are not alike in their beliefs concerning God. We must have respect for others' beliefs.
3. Draw pictures of different churches.
4. Observe spring and Easter flowers in community. Bring pictures of these or real flowers.

5. Observe that everything is coming out after a long winter.
6. Make a border or frieze of spring flowers.

## **XII. AROUND THE WORLD WITH ANIMALS**

1. Collect pictures of animals from all over the world and display them according to regions from which they came (Animals of the jungle, desert, and cold land).
2. Keep books on the reading table about animals.
3. Use globe, maps and reference materials to study regions where animals live.
4. Construct animals from papier-maché.
5. Draw pictures of animals making the background as near like the natural habitat.
6. Visit a zoo or museum if possible.
7. From reading and pictures find the uses animals are put to in each region.
8. Discuss how animals help man.

## **XIII. TREES**

1. Take a field trip and observe the trees. Observe the roots, bark, fruit, branches, leaves, buds, and blossoms.
2. Bring in leaves from different trees—draw them.
3. Press and mount the leaves—label them.
4. Learn the names of trees from reference books.
5. Collect pictures of trees and arrange an exhibit showing shape, bark and leaves of most common trees.
6. Learn the purpose of each part of the tree.
7. Learn to distinguish the different trees.
8. Learn what we use from the trees and how they help us while they are growing.
9. Invite a forest ranger or county agent to talk to children of the value of trees and how they can protect them.

## **XIV. GARDENS**

### *Indoor Gardening:*

1. Paint brightly colored enamel tin cans and glass jars for plants.
2. Make "dish gardens" using shallow bowls for plants.
3. Take home dish gardens or flowering bulbs as presents.
4. Raise seedling for planting outdoors.
5. Invite other classes to see the results of your gardening. Give them slips, seedlings or potted plants to take back to their rooms.

### *Outdoor Gardening:*

1. Plant bulbs in school ground in September or October.
2. In spring choose location of garden in school grounds.
3. Prepare the soil for vegetable and flower garden. Plant seeds, thin plants when they come up, keep weeds pulled out, etc.
4. Have luncheon at which the vegetables which have been raised are served and the flowers are used as decorations.

5. Learn difference between annuals and perennials.
6. Hold a perennial or annual flower show.
7. Find articles and illustrations about spring gardening activities.
8. Visit a greenhouse.

#### **XV. HOW THE EARTH IS LIGHTED AND HEATED**

1. Record and compare day and night temperatures.
2. Study records of winter and summer temperatures.
3. Use a globe to see how much nearer the sun is during the summer than during the winter.
4. Experiment with a shadow stick to show how the path of the sun changes.
5. Learn about radiant heat. Demonstrate with a candle and a reflector, the way in which heat and light may be reflected.
6. Read stories that reveal the difference between day and night temperatures in deserts.
7. Compare the natural light of the day when the sun is out, with that of the night when the moon is out.
8. Arrange pictures showing sunlit days and moonlit nights.
9. Study "night" and "day". Look in the daily newspaper, or in an almanac for the exact times that the sun rises and sets.
10. Find out about the vernal equinox.

#### **XVI. PEOPLE CAN HELP PROTECT PLANTS AND ANIMALS**

1. Find out what weeds are pests in the community. Find out how the weed pests may be eradicated.
2. Show the effect of different soils on plants.
3. Make drawings showing the kinds of homes that will help protect the animals.
4. Visit the humane society and hear lecture about how one should treat animals.
5. Visit a farm to see how farmers protect living things.
6. Have a forest ranger in to discuss conservation of forest and animals in a forest.
7. Learn why protection of plants and animals is so important to society as a whole.

Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development.

#### **XVII. FOOD**

1. Prepare food charts for the room to show a good breakfast, lunch and dinner.
2. Learn the basic seven foods and how each helps the body.
3. Present a puppet show dramatizing a chart which shows Old Mother Hubbard with seven shelves in her cupboard, each containing one of the seven basic food groups.

4. Set up a grocery store in the room teaching the children how to select and buy food.
5. Learn how to select an adequate diet and how to behave acceptably while eating.
6. Use a survey form for the child's idea of a well-balanced breakfast, lunch and dinner.
7. Present to the pupils a complete list of food and ask them mark "like" and "dislike" and "never tasted".
8. Teach the children how to evaluate the popular food fads, superstitions about foods, traditional food customs, food propaganda, food and drug labels, and menus.
9. Plan, prepare and serve a vegetable luncheon at school.
10. Arrange a large bulletin board in the main corridor with new material each month bearing a timely message emphasizing good nutrition.
11. Serve fruit juices at the midmorning recess.
12. Record twice a year the heights and weights of the children on a graph; these may be kept over a period of several years.
13. Bring recipes to school and let the class discuss them and tell what vitamins, minerals, carbohydrates and proteins it contains.

#### **XVIII. SLEEP AND REST**

1. Present a traveling puppet show about the adventures of a boy who went to school without proper sleep.
2. Listen to the phonograph record "Why Do I Have to Go to Sleep?"
3. Ask the school nurse to speak to the children about "Sleep and Rest".
4. Plan food for the child's evening meal—it should be simple, nourishing and easy to digest.
5. Let each child keep a chart showing the time he went to bed for one week.
6. Write creative stories and make booklets about sleep and rest.
7. Dramatize scenes showing how illness may be prevented by getting the proper amount of sleep and rest.

#### **XIX. SUNSHINE AND FRESH AIR**

1. Discuss what makes plants grow and what happens when plants are not in sunlight.
2. Help children make plans for outdoor play.
3. Discuss why the amount of sunlight varies in different seasons.
4. Conduct experiments showing the need for sunlight and fresh air.
5. Make posters of fruits and vegetables that have "sunshine" in them.
6. Plan original songs, stories and poems about sun and playing outdoors.
7. Tell stories of famous people who spent much of their lives

outdoors: Robert Louis Stevenson, Theodore Roosevelt, Daniel Boone.

8. Appoint a committee for proper ventilation in the room.
9. Discuss why we should sleep with a window open at night.

## XX. PLAY AND WORK

1. Make a booklet of games and tell how to play them.  
Hopscotch, tops, horseshoes, ping pong, marbles, fox and geese, jump the rope, farmer in the dell, bean bag, double tag, merry-go-round, treasure hunt, beanbag circle toss, follow the leader.
2. Write an original puppet play.
3. Make scrapbooks.
4. Use clay for modeling.
5. Present a radio program.
6. Discuss favorite hobbies.
7. Prepare a chart showing "Ways to Play."
  - a. Play hard, but be courteous.
  - b. Be a good winner, but do not boast.
  - c. Be a good loser, congratulate the winner.
  - d. Play fair. Follow the rules of the game.
8. Write stories telling how you help at home.
9. Prepare a chart for helpers in the room.

## XXI. PURE WATER

1. Find out where the water used at home and school comes from.
2. Discuss water, and its importance to health.
3. Visit the water plant.
4. Ask the health officer to speak to the children about "Chemicals Used to Purify Water".
5. Discuss how the body uses water and liquids.
6. Discuss the purpose of the Board of Health.
7. Make posters showing how children can help the Board of Health.
8. Make a dictionary of health words.
9. Make a movie about "Pure Water".

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**Films**

- 910 Gardening  
383 Vanishing Herds, 2 reels  
6387 Trees for Tomorrow, 1½ reels  
5270 Sleep and Health, 1 reel  
3306 A U. S. Community and Its Citizens, 2 reels  
528 African Fauna  
913 Common Animals of the Woods  
527 Clyde Beatty's Animal Thrills

The above films may be obtained from the Department of University Extension, University of Kentucky, Lexington.

## GRADE III

### THE GROCERY STORE

By  
Verdella C. Beverly  
Pleasureville School  
Henry County

#### CONTENTS OF THE UNIT

Identification  
Why This Unit Should Be Taught  
Student Goals  
Plans for Student Participation  
Tentative Committees  
Developing Personality Traits  
Problem Solving Techniques  
Teaching Procedures  
Correlation  
Subject Matter Stories  
Field Trips  
Poems  
Evaluation  
Teacher's Bibliography  
Children's Bibliography  
Readers and Stories  
Films  
Free Material

#### I. IDENTIFICATION

- A. Six weeks period
- B. Third Grade—Second Semester
- C. Why this unit should be taught
  1. The Wilson Study on arithmetic shows that a large amount of the arithmetic used in our experiences occurs in connection with the grocery.
  2. The pupils are given an opportunity to begin social studies by finding out stories about the beginning of the grocery business in their own community.
  3. In training the movement of supplies they will learn many interesting things about their community.



4. The study of foods not grown in our community will broaden their views and provide new interests for future studies.
5. A trip to the cannery will teach how foods are prepared for the grocery and also how foods can be saved at home.
6. Many opportunities are provided to teach citizenship.

The teacher must be alert to keep the material and experiences on the third grade level. The interviews were done in the homes of parents, relatives, and friends near the children's homes. All trips planned were in or near their own community. An intensive study of the foods was made in our previous unit on "The Farm", so this unit will continue the study by using some foods not grown in our community.

## II. STUDENT GOALS

1. To learn how to live in a democracy.
2. To learn more about their community.
3. To learn the skills of reading, writing and arithmetic.
4. To learn how to work in harmony with the group.
5. To acquire the ability to do individual thinking and work.
6. To begin the study of being better consumers.

## III. PLANS FOR STUDENT PARTICIPATION

### A. Things to find out:

1. Ways supplies were brought to our community in the past.
2. How the supplies are brought now.
3. Why these methods changed.
4. How we can select a good grocery in which to buy our food.
5. How to be a good clerk.
6. How to be a good customer.
7. The best way to spend our allowance.
8. What foods are not grown near our home.
9. The development of the grocery store in our community.

### B. Tentative Committees:

1. Social Studies committee.
2. Field trip committee.
3. Committee to equip the store.
4. Committee to make the truck.
5. Committee to select the food to be placed in the truck.
6. Bulletin board committee.
7. Materials committee.

The Social Studies Committee will elect a chairman and a co-chairman. Then the committee will decide what they want to find out about their community and the grocery business. The teacher will write the plans on the board. Later these plans will be printed on large sheets of paper for future use. This committee will interview their parents, friends, and other relatives to learn stories about ways transportation and grocery stores developed in their community. Other members of the class may become interested and want to help by bringing in an interesting story. The teacher can print stories various ways to help the committee to have some reading material on their own community.

The other committees will make plans suitable to their work. The pupils were allowed to choose the committee that interested them. All of the children will probably want to play keeping store, see the films, and take the field trips.

C. Developing personality traits

1. Interviewing people of the community.
  - a. What to say
  - b. How to act
  - c. How to make friends
2. Learning to be a good clerk.
3. Learning to be a good customer.
  - a. Honesty is best
  - b. Sharing with others
4. Committee work.
  - a. How to live in harmony with the group
  - b. How to help members of the group

D. Problem-Solving Techniques

1. Ways supplies were brought to our stores in the past.
2. How supplies are brought now.
3. What brought about the change.
4. Do we have clean stores.
5. Is the food cared for in the proper way.
6. How to be a good clerk.
7. How to be a good customer.
8. Source of foods not grown in our community.
9. How to make change.
10. How to make a sales slip.

E. Provisions for Individual Differences

1. Committee work.
2. Different groups in reading.
3. Library books of different grade levels.
4. Groups of different interest and ability in arithmetic.
5. Interest the pupil in raising the quality of his work.
6. Set the goals within his reach.
7. Rating the pupil according to his individual improvement.

#### IV. TEACHING PROCEDURES

A. Launching the unit

The group had just finished a unit on the library. A list of the stories and subjects in which the children were interested were printed on a chart. The majority of the class were interested in stories about grocery trucks, milk-trucks and grocery clerks. Our room was located over the cafeteria and the food storage room was next to our room. Each day the pupils enjoyed watching the different trucks come in to unload. A grocery clerk brought food every day and the children enjoyed talking to him about his work.

One morning a little boy came in with a toy grocery store that

he had received for his birthday. The children began to talk about playing store, but decided this one was too small. It was suggested that we build a store in one end of our coat room. Another pupil thought we should have the grocery truck to go with the store. Small children really enjoy playing "store." After a vote was taken to see if the children were satisfied with this unit, then we were ready to form our committees and make plans.

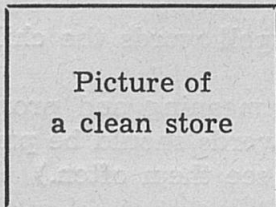
#### Bulletin Board Plan

##### A Good Grocery

1. Free from flies and rodents.
2. Food is covered.
3. Store has a clean, tidy appearance.
4. Clerks clean and polite.
5. Customers appreciate the store.

##### A Good Clerk

1. Likes people
2. Has patience
3. Is honest
4. Thoughtful of others
5. Has clean hands



##### A Good Customer

1. Knows good foods
2. Knows how to buy
3. Willing to share
4. Polite to people
5. Is truthful and honest

The reading table should have interesting colorful books about the subject to be studied. Famous paintings of foods should be displayed.

#### V. CORRELATION

##### A. Relation to preceding units

The preceding units were "The Farm", "The Dairy", and "Our Library". These units were closely connected and one leads to the other. In these preceding units the children talked about where these foods are taken when they left the farm and dairy. This was a good lead to the "Grocery Unit". The "Library Unit" gave an opportunity to explore many topics and to have a wider choice of subjects. Also they were going to do more work on social studies, and it taught them how to find materials. The unit to follow this one would be the "Department Store". After visiting and studying the grocery store, it would lead their trend of thought to other types of stores. The study of clothing would be suitable because its source in most instances is traced to the farm.

##### B. Relation to other Subjects

###### 1. Arithmetic

Making change, making a sales slip, making a grocery list, using addition, using subtraction, using multiplication; measuring feet, yards, inches, learning to use pints, quarts, gallons; using weight terms—ounces, pounds; comparing sizes, and prices of cans and packages to see which is the better bargain; planning the best way to spend our allowances; how to start a saving account.

## 2. Reading

Silent reading; oral reading; reports; free reading; reading the bulletin board; reading the plans; reading letters; reading labels and signs; reading directions; vocabulary building; reading to find the answer to problems.

## 3. English

Writing letters; invitations; reports—written and oral; telling stories; making outlines; helping each other with his mistakes; poems.

## 4. Art

- a. Painting fruits and vegetables on plates. (These can be used as gifts for their mothers on Mother's Day.)
- b. Making a map of the community
- c. Making a frieze to illustrate community stories collected
- d. Studying famous paintings of food

## 5. Spelling

- a. Learning to spell words the children need in their work
- b. Phonics
- c. Learning the meaning and pronunciation of new words. (These new words should be printed on cardboard so the children can see them often.)

## 6. Writing

- a. Necessary drill on making the letters
- b. Taught with the spelling and English
- c. Making labels

## 7. Social Studies

- a. History and development of the grocery business in our community
- b. History of transportation of the supplies in our community
- c. Location of river, roads, and railroads
- d. Interviews with people in and near their homes

## 8. Music

Song Titles—"Flowing River", "The Engine", "The Choo Choo Train", "Motor Cars", "The Shoppers", "Old Dobbin", "Rowing", "The Village Square", "Things to Eat", "The Streamliner", "The Grocery Man", "The Milk Wagon", "The River".

## 9. Science

Why milk sours; why fruits rot; why bread is full of holes; what happens in soap making; where do the holes in cheese come from; where the sugar goes when it is put in tea.

## 10. Health

- a. Sanitation—floors, windows, garbage, hands, care of foods
- b. Foods not grown near our home
  1. Sugar—Show film "The Old South". Use and different kinds, where grown, how it grows, how it is made, why it is scarce in war time
  2. Other foods to be studied in this way (provides orientation of other lands)—Chocolate, bananas, oranges and

other citrus fruits, figs, pineapple, dates, olives  
Show film "Yes, Bananas"

c. A grocery list

1. Select food for meals to be placed in the grocery truck

C. Subject Matter Stories of the Local Community

Long ago there were no stores. Some farmers grew more food than they needed. The people would trade surplus foods with their neighbors. Many small articles were brought by food peddlers.

Two of the local merchants came from Syria when they were youths and became peddlers. They told many interesting experiences about their first trips in our community. One of their favorite stories was about the yard of elastic. The two brothers went down different roads and were to meet at the cross-roads. Mike went into a home and the lady pointed that she wanted one yard of elastic. He stretched the elastic as long as he could on the yard stick. The lady shook her head and tried to make him understand, but he did not understand English; so he cut the elastic. When he released it there was only a small piece. The lady smiled and paid him for the elastic. Years later they had many good laughs about it.

These peddlers started a store and have been helpful in crediting the poor people of their local community.

The east end of this community had very poor roads and many people lived miles from a store. The hunters brought food in their horse-drawn wagon to these rural people. Also they brought the eggs, butter, and chickens that the customers had for sale. When new roads were built and automobiles came into use, these horse-drawn wagons were replaced by trucks known as "Market Men".

About thirty-five years ago supplies were brought up the Kentucky River in steamboats. Then they were hauled thirteen miles by wagons to our stores. One winter the river was frozen and the boats could not run. The snow was very deep and food was brought by sleigh from a railroad station in an adjoining county.

Later the railroad was extended to our town and supplies were brought by train. This was a better and faster way which helped to make foods cheaper. In recent years many state highways have been constructed. They lead to all parts of the community. The gasoline and license tax have made these highways possible. Now the largest amount of our supplies are brought in and shipped out in large trucks. After the trucks took most of the business the railroad freight station was not used any more in our community. If anyone orders things shipped by freight we get it at the Eminence Station.

D. Field Trips

1. General procedure for all trips

a. Preparation

1. Pupil committee make arrangements with the firm to visit
2. Pupils plan transportation and bring permission from parents
3. Time required
4. Rest rooms and eating facilities
5. Planning period to know what they will want to see and do.

b. Actual Observation

1. Guide should be informed of the purpose of the trip
2. Period for questions

c. Follow-Through

1. Group discussion on return to school
2. Reports from individual pupils

2. Going to the Cannery

How food is prepared for canning, how food is placed in cans, how it is sealed, how it is cooked, how it is cooled, how it is labeled, how it is stored.

3. Going to the Flour Mill—Show film "Bread"

How the wheat is stored, how the wheat is cleaned, how the flour is made, how it is stored.

4. A Trip to the Cheese Factory—Show film "Singing Wheels"

How the milk gets there, how curds are formed, watch the press work, aging cheese, how it is stored.

5. A Trip to the River

See the boats, see the dam and lock, see the wharf, watch different methods of fishing, see a large bridge.

*Poems:*

"A Fairy Went A-Marketing," "The Peddlers Caravan", "The Fairies Have Never a Penny to Spend", "Manners", "Animal Crackers", "Friendly People", "Freight Boats", "Where Go the Boats", "Trucks", "Trains".

*Vocabulary:*

Other words will be added as the material is studied.

wharf	engine	boiler	cutter
dock	hoarding	source	yeast
harbor	backer	tributary	ingredients
cannery	steamboat	lock	salmon
factory	cereal	shoppers	sardines
peddler	substitute	customer	refrigerator car
market	purified	spoilage	pressure
freight	curds	methods	measure
wholesale	hopper	station	barge
label	elevator	cargo	caravan
sanitation	sealer	storage	
citrus	retorts	railroad	

## VI. EVALUATION

### A. Pupil evaluation

1. Were they having an enjoyable experience?

### B. Teacher's evaluation

1. Have they shown improvement in their personalities?
2. Is there better cooperation in the groups?
3. Are they more thoughtful of the rights and views of others?
4. Are they willing to share?
5. Have their habits of cleanliness and citizenship improved?
6. Have they become interested in the educational opportunities offered by their local community?

## VII. RECOMMENDED READINGS

### Teacher's Bibliography:

Brueckner, Leo J. and Grossnickle, Foster E., *How to Make Arithmetic Meaningful*, John C. Winston, 1947.

Croxton, W. C., *Science in the Elementary School*, McGraw-Hill 1937.

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Jersild, Arthur T., *Child Psychology*, Prentice Hall, 1947.

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Spitzer, Herbert F., *The Teaching of Arithmetic*, Houghton Mifflin, 1948.

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### Children's Bibliography:

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Baruch, Dorothy, *Five in the Family*, Scott Foresman, 1949.

Beattie, John W., *The American Singer Book II*, American Book Company, 1944.

Bishop, Claire H., *The Ferryman*, E. M. Hale, 1945.

Brock, Emma, *The Runaway Sardine*, Alfred A. Knopf, 1941.

Bundesen, Herman, *Road to Health*, Laidlaw Brothers, 1942.

Carpenter, Harry, *Adventures in Science*, Allyn and Bacon, 1940.

Craig, Gerald S., *Science All About Us*, Ginn, 1946.

Dentler, Mame, *Time to Eat*, Albert Whitman, 1938.

Gramatky, Hardie, *Little Foot*, E. M. Hale, 1944.

Hanna, Paul, *Some Day Soon*, Scott Foresman, 1946.

Hildreth, Gertrude, *The Story Road*, John C. Winston, 1946.

Hubbard, Alice, *The Golden Flute*, John Day, 1932.

Ilin, M., *Hundred Thousand Why's*, J. B. Lippincott, 1933.

Keliher, Alice V., *Railroad Workers*, Harper Bros., 1941.

Knox, Warren, *The Wonderworld of Science*, John C. Winston, 1946.

Leaf, Munro, *Let's Do Better*, J. B. Lippincott, 1948.

Leaf, Munro, *Three Friends*, J. B. Lippincott.

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Lindman, May, *The Buttered Bread*, Albert Whitman, 1934.

O'Donnell, Mabel, *The River Road*, Row Peterson, 1938.

Sallen, Benjamin, *Trips and Travels*, Lyons and Carnahan, 1940.

Skinner, Eleanor, *Fun in Town and Country*, American Book Company, 1940.

*Readers and Stories:*

Crabtree, Eunice K., *In the City and On the Farm*, University Publishing, 1940. "A Good Grocery Boy".

Gates, Arthur I., *Good Times on Our Street*, Macmillan, 1945. "The Grocery Store".

Geheres, Ethel, *Everyday Life in Town and Country*, John C. Winston, 1945. "A Flour Mill"; "The Popcorn"; "The Peanuts".

Gray, W. S., *Friends and Neighbors*, Scott Foresman, 1942. "Ellen's Wish"; "The Potato Man"; "I Won't Forget".

Gray, W. S., *More Friends and Neighbors*, Scott Foresman Company, 1942. "The Errand Girl"; "Mrs. Hill's Birthday"; "The New Ice Box"; "Billy Works Too" "The Funny Fruit Man"; "Cooking in Cans".

Harris, Julia M., *Making Visits*, Houghton Mifflin, 1946.; "The Milk Man" "The Bus Ride".

Quinlan, Myrtle, *Busy World*, Allyn and Bacon, 1940. "Early Travel".

Sallen, Benjamin, *Visits with Friends*, Lyons and Carnahan, 1944. "A Visit to the Market".

*Films:*

Bureau of Audio Visual Materials, Department of Extension, University of Kentucky.

3044—*A Boat Trip* — 1 reel, \$1.50.

This film shows many kinds of boats and a wharf. It shows the children inspecting all parts of a boat.

928—*Bread* — 1 reel, \$1.50.

Processing of bread is explained. Flour milling and delivery system are presented.

3058—*Singing Wheels* — 2 reels, 50c.

The important role played in our everyday life by the trucks. Goods are carried to and from the cities.

322—*The Old South* — 1 reel, \$1.25.

The growing of sugar and rice is shown. Early methods of transportation and plantation life are interesting.

3025—"Yes, Bananas" — 1 reel, 50c.

The growing, storing and shipping of bananas are shown. Life in hot lands also is shown.

*Slides:*—University of Kentucky

MC-6	Fruit Trees	2x2	\$1.00
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	Mold of Fruits	2x2	.50
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*Free Material:*

American Can Company, Home Economics Section, Dept. Gt-3-50, 230 Park Avenue, New York 17, N. Y. Free film—16mm. sound and color,



"Vitamin Rivers", "Alaska's Silver Millions". Pamphlet—The Store of Food.

General Mills, Inc., 400 Second Ave., South, Minneapolis, Minn., Material on cereals.

H. J. Heinz Company, 1062 Progress Street, Pittsburgh, Pennsylvania. "A History of Foods".

Metropolitan Life Ins. Co., 1 Madison Avenue, New York 10, N. Y. Slide films on "Health Heroes". Booklets on "Health Heroes".

National Dairy Council, Chicago 6, Illinois. Pictures and pamphlets on Milk.

Pan-American World Airways, New York, N. Y. Slide films on "Latin America".

Proctor and Gamble Company, Cincinnati, Ohio. "How Soap Is Made", "Clean Hands Campaign".

Union Pacific Railroad, Omaha, Nebraska. Material on Modern Trains.

## SUGGESTED UNITS FOR GRADE IV

### GRADE IV

#### THEME—ADJUSTMENT TO ONE'S ENVIRONMENT

Since the greater part of the social study program for the fourth grade is based on the "Lives of Children in Other Lands", we have attempted to give a suggested list of units with a sample country for each environ. These suggested units will more than cover a year's work, therefore, some may be dropped and others added to comply with the individual needs of the teacher and her class. Science units have been inserted in appropriate places so that the study of a country will also include a study of the important animal and plant life existing there.

Our country encompasses many regions with similar climatic conditions with the countries to be studied, therefore, a unit of the United States is suggested first.

#### SUGGESTED UNITS

##### I. ADJUSTMENT IN OUR COUNTRY

- A. Warm Regions (Florida)
- B. Mountain Regions (Rocky or Appalachian Mountains)
- C. Living in an Industrial Region (Detroit)
  - 1. Schools
  - 2. Hospitals
  - 3. Agencies for Child Welfare
    - a. First Aid
    - b. Working for Good Nutrition
- D. Life on a Farm\*
  - 1. Domestic Animals
  - 2. Conserving Food
- E. Regions With Little Rain

##### II. TROPICAL LIVING

- A. Jungle Environs (Congo)
  - 1. Food, Clothing, Shelter, Implements
  - 2. Ways of communicating
  - 3. Transportation
  - 4. Wild animals
- B. Sahara Life (Sahara)
  - 1. Nomadic Living
  - 2. Food, Clothing, Shelter, Implements
  - 3. Importance of the camel

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\*A choice of dairy, cattle, vegetable, or poultry farm may be used.

### III. LIVING ABOVE THE ARCTIC CIRCLE

#### A. Cold Lands (Baffin Islands—Newfoundland)

1. Food, Clothing, Shelter, Implements
2. Trading
3. Conserving Food
  - a. Freezing
  - b. Drying
4. Arctic Animals
  - a. Wild Animals
    - (1) Bear, seal, fox, walrus, rabbit
    - (2) Sea Animals
  - b. Domestic Animals
    - (1) Dogs, deer

#### B. Arctic Occupations

1. Lumbering
2. Fishing
3. Mining
4. Hunting

### IV. LIFE IN THE HIGHLANDS (ANDES)

1. Food, Clothing, Shelter, Implements
2. Plateau Adjustments
3. Amusements
4. Trading

### V. LIVING WITH THE ASIATICS (CHINA)

1. Small Farms
2. Growing Rice
3. Making Silk
  - a. Cycle of the silk worm
  - b. Raising silk worms
4. Cycle of the Butterfly

### VI. LOWLANDS (HOLLAND)

1. Keeping the sea out
2. Farming
3. Irrigation
4. Growing Tulips
  - a. Pollination
  - b. Care of Bulbs

### ACTIVITIES AND EXPERIENCES FOR ALL UNITS

#### *Language Arts:*

1. Write letters for information, materials, and thank you notes.
2. Creative Writing—a. stories b. poems c. plays d. riddles e. descriptions.
3. Reading for information and pleasure.
4. Book and committee reports (oral and written).
5. Class discussions of trips.

6. Choral readings.
7. Dramatizing.

*Art:*

1. Making pictures, friezes, murals, and movies.
2. Collect pictures.
3. Construct miniature models, using clay, papier maché, raffia, and other art materials.
4. Make and design scrapbooks (articles, newspaper clippings).
5. Make collections of articles and clothing about country being

*Arithmetic:*

1. Bring into use measures necessary for each unit.
2. Estimate expenses for trips and materials.
3. Practical measuring in construction work.
4. Make problems about food costs, transportation, buying, and trading.
5. Arithmetical games.

*Experiments:*

1. Preserving food to prevent deterioration.  
Canning—drying—freezing—pickling—dehydrating
2. Show practicability of shelter and clothing to environment.
3. Plant a garden to show plant development.
4. Show slowness and rapidity of evaporation due to climatic conditions.

*Music:*

1. Listening activities.  
Songs—dances—stories—radio
2. Participating activities.  
Rhythm bands—folk dances—singing games—singing songs

### OTHER HELPS FOR THE TEACHER

Frequently a teacher may find much helpful material from film strips, records, songs, pamphlets, and films. Listed below are sources of materials that may prove helpful in launching or climaxing a unit.

#### Films\*

Unit I

1. The Farm—No. 391.
2. Farm Garden—No. 6062.
3. Mountain Building—No. 591.
4. Freezing Fruits and Vegetables—No. 6286.
5. Community Canning—No. 630.
6. The New South—No. 323.
7. The Southwestern States—No. 3125.

Unit II

1. African Fauna—No. 528.

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\*All films may be obtained from the University of Kentucky.

2. Egypt, Kingdom of the Nile.
3. People of the Congo—No. 3017.
4. Pygmies of Africa—No. 3013.
5. Animals of the Zoo—No. 903.

Unit III

1. Alaska, Reservoir of Resources—No. 3026.
2. Eskimo Arts and Crafts—No. 3026.
3. Eskimo Children—No. 905.
4. Winter in Eskimoland—No. 336.

Unit IV

1. The Atacama Desert—No. 301.
2. High Plain—No. 3176.
3. Fundo in Chile—No. 3177.
4. Bolivia—No. 3190.
5. Down Where the North Begins—No. 3155.

Unit V

1. Children of China—No. 3061.
2. China—No. 3224.
3. China Crisis—No. 6278.
4. The Good Earth—No. 101.
5. Here is China—No. 6169.

Unit VI

1. Children of Holland—No. 3197.
2. New Earth—No. 6132.
3. Irrigation—A Brief Outline—No. 5031.
4. Irrigation Farming—No. 6157.

**VICTOR RECORDS**

Unit I

1. American Singing Games—No. 21618.
2. Country Gardens—No. 20802.
3. A Deserted Farm—No. 22161.
4. Dixie—No. 20166.
5. From the Canebreak—No. 21750.
6. Jack in the Pulpit—No. 19891.

Unit II

1. Carnival of the American Animals—Album M 785.
2. Songs for Children—No. 24244.
3. Bertram and the Hippopotamus—Album BC 51.
4. Dumbo—Album P 101.
5. The Elephant Child—Album BC 15.
6. Peter and the Wolf—Album DM 566.

Unit III

1. Fingal's Cave Overture—No. 11886.
2. Finlandia—No. 7412.
3. In the Hall of the Mountain King—No. 20245.
4. Peer Gynt Suite No. 1, Op. 46—Album MM 404.

#### Unit IV

1. Caucasian Sketches, Op. 10—Album DM 797.
2. Highland Schottische—No. 21616.
3. Shepherds Dance—No. 22171.
4. William Tell Overture—No. 20606 and 20607.

#### Unit V

1. Chinese Instrumental Music—No. 24549.

#### Unit VI

1. The Skaters Waltz—No. 21938.

#### SELECTED REFERENCES

1. Armstrong, Sperry, *One Day With Manu*, New York: E. M. Hale and Co., 1933.
2. Brindl, Helen M., *Your Land And Mine*, New York: Macmillan Co., 1940.
3. Beauchamp, Wilbur L.; Williams, Mary Melrose and Blouch, *Discovering Our World*, Book I, II and III, New York: Scott, Foresman and Co., 1947.
4. Bennett, Dorothy A., *The Golden Encyclopedia*, 1230 Avenue of Americas, Rockefeller Center, New York: Simon and Schuster, Inc., 1946.
5. Chrisman, H. W., *Shen of the Sea*, (China) New York: E. P. Dutton Co., 1945.
6. Comfort, Mildred Houghton, *Peter and Nancy in Africa*, Chicago: Beckley-Cardy Co., 1935.
7. Compton, F. E., *Compton's Pictured Encyclopedia*, Chicago: F. E. Compton Co., 1931.
8. Elms, F. Raymond, *Mountains of the World*, Chicago: Albert Whitman and Co., 1946.
9. Erskine, Gladys Shaw, *Little Pepito* (South American Mountains), New York: Grosset and Dunlap, Inc., 1941.
10. Elson, William H.; Gray, William S., *Elson-Gray Basic Reader Book IV*, New York: Scott, Foresman Co., 1936.
11. Frank, Glenn, *The Wonder Books*, Chicago: University of Knowledge Inc., 1938.
12. Finnemore, John, *Peeps at Many Lands* (China, Congo), London: A & C Black L T D. 45 and 46 Soho Square, 1928.
13. Green, David, *Whitepaw Goes North* (An Arctic Adventure), Philadelphia: David McKay Co., 1948.
14. Johl, Janet P., *Jungle Stories*, New York: Greystone Press, 1941.
15. Litchfield, Sarah, *Hello Alaska*, Chicago: Albert Whitman Co., 1945.
16. Lattimore, William, *Little Pear* (Story of China), New York: Harcourt, Brace and Co., 1946. Price \$2.00.
17. Lattimore, William, *Little Pear and His Friends*, New York: Harcourt, Brace and Co., 1946. Price \$2.00.
18. McCrady, Elizabeth F., *Children of Foreign Lands*, New York: Platt and Munk Co., Inc., 1936 and 1937.

19. Mohr, Louise, *The Jungle of Long Ago*, New York: Rand, McNally Co., 1926.
20. Perkins, Lucy Fitch, *The Chinese Twins*, New York: Houghton, Mifflin Co., 1935.
21. Starr, Laura B., *Mustafa* (African Story), Chicago; A. Flanagan Co., 1934.
22. Smock, Nell S., *White Tail King of the Forest*, New York: The Platt, Munk Co., 1938.
23. Sowers, Phyllis Ayer, *Lin Foo and Lin Ching* (A boy and girl of China), New York: Thomas Y. Cromwell Co., 1935.
24. Tietjens, Eunice, *Boy of the Desert*, Chicago: E. M. Hale and Co., 1938.

### FILM STRIPS

Film strips are useful teaching aids. A movie projector may be prohibitive due to cost. A film strip projector is inexpensive and extremely useful.

The following list of film strips may be purchased from

(S. V. E.) Society for Visual Education, 1345 W. Diversey Parkway, Chicago 14, Ill.

(E. B. F.) Encyclopedia Britannica Films, 1150 Willmette Ave., Willmetta, Ill.

(Cor.) Coronet Films, Coronet Building, Chicago, 1, Ill.

1. *Eskimo Children* (influence of climate on life). EBF.
2. *Alaska* (varied conditions of life). Cor.
3. *People of the Congo* (agriculture). EBF.
4. *Peru* (activities of native family). EBF.
5. *Children of China* (life in China). EBF.
6. *A Boy of the Congo* (daily life in the Congo Basin). Cor.
7. *American Children* (life in America). SVE.

## SUGGESTED UNITS FOR GRADE V

### GRADE V

Most of the work in the fifth grade is based upon the development of the United States. If there is sufficient time, the study of the American continents and U. S. possessions also may be included. The division into units, as found below, is a suggested way of approaching the material.

Space did not permit the inclusion of a film bibliography. This information may be obtained from the Bureau of Audio-Visual Materials, Department of University Extension, University of Kentucky.

### SUGGESTED UNITS

- I. Colonial Period.
- II. Revolutionary Period.
- III. Pioneer Period.
- IV. Westward Movement.
- V. Latin America.
- VI. Inventions and Inventors.
- VII. Conservation.

#### I. COLONIAL PERIOD

##### A. *Suggested Committees:*

1. Clearing land, building homes.
2. Relationship with Indians.
3. Recreation, transportation.
4. Weapons, ammunition.
5. Early forms of government.
6. Religion, education.
7. Classes of people
8. Methods of farming.
9. Fishing.
10. Types of dress.
11. Preservation of food.
12. Early architecture.
13. Household arts—soap making, candle making, weaving and dyeing cloth, medicinal supplies.
14. Communication—printing, paper making.
15. Early currency—trade, types of business.

##### B. *Suggested Language Activities:*

1. Make sample horn book.
2. Visit museums, displays.
3. Read stories and poems of the period such as "Rip Van Winkle" and "The Legend of Sleepy Hollow."
4. Write stories, poems and plays.



5. Make reports on committees suggested above.
6. Study charters and modern deeds and contracts.
7. Make a display of important documents.
8. Study meaning of diaries, such as Bradford's. Each individual keep his own diary for several days.
9. Make quiz questions for imaginary radio program.
10. Interview well-informed citizens of community.

C. *Suggested Science Activities:*

1. Make soap.
2. Mold bullets from lead.
3. Make candles.
4. Preserve foods.
5. Make boats from bark of trees.
6. Study methods of making paper.
7. Prepare colonial and modern diets.
8. Demonstrate interdependence of plant and animal life.
9. Gather herbs in study of medicinal supplies.
10. Make salt by boiling salt water.

D. *Suggested Art Activities:*

1. Dye and weave cloth.
2. Make maps.
3. Reconstruct homes, forts.
4. Make frieze.
5. Make charts.
6. Make costumes.

E. *Selected References:*

1. Bailey, Carolyn S.; *Boys and Girls of Colonial Times*.
2. \*Bailey, Carolyn S.; *Children of the Handcrafts*; Viking, 1935. (5-9).
3. \*Bailey, Carolyn S.; *Homespun Playdays*; Viking, 1941. (4-6).
4. Coatsworth, Elizabeth J.; *Golden Horseshoe*; Macmillan, 1935. (5-7).
5. Dalgliesh, Alice; *America Begins*; Scribner, 1938. (3-5).
6. Dalgliesh, Alice; *America Builds Homes*; Scribner, 1938. (3-4).
7. Daugherty, James; *The Landing of the Pilgrims*; Random House, 1950. (5-9).
8. De Angeli, Marguerite; *Elin's America*; Doubleday, 1941. (4-6).
9. Earle, Alice; *Child Life in Colonial Days*; Macmillan, 1899. (5-7).
10. Field, Rachel L.; *Calico Bush*; Macmillan, 1934. (7-9).
11. Gibson, Katherine; *Arrow Fly Home*; Longmans, 1945. (4-6).
12. Hall-Quest, Olga; *How the Pilgrims Came To Plymouth*; Dutton, 1946. (4-6).

\*These books will be helpful in several units.

13. Lawson, Marie; *Pocahontas and Captain John Smith*; Random House, 1950. (5-9).
14. Meadowcraft, Enid L.; *First Year*; Crowell, 1937. (3-6).
15. *Squanto and Pilgrims*; American Adventure Series.

## II. REVOLUTIONARY PERIOD

### A. Suggested Committees:

1. Classes of people.
2. Occupations.
3. Religion and education.
4. Communication, transportation.
5. Homes—architecture, furnishings, household tasks, entertainment, dress, food.
6. Relationship with other people—Indians, British, French.
7. Government—by England, self government.
8. Revolutionary War—causes, leaders, important events, results.
9. Important documents.

### B. Suggested Language Activities:

1. Write stories, poems, plays.
2. Make committee reports.
3. Make radio quiz questions.
4. Give TV show.
5. Report on roads.
6. Visit museum.
7. Read poems and stories such as "Paul Revere's Ride" and "Poor Richard's Almanac".
8. Display and discuss important documents such as the Declaration of Independence and the Constitution.
9. Report on inventions—first stove in America, cotton gin, clothing factory.
10. Display costumes and articles of the Revolutionary Period at tea for parents.
11. Write an account of an important battle.

### C. Suggested Science Activities:

1. Study weapons and ammunition.
2. Learn methods of making fire with flint, sulphur.
3. Study water mills.
4. Demonstrate work of cotton gin.
5. Study roads, bridges and canals.
6. Do research on invention of steamboat.

### D. Suggested Art Activities:

1. Make friezes.
2. Dress dolls in costumes.
3. Make Betsy Ross flag.
4. Carve (wooden) weapons.
5. Make carriage.

6. Reconstruct corduroy roads.
7. Reconstruct battle scenes.
8. Draw cartoons.
9. Reconstruct Revolutionary War scenes.
10. Reconstruct stone surfaced roads.

E. *Selected References:*

1. Adams, R. G.; *Pilgrims, Indians and Patriots*; Little, 1928. (6-9).
2. Fisher, Dorothy C.; *Paul Revere and the Minute Men*; Random House, 1950. (5-9).
3. Fisher, Dorothy C.; *Our Independence and the Constitution*; Random House, 1950. (5-9).
4. Foote, A. E.; *Makers and Defenders of America*; American Book Company, 1929. (4-8).
5. Forbes, E.; *Johnny Tremain*; Houghton, 1943. (7-9).
6. Gray, E. J.; *Meggy MacIntosh*; Viking, 1930. (7-9).
7. Heffernan, Helen; *Adventures of Canolles*.
8. Kjelgaard, J. A.; *Rebel Siege*, Holiday, 1945. (7-9).
9. Nolan, Jeannette; *Treason at the Point*; Messner, 1944. (7-9).
10. Stackpole, Edonard A.; *Smuggler's Luck*; Morrow, 1931. (6-9).

### III. PIONEER LIFE

A. *Suggested Committees:*

1. Religion, education.
2. Government.
3. Occupations.
4. Communication, transportation.
5. Causes for people seeking new frontiers.
6. Homes—architecture, furnishings, household tasks, entertainment, dress and food.
7. Relationship with other people.
8. Importance of plant and animal life.

B. *Suggested Language Activities:*

1. Read poems, stories.
2. Use reference books.
3. Have spelling match.
4. Discuss films.
5. Hold corn husking.
6. Hold quilting bee.
7. Write stories, poems, plays.
8. Visit places of pioneer interest and give written reports, hold discussions.
9. Arrange frontier store as scene for dramatization.
10. Have telephone conversations and interviews with well-informed people of the community.

C. *Suggested Science Activities:*

1. Make candles.

2. Make salt.
3. Make maple sugar.
4. Weave yarn.
5. Dye material.
6. Prepare skin, make moccasins.
7. Cook pioneer dishes (johnnycake, etc.).
8. Dry berries and meat as pioneers did.
9. Study interdependence of plant and animal life.
10. Study cave formations.
11. Study prehistoric animal life (museums, etc.).

D. *Suggested Art Activities:*

1. Make booklets.
2. Make frieze.
3. Make charts.
4. Make maps.
5. Study architecture.
6. See architectural examples.
7. Construct replica of early community.
8. Go to see original paintings that may be in community.

E. *Selected References:*

1. Pupils

- a. Altsheler, J. A.; *Young Trailers; A Story of Early Kentucky*; Appleton-Century, 1907. (6-8).
- b. Bass, Florence; *Stories of Pioneer Life for Young Readers*; Heath, 1928. (3-4).
- c. Brink, Carol; *Caddie Woodlawn*; Macmillan, 1945. (6-8).
- d. Champion, Grace; *Living in Kentucky*; Wheeler, 1949. (4-6).
- e. Coatsworth, E. J.; *Dancing Tom*; Macmillan, 1938. (2-3).
- f. Edmunds, W. D.; *Matchlock Gun*; Dodd, 1941. (4-6).
- g. Harper, Wilhelmina; *Uncle Sam's Story Book*; McKay, 1944. (4-6).
- h. Mason, M. E.; *Susannah, the Pioneer Cow*; Macmillan, 1941. (1-3).
- i. McMeekin, Isabella; *Journey Cake*; Messner, 1942. (5-7).
- j. O'Donnell, Mable; *Singing Wheels*; Row Peterson, 1940. (3-5).
- k. Orton, Helen; *Treasure in the Little Trunk*; Lippincott, 1932. (4-5).
- l. Otis, James; *Hannah of Kentucky*; American Book Company, 1912. (5-7).
- m. Phillips, E. C.; *Story of Nancy Hanks*; Houghton, 1923. (4-6).

2. Teachers

- a. Clark, T. D.; *The History of Kentucky*; New American Book Company, 1940.

- b. Coleman, Winston; *Stagecoach Days in the Bluegrass*; American Book Company, 1935.
- c. Earle, Alice; *Home Life in Colonial Days*; Macmillan.

#### IV. WESTWARD MOVEMENT

##### A. Suggested Committees:

1. Causes of the westward movement.
2. Geography of the region west of the Mississippi and kinds of vegetation which would live there.
3. Types of transportation used in traveling west.
4. Mining (boom) towns and ghost towns.
5. The native Indians in the region.
6. The story of Texas and Sam Houston.
7. Building of the transcontinental railroad.
8. Explorers—Clark, Boone, Fremont, Lewis, etc.
9. Formation of new states.
10. Government of the West—democratic spirit, vigilantes and early lawlessness.
11. Early mail delivery and the first U. S. post office.
12. National parks in the West.
13. Missions and the importance of religious missionaries.

##### B. Suggested Language Activities:

1. Have each pupil prepare a list of eight or ten facts about important men and play "Who Am I?"
2. Write a diary for a young boy or girl who might have crossed the continent in a covered wagon.
3. Write a story about a day with the exploration party of Lewis and Clark.
4. Read stories by western writers (Mark Twain, Bret Harte).
5. Write to agencies of the western states or federal government for information on present Indian reservations.
6. Write the script for a tableau presenting famous leaders of the West.
7. Act out the driving of the golden spike at Ogden, Utah.

##### C. Suggested Science Activities:

1. Study inventions which promoted settlement of the West—telephone, steam engine, locomotive, telegraph.
2. Study the various methods of mining.
3. Study the natural resources of the area which the first settlers discovered.
4. Study the phenomena of Salt Lake.
5. Study the phenomena of the petrified forest.
6. Study the formation of the Grand Canyon and the Yellowstone.

##### D. Suggested Art Activities:

1. Make a frieze showing various types of transportation and communication used in the early West.

2. Make a map of the U. S. west of the Mississippi River to show state boundaries, rivers, mountains, etc.
3. Draw maps showing the exploration trips of famous men and buffalo and cattle trails.
4. Paint a mural showing the great variety of climate and geography in the West.
5. Make a miniature fort.
6. Reproduce in clay objects of significance in this period.
7. Draw a map of the region showing time zones.
8. Make reproduction of Indian homes.
9. Study Indian designs.

E. *Selected References:*

1. Adams, Samuel H.; *The Pony Express*; Random House, 1950. (5-9).
2. Garst, Doris; *Buffalo Bill*; Messner, 1948. (5-8).
3. Garst, Doris; *Cowboy Boots*; Abingdon-Cokesbury, 1946. (4-7).
4. Hager, Alice; *Big Loop and Little*; Macmillan, 1937. (5-8).
5. Johnson, Siddie J.; *Texas, the Land of the Tejas*; Random House, 1943. (5-8).
6. McNeer, May Y.; *Story of California*; Harper, 1944. (4-7).
7. McNeer, May Y.; *Story of the Great Plains*; Harper, 1943. (4-7).
8. McNeer, May Y.; *The California Gold Rush*; Random House, 1950. (5-9).
9. Melbo, Irving; *Our Country's National Parks*; Bobbs, 1941. (5-9).
10. Nathan, Adele; *The Building of the First Transcontinental Railroad*; Random House, 1950. (5-9).
11. Stevenson, Augusta; *Buffalo Bill, Boy of the Plains*; Bobbs, 1948. (3-4).
12. Stevenson, Augusta; *Kit Carson, Boy Trapper*; Bobbs, 1945. (3-4).

V. **LATIN AMERICA**

A. *Suggested Committees:*

1. Pan-American Union.
2. The sugar industry.
3. Early Indian tribes.
4. Types of government.
5. Early explorers.
6. Important occupations.
7. The coffee plantation and its importance.
8. The rubber plantation and its importance.
9. The importance of the Catholic Church in Latin America.
10. Transportation in Latin America and the Pan-American highway.
11. Foreign countries which control colonies in Latin America.

B. *Suggested Language Activities:*

1. Write to the Pan-American Union headquarters in Washington, D. C. for helpful information.
2. Write a skit in which children from each of the Latin American countries discuss important things about their countries.
3. Learn a few common Spanish and Portuguese phrases.
4. Read stories about Latin-American heroes.
5. Have a party serving Latin-American food.
6. Interview a recent visitor.

C. *Suggested Science Activities:*

1. Make a study of the effect of elevation on climate.
2. Latitude-parallels and their part in suggesting temperature changes.
3. The seasons found in Latin America.
4. Unhealthy lowlands and their diseases.
5. Animals found in Latin America.
6. Unusual plants found in Latin America.

D. *Suggested Art Activities:*

1. Make a relief map of Mexico, Central America and South America, showing mountain chains.
2. Draw political maps showing colonies and countries.
3. Dress dolls in typical Latin American dress or make sketches.
4. Study Spanish influences found in the architecture.
5. Make a frieze of the various steps found in growing and processing coffee.
6. Draw portraits showing typical Latin American facial features and coloring.
7. Make a display of the various flags.

E. *Selected References:*

1. Adams, Ruth C.; *Sky High in Bolivia*; Heath, 1942. (4-6).
2. Dalgliesh, Alice; *They Live in South America*; Scribner, 1942. (5-6).
3. Encyclopedia Britannica, Inc.; *World's Children Series*, \$50. (3-5).
4. Goetz, Delia; *Neighbors to the South*; Harcourt, 1949. (5-8).
5. Haefner, Ralph; *Brazil, Land of Surprises*; Lyons, 1943. (4-6).
6. Heath Publishing Co.; *New World Neighbors Series*; \$40. (4-6).
7. Pollock, Katherine; *Sandalio Goes to Town*; Scribner, 1942. (4-6).
8. Quinn, Vernon; *Picture Map Geography of Mexico, Central America and the West Indies*; Lippincott, 1943. (4-7).
9. Quinn, Vernon; *Picture Map Geography of South America*; Lippincott, 1941. (4-6).
10. Rothery, Agnes E.; *South American Roundabout*; Dodd, 1940. (5-7).

11. Whitman Publishing Company; *Pictured Geography Series*; \$.50. (3-4).

## VI. INVENTIONS AND INVENTORS

### A. *Suggested Committees:*

1. Inventions which have modernized transportation—steam engine, macadamized roads, airplane, etc.
2. Inventions which have modernized communications—telegraph, wireless, telephone, etc.
3. Inventions which have improved methods of farming—reaper, tractor, etc.
4. Inventions which have made possible the mass production of clothing—cotton gin, sewing machine, etc.
5. Work of the U. S. Patent Office.
6. Inventions which have made housework much easier—electrical appliances, electric light bulb, pressure cooker, etc.
7. Different types of force which are used as power for these machines—water, wind, electricity, etc.
8. Measures which have been taken to insure safety in plants operating large machines.
9. Inventions which have made our schools more comfortable and safe—fire extinguishers, pencil sharpeners, electric light bulbs, etc.

### B. *Suggested Language Activities:*

1. Write the U. S. Office of Patents for patent and copyright information.
2. Read stories, report on lives of the great inventors.
3. Learn Morse code and write messages.
4. Study the biography as a type of book and talk about several.
5. Invite an inventor or skilled mechanic to talk to the class.
6. Visit a railway station or airport and list all the important inventions seen there.
7. Write stories on "What I would like to invent".
8. Make up questions and answers for "Who am I?"
9. Write a play about some phase of one or more of the inventions.

### C. *Suggested Science Activities:*

1. Study and work experiments illustrating common principles involved in a machine—levers, inclined planes, pulleys, wheel and axle, etc.
2. Work experiments and visit places where different kinds of power are used to operate machines.
3. Take apart a telephone and find the electromagnet.
4. Construct a simple telegraph set with a dry cell battery.
5. Experiment with different ways steam can work.

### D. *Suggested Art Activities:*

1. Make a frieze contrasting old and modern ways of transportation, communication, etc.



2. Make a chart showing experiments performed.
3. Display pictures of new inventions.

E. *Selected References:*

1. Eberle, Irmegarde; *Famous Inventors for Young People*; Barnes, 1945. (4-7).
2. Judson, Clara I.; *Boat Builder*; Scribner, 1940. (4-6).
3. Judson, Clara I.; *Railway Engineer*; Scribner, 1941. (5-7).
4. Maurois, Andre; *Franklin, the Life of an Optimist*; Didier, 1945. (4-6).
5. Stone, Gertrude L.; *Famous Days in the Century of Invention*; D. C. Heath and Company. (5-7).

## VII. CONSERVATION

A. *Suggested Committees:*

1. State game laws.
2. Forest rangers.
3. How coal is mined.
4. Mining other minerals.
5. Wild animals that lived in our country in the past.
6. Methods of restoring wild animal life.
7. Lumbering today and yesterday in North America.
8. Use of airplanes and radios in conservation.
9. Refinement and by-products of petroleum.
10. Minerals used in making steel.

B. *Suggested Language Activities:*

1. Plan with county agent a visit to a region where erosion has taken place and a region where conservation principles are being practiced.
2. Plan a trip in which forest soil can be compared or contrasted to cultivated soil.
3. Measure topsoil in different locations of the community and discuss reasons for the differences.
4. Have students write to the Soil Conservation Service, the U. S. Department of Agriculture, the U. S. Forest Service, the U. S. Fish and Wildlife Service and the state college of agriculture for information.
5. Write invitations to well-informed citizens of the community or state to meet with the class for lectures and discussions.
6. Correspond with children in schools of mining communities.

C. *Suggested Science Activities:*

1. Study different ways to put out fires.
2. Invite the county agent or someone from the state department of agriculture to demonstrate soil analysis.
3. Study floods—water cycle, force of water, dams, watersheds.
4. Visit a farm to see contour plowing and discuss the principles of it.

5. Plant seeds, using fertilizer with some and no fertilizer with others.
6. Collect different minerals.
7. Discuss distribution of chemicals by airplane to control destructive insects and plant life.
8. Have committee of children check returned trays at cafeteria for types of food not eaten and report findings to the class for discussion.

D. *Suggested Art Activities:*

1. Make winter bird-feeding stations.
2. Have children plant trees at their homes and at school and care for them.
3. Let each child have the experience of building and putting out fires.
4. Have children plant and care for home and school gardens.
5. Make charts and friezes.

E. *Selected References:*

1. Allee, Marjorie; *Smoke Jumper*; Houghton, 1945. (7-9).
2. Baer, Marion E.; *Pandora's Box; the Story of Conservation*; Rinehart, 1939. (6-9).
3. Cothren, Marion; *Buried Treasure*; Coward-McCann, 1945. (5-8).
4. King, E., and Pessels, W.; *Working with Nature*; Harper, 1939. (5-7).
5. LeMay, Geraldine; *Story of a Dam*; Longmans, 1940. (6-9).
6. Lent, Henry B.; *Fire Fighter*; Macmillan, 1939. (4-5).
7. Olds, Elizabeth; *Big Fire*; Houghton, 1945. (5-9).
8. Perry, Josephine; *Coal Industry*; Longmans, 1944. (6-8).
9. Perry, Josephine; *Forestry and Lumbering*; Longmans, 1939. (5-9).
10. Perry, Josephine; *Steel Industry*; Longmans, 1943. (6-8).

## SUGGESTED UNITS FOR GRADE VI

### GRADE VI

A pupil in the sixth grade is beginning to show interest in the beginning and development of our civilization. These units not only should lead to an appreciation of the contributions made by these early peoples, but should be developed to such an extent that they will show that our problems today are similar to the problems of the peoples thousands of years ago.

We have by no means made an exhaustive list of sixth grade units, nor should the activities be considered a complete list. Activities should be selected and adapted to the maturity and abilities of any particular group.

**Theme: Understanding and Appreciating the Origin and Development of the Earth and Civilization**

### SUGGESTED UNITS

#### *Science*

- I. How the Earth Began
  - A. The Solar System
  - B. Stars and Constellations
  - C. Rocks Tell the Earth's Story

#### *Social Studies*

- II. How Civilization Began
  - A. Prehistoric Animals
  - B. Cave Men
  - C. Civilization in River Valleys
    1. The Nile
    2. The Tigris-Euphrates
- III. How Civilization Developed
  - A. In Greece
  - B. In Rome
  - C. In Medieval Times

#### *Health*

- IV. Choosing Food for Well-Balanced Meals\*
  - A. Body Needs for Growth, Energy, and Repair
- V. Games and Recreation
  - A. Playground Games

\*A typical unit is given in detail at the end of this list of suggested units.

- B. Hobbies and Other Recreation
- C. Safety in Plays and Games

*Language*

VI. Communication

- A. Newspapers
- B. Correspondence—Business and Social
- C. Radio—Participation in and Preparation of Programs

**SUGGESTED ACTIVITIES FOR  
I. A. THE SOLAR SYSTEM**

*Art:*

1. Make a chart of each planet. The chart should show the name of the planet, the number of its moons, the length of its day and year, its size, its distance from the sun, and any other interesting facts about it.
2. Make a picture show on heavy brown wrapping paper, showing the earth's story. Let one or two children be responsible for each scene.
3. Make a chart of the moon's phases.

*Language Arts:*

1. Collect news items and pictures about the sun, the stars, the planets, eclipses, comets, etc.
2. Learn to read an almanac to find when the sun rises and sets, when the moon rises and sets, and the evening and morning stars.
3. Write imaginary stories about "A Trip to the Moon".
4. Write stories and articles about "How Scientists Think the Earth Began", etc., for a class newspaper.

*Science*

1. Smoke a piece of glass in a candle flame and observe the sun, looking for sunspots particularly.
2. Use any available telescope, field glasses, or binoculars to increase interest in the heavens.
3. Paint one half of an inflated toy balloon. The balloon represents the moon, the painted half the lighted portion. Let the children stand in the center of the room. Assume that the sun is in a given direction and hold the balloon with the painted portion always toward the sun, as it is carried around the room. The children in the center will see all phases of the moon.
4. Show how the moon revolves about the earth by using a flashlight for the sun, a large rubber ball for the earth, and a much smaller one for the moon. This also demonstrates the phases of the moon.

**SUGGESTED ACTIVITIES FOR  
I. B. STARS AND CONSTELLATIONS**

*Art:*

1. Make star maps of the best known constellations. Use sheets of black construction paper and punch holes with a pin to repre-

sent each star. The outline of the constellation may be traced with white crayon or chalk.

*Language Arts:*

1. Look up some of the myths and legends about the various constellations. Read or tell them to the group.

*Social:*

1. If at all possible visit an observatory.

**SUGGESTED ACTIVITIES FOR  
I. C. ROCKS TELL THE EARTH'S STORY**

*Art:*

1. Continue the picture show "The Earth's Story".
2. Paint pictures of rock formations.
3. Make a map of the United States showing the location of minerals. Use colored circles and squares to show the location of different minerals.

*Language Arts:*

1. Make reports on the Painted Desert of Arizona.

*Social:*

1. Visit a cave and find out how it was formed.
2. Collect pictures of caves, showing different formations.
3. Visit a quarry to see various formations.
4. Visit a museum and look at rocks and minerals.

*Science:*

1. Make a collection of rocks and minerals and label each one. Children should be encouraged to make their own private collection, if they are at all interested.
2. Make crystals to show the way rock crystals were formed. Using a glass container, make a solution of hot water and salt. Add salt until some of it will not dissolve. Put one end of a twine string into the solution and drape the other end about the top of the container. As the solution cools crystals will form on the string. Copper sulfate and boric acid may be used in the same way. Examine some of the crystals under a microscope or magnifying glass.

**SUGGESTED ACTIVITIES FOR  
II. A. PREHISTORIC ANIMALS**

*Arts*

1. Make decorative friezes of prehistoric animals.
2. Make animals from molding wax.
3. Draw a picture showing an animal hunt in the early days.

*Language Arts:*

1. Make riddles about prehistoric animals.
2. Dramatize a hunting expedition.
3. Compare prehistoric animals with those of today.
4. Tell how skin was prepared for clothing.
5. Write poems about prehistoric animals.

6. Tell a story of how a child tamed a wild animal.
7. Discuss the qualities of a leader of a group of hunters.
8. Dramatize a feast after an animal had been killed.

*Social:*

1. Study museum exhibits.

**SUGGESTED ACTIVITIES FOR  
II. B. CAVE MEN**

*Art:*

1. Indicate on an outline map areas of the earth that were covered by ice during the Glacial Age.
2. Make a time line showing the long period man is known to have existed on earth before history began.
3. Make friezes of weapons and dress of cave men.
4. Make a cave home on the sand table.
5. Dress clothespin dolls as cave men.
6. Model clay animals.
7. Make dishes from clay and wax.

*Language Arts:*

1. Organize committees to collect class questions about prehistoric man and place them on an oak tag chart.
2. List the contributions to civilization made by people of the Old Stone Age, New Stone Age, Transition Period, and Bronze Age.
3. Write a story to give your interpretation of the origin and improvement made by the cave man in his tools, implements, or mode of living.
4. Make a dictionary list of unfamiliar words used in the study of the cave man.
5. Compare the ways of living of the cave man with the ways of modern civilized people.
6. List ways agriculture has helped to make man's home more permanent.
7. Organize a class museum.
8. Write and give a play showing activities of the cave man.
9. List dangers that threatened early man.
10. Learn to count to ten in the language of the cave man.

**SUGGESTED ACTIVITIES FOR  
II. C. CIVILIZATION IN THE RIVER VALLEYS—THE NILE**

*Art:*

1. Make a passport.
2. Make labels for baggage.
3. Draw a map of Egypt.
4. Make an Egyptian tomb.
5. Make a papyrus roll.
6. Make an Egyptian temple.
7. Draw a time line of man.
8. Make soap carvings of ancient Egyptian relics.
9. Make a product map of Egypt.

*Language Arts:*

1. Write stories about a trip up the Nile.
2. Write a story about building a pyramid.
3. Interview a travel agent.
4. Write letters for travel literature.
5. Dramatize stories read about Egypt.
6. Write a play. (Civilization's Beginning)
7. List interesting things you would like to see on a trip up the Nile.

*Arithmetic:*

1. Estimate the cost of a trip to Egypt.
2. Learn about a knot and a fathom.
3. Estimate distance of the trip.
4. Measure for friezes.

**SUGGESTED ACTIVITIES FOR  
II. C. CIVILIZATION IN THE RIVER VALLEYS—TIGRIS  
AND EUPHRATES**

*Art:*

1. Model in the sand table the area of the Land of the Two Rivers.
2. Copy the Assyrian figures of animals.
3. Make a map of the area, marking all the places mentioned in the study materials.
4. Construct hanging gardens on the sand table.
5. Draw a sun dial and explain how it is used.

*Language Arts:*

1. Write dates using the Babylonian system and our system of numerals.
2. The teacher reads to the class some descriptions of Babylon and Assyria from the Bible.
3. Make a report comparing the modern method of making bricks with that of the Babylonians.

**SUGGESTED ACTIVITIES FOR  
III. A. CIVILIZATION DEVELOPED IN GREECE**

*Art:*

1. Paint friezes showing life in ancient and modern Greece.
2. Make soap carvings of Greek statues.
3. Construct musical instruments like those of ancient Greeks.
4. Model Greek vases.
5. Construct a replica of the Acropolis on the sand table
6. Make a large drawing of a Greek ship.
7. Construct a Greek theater.
8. Make costumes for Greek characters in a dramatization.

*Language Arts:*

1. Prepare a report on the lives of Pericles, Socrates and other famous Greeks.
2. Study Greek mythology, particularly stories of Zeus, Athena, Dionysius, and Jason.

3. Find out about your government and compare it with ancient Greek government.
4. Write original poetry in the Greek style.
5. Write and present an original Greek play.
6. Plan a trip to visit buildings of different types of architecture.
7. Make a list of games that have come down to us from the Greeks.
8. Contrast the education of the Athenian and Spartan youths with that of the youth of today.
9. Read how plays were produced in Greece.
10. Dramatize the Olympic games.
11. Write statements about Greek buildings.
12. Make cards with the names of Greek sculptors, leaders, writers, etc., and assign the cards by lot to pupils for oral reports on the characters.

*Physical Education and Hygiene:*

1. Learn games that were played by ancient Greeks.
2. Study Greek methods of building healthy bodies.
3. Study habits of personal cleanliness among the ancient Greeks.

*Music:*

1. Study Grecian dances and songs.
2. Present a Grecian dance and song with costumes.
3. Hold a miniature Olympic Games.

**SUGGESTED ACTIVITIES FOR  
III. B. CIVILIZATION DEVELOPED IN ROME**

*Art:*

1. Collect pictures of Roman art, architecture, sculpture, festivals, and people.
2. Find pictures illustrating how the Romans dressed.
3. Collect pictures of tunnels, bridges, aqueducts, noted temples, theaters, and other buildings.
4. Model a plow and other implements used by Romans.
5. Make friezes illustrating stories of Roman myths.
6. Make a collection of Roman articles.
7. Make Roman statues.
8. Dress clothespin dolls in Roman costumes.

*Language Arts:*

1. Make reports on the following Romans: Remus and Romulus, Cincinnatus, Julius Caesar, Augustus Caesar, and others.
2. Find out which days of the week are named for Roman gods.
3. Read Roman myths and note how the stories vary with other collections of the same stories.
4. Compare the food of the Greeks and Romans. What foods do we have on our tables that were unknown to the Romans?
5. Prepare a debate on the following subject: Resolved, that we owe more to the Greeks than to the Romans.
6. Compare the way taxes were collected in the Roman Empire with the way they are collected in your community.



7. Make reports on the education of the Romans, living conditions of the rich and poor, and problems of a Roman farmer in the early days of the Empire.

### SUGGESTED ACTIVITIES FOR III. C. CIVILIZATION IN MEDIEVAL TIMES.

#### Art:

1. Make maps showing the Roman Empire at its height.
2. Make maps showing the invasion of the different barbarian tribes.
3. Construct a village to show how the Teutonic peoples lived. Dress a doll in the costume of a Teuton.
4. Construct mosaic designs from small pieces of colored paper pasted to cardboard.
5. Make drawings that show the difference between the Middle Ages and the Dark Ages.
6. Draw designs for Norse shields and helmets.
7. Draw pictures of Norse ships loaded with Norse trading goods.
8. Draw a map showing Norse trade routes and exploration routes.
9. Make a map showing the Roman Wall in Britain.
10. Draw Alfred's flag, "The Golden Dragon."
11. Construct a model of a Norman castle using cardboard and papier-maché.
12. Design and paint scenery for a selected dramatization.
13. Draw a diagram of fiefs which a lord might hold in different parts of a country.
14. Construct on the playground, in a corridor, or some convenient place, a large scale model of a medieval castle.
15. Make a picture collection of medieval castles for the bulletin board.
16. Construct a drawbridge.
17. Design decorations for shields.
18. Make a picture collection of monasteries.
19. Design and color decorated capital letters.
20. Make a collection of pictures of great cathedrals.

#### Language Arts:

1. Make reports on the Mohammedans. Discuss why they were such a menace to the Christians. Tell how they brought the Arabic system of notation to the Christians.
2. Report on Charlemagne.
3. The teacher reads selections from *The Song of Roland* to the children.
4. Choose one of the Norse gods to report about.
5. Report on Norse sagas.
6. Write imaginary letters describing the journeys of Norse sailors.
7. Tell stories about King Arthur and his Round Table.
8. Dramatize any of the King Arthur stories.
9. Dramatize the incident of the monk and the Angle slave boys in the market place.
10. Dramatize a meeting of the Witan.

11. Report on St. Augustine and St. Patrick.
12. Dramatize the story of King Alfred and the cakes.
13. Word and sign the treaty drawn up between Alfred and the Danes.
14. Make reports on the Danish kings who ruled England, giving special attention to Canute.
15. Make reports on the Bayeux tapestry.
16. Report on Robin Hood and his men.
17. Report on Norman architecture showing such pictures as are available.
18. Dramatize the scenes at Runnymede.
19. Report on the exploits of Richard the Lion-Hearted.
20. Dramatize the ceremony of swearing fealty.
21. List the powers of the overlord and the duties of the vassal. Also the duties of a serf.
22. Make a report on heraldry.
23. The teacher reads the description of a tournament from Scott's *Ivanhoe* to the children.
24. Make a time schedule of a monk's day.
25. Report on St. Francis of Assisi.
26. Dramatize the meeting in which the burghers bought self-government for their city from the lord.
27. Make reports on the artists of the Renaissance.
28. Make reports on the scientific advances and inventions of the Renaissance.

*Social:*

1. Show samples of modern tapestry with figures woven into it.
2. Carry on some activity in which the children elect representatives.
3. Visit a courtroom to see judges, jury, lawyers, etc. (Do not make any attempt to follow the case unless it is suitable to the children's comprehension.)
4. Visit a museum to see relics of medieval life.

*Arithmetic:*

1. Measure thirty feet on the floor to see how thick the Norman walls were.

**SUGGESTED ACTIVITIES FOR**

**IV. A. BODY NEEDS FOR GROWTH, ENERGY, AND REPAIR**

A unit of study for this topic has been developed in detail and is included in this outline.

**SUGGESTED ACTIVITIES FOR**

**V. A. PLAYGROUND GAMES**

1. Collect and make a card file of playground games.
2. Choose leaders for short periods of time to be responsible for choosing the playground games, and teaching them if necessary.
3. Take charge of a play period in a lower grade.
4. Devise original games.

5. Learn some competitive sport as softball, soccer, tennis, etc.
6. Invite a class to play a competitive game with you.
7. Discuss the qualities of good sportsmanship.
8. Make a list or poster of these qualities for the bulletin board.

**SUGGESTED ACTIVITIES FOR  
V. B. HOBBIES AND OTHER RECREATION**

1. Discuss hobbies, how one engages in hobbies, what they are, etc.
2. Individuals report to the group on his hobby or hobbies.
3. Make a list of hobbies. (List collecting only once.)
4. Have a hobby exhibit at school.
5. Invite other classes to see the exhibit.
6. List the types of recreation in which you participate.
7. Learn to participate in some new recreation.
8. Invite another class to share a recreation period. Plan so well that every one is participating in the thing he wants to do or learn.

**SUGGESTED ACTIVITIES FOR  
V. C. SAFETY IN PLAY**

1. Make a list of rules for safe ways to play.
2. Make posters illustrating safe practices.
3. Dramatize safe ways to use playgrounds and equipment.
4. Discuss hazards of playing jokes on schoolmates.
5. Discuss the necessity of playing games that have been well organized.
6. List places in the neighborhood unsafe for play.
7. Learn games suitable for hot days.
8. Draw pictures and prepare booklets to hand out at the close of school stressing vacation safety.
9. Enroll in a first-aid class.
10. Keep an up to date bulletin board in the hall for safety posters.
11. List rules for the safe observance of holidays (Hallowe'en, Fourth of July, Christmas).
12. Report any damages or unsafe equipment.
13. Prepare a program contrasting "Right and Wrong Ways to Play."

**SUGGESTED ACTIVITIES FOR  
VI. A. NEWSPAPERS**

*Art:*

1. Do block printing using raw potatoes, linoleum, cork, or other medium. Make copies of early printing.
2. Draw cartoons, pictures, headings, etc. for a newspaper.

*Language Arts:*

1. Write articles, stories, and poems for a class or school newspaper.
2. Dramatize the life of John Gutenberg.
3. Report on the Gutenberg Bible.
4. Write editorials for the paper.
5. Exchange papers with another class or school.
6. Learn to operate a duplicator.

*Arithmetic:*

1. Learn to count paper by quires and reams.

*Social:*

1. Visit a newspaper plant.

**SUGGESTED ACTIVITIES FOR  
VI. B. CORRESPONDENCE**

*Language Arts:*

1. Write letters to classmates who are ill.
2. Write thank-you letters to people who have helped you.
3. Write letters asking permission to visit places of interest.
4. Write letters of invitation to a class program.
5. Write letters to people asking them to speak to the class, telling of some particular experience or visit.
6. Write letters requesting materials needed by the class.
7. Compare the form and content of business with that of friendly letters.
8. Learn to correctly address envelopes.

**SUGGESTED ACTIVITIES FOR  
VI. C. RADIO**

1. Construct a microphone. Read stories, poems, and dramatizations, or give reports as a culmination for units.
2. Plan and give programs for holidays and other special days.
3. Use any available radio personnel to speak to the group about broadcasting.
4. Write letters to a broadcasting station asking permission to visit.
5. Secure time on a local station for a special program.
6. Give an audition for the program.

**SELECTED REFERENCES**

1. Craig and Condry. *Learning About Our World*. Ginn and Co. Chicago, Ill. 1932.
2. Craig and Johnson. *Our Earth and Its Story*. Ginn and Co. Chicago, Ill. 1932.
3. Loomis, F. B. *Field Book of Common Rocks and Minerals*. G. P. Putnam's Sons, New York.
4. Beeby. *America's Roots in the Past*. Charles E. Merrill Co., Chicago, Ill.
5. Coffman, Ramon. *Child's Story of the Human Race*. Dodd, Mead Co., Chicago, Ill.
6. Grimm, Barker, Hughes. *The Story of Earliest Times*. Row Peterson and Co., Evanston, Ill.
7. Halleck and Frantz. *Our Nation's Heritage*. American Book Co., Cincinnati, Ohio.
8. Hartman and Saunders. *Builders of the Old World*. D. C. Heath and Co., Boston, Mass.
9. Kelty. *How Our Civilization Began*. Ginn and Co., Chicago, Ill.
10. Nida. *Dawn of American History*. MacMillan, Chicago, Ill.

11. Sherwood. *Our Country's Beginnings*. Bobbs Merrill Co., Indianapolis, Ind.
12. Southworth. *What the Old World Gave the New*. Iroquois Publishing Co., Syracuse, N. Y.
13. Andress and Others. *Safe and Healthy Living*. Ginn and Co., Chicago, Ill.
14. Charters and Others. *Health Problems*. MacMillan Co., Chicago, Illinois.
15. Foulkes and Others. *The Healthy Life*. John C. Winston Co., Chicago, Ill.

## GRADE VI

### GETTING AND UTILIZING OUR FOODS

By

Paul H. Colwell  
Forked Mouth School  
Perry County

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#### INTRODUCTORY STATEMENT

The success of a democratic nation depends greatly upon the health of its citizens and an appreciation of democracy by them.

Never before in all our history has the necessity for these two been so great.

I have made an effort to make provisions within this unit which will result in better health of the children and to instill within them (through group work and the application of the democratic principles) a liking for and an appreciation of democracy. I have also tried to keep the planning and work in this unit down on a level which any sixth-grade pupil will be able to accomplish with a sense of achievement.

### **Purposes**

#### *A. Students' goals to be accomplished:*

1. An understanding of the part which food plays in determining the health condition of the individual.
2. A broader understanding of the various sources of foods.
3. An increase in the range of desirable food habits.
4. A decreased susceptibility to food fads and misleading advertising.
5. To develop a liking for a wider variety of foods.
6. Experience contributing to a concept of inter-dependence among people and of the action of the sun on green plants as the support of life.
7. To understand that the food we eat gives us energy to move, work and play just as fuel supplies the power to run the various engines.
8. To get an idea about the construction of the body.
9. To be able to classify the foods according to their functions.

#### *B. Teacher Objectives:*

1. To adapt the teaching facts, materials and methods to the particular needs of the children of the locality in which the unit is being taught.
2. To teach the value of foods that are produced or can be produced locally, and show how to use them in meal planning.
3. To teach health by establishing good habits of food selection.
4. To make the preparation and eating of food a joyous occasion as well as a means of promoting good health.
5. To increase the child's consciousness of the effects of food upon the growing body.
6. To develop the sense of group-belonging.
7. To develop a democratic setting, promote social adjustments, and feeling of achievement through group planning, group purposing, group executing, and group judging.
8. To broaden the child's interest through broad reading and research on the subject.

### **Outline of subject matter**

#### *A. Chief sources of our foods:*

1. Some animals which give us food. a. Cattle, b. Sheep, c. Hogs, d. Poultry, e. Wild Game, f. Sea Animals.
  2. Some plants which give us food. a. Corn, b. Wheat, c. Potatoes, d. Fruits, e. Vegetables: leaves, seeds, roots, and stems.
- B. *The farmer is our chief producer of foods:*
1. The farmer's home and barns.
  2. Animals on the farm.
  3. Work on the farm.
  4. Plants on the farm.
- C. *Marketing of our foods:*
1. Kinds of markets today.
    - a. Roadside markets.
    - b. Farmers' markets in the city.
    - c. Wholesale fruit and vegetable markets (terminal markets)
      1. Location near trains.
      2. Produce bought in large quantities.
      3. Markets are government inspected.
    - d. Wholesale fish markets: location, refrigeration, and all kinds of fish.
    - e. Poultry markets.
    - f. Retail city markets, meat markets.
- D. *Sources of our drinking water:*
1. Rural areas.
    - a. Open wells, b. Springs
  2. Urban areas.
    - a. Faucets, b. Fountains.
      1. Comes from reservoirs.
- E. *Scientific discoveries which have aided in preserving foods:*
1. Refrigeration.
  2. Canning in tin.
  3. Wrapping in air tight paper.
- F. *The seven classes of foods:*
1. List and learn names of.
  2. Learn sources of.
  3. What vitamins does each class contain.
    - a. Diseases caused by lack of each vitamin.
- G. *The digestive tract:*
1. Parts of the digestive tract.
  2. Location of each digestive organ.
  3. What part each organ plays in digestion.
    - a. The digestive juices.
  4. How the digested food enters the blood stream to be delivered to each cell of the body.

### **Plans for Student Participation**

#### **A. "Things to find out"**



1. The main sources of each class of foods and the importance of each class as to function.
2. What diseases result when the body fails to get a sufficient amount of some of the different vitamins which are gotten from food.
3. Some signs which indicate that the body isn't getting and using enough food.
4. Are height and weight a satisfactory standard for determining how the body is utilizing food?
5. How to determine the amount of vitamins and calories that are eaten at a meal.
6. How to prepare a menu for a day, for a week.
7. What happens to the food you eat as it moves through the digestive tract.
8. Why children should not eat candy before meals.
9. How the eating of the basic foods in the correct amounts will build resistance against diseases.
10. Why some people need more food for the body than others do.
11. Why does rest before and after each meal aid digestion?
12. Why insufficient or improper food retards the growth of the body.
13. When does the body need most energy fuel, in winter or summer?
14. How cooking affects the vitamin content of foods.
15. Things we can do which will aid digestion.
16. How the body may be compared to a fuel burning engine.
17. How the body rids itself from the waste products.

B. "Things to do"

1. Make a large wall chart giving the pictures of some examples of each of the food groups.
2. Make a survey of the things the children have in their daily diet.
3. Make a survey of the early provisions for storing food in order to preserve its nutritional values. Compare these methods with modern methods. This may be done by doing some research reading and by contacting the older members of the community.
4. A rat feeding experiment started at this point and continued for several weeks is an excellent way to show the children that food does make a difference. The plan in brief would be to have two pairs of rats on different diets, one pair being given a proper diet and the other pair on a diet lacking in essential food for growth.
5. Read about the nutritive values which are found in the foods of our daily diet. Discuss the more recent discoveries made by scientists concerning the elements in foods. Here we would study the vitamins and their effects upon the human body.
6. At the beginning of the unit have pupils weighed and measured and let each start keeping an individual growth graph. The pupils should be measured and weighed at least twice during the course of the unit.

7. Make an excursion to some food market. Discuss the various kinds of foods and the source of each kind. Have the group purchase some of each of the seven groups of foods. Compare the cost of these.
8. Visit a farm and discuss the different kinds of foods which are found on the farm.
9. Find pictures of children with bow-legs, poor teeth and other abnormalities that exist when the body fails to receive and utilize the proper kinds and amounts of foods.
10. Arrange a real display of fruits, vegetables and other foods in the classroom. Have students choose a well balanced meal from these foods.
11. Have each child prepare a menu for a day. Determine the caloric content. This will have to be preceded by a good discussion on how to estimate the caloric content of food. There are good charts for this, for example, Bogert's book, *Nutrition and Physical Fitness* contains a fine chart.
12. Let each member of the class collect pictures and information on foods and keep a folder or make a scrapbook.
13. Put two sweet potatoes in different containers full of water. Keep one plant where the sun will shine in on it; put the other in a darker place. Observe the difference as to color. Discuss the cause of this difference. Discuss the process of food making by plants.
14. Draw a large map of the United States and find out for what foods each large section is famous. Discuss the type of climate and soil required for the growth of the various groups of foods.
15. Draw a large picture of the digestive tract, label parts, and trace each class of food through the digestive tract telling and discussing what happens to it in each organ of the tract.
16. Prepare a list of good eating habits.

C. *Provisions designed to develop desirable personality traits:*

1. The setting up of model lunches will provide good opportunity for group planning and co-operative work. This will allow each member of the class to contribute something to the planning and thereby cause a growing of individual respect for the other person.
2. The ability to carry on conversations with adults will be fostered through the contacts with the older members of the community.
3. There will be a growing in the ability to think critically as the children study their daily diets to find the weak points in them.
4. There will be provision for democratic living and democratic work through group planning and the committee work.

D. *Provisions for the development of problem-solving techniques:*

1. A study of the child's weight and how to gain weight will lend itself to problem solving.
2. The study of rickets and other vitamin deficiencies should lead

to application of the principles of nutrition to the pupil's diet problems.

3. The estimation of calories in certain foods and menus will provide for problem-solving.
4. The study of the cost of menus and how to get the proper amount of food at the greatest financial savings.
5. The time required for the digestion of certain foods and the best meal to include them in will provide for problem-solving.

E. *Provisions to care for individual differences:*

1. Making individual scrapbooks and keeping individual folders.
2. Provision of reading materials ranging from the third to the eighth grade levels.
3. The preparation of individual menus.
4. By making differentiated assignments according to the ability of the individual.
5. By the teacher prevailing himself for individual instruction during the committee work.
6. A wide variety of projects will also aid in caring for individual differences.

F. *Suggested areas for committee work:*

1. Study of the main sources of our foods. For example, a small committee may be chosen to work on and report on each of the following sources:
  - a. Markets.
  - b. The farmer.
  - c. Flour mill.
  - d. Sugar farmer.
  - e. Meat farmer.
  - f. Fruit farmer.
2. Study of old and modern methods of food preservation and refrigeration.
3. Study the source of the water supply in the local area.
4. Discuss and dramatize table etiquette.
5. Look up the story of the early English sailors and how vitamins were discovered.
6. Make posters illustrating foods which contain vitamins.
7. Work out projects on grains. Find out which parts of the world lead in producing various grains.
8. Study digestion as to the effects which such things as fear, anger, exhaustion, and joy have upon it.

**Teaching Procedures**

A. *Launching the unit:*

The launching of this unit could depend upon the classroom teacher who will find numerous opportunities in classroom lessons to introduce information about those foods the child needs for healthy, happy living.

However, below are some suggestive ways for launching this unit:

1. The teacher might begin by talking about some experience which she has had at some market (this could well be imaginative) which she visited. She would tell the class about the setting for the market, tell of some of the activities which went on at the market, and tell of some of the different kinds of food she saw. She might say that she doesn't know the sources of all the foods she saw. Now ask the children if they can give the sources. Naturally, they cannot give them all. This stimulates them into searching for the information which will give the sources. Thus the class moves into the study of the sources of our foods. This then being tied in with the use of foods made by the body.
2. The teacher might begin by telling the children the story of Captain Cook on one of his voyages.

Only a few weeks after they had left their home port, fresh meat was gone, they had no more vegetables; so they had to begin to subsist on the traditional diet of seafaring men, hard tack and salt pork. Soon half of the men were sick in their hammocks—gums swollen and bleeding, eyelids puffed and closed, limbs weak and painful so that they could not stand. Day after day the diminishing remnant of the crew dropped its shrouded companions into the sea. After weeks of seemingly endless sailing they came to a tropical island and the survivors staggered to shore. Ravenously they ate fresh food, fruit, meat and seafood. They provisioned the ship and sailed on. After a week, as if by a miracle, the men began to recover from the strange malady. Pains left the limbs and joints, energy returned, swollen gums receded to their normal sizes.

This is the picture of scurvy which ruled the seas for hundreds of years, killing tens of thousands of men. This is the picture which happily is banished from the sea now, but in many areas is not banished from the land. Foods must have played a part in the recovery of the men.

Scurvy isn't the only disease which a lacking of proper foods will cause. By now the children will have begun to ask questions and show an interest for finding out much more about foods and their relation to the welfare of the body.

- B. *Visual materials—Charts, graphs, filmstrips, films and some demonstrations may be used in teaching this unit.*
1. Charts may be made showing the different classes of foods and their chief sources.
  2. Graphs showing the individual's gain or loss in weight and height may be kept.
  3. Demonstrate the effect of cooking upon food by cooking some food in the classroom.
  4. Maps will be very helpful when studying areas which are chief sources of our food.
  5. Films and filmstrips are listed in the visual aids section of this paper near the back.

C. *Motivation devices:*

1. Show the children that nutrition is a personal matter and that it affects each child.
2. Show pictures of strong men such as George F. Jowett. Point out that the proper selection of foods helped these men to become robust.
3. Take a trip to some old ice house or to some store or market.
4. Have some person to visit the school and make a talk on dietetics.

**Correlation**

A. *Relation to preceding and following units.*

This unit may be followed by other units on any phase of the health program. Too, it may be tied in with former units.

B. *Relations to other subjects:*

1. Reading—This unit will require a lot of supplementary reading on foods. Materials for this will be found on the reading table at different reading levels. Stories about foods found in magazines and newspapers may be read and discussed by the group. The research required by the unit will provide for wide use of the library facilities and the fundamental skills in reading.
2. Written language—Following are some things which may be done in the way of written language.
  1. Stories on food told orally or written by pupils.
  2. Oral or written reports of a trip through a flour mill, a milk pasteurization plant or a bakery.
  3. Discussion of newspaper clippings on food.
  4. Original rhymes.
  5. Dramatizations.
  6. Report to local newspapers on nutrition activities in the classroom.
  7. Letter writing to parents, to other children.
3. Spelling and Vocabulary—The teacher should put emphasis on words which will be most commonly used during the study of this unit.

Vocabulary—Spelling word list:

ascorbic acid	framework	phosphorus
calcium	hemoglobin	physical defect
calorie	iron	corpuscles
carbohydrates	irradiated	bacteria
cells	iodine	vitamins
digestion	minerals	well-nourished
energy	niacin	
enriched	nutrition	

4. Geography—May be done as follows:
  1. By studying the states and countries from which various foods come.
  2. Comparison of the food habits of Americans with those of the peoples of other countries.

5. History—Could be done by:
  1. Studying the foods and food habits of early man.
6. Science—
  1. Could study other units on the discoveries of scientists which have been beneficial to man's health.
  2. Scientific discoveries which have aided in the preservation of man's food.
7. Arithmetic:
  1. Study cost of menus.
  2. Estimate of calories in certain menus.
  3. Problems relating to weight gains and percentage underweight.
  4. Cost of foods.
  5. Time required for digestion of different foods.
  6. The making of graphs for individual records.
8. Music—There doesn't seem to be very many songs which fit directly into this unit of work. However, there are some which can be used. Following is a list of songs which might be used with this unit:
  1. The Farmer.
  1. Coming Thro' The Rye.
  3. When The Corn Is Waving.
  4. The Merry Gardener.
  5. The Chinese Vegetable Man.
  6. Captain Hook.

These songs may be found in the following two books.

  1. *The Silver Book of Songs.*
  2. *The Golden Book of Favorite Songs.*
9. Art—Many things can be done with art related to this unit:
  1. Make posters showing the different kinds of foods.
  2. Make a drawing of the digestive tract.
  3. Illustrate menus by drawings.

### **Evaluation**

#### **A. Student Evaluation:**

The students should have accomplished the sense of success as to achievement and being accepted by their group. Their committee reports should have been satisfying to them.

There should be an evaluation (with students participating) of the individual folders and scrapbooks.

In this evaluation the students should think in terms of how they may be able to do a better job performing their next task.

#### **B. Teacher evaluation:**

In evaluation of the unit the teacher should have in mind some specific things to look for. Some of these are as listed below:

1. Changes in attitudes and behavior.
2. Improvement upon the use of the basic skills.
3. The number of children who choose a glass of milk for lunch.

4. The number of children who have learned to like a new previously disliked food.
5. The number of children now selecting an adequate lunch.
6. Decreased sale or complete removal of candy and soft drinks.
7. Increase or improvement in attendance at school, or fewer absences due to colds and other illnesses.
8. A written test may be given.
  1. Some examples of questions to use.
    - a. We get our food from \_\_\_\_\_ and \_\_\_\_\_.
    - b. The food which gives us our energy is known as \_\_\_\_\_.
    - c. The process of preparing food for use by the cells is known as \_\_\_\_\_.
    - d. The \_\_\_\_\_ is our greatest producer of foods.

#### Recommended Readings:

##### A. Bibliography for the teacher:

1. *Food for Health's Sake*. By L. H. Gillett, National Health Series. New York: Funk and Wagnalls. 1937.
2. *Nutrition Work With Children*. Lydia Roberts, University of Chicago Press. 1935.
3. *Food of Our Forefathers*. G. L. Thomas; Philadelphia, F. A. Davis Co., 1941.
4. *Nutrition*. Quaker Oats Company, Chicago, Illinois.
5. *How to Teach Nutrition to Children*. M. Pfaffman and F. Stern. New York: Barrows and Co., 1942.
6. *Food, Nutrition and Health*. E. V. McCollum and J. Becker. Published by the authors. East End Station, Baltimore. 5th ed. 1940.
7. *Nutrition and Physical Fitness*. L. Jean Bogert, W. B. Saunders Co., Philadelphia. 1949.

#### Bibliography for the Students:

##### A. For different grade levels:

1. *Growing Big and Strong*. Mace J. Andress; Ginn and Co., (3).
2. *Safety Every Day*. Mace J. Andress; Ginn and Co., (4).
3. *Doing Your Best for Health*. Mace J. Andress; Ginn and Co., (5).
4. *Every Day Health*. Charles Wilson; The Bobbs-Merrill Co. (3).
5. *Helping The Body Do Its Work*. Mace Andress; Ginn and Co., (6).
6. *The Healthy Home and Community*. Mace Andress; Ginn and Co., (7).
7. *Building for Health*. Charles Wilson; The Bobbs-Merrill Co., (6).
8. *Health At Home and School*. Charles Wilson; The Bobbs-Merrill Co., (4).

#### General Readings:

1. *Experiments In Health*. Andress and Brown; Ginn and Co.
2. *Food, Science and Health*. Benjamin Houser; Tempo Books Inc., New York, 1930.
3. *Story of Water Supply*. Hope Holway; Harper and Brothers. 1929.

4. *Building Strong Bodies*. Woods Hutchinson; Houghton Mifflin Co., 1929.
5. *The Body and Its Defense*. Frances Jewett; Ginn and Co. 1927.
6. *Energy and Power*. Morris Meister; Charles Scribner's Sons. 1938.

**Recommended Films:**

1. Digestion of Foods—rent \$2.50. Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
2. Diet In Every Day—rent \$6.00. Davis Co., D. T. 178 Walnut St., Lexington, Ky.
3. How Food Is Digested—rent \$3.50. Informative Classroom Pictures Publishers, Grand Rapids 2, Mich.
4. Fundamentals of Diet—rent \$2.50. Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
5. Eat Well! Live Well!—rent \$3.00. Informative Classroom Pictures Publishers, Grand Rapids 2, Mich.
6. Digestive Tract—rent \$2.50. Bray Studios Inc., 729 Seventh Ave., New York 19, New York.

**Recommended Filmstrips:**

1. Home-Grown Food: Production, Preservation—No. 641; \$2.00. The H. W. Silson Company, 950 University Ave., New York 52, N. Y.
2. Foods and Nutrition—\$3.00. Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
3. Something You Didn't Eat—\$2.50. U. S. Department of Agriculture, Motion Picture Service, Washington, D. C.
4. Food for Health—No. 649, \$3.95. Eye Gate House, Inc., 330 W. 42nd St., New York 18, New York.
5. Foods Keep You Fit—No. 613.2, \$1.50. Gessler Publishing Company, Hastings-On-Hudson, N. .
6. Fuels and Heat, No. 536, \$2.00. Commercial Films Inc., P. O. Box 7, Cleveland 21, Ohio.
7. Rural School Lunches, No. 371.7, \$3.00. Filmfox Productions, 995A First Ave., New York 22, New York.

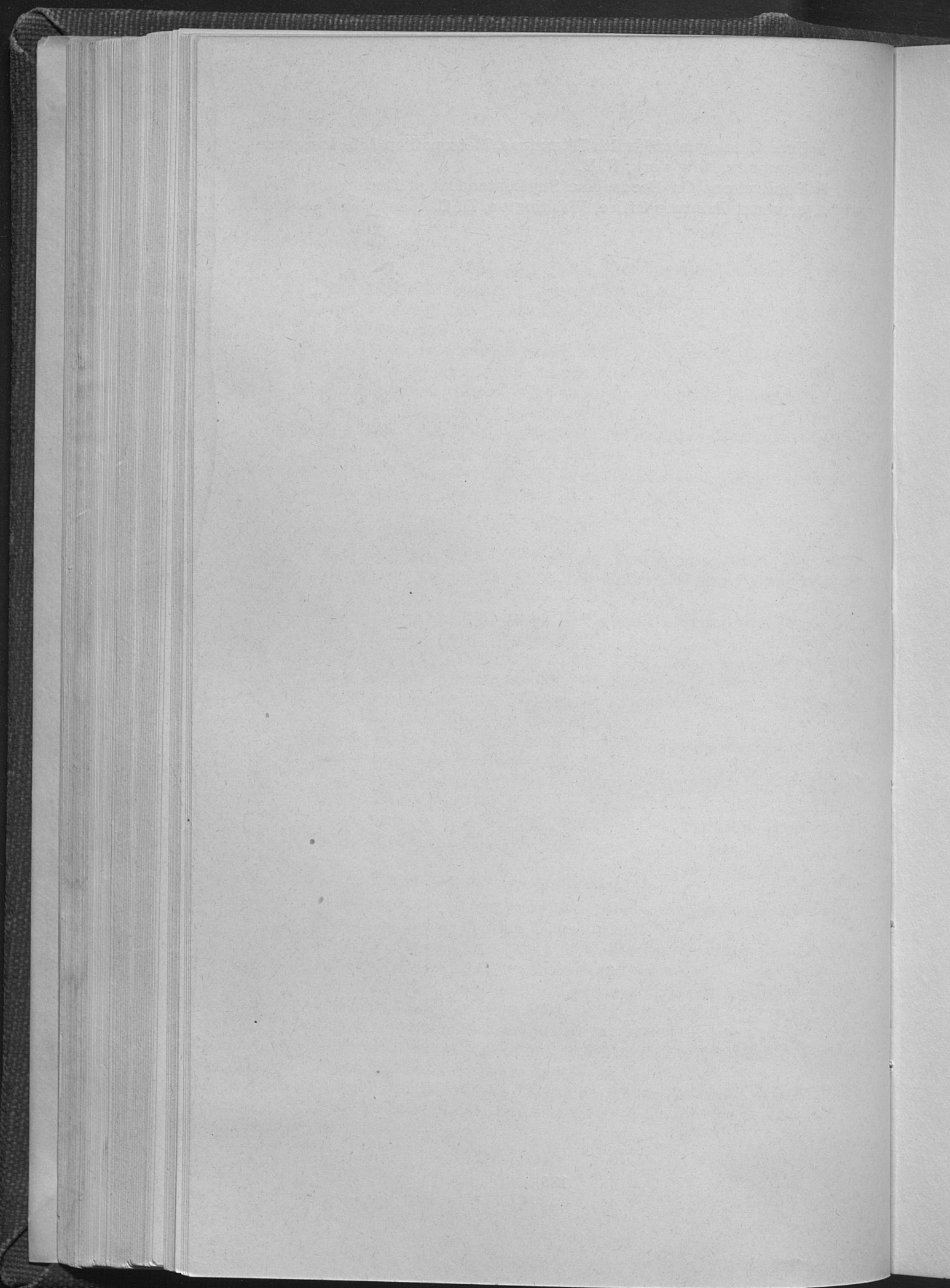
**Sources of Free and Inexpensive Materials:**

1. Free booklets on canned foods and nutrition. American Can Company, 230 Park Ave., New York, N. Y.
2. Free booklets on The Story of California Oranges and Lemons. Also bulletins on nutrition needs and diets. Also Bulletins On Nutrition Needs and Diets. California Fruit Growers Exchange, Box 5030, Los Angeles, Cal.
3. Charts showing the food values contained in the average meal. General Foods Corporation, Consumer Service Dept., Postum Bldg., 250 Park Avenue, New York 17, N. Y.
4. "How Flour Is Milled", "Value of Wheat Kernels", and A Model Mill. General Mills Inc., Chamber of Commerce Bldg., Minneapolis, Minn.



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5. Free Catalogue of Health Literature. Metropolitan Life Insurance Company, New York, N. Y.
6. Publications On Foods. The Superintendent of Documents, Government Printing Office, Washington, D. C.





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