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Communities Around Us, Grade Two. The TABA Social Studies Curriculum.

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In this teacher's guide for grade 2, three common types of communities--farming, commuting, and urban--are presented for study. The curriculum's objectives, 11 key concepts taken up in grades 1-8, and a list of 20 behavioral objectives to be attained by the end of grade 2 are given. The year's program is organized into three units: (1) "Community needs are met by groups of people engaged in many related activities." (2) The nature of a particular community will influence the kinds of services it needs." (3) "The people of a community organize in different ways to attain their goals." Each unit contains learning objectives, suggested learning activities, notes for the teacher, and evaluation exercises. Teaching strategies for cognitive skills and for attitudes, feelings, and values are also included. (LH)

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The TABA Social Studies Curriculum Project

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THE TABA SOCIAL STUDIES CURRICULUM

Grade Two—COMMUNITIES AROUND US

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San Francisco State College, 1969

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Norman E. Wallen, Project Director
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KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Two is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop. the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological) the speed of the change, and the importance of the change vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written lawsy are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities, and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions which a society or an individual considers important and desires constitue values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihocd of disagreement and conflict; in some societies, such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing smphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is started first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective, which would, of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *Comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy.* The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without the behavioral component.

At the beginning of the Teacher's Guide, a master list of objectives is provided for the entire year's program. At the beginning of each unit, abbreviated references to the master list are included to help the teacher indentify objectives to be emphasized in teaching that particular unit. It should be emphasized that the list does not exhaust the possible list of objectives for the curriculum. Rather, it indicates those considered of primary importance.

The objectives do not contain precise indications of the <u>level of proficiency</u> expected since this will depend in part on the initial level of proficiency or "entering behavior." Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency," if students have studies the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between say, first and fourth graders. The evaluation exercises provide some guidlines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

Evaluation is a continuing process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

> The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information - not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES FOR THE YEAR

At the end of Grade Two the student should show the following behaviors:

1. Given access to appropriate materials, the student lists a number of items then groups the items and assigns logically defensible labels; and when requested, re-forms and re-labels the items in equally defensible ways. Examples of items the students will list, group, and label are: workers the students saw on a trip, kinds of workers who make various things we need, items found on supermarket shelves, and important things to do with money.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate the ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are similarities among various kinds of services provided by workers, how a neighborhood differs from the larger community, ways in which a factory in a motion picture was similar to one the students visited, and differences in behavior reported by students when they face similar decisions involving values.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills such as the abilities to formulate generalizations, state hypotheses, and make explanations of causes of human behavior.

3. Given two or more sets of objects, pictures or lists of information, the student indicates correctly which items in the first set are associated with the various items in the second, third, etc. The items may be related to such things as the amount of time required to get to work and the time of day; the location of gas stations the students are familiar with and the locations of other things on a map they have made of the community; and a list of services of workers and companies or agencies who provide the services.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills, such as formation of generalizations, statements of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he has not been given previously, and when asked, provides the sources and limitations of the generalizations. Examples of such facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Where a store owner gets the money he spends, and the kinds of things for which he spends the money, such as items on the shelves, wages, rent, etc.	The owner of the store has to sell things to the people who come in so he can get the money he needs to run the store.

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
The order in which buildings were built in expanding communities that are described to the students	They start building new schools as soon as they see that a lot of new homes are going to be built.
The times that members of the students' families go to work and return from work, and the number who drive cars to work	The highways will be crowded in the early morning and just before dinnertime in the evening.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization and given a situation, problem,or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that farmers depend on mechanics to keep their cars running and a description of a situation in which all of the garages in a farming community are closed, the student will make a statement such as, "A farmer will be in trouble if his car breaks down because there won't be anybody else to fix it, and sometimes he just has to get to town." Another example: Given the generalization that a community is made up of a number of different kinds of things and the information that a new community is to be established, the student will make a statement such as, "They will need a lot of things, like people, homes, businesses, services, government, and ways of getting food."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the abilities to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics,or concerns involved, the student states questions the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if the student is told that much of the money we pay in taxes goes for services, the student might ask: "What kinds of services?" or "Who gets the services?" or "How much of it is wasted?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in study of social phenomena because through application of this skill the student quickly obtains the information needed, and only that needed, for study of the phenomena. It also is an important component of other thinking skills, such as abilities to define the problem of an inquiry, to make predictions, and

to test hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
Why a store owner provides such things as parking space, carts, trading stamps, and amusements for children	People like these things, so if he has them more people will come to his store. With more people in the store he'll sell more things and get more money.
Why factories are important to people	Many things people have to have are made in factories-- like food and clothes. Also some people have jobs in factories and that's where they get their money.
Why a student feels very friendly toward a certain adult in his neighborhood	He did some nice things for me when I wanted a new bike. He gave me a job and paid me good money for what I did. He also helped me decide what kinds of bikes are best. We like people who do good things for us, and that's why I like him.

Rationale: Ability to explain cause-and-effect relationships is one of the subcategories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a situation, the student states logically sound, but informally worded, hypotheses (that he has not been previously given) about the situation today, in the past, or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and of hypotheses that students might state are:

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
It was decided that a big new highway was to go very close to a service station on a little country road.	The owner of the gas station will be very happy because with so many cars stopping he he'll be able to make more money.
The people who used to buy cakes, cookies, and other pastries from a baker no longer come into the bakery.	The baker will have to borrow money so he can open a bakery some place else.

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
The freight trains and trucks that used to bring supplies to a factory and carry goods out no longer come to the town where the factory is located.	They will have to shut down the factory unless they can get the stuff there and their products out some other way.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Second Grade program. Statements indicative of the desired attitude are:

"The customers waiting in line were angry because the checker was so slow."

"Mrs. Wilson feels sad because they will have to give up their home when the apartment is torn down."

"Sometimes change is nice, but it can upset people, too."

"I'll bet a family moving from a farm to a big city would miss the country for a while."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is part of the decentering process--that is, it is a step in the direction of overcoming the self-centeredness which, according to Piaget and others, characterizes much behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living of people in a story, motion picture, filmstrip, etc., the student makes what the teacher judges to be accurate descriptions (that he has not been previously given) of ways people are likely to behave in certain situations. An example of such a description that a student might give is: "He decided to fire the stock clerk because he didn't put things on the shelves where they belonged."

Rationale: Understanding how different people behave is fundamental to understanding the nature of society and to analysis of its problems. In the second grade, children can begin to see how children and adults react to certain situations. Ability to perceive and describe such behavior is also indicative of comprehension of the Organizing Idea at a level appropriate to the second grade.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the various people involved and that show recognition and acceptance of merits of different ways of living and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"Farmers do important work; they grow our food."

"If the bakers went on strike, we wouldn't have bread in our stores."

Examples of statements the students will challenge are:

"He's just a farmer."

"Why doesn't somebody show them how to live right."

"People who don't work are just lazy."

Rationale: The outcome sought here is sensitivity to, and acceptance of, personal and cultural differences. Only a small amount of progress can be expected in terms of sensitivity to cultural differences because other cultures are not studied extensively in the Second Grade, but sensitivity to, and acceptance of, differences in persons and groups around them represent an important step in this direction. The ultimate goal can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"The used car man made a bargain with the farmer, so he ought to keep it."

"It's not fair unless they all have a chance to get the job."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of two or more people or groups, the student describes differences and similarities in their values and the relationships to his own values. For example, a student might say, "Some people think they should pay their bills right away. Others won't pay them at all unless someone makes them, but I don't think that's right."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of objective 2 above on making comparisons.

14. The student makes assertions about or asks questions pertaining to people and how they live more often than about impersonal matters like the size of the farm they live on, whether it is hilly or flat, or how much money they earn.

Rationale: This objective reflects the fact that the curriculum is strongly "people oriented." Physical factors are treated, but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions.

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient; independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional facts or a different line of reasoning might lead to people in the group changing some of their ideas, and/or he gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness such as "often," "could be," "maybe," "sometimes," etc., are used when appropriate in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness and flexibility are important characteristics of scientific reasoning in social studies or in any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and concepts therein for any of the units, I, II, or III, by such behavior as giving illustrations, explaining meanings, and other actions involving uses. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas but related to the key concepts listed in the Introductory Material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept at a level appropriate for second graders are:

"Farmers need mechanics to fix their tractors, and the mechanics need the farmers to get their business."

"Supermarket owners and the customers need each other. The owner has to have customers to make money, and the customers have to have a place to buy food."

"The checkers and box boys at the supermarket have to work together. They can't just do their job by themselves."

Another key concept is conflict. Statements by students suggesting comprehension of it are as follows:

"People try to stop a new highway from going through their property when they don't want it there."

"If businessmen get into an argument about whether a bill should be paid, they might have to go to court."

"Sometimes they have trouble in a factory about how much the workers should be paid."

"One problem they might have would be if one worker found that some of his tools were missing and thought that maybe another man took them."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the groups and activities studied in the Second Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the points being discussed.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills, including direct observation of objects in the environment and activities of members of a society.

19. Given a model or replica of a community and a simple map of the community, the student gives correct descriptions of the relationships of objects in the model to actual objects in the community, relationships of objects in the model to positions and symbols on the map, and relationships of positions and symbols on the map to actual objects in the community. The community is assumed to be one with which the student is thoroughly familiar.

Rationale: These outcomes represent the beginning steps in development of ability to make effective use of maps and globes, which is one of the abilities included in the chief contributory objective--that of Skills. Since social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to obtain information from maps and globes.

20. The student demonstrates accurate perception of his physical environment through accurate portrayals of objects and relationships in drawings, murals, or other non-verbal media and uses such vehicles to deduce additional relationships.

Rationale: The student should be able to portray his physical environment accurately when that is the intent. Ability to deduce new relationships is one of the thinking skills emphasized in this curriculum. Not all drawings, etc., will have this purpose, of course.

THE YEAR'S PROGRAM

UNIT I - MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

UNIT II - MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

UNIT III - MAIN IDEA: THE PEOPLE OF A COMMUNITY ORGANIZE IN DIFFERENT WAYS IN ORDER TO ATTAIN THEIR GOALS.

Organizing Idea: The people of a community get the goods and services they need through business, government, and volunteer groups.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content for study. In addition to the key concepts and Main Ideas, the curriculum writer must consider the approximate developmental level and interests of the student, what experiences the student can be presumed to have had, the general social climate, and availability of materials that lend themselves to inductive processes rather than presenting predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence selection of content samples.

Customarily the second-grader studies "Our Community," but he may live in any one of a variety of communities in the United States. To leave him with the impression that his kind of community is the only kind of community would be to build a misconception. Therefore three common types of communities in the United States, a farming community, a commuting community, and an urban community, are presented for study in depth. The learning sequences are arranged so that the teacher can begin with the one most closely resembling the community the children know, and then move to another for purposes of comparison. At the same time the content sample is treated so that the foundations are laid for such concepts as a money economy, specialization of workers, the interdependence that accompanies such specialization, and the type of organizations people form or allow to exist in order to provide the services they want and are willing and able to pay for.

In referring to ethnic backgrounds the writers of this curriculum have adopted as the most dignified, the terms which ethnic groups in the local area have elected to call themselves. Usage, however, differs from one part of the country to another, and teachers should be alert to the term which is preferred by local students or the ethnic group to which reference is made.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence, rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1)to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

CHART I

DEVELOPING CONCEPTS

Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual list Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together?[1]	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups?[2]	States additional different relationships	Communicates grouping

1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ... ?	Gives generalization	Encourages variety of generalizations and seeks clarification where necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "foods could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing, are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g.,in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g.,about the literacy level in Brazil), then generalize more broadly (e.g.,how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the question required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred, given certain conditions, what would happen?	Makes inferences	Encourages additional inferences Selects inference(s) to develop
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation
(Encouraging divergency). Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones.	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary
If, as one of you predicted, such and such happened, what do you think would happen after that?	Makes inferences related to the given inference	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described.

The first step is for students to make inferences and is usually in response to a question, such as, "What would happen to the way of life in the desert if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g., loss of the market for camels) and the inference. For example, if a third-grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g., "there's not much else he can do and still move around") and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than does either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as, the third grader's prediction that if the nomads stopped moving they might have different laws.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes, and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did ...?" or "Why do you suppose they ...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV), students are encouraged to: make inferences as to how other people feel and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others, and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V), students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem; and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason, it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger, with this strategy, is that students may tend to engage in excessive judging of their own (or others) actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

Teacher	Student	Teacher Follow Through
What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, ask that they be postponed
2) How do you think ... felt?	Makes inference as to feelings	Accepts inference
Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
Who has a different idea about how he felt?	Make alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insures description of event
2) How did you feel?	Describes his feelings May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
Why do you think you felt that way?	Offers explanation	Asks additional questions, if necessary, to get beyond stereotyped or superficial explanation

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1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.
2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.
3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or what did .. you do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1)	How do you think .. (others would react if he did that?) Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you?	Relates similar event in his own life	Provides support, if necessary
1)	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
	Why do you think so?	States reasons	Accepts reasons. If necessary, asks additional questions to make clear the criteria or values that the student is using in judging his actions
	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur,e.g., "How does that agree with reasons you gave earlier?"

1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Students	Teacher Follow Through
	What did they do ... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
2)	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Re-states or asks additional questions to insure focus on values
3)	If you .. (teacher specifies similar situations directly related to student, e.g., "if you accidently tore a page in someone else's book,")what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what <u>you</u> think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What difference do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

1) Sometimes all questions are not asked. However, the question exploring the students' own values should <u>not</u> be omitted.
2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.
3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of <u>others</u> and by moving the discussion to succeeding questions.

<u>Analysis of Values</u>

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?"). The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups or individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum, *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and that encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum, *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process -- that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum, the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum, there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before, he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label, although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract, as for exa ple, "school" or "family," or 3) they may be highly abstract, as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences, such as touch and smell, or they may be indirect, as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined either to form or to refine and develop them. Such experiences may be primarily cumulative as for example, in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values, and living standards. To understand their meaning for a particular occasion a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational, it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature. 1

In this curriculum, concepts which evolve in the so-called *concept development* exercises, where students list, group, and label, are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior, it is customary for measures of a school child's understanding of a particular concept to be based on whether he used the concept word appropriately in his speech and writing, as well on his ability to apply what has been learned in new situations, and on his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions 2 have sometimes been made in discussions on concept formation between the function of

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1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J.Gephart *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1968, pp. 1-32

2. J. Bruner, et al., in *A Study of Thinking*. New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965, discusses a simpler form of concept attainment, pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing, grouping, and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of the prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter, and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use this data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information of his listeners assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

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1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum, the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students' seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum, the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum, the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum, the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum, *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed, but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum, *knowledge* is defined as consisting of: 1) key concepts in this curriculum, 2) main ideas, 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum, the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum, the term *main ideas* is defined as generalizations, usually though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum, the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum, the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum, the term *study question* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum, the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

TEACHING STRATEGIES

In this curriculum, the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum, the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (4)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Autonomous thinking (15)

i. Tentativeness and flexibility of thinking (16)

j. Comprehension of concepts and generalizations (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT I

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

Organizing Idea: *Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.*

Contributing Idea: 1. Services generally require a place, workers, equipment, and other services.

*Content Sample:
Workers at the supermarket
Truck drivers
Gas station attendants
Etc.

Contributing Idea: 2. Most workers are members of a team of workers

*Content Sample:
Workers at the supermarket
Truck drivers
Gas station attendants
Etc.

Contributing Idea: 3. People who produce goods require raw materials, workers, a place, equipment, and other services.

*Content Sample:
Baker
Dairy worker
Etc.

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* This content sample will be influenced by the interests of the students and the availability of materials.

UNIT I

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

Organizing Idea: *Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.*

Contributing Idea:

4. Change takes place in the kinds of goods and services that are produced and in the way they are produced.

*Content Sample:

Fire Department
Food processing
Etc.

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* This content sample will be influenced by the interests of the students and the availability of materials.

UNIT I

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Notes to the Teacher	Learning Activities

Children are often unaware of many of the aspects of the environment in which they live. The following sequence (Exploratory Walk-Act. 14) attempts to alert them to some details of that environment with which they will be dealing and to relate these details to the child's daily routine.

Avoid the use of the word "helper" when speaking of workers who are working for pay. Use the term worker or the more specific terms, such as manager or clerk.

EXPLORATORY WALK Before beginning the unit, take the class on a walk to identify as many different kinds of workers, stores, and shops as they can see in the neighborhood.

Alternate Activity:

If for some reason it is impossible to take the exploratory walk, arrange a display of social studies books. Let the children explore them to see how many different kinds of workers and stores they can identify.

OR

Read *Walk in the Neighborhood*, A, (Behrens).

Tell the children to listen carefully to find out:

- The different workers Mark saw
- The different stores Mark visited
- In which store Mark spent his money

Talk briefly about the workers and stores the children have seen (or have read about). Do not pursue in depth as this experience is purely exploratory.

UNIT I

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Notes to the Teacher	Learning Activities
	Opener
Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term for such groupings. It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills. (See introductory material for a full statement on this task) Evaluation of these responses is located following the Opener. Save the list (or drawings) of workers and a record of the groupings given by the children. It will be used again in Act. 2, 3, and 26. The fourth question is meant to encourage flexibility in the children's thinking.	Have the children observe carefully the workers they see on their way home and on their way to school. Ask: 1) What workers did you see on your way home and way to school? List on butcher paper the workers the children saw. Encourage a wide variety of workers, including producers of goods as well as services. Throughout the first grade, children drew pictures at the listing step of this task. Hence, when they were asked to group the items, they had drawings to move and stack. If you feel your students need this physical involvement in grouping, have them draw pictures of the workers they saw instead of dictating a list. Ask: 2) Which of these workers do you think we might put together? Why? If the children are working from a list, re-write the workers in groups on the chalkboard as they suggest the groupings. 3) What shall we call these groups of workers? 4) Which workers might go into other groups as well as in the one where they are now?

UNIT I

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Evaluation Exercises

Opener

Developing Concepts

Students' responses to this exercise can be used as evidence about the attainment of objectives 1 and 16. This is basically a class exercise in which the evaluation will be of the total class taken as a group. However, a teacher may still be able to note the names of those students who are in need of remedial treatment and plan accordingly. For recording purposes a teacher should do the following.

a) tally the reason students give for adding an idea to a group, or for grouping items, on a sheet of paper (perhaps on her desk) under the headings listed below.

b) leave the groups and ideas on the board until such time as they have been used to confirm the tally of grouping styles used by the class.

The tally sheet could take the following form:

Students Name	Funct.	Descrip	Class	Mixed	Flex.
Hugh Giles	/			/	/
Edward Lake		/		/	

1. Relevance

a) Group together and tally the number (and from this the proportion of all groups) of groups that are relevant to the question, i.e., that refer to people who are working.

b) Group together and tally those that are not relevant.

2. Style

This criterion may be applied to the relevant groups or to all groups. The following categories are suggested:

Functional (or Contiguous)

a) Those groups that have items or pictures put together because of a student's personal experience with items in them, or because they are found together in places he knows or where he sees people using them.

b) Descriptive Those groups in which pictures are put together because of color, form, shape, texture or what they are made of.

c) Class Those groups in which pictures are put together because of a characteristic or quality not directly observable in any one picture but which can be inferred for all of them.

d) Mixed Those groups in which pictures are put together for two or more reasons, e.g., the first two may have had a descriptive-type reason, then the reason for adding the next one is contiguous.

3. Flexibility

Check each example of flexibility by tallying each time someone suggests, without any

Evaluation Exercises

prompting, that a picture might be put in more than one group. A tally can also be made of the number of changes that are suggested when students are asked, "Are there any other ways we could group these items?" Note that if comparisons are to be made with similar kinds of exercises later in the year, it will be important to distinguish unprompted from prompted flexibility.

Possible Use of Results

1. Note the changes in the number of Functional and Mixed groups between this exercise and that in Act. 16. The hope would be that experience and appropriate questions (e.g., Are you sure that all of these fit together in one group?) would lead to a reduction in the numbers of mixed groups and a consequent increase in the other groups.

2. Note the changes in the incidence of Flexibility (as tallied above) over those same activities. In the meantime encourage flexibility by asking for other ways of grouping, and/or by saying, "What reason do you think I might have for putting these two items or pictures together?" i.e., by the teacher showing how items might be put in more than one group.

UNIT I

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

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Notes to the Teacher	Learning Activities
	Development
If a child seems uncertain about seeking "someone he knows" to let him draw around his hands, suggest that maybe he would like to ask a school worker.	1. Let the children take home sheets of drawing paper to trace around the hands of some adult (parent or others) and find out what work these hands do.
Evaluation of these responses is located following Act. 4.	2. Have each child tell about "his" worker and help him write on the picture what these hands do. For example: • Drive a truck • Type • Sell gas Pin up the "hands of workers" that the children brought from home. Ask: • What do you think would be a good name for our bulletin board? Have the children check to see whether all these workers are on the list (Opener). Add to the list any the children suggest should be there.
	3. Arrange a display of some of the *I Want to Be. . .* books for the children to examine. Ask: • Which of the workers in these books do you think might also be found in our town?

UNIT I

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Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Notes to the Teacher	Learning Activities
Children should be encouraged to recognize and admit the tentativeness of their information. When the situation is appropriate, have them label such information and check it later.	Add to the list (Opener) any workers the children think are in their town. If they are uncertain, ask them to suggest a symbol that would mean they are not certain. Have such items checked as the study progresses.
The purpose of this activity is to help the children relate workers to their own daily activities and to raise the question of whether all the workers are found in the local community. The children may not be certain at this point just where some services would be located.	4. Discuss with the children some of the activities that might fill their day and who and what is needed. Ask: • What different things might we do in a day? • What do we need? • What worker is needed? Chart the children's suggestions on the chalkboard. Use children's terms. The chart might be something like the one shown below:

What do we do?	What do we need?	What worker is needed?
Eat breakfast	Toast Toaster Electricity Butter Knife	Baker Store owner Lineman Farmer (or grocer) Store owner

Some children will indicate that such items as a toaster come from the store; others will say factory. Accept either at this point.

UNIT I

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Notes to the Teacher	Learning Activities

What do we do?	What do we need?	What worker is needed?
Go to school	Books	Librarian
Go to doctor	Car Shot	Service station man Nurse, doctor
Watch T.V.	T.V. set	Entertainers Salesman

Ask:

- How many different workers have we shown we need in one day?
- Which of these do you see in our town?
- Which of these do you think might be on a farm? In a city?

UNIT I

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Evaluation Exercises

Learning Activity 2

Titles

Ask each student to think of a name. Those who are able to write them down should be encouraged to do so. Tell them to keep it in mind and not to change it while the teacher asks for each title and writes it on the board by the child's name.

The following criteria may be used with each title.

1. Inclusiveness (Objective 17)

   The extent to which a title includes the important (pre-determined by the teacher) ideas. The titles could be grouped and ranked as follows:

   a) Those titles that include all the important ideas in the chart, e.g., "Hands of Workers We Know" or "Worker's Hands."

   b) Those titles that deal with some but not all of the important components, e.g., "Hands" or "Workers."

   c) Put together in another group and tally the remainder of the titles. These will include those that are trivial or in some way irrelevant, e.g., "Fingers" or "Working."

2. Abstractness (Objective 4)

   The extent to which the title refers to a quality, a condition, or an idea rather than with objects that are directly accessible to the senses or which repeat the original instruction. Suggested categories are as follows:

   a) Those titles that include appropriate abstract terms, e.g., "Different Worker's Hands" or "Hard-working Hands."

   b) Those titles that are expressed in more concrete terms or which are irrelevant, inaccurate, or vague. Examples of the last would be, "Useful Things" or "Funny Hands."

Possible Use of Results

1. Note the size of the Inclusiveness groups and the changes that occur in them by Acts. 7 and 11. In the meantime, aim at increasing the size of the a group by asking for titles that refer to all of the things in a chart, a list, a number of pictures, or in a story.

2. Discussion 1 will probably help make up for any deficiencies in the Abstractness scores or the size of this group. If it does not, ask as often as possible for a single word that sums up a chart, story, etc.

3. Make note of children whose responses in this and similar exercises are consistently in the "bottom" categories and take remedial steps such as asking if their titles show all the important things or if they see differences between theirs and "better" titles.

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Notes to the Teacher	Learning Activities
	The careful study of one service at this point should establish that any service needs other services in order to exist. Activities 5-16 deal with the supermarket. The supermarket was selected not only because it requires many goods and services but also because it is available in most communities, and children can gather information through an immediate experience. The purpose is <u>not</u> for the children to learn all they can about the market; rather, it is to see what <u>goods</u> and <u>services</u> it needs, the interdependence of its workers, and the need for a place and equipment for the service. Another service that is more convenient could be substituted.
Intake of information Some of the information secured at this time will not be used immediately but will be recalled for use later in this unit and in Units II and III.	5. Plan and take a study trip to a local supermarket. Let the students suggest questions they would like to have answered. Make certain that the trip provides information on: • The different workers and the different work they do • The wide variety of items sold in the supermarket • How the store gets the items it sells • The overhead items • The different machines and equipment used in the store • What rules they have and who makes them • How one gets to be manager List the above in question form and in words the children will understand. List questions the children raise first. Some teachers have tape recorded the information secured on a study trip. The students can then listen to different pieces of information as they are needed later.

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Notes to the Teacher	Learning Activities
	A battery powered tape-recorder is especially useful on study trips. If one is not available, the children can be grouped in one spot following the tour while the grocer recaps the information he has given. The recap can be tape-recorded. Several teachers have found it helpful to take along the chart of study questions to post as the grocer talks to the children. Alternate Activity: If for some reason a study trip is not possible, read widely from one or more books about supermarkets. Suggested References: *Greenfield and Far Away*, (Preston), pp. 33-43 *Learning About Our Neighbors*, (Wann), pp. 47-60
Organizing information. The task, Developing Concepts, is essentially a task planned to bring order to a mass of data by arranging it the way the child sees the relationships. Charting is a very functional application of this task if the teacher avoids giving the children the groups or labels and allows the children to suggest them.	6. Display the list of study questions, but in drawing out the information from the children, the first question should be open so that any child can respond with whatever he remembers. Ask: 1) What did you find out (see, hear about) at the supermarket? List on the chalkboard the items given by the children. If, after all who wish to respond have had an opportunity to do so, additional data is still needed, focus other questions more sharply. For example: · Who supplies the store with such things as corn flakes and soap powder? · How does the stock clerk know what price to stamp on the cans and boxes?

UNIT I

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Notes to the Teacher	Learning Activities

Ask the children to help get all the things they learned in some order so it will be easier to talk about them. Ask:

2) Which of these could we put together? Why?

As the children suggest items that should be put together, chart them on a piece of butcher paper. After the items have been charted, ask:

3) What shall we name each of these columns?

Second graders suggest a wide variety of organizations, such as those below:

Men	Women	Food	Things They Use
Butcher Box boy	Checker Meat wrapper	Meat Cabbage	Carts Knives Refrigerator

People - What They Use	Food	Things You Don't Eat
Lady and cash register Stockboy and stamp Butcher and knife	Bread Meat Bananas	Toothpaste Soap Hair spray

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Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community

Notes to the Teacher	Learning Activities
	The information and organization of the chart will differ with each group and depend somewhat on: • The information that impressed them on the study trip • The maturity of the children • The experience the children have had in the Developing Concepts task
Inferring and Generalizing This is a task that requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data they have previously collected, formulate inferences on the basis of these data, and state a generalization that they feel is warranted. (See introductory material for a full statement on this task.) Evaluation Exercise follows Act. 7.	7. Direct the children's attention to the chart and ask questions that are appropriate to the information on the chart. The sequence below might be used for charts such as those shown in Act. 6. Suggested question sequence: 1) Which things do you see on the chart that cost the store-owner money? You may have to ask additional questions before the children recall that the owner pays for the food that he sells. 2) Which things does he sell to get money to pay for the people and the things he needs? 3) What idea do you get about one reason the owner must sell the things he has on his shelves? Typical responses have been: • If he kept them all there, it would just get crowded. • He has to pay the people who work there and for the food. • He has to pay all his bills, and that's the way he gets his money.

UNIT I

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Evaluation Exercises

Learning Activity 7 - Question 3

Inferring and Generalizing

"What idea do you get ....?"

Records of pupil responses can be made on tape and later categorized as suggested here, or the teacher could list the categories and tally responses appropriately as they are given or listen carefully for top quality and poor quality responses (using the criteria listed below) and tally these later. A teacher will choose on the basis of the kind of compromise between precision and practicality that she deems to be appropriate.

1. Inclusiveness: that is, the extent to which the response covers all the important (pre-determined by the teacher) elements. In the example in the unit the last would be the most inclusive and the first one the least. The following categories are suggested for grouping responses: (Objective 17)

   a) Responses that cover all important points.

   b) Responses that include two relevant points (e.g., "work there" and "for the food").

   c) Responses that include only one relevant point (to pay for the food).

   d) All other responses, i.e., trivial or irrelevant.
   Note that some second grade classes may only suggest two or three of the above kinds of responses, e.g., b) and d), or b), c), and d).

2. Abstractness: The extent to which the inclusiveness is achieved through using words that, being abstract, have several ideas incorporated in them, e.g., words like able (he wouldn't be able) or earn (he has to earn a living) or pay (he has to pay all his bills) (Objective 4)

   a) Responses that have two or more abstract words in them, i.e., words that are neither vague nor irrelevant and which refer to a quality or condition without any tangible elements.

   b) Responses that have one appropriate abstract word in them and one or more words like bills, people, food, or goods. These are words which, in this context, are more concrete than able, earn, or pay but which still encompass a number of different concrete items.

   c) Responses that have two or more of these more concrete and inclusive words.

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Evaluation Exercises

d) The remaining responses which will include either vague, irrelevant, and/or quite specific terms in them.

Possible Use of Results

1. Note the number of responses in the top and bottom for each criterion and compare these numbers with those for Act. 2. Remedial steps for the class should be taken as recommended for Act. 2.

2. Note opposite each child's name the group he is in according to the two criteria and prepare specific remedial action for those who are consistently in bottom groups.

UNIT I

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Notes to the Teacher	Learning Activities
Role Playing. Dramatic play and dramatization are the nearest approach to reality the school can provide for the young child. This "acting out" is the raw material that forms the basis for abstract thinking. It may be helpful to talk through what the various characters might do or say before asking for volunteers. See Role-Playing for Social Studies (Shaftel) Evaluation Exercise follows Act. 8. The children were introduced to the idea of job specialization in Unit III of the social studies program for Grade I.	8. Select for dramatization several situations that will emphasize the interdependence of specialized jobs, for example: • NO STOCK CLERK - The soap shelf is empty. One customer in a long line wants soap. The checker leaves to get soap from storeroom ...? • NO BOX BOY - The stock clerk starts to fill an empty shelf. The checker calls him to carry a box of groceries to the car for a customer. He starts again. He is called away again ...? After each dramatization, discuss the situation in a pattern that will help the children see that each job requires special knowledge and that interrupting a job causes delay. Suggested question sequence: 1) What job was the checker trying to do? 2) What does the checker need to know to find the soap? 3) What problem might he have? 4) How did the line of customers feel when he left to get the soap? 5) What does this tell you about people and their jobs? Responses from seven-year olds: • The customers probably wouldn't come any more. • There'd be a lot of fussing. • He wouldn't get his job done if he had to help on other people's jobs. • He'd do sloppy work, and the customers wouldn't like the way he does it. • Sometimes you have to do some jobs you don't know how to do.

UNIT I

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Evaluation Exercises

Learning Activity 8

Inferring and Generalizing

Responses to the 4th question could be taped or recorded as for Act. 7 and then used as evidence of the attainment of the objectives. The criteria used here will be the same as for Act. 7. That is, teachers should be looking for the extent to which students are including all the important ideas which the teacher considers they should. This kind of judgment should be made before the exercise and after looking at the data with which they are working. They should then be judging the extent to which students are making inferences that go beyond the specific situation to refer to people in general.

1. Inclusiveness: The application of this criterion has been described in Act. 7, i.e., to say that, "People should do their jobs" would be less inclusive than a response that refers to two groups of people--the ones who are supposed to do their jobs and the ones affected. (Objective 7)

2. Abstractness: May be applied in the same way as for Act. 7. Words like need, know, worried, and well would be placed in the abstract category. (objective 4)

3. Tentativeness: This quality will not appear often in Grade 2 responses but since it is an important element in social studies thinking it should be used in exercises like this and planned for where it is not found. (Objective 16)

   a) Group together and tally all those responses which have in them evidence of some recognition of the limits of what they have studied for applying to all people. Cue words are sometimes, often, From what we have read ..., usually, etc.

   b) Group together and tally all other responses.

Possible Use of Results

1. Inclusiveness and Abstractness should be treated as in Act. 7.

2. Tentativeness should be added to the categories under which there will be checks against the names of students who respond appropriately.

UNIT I

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Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Notes to the Teacher	Learning Activities
Children often have difficulty getting started on an assignment when they are expected to work alone. Yet, when a group of several children work together, a few children may do the work, and the activity will be a waste of time for the others. Working in teams of two may result in a higher level of productivity. Encourage the children to record briefly by a word or drawing those items they wish to remember.	9. Present a hypothetical situation, such as: Mr. Smith wants to open a supermarket. What will he need to have before he can open? Encourage children to check the chart developed in Act. 6 and to recall other things in the store. Let the children work in pairs for a couple of minutes with instructions to: • Think of at least three things Mr. Smith would need. Have the pairs write or draw their items on a piece of paper. After two or three minutes, list on the chalkboard responses the children give to the question: • What will Mr. Smith need? When a pair suggests a duplicate item, tally it so that each pair's contribution can be acknowledged. A quick way of recording is to ask: • What things did you (first pair) think the owner would need? • How many of the rest of you had that on your list? Tally. • Who has something else to add to our list? • Repeat the pattern.

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Notes to the Teacher	Learning Activities
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked.	10. Examine the above listing and ask: • Where will Mr. Smith get the money to buy counters, refrigerators, and all the other things a store must have? Accept the responses of the children and record on the chalkboard. Ask them to view the motion picture to see: • Whether they will change their minds about how Mr. Smith gets the money he needs. • How people who need to borrow money get together with people who have money to lend.
Intake of information The purpose of this study trip is not a full scale study of a bank. The focus is on how the bank provides money for the supermarket.	Arrange a study trip to a local bank. Plan with the responsible person to provide an opportunity for the children to learn that the bank: • Lends money • Pays interest for the use of money The following excerpts were taken from a tape-recorded discussion of second graders who had returned from a study trip to a bank. After the children had had an opportunity to tell what they had seen, the teacher asked: Teacher - You have done a fine job listing the things you saw. Now, what would you say a bank is for? Child 1 - It's for keeping money in and ... Child 2 It's for safe keeping.

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

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Notes to the Teacher	Learning Activities
	Child 3 To owe money to Teacher To owe money to? Child 3 Yes. Like the manager of the Mayfair wanted to start a store. Teacher Do you remember the word that tells what he did? Child 4 He borrowed ... Child 5 It's to keep extra money in. You don't have to borrow. Teacher Why would you put it there instead of keeping it at home? Child 5 It will grow. Teacher How does money "grow" if you put it in a savings account in the bank?...(Children unable to respond. Evidentally the term "grow" had been used at the bank.) Teacher Stephen, you deposited a dollar this morning. How much will you have a year from now? Child $1.04. And if I keep it longer, I'll get more and more ... After the children have discussed the function of the bank, ask: • What do you think of your idea about where the supermarket owner gets money to start his store?
Checking a hypothesis	

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Notes to the Teacher	Learning Activities
	OR Show the motion picture *Money in the Bank and Out*. Alternate Activity: If the moving picture is not available and a study trip is not possible, develop a teacher-made chart that gives the children information about: • Where a bank gets the money it lends • What kinds of things a bank will lend money for • The kinds of things Mr. Smith will use the money for • Why these things are necessary • How Mr. Smith would pay the bank for the use of its money
Organizing information by planning a sequence for dramatization	11. Let the children prepare and dramatize or pantomime a sequence of the owner: • Getting money • Telling the builder what he wants • Building the supermarket • Paying the builder
Organizing information by building a flowchart.	OR Let volunteers draw pictures of the steps listed above. Have the class decide on the order in which the steps should be placed. Let the children make a flow chart or arrange the pictures on the bulletin board in the sequence the class determined was correct.

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Notes to the Teacher	Learning Activities
Arranging information in an order is a preliminary step to outlining. It is also a skill that should be helpful in looking for cause-effect relationships.	Ask: • What do you think would be a good name (title) for our chart (bulletin board)? Have the children look at the chart, and ask: • What was the first thing Mr. Smith needed if he wanted to sell things? Ask additional questions, if necessary, until the children realize that a business must have a place. 12. List the banker on the chalkboard, and ask the children what he does, such as, Ask the children, • To what other people besides the banker must the store owner pay money?

People	What They Do
Banker	Lends money

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Notes to the Teacher	Learning Activities
As the children list the items, they will probably be very specific. Sometimes a question such as: You said "Bread man." Is bread the only thing he brings? Is there another name that would tell us he brings other things, too? will help the children use a more inclusive term. If they do not respond, accept what they offer at this point.	Add these people and what they do, for example: Electric company - sells electricity Newspaper people - put ads in paper Wholesale grocer - sells groceries Baker - makes bread, cookies Milkman - makes butter - sells milk, butter Try to get a sampling of a producer of goods. It will be used in Act. 26.
Concept Attainment. This activity differs from the previous Developing Concept task in that the strategy is intended to achieve a particular concept - that of "goods" and "services." This task is referred to as Attaining Concepts while the task in the Opener is referred to Developing Concepts.	13. Display the chart developed in Act. 6. • Focus the children's attention on several things the supermarket sells (and uses if they are on the chart). Tell them that these are called "goods " Focus attention on the workers. Tell the children these are not goods. Ask: • What do you notice is alike about all the things that are called "goods ?" • How are they different from those that are not "goods?" Ask the children to tell you what they think we mean when we talk about "goods."

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Notes to the Teacher	Learning Activities
	Prepare cards on each of which is pasted an example of "goods" or "not goods." Magazines are a good source for pictures to be used in this exercise. Number the cards. Let the students identify each as "goods" or "not goods" by writing the number and identifying word. Use the results to clarify or re-teach. To help the students attain the concept of service: 1. Focus attention on the chart developed in Act. 12. Direct attention to several kinds of work and after each, tell the children that this is called a "service" 2. Hold up two or three cards on each of which is pasted a picture of someone producing goods. After each, tell the children this is not a service. Ask: · What do you notice is alike about all the things that are called services? · How are they different from those that are not services? 3. Ask the children to tell you what they think we mean when we talk about "services."

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Notes to the Teacher	Learning Activities

4. Prepare cards on each of which is pasted an example of a "service" or "not a service". Magazines are a good source for pictures to be used in this exercise. Number the cards. Let the students identify each as a "service" or "not a service" by writing the number and the identifying word.

5. Use the results to clarify or re-teach.

Have the children draw a number of things in the supermarket we call Goods and a number we call Services.

Organize in a pictorial chart of the children's drawings.

Goods	Services

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Notes to the Teacher	Learning Activities
Inferring and Generalizing. For a full statement on this task, see the introductory material.	14. Discuss the services provided for the customer. Ask: 1) What do you remember seeing at the supermarket that would be used by a family shopping there? (Ask additional questions to help the children recall such items as carts, parking space, box boys, amusements for children, trading stamps.) 2) What do you think is the reason the store owner has these things for the customers (buyers)? 3) What do these reasons tell you about how he feels about customers shopping at his store?
	15. Duplicate the following and let the children complete it: The storeowner needs buyers because. . .
In Grade I, the children were introduced to the idea of people working to earn a living for themselves and their families.	16. Let the class plan a pantomime showing the grocer paying the bills. As the children plan, watch to see whether they remember that some of the money is kept by the owner. If the question is needed, ask: Why do you suppose Mr. Smith works?

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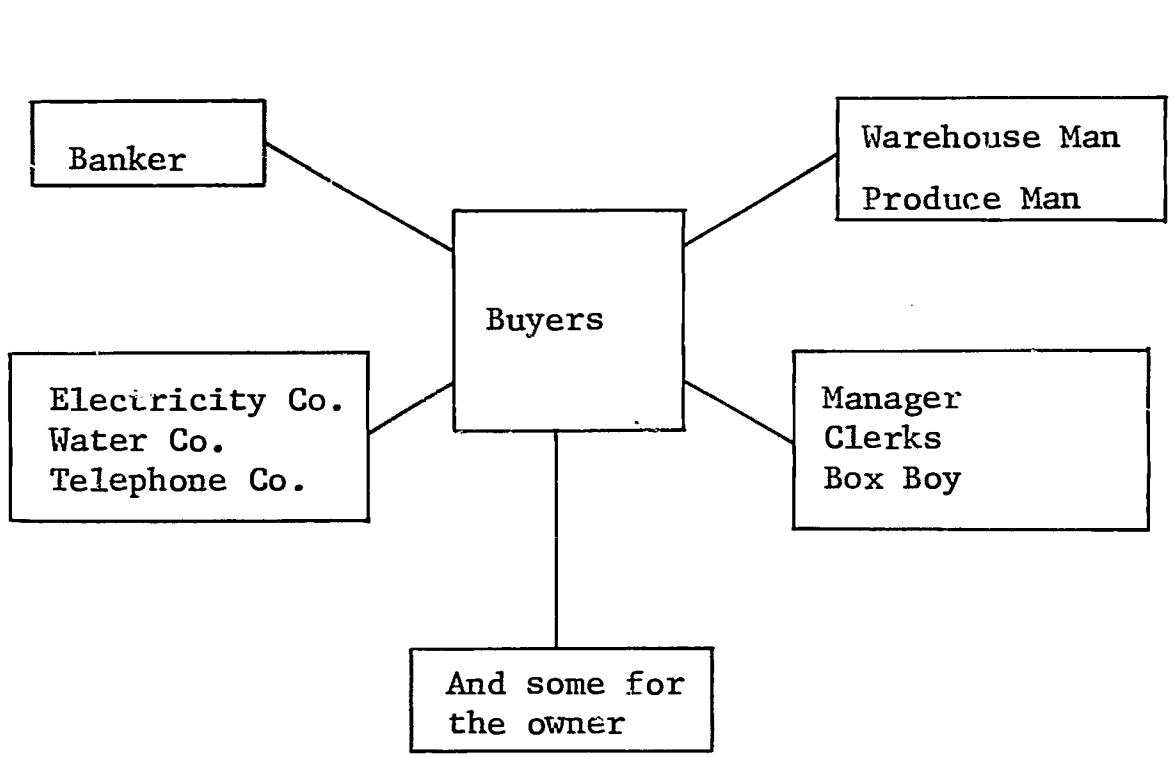
Notes to the Teacher	Learning Activities
Evaluation Exercise follows Act. 16.	Have the group presenting the pantomime wear labels "Banker", "Produce market", "Electricity", etc. Afterwards, arrange the labels as a bulletin board display, for example:



Focus attention on the display. Ask:

- What would happen if there were no money to pay the warehouse? The clerks? etc.

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Evaluation Exercises

Learning Activity 16

Dramatic Activity

Dramatic activities offer opportunities for teachers to check on the understanding students have about certain events and people in their study. In evaluating such an activity the teacher may use a check list made up of the names of students in a column and several criteria across the top and then check against students' names each occurrence of a behavior that fits a criterion either in the dramatic presentation or in the comments that are made by the class about the presentation. The following criteria could be used for this exercise:

1. Inclusiveness (Objective 17)

   The extent to which in the presentation, or in the comments, all the important (pre-determined by the teacher) points are covered.

   Tally against a student's name each incidence of an important point--each important point would need a separate column.

2. Feelings and Attitudes (Objective 9 and 17)

   The extent to which these are accurately portrayed in gesture or by word.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this aspect of behavior.

3. Decentering (Objective 9)

   The extent to which students are showing by word or gesture that they are thinking and behaving as "themselves" rather than as the person in the role they are playing. This is indicative of lack of decentering.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this characteristic.

4. Errors (Objective 17)

   The extent to which students commit errors in the presentations which are not corrected in class comments.

   Tally against the name of each student each error he makes.

Possible Use of Results

1. Take steps through discussion and/or further intake to deal with important points that have been omitted (see Inclusiveness) and with any uncorrected errors.
2. Note class totals on Feelings and Attitudes and Decentering and both; take steps to deal with class needs as revealed by these measures.
3. Note for specific remedial attention those students with high Error and Non-decentering tallies.
4. Note changes in individual and group performance from this activity to later dramatic activities.

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Notes to the Teacher	Learning Activities
	Every community has a number of interrelated services. In the sequence that follows (Act. 17-27), the students have an opportunity to apply their learnings from a study of the supermarket to other workers - both producers of goods and producers of services. The focus is on the goods and other services the worker needs, the interdependence with other workers, and the place and equipment needed to do the job.
In Grade I, the following ways of learning were emphasized: • Observing • Asking • Listening • Reading • Touching	17. Tell the children they are going to have an opportunity to work individually or in pairs to find out a good deal more about some of the workers in the community. Ask: • What ways can you think of for finding out about workers in our town (city)? If the children do not respond readily, ask: • What are some of the ways children learn? List the ways the children suggest so they may refer to the list when they need to be reminded where to go for information. The listening post can lend variety to the ways of learning and be indispensable to the student with a reading problem. Read or tell about a service on tape. Let a child look at the pictures as he listens.
	18. Plan with the librarian for the students to examine the books and find materials on workers that they can bring to the classroom and examine before they commit themselves to studying any one worker.

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Notes to the Teacher	Learning Activities
Developing Concepts For a full statement on this task, see the introductory material. Organizing material is essentially a Developing Concepts task if the children are allowed to group and label the materials according to the relationships they see. They probably will not suggest classical groupings.	After the children have brought the books to the classroom, let each child tell very briefly what he thinks the book is about. Have him stand it along the chalkboard ledge. Ask: • What will be the problem if we put our books just any place on the shelves? • How could we arrange them so we can find the one we want easily and quickly? • Why would you put that group together? • What shall we name that group?
As the children ask questions, note whether they include those aspects emphasized as they examined the supermarket: • The place where the worker works • The service he performs • Other workers • The tools he uses • The consumer of the service • Other services he needs	19. Let each child decide whether he wishes to work alone or with a partner. Chart the information the children suggest they would like to know and what they need to ask about a worker. For example: • What work does he do? • What tools (things) does he use? Add to the children's questions any of the ones below that they omit. • Where does he work? • What does the worker need to know? • Who are the other workers? • What do they do? • Who uses his service or the things he makes? (In this last question, help the child studying a producer of goods to determine whether the goods are sold directly to a user or to a store etc., to sell)

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Notes to the Teacher	Learning Activities
The purpose of this sequence is not for <u>all</u> the children to learn about <u>many</u> services. Rather, it is to allow each child to feel he is a specialist on one service and to provide opportunities for the children to explore and to share some of their knowledge.	20. Discuss with the children ways they can help themselves remember: • What they would like to tell about their worker • The information the list of questions asks for Children have suggested • Draw pictures to put in the folder • Write sentences • Put down words • Make a small chart • Cut out pictures from magazines Have the children make a folder in which to keep their material.
Exchanging information	21. As the children begin to gather information, take part of each day to let them exchange some of the information they are finding. For example: • Do you remember the many pieces of equipment we found at the supermarket? • What tools or machines do you notice your worker is using? Continue letting children share <u>on a topic</u> rather than having them give reports.

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Notes to the Teacher	Learning Activities
The children will use the information they gather on their workers in Units II and III.	Make certain that those study questions suggested by the children and those important to an understanding of the main idea are dealt with. The latter include: • Interdependence of workers • Distinction between goods and services • Awareness of who needs or uses the goods and services • What services the (doctor) needs Provide an opportunity for the children to put up "Workers For Today." (Two or three should be the limit of a day.) Let the children display a picture of their worker. Have them pretend to be the worker and tell "The Most Important Thing About My Job." If possible, tape record what the children say is most important and then type the information for them. Let them enter it in their folders.
This picture will be used in the Conclusion.	Have each child or pair draw a picture that shows his worker and the others he works with. Have him label the co-workers.
The grouping of materials as the child thinks they should be grouped is the second step in the Developing Concepts strategy. The naming of those groups (or chapter headings for their booklets) would be tedious for most seven-year olds. However, if some child appears to be interested in how a book is organized, suggest he name the groups, or parts, of his booklet.	22. As the individual study of the special worker nears completion, ask the children to: 1) Think about the way you should put the material in your folder into a booklet. Which things will you put together? 2) Why will you group the things that way? 3) What do you think would be a good name for your booklet?

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Notes to the Teacher	Learning Activities
	23. Tell the children to think carefully of all the goods and services his worker needs. Have him list (or draw) in order to complete the sentence : My worker needs. . . If some children have difficulty, suggest they look at the chart developed in Act. 16. Ask: Does your worker need any of the kinds of services (or goods) the supermarket owner needed?
Intake of information	24. Refer the children to the chart of supermarket workers developed in Act. 6. Ask whether any of the workers at the supermarket made the goods sold there. Show the motion picture, *Factory: How a Product Is Made.* Tell the children to find out: • What workers are needed • What material is needed • What other services are used Alternate Activity: If the motion picture *Factory: How a Product Is Made* is not available, read several selections that tell of raw materials being processed into goods. Emphasize also the need for related services, such as transportation.

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Notes to the Teacher	Learning Activities
	Suggested References: *Learning About Our Neighbors*, (Wann) pp. 69-79 (Bread) pp. 87-102 (Clothes) pp. 155-165 (Buildings)
Inferring and Generalizing See the introductory material for a full statement of this task. Evaluation Exercise follows Act. 25.	25. Discuss the making of goods in order to contrast the production of services with the production of goods. Suggested question sequence: 1) What happened in the motion picture (or the story)? The word "happened" is suggested in this last question to focus the question sharply on the process. It is still open enough to allow many children to contribute. Ask additional questions until the children have recalled such basic factors as the materials used, the workers, what the material was made into, and the use of transportation. The following questions may be helpful: • What other workers did you see? • What happened after the (product) was finished? How did it get there? 2) Why is a factory important to people? 3) What can you say about the work of factories?

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Evaluation Exercises

Learning Activity 25 - Question 2

Explaining (Inferring and Generalizing)

"Why is a factory ..."

The criteria listed below may be applied to individual pupils. They are applicable to taped discussions - or may be noted as they occur in class discussions, by use of a check list.

1. Use of factual information. The number of facts used in an explanation may be noted. In addition, each fact may be evaluated as to accuracy and relevance, e.g., "they make clothes." (Objective 7 and 17)

2. Use of hypotheses. The number of hypotheses used may be noted as well as their relevance and plausability, e.g., "they make it so we can have new things." (Objective 7 and 8)

3. Logical coherence. The relationships between facts and/or hypotheses and the event to be explained may be judged as to their logical adequacy. (Objective 7)

4. Tentativeness. The extent to which pupils indicate the possibility of fallibility in explanations; as opposed to dogmatism may be noted. (Objective 7 and 16)

These criteria may be organized as follows:

		John	Mary			
Facts	Accurate	//	/			
	Inaccurate					
	Relevant	/	/			
	Irrelevant	/				
Hypotheses	Relevant	/	//			
	Irrelevant					
	Plausible	/				
	Implausible		//			
Logic	Clear					
	Unclear	/	/			
	Fallacious		/			
Tentativeness		/				

Suggested Uses

If this exercise is repeated frequently when pupils are asked to provide explanations, their growth can be noted. Remedial measures can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken, however, not to discourage pupils from attempting explanations.

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Notes to the Teacher	Learning Activities
	26. Have the students look at the groupings of workers they suggested in the Opener. Ask: • What other way have you found you might group these workers? If there were no producers of goods listed in the Opener, have the children check to see how many producers of goods they can find in: • The chart developed in Act. 12 • The books on their library shelves

Change is a factor in the production of goods and services. The following sequence (Act. 27-37) deals with change and people's reaction to change.

	27. Let the children tell about a new shopping center where their families trade, or a new supermarket, service station, or housing development. Ask: • Why do you suppose our town is getting new (places to shop, buildings, etc.)?
	28. Ask the children to look for other evidences of change in the community. List and keep their observations, for example: New pet shop New playground

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Notes to the Teacher	Learning Activities
	Orchards being cut down Shopping centers, schools, churches being built Some businesses closing down Hills being cut away Houses being moved to make room for a freeway Many apartments being built New library Installation of dial telephones New stoplights Highways changing from 2-lane to 4 New restaurants, clothing stores, bank Laundromats, drive-in dairies New beauty parlor or barbershop
29. When the children have contributed a number of changes, select from the list one <u>new</u> service, for example:	• Laundromat • Drive-in dairy
Would a community be changed this way:	• When more people moved in? • When someone had a new idea to make something that people wanted to buy? • When someone had a better way to sell goods?

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Notes to the Teacher	Learning Activities
Intake of information using parents as resource persons	30. Follow through on only a sampling of the changes the children have mentioned. This sampling should be large enough only to alert the children to the fact that these are many different reasons for change. The selection of samples to consider will depend on: • The children's interests • Which recently changed services can be observed most readily by the children Have the children take home questions about a growing service, for example: • When does a bank come to a town? • When do we build more schools? • Why does Mrs. _____ open another beauty parlor? As they report their findings, discuss the ways new or growing services may be important.
Inferring and Generalizing For a full statement on this task, see the introductory material.	Suggested question sequence: 1) What workers (built, tore down, etc.) this (playground, store)? What people will be using the (place under discussion)? 2) How do you think these different people feel about this new (_____)? 3) Why do you suppose they feel that way?

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Notes to the Teacher	Learning Activities
	Experience has shown that many parents are eager to share their knowledge with their children when they are made aware of the dimensions of a topic with which the children are working. Children who talk things over with their parents bring a wide variety of ideas to the classroom.
Intake of information	31. Invite an older member of the community to tell the children how services in the community have changed since he/she was young. Any pictures this resource person might have would make this experience more meaningful. Tell the children to listen carefully to find out: • What has changed • What might have caused the change Alternate Activity: (if appropriate for your group) Ask the class how their clothes are washed. Let them ask parents how clothes were cleaned when they were children. Describe a wringer-type washing machine and soap before detergents. Some children may not have heard of a wringer-type machine. If a wringer can be borrowed from parents or second-hand shop, the children can have a first-hand experience.

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Notes to the Teacher	Learning Activities
	32. Read from some of the references below to help the children see that change is continuous. Some changes occurred over long periods of time - the "long ago" for second graders; some changes are occurring now. Suggested references: *Greenfield and Far Away*, (Preston), pp. 124-136 (Rural to semi-urban) *How We Get Our Shelter*, (Provis), pp. 29-47 (Causes and results of change) *Learning about Our Neighbors*, (Wann), pp. 103-110 (Schools, clothes), pp. 126-127 (Fire service) *Pumpers, Boilers, Hooks and Ladders*, (Fire service) *This Is a Town*, (Curren)
Note to what extent the child is able to communicate through his drawing the change that has taken place, for example: Does he have a modern fire engine pulled by horses? Evaluation Exercise follows Conclusion.	33. Let each child draw a "Before and After" picture to show a change in the community, either present day or historical. Let each child write a story about the change shown in his pictures.
	34. Let the children share their pictures and stories, and display the pictures along the chalkboard ledge. Ask: 1) What changes do you notice in our pictures?

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task, see the introductory material	2) What do you think caused these things to change? 3) What idea do you get about change?
If the children have had actual experience with this situation, role-playing this first episode may be productive. However, if they have had no first-hand experience, they probably will not be able to suggest a course of action that is realistic.	35. Let the class discuss some of the change situations with which they are familiar. If the situations below are unfamiliar to the students create some they will recognize as problem situations dealing with change. Read a situation and let the children suggest: · How they think the characters might feel · What they think they might say Read: As Mr. Wilson walked up the stairs to his apartment, he noticed that the walls needed painting and that several windows were broken. The hallway was dark, but there was a nice bright light in the kitchen where his wife was cooking supper and the children were reading funnies. "Well," said Mr. Wilson to his wife, "I hear this building is going to be torn down to make room for a new highway." The children looked up from their funnies and Mrs. Wilson stopped peeling the potatoes. Ask: 1) What happened in this story?
Evaluation Exercise follows Conclusion.	

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Notes to the Teacher	Learning Activities
	2) How do you think Mr. and Mrs. Wilson felt about the change? 3) How do you think the children felt? 4) Does anyone have a different idea about how these people might have felt? Read another person's reaction to change: Jim Hara had a service station on a little country road. Not many cars came that way, but he liked living out in the country so he stayed there. One day, Lee Ona came by and said, "I hear the new highway is going to come right by your station. Now, many cars will be traveling the roads around here." Ask: 1) What happened in this story? 2) How do you think Jim Hara feels? 3) Why do you think he feels that way? 4) Are his feelings different from or like Mr. Wilson's? 5) What makes you think so? 6) Has anything like this ever happened to you or someone you know? 7) How did you feel? 8) What does all this tell you about how people feel about change? Responses from second grade children have been: . If you have an old house, maybe you're glad to move.
Inferring and Generalizing For a full statement on this task, see the introductory material.	

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Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Notes to the Teacher	Learning Activities
	• The kids won't like to leave their friends, but maybe the parents won't mind. • Sometimes a new highway is good luck, and sometimes it's bad luck.
	36. Read *Soo Ling Finds a Way*, (Behrens) to enjoy the story of a little girl who is fearful of change but sees the problem of change solved. Ask: • Why do you think I read you this story?
Evaluation Exercise follows the Conclusion.	Conclusion Recall with the children the workers at the supermarket. Chart on the chalkboard the answers to the following questions: • How many were in the group of workers? • Were they making goods or performing a service • Were the goods or service used by another worker or by the people generally?

UNIT I

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Notes to the Teacher

Learning Activities

Workers	How many	Makes Goods	Performs Services	For whom
Supermarket	10		1	People at home
Truck Driver	5		1	For other workers
Baker	4	1		People at home
Electrician	3		1	For other workers For people at home

After the information on the supermarket has been charted, ask each child (or pair) to look in his booklet at the picture of the group of workers he drew.

Enter the worker and figure for his group as well as the answers to the other questions on the chart.

Direct the children's attention to the column with the figure for the group. Ask:

- When you look at these figures what do you notice about our workers?
- When you look at the next two columns (Production ofgoods and services), what do you notice?

UNIT I

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Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Notes to the Teacher	Learning Activities
Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.) Evaluation Exercise for Question 1 follows Act. Evaluation suggestions in Act. 7, 8, and 25 are appropriate here, especially for Questions 2 and 3. Young children may have difficulty in responding to Question 3. Do not push them. The intent of the question is to keep before the children the idea that in every event there are conditions that are necessary and sufficient	. What do you notice about who uses the goods or services? . What can you say in a few words about the workers on our chart? Ask the children to think for a minute about the question: 1) What would happen if a factory where many people worked shut down and many people moved away? 2) What makes you think that (child's response) would happen? 3) Some children may respond that some of the factory workers may become TV repairmen, etc. Ask: What would the factory worker have to do to make that happen? 4) Does anyone have a different idea about what might happen? 5) If, as you said, the ... would ... what do you think might happen after that?

UNIT I

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Evaluation Exercise

Learning Activity 33

Written Stories

A number of different criteria could be used to evaluate the stories. Some teachers may wish to discuss beforehand the kinds of things which might be included in the story. Others may simply announce the task, briefly clarify any problems that arise and then, apart from a further reminder of the task, have them start writing. The results will be different in either case but it should still be possible to apply one or more of the following criteria.

1. Variety and Emphasis

   How many indicators of change (Objective 17) are included?

   How many of these are accurate?

2. Abstractness (Objective 4)

   How many of the statements are expressed in specific terms (e.g., "cut down trees"), in more abstract terms (e.g., "build new homes"), or in still more abstract terms (e.g., "modern houses").

3. Ethnocentrism (Objective 11)

   a) The number of inappropriate forms of expression and/or details that are based on assumption of similarities in attitudes and way of life between people living years ago and ourselves which may not be true (e.g., "They were happy to see cars invented.")

   b) The number of patronizing or critical comments that indicate a form of ethnocentrism.

4. Story Construction (Objective 17)

   a) The degree of coherence the story has. At the lower end of the range would be a listing of discrete, or relatively discrete, items and at the upper end a well-balanced and coherent statement. Three broad groups of stories (top, bottom, the rest) could be formed and then further subdivisions of each of these groups made as they seemed appropriate.

   b) The continuous relevance of the items in the story. Some children's stories wander away from the topic while others keep consistently to it. Again, to start with, two extreme groups and "the rest" can be formed.

Possible Use of Results

The method of analysis used and the interpretations of it depend on the objectives a teacher has.

To analyse the quality of the content in children's stories a teacher could:

1. Add up the number of different (and accurate) indicators of change mentioned by each child and give bonus points for each abstract term with points taken off for ethnocentrisms.

MAIN IDEA: COMMUNITY NEEDS ARE MET BY GROUPS OF PEOPLE ENGAGED IN MANY RELATED ACTIVITIES.

Organizing Idea: Some groups of workers make goods people need; others do work that is needed by other workers or by the people who live in the community.

Evaluation Exercises

b) Use the scores to place the stories in 4 or 5 groups; the 2 or 3 best ones, the 2 or 3 worst, the 6 or 7 in the next best and next worst groups and the 11 or 12 in the middle.

c) Record scores for future comparisons, note inaccuracies and ethnocentrisms for specific and immediate remediation, and variety and level of abstraction for broader treatment through discussions over a period of time.

2. Underline each abstract term, and check each inaccurate and ethnocentric term and then, also considering factors under 7 above, put them in groups by a general inspection of the papers. The suggestions in 1c above could then be followed.

Learning Activity 35

Attitudes and Feelings

Questions such as these are particularly useful in assessing feelings and attitudes. The discussion may be taped for subsequent analysis or a check list may be used by an observer to record behaviors which fit the categories below. In either case it should be possible to obtain information on individual pupils and/or the class as a whole.

The following criteria are suggested:

1. Sensitivity (especially Questions 2 and 3) (Objectives 9, 10, 11)

Responses may be categorized as follows:

a) Those that go beyond the obvious. Examples would be: "He'll be glad in some ways but sad in others", "He'll feel mixed up".

b) Those that include the obvious, e.g., "He'll make more money", "He'll be busy now".

c) Those that are irrelevant or otherwise indicate lack of "appropriate" recognition of feeling, e.g., "Jim's dumb to live there," "He'll really be happy to have lots of people there." Also note children who seem unable to respond at all.

2. Decentering (especially Questions 6 and 7) (Objectives 9, 10, 11)

a) Responses that describe situations which are similar in terms of dynamics and/or feelings. Examples would be: "When we moved, I wanted to go but I hated to leave my friends."

b) Responses that describe situations which are similar in superficial detail, e.g., "They built a road near our house." "My friend likes to live in the country."

c) Responses which are irrelevant. Note also children who seem unable to respond.

UNIT I

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Evaluation Exercises

3. Relevance (Question 8) (Objective 17)

   a) Note responses which indicate that different people feel differently about change and for differing reasons - see examples in unit.

   b) All others

4. Tentativeness (especially Question 8) (Objective 16)

   a) Note also responses which indicate that interpretations are open to question and/or are not universal. Indicators are words such as "maybe," "sometimes," "It seems like," etc.

   b) All others

Suggested Uses

a) As the year progresses, one would hope to see a larger proportion of the class giving responses in the a category on each criterion. Comparisons may be made with similar exercises keeping in mind that different "content" will have an effect on the responses.

b) Note particularly those pupils who seem unable to answer the questions or whose responses are consistently negativistic and/or seem inappropriate. Additional opportunity to explore feelings may be indicated.

Conclusion

Applying Generalizations

The items listed below may be applied either to individual pupils - if the discussion is taped - or may be noted as they occur in class discussions, through use of a check list.

1. Use of the intended generalization? Is this clear,e.g., "The foreman would have to get another job," "The supermarket would lose money," or must it be inferred by the teacher? e.g., "They'd have to change a lot of things."
2. Use of a different but appropriate generalization? Is this clear? e.g., "People would be sad to leave their friends."
3. Use of generalizations which are inappropriate or over-generalized. Is the meaning clear? e.g., "Everybody will starve," "They wouldn't let them do it."
4. An answer in highly specific terms, e.g., "They'd need trucks," "The factory would be empty."
5. Answers which are based on pupils' own experiences or reactions, e.g., "I like to move," "My Dad lost his job once."
6. Answers which indicate inability to deal with the problem.

UNIT I

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Evaluation Exercises

Suggested Uses

If this exercise is repeated frequently when pupils are asked to predict or apply generalizations, their growth can be noted. Particular notice should be given pupils who are unable to respond at all since they are likely afraid to attempt such questions and may need encouragement. Although responses in categories 4 and 5 above should not be discouraged, one would expect children to show increasing frequency in categories 1 and 2 as the year progresses.

Note also responses which are unusual but appropriate (broadly defined). Such responses indicate divergent thinking and should be encouraged.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Explaining cause-and-effect relationships (7)

g. Forming hypotheses (8)

h. Sensitivity to feelings and thoughts of others (9)

i. Autonomous thinking (15)

j. Comprehension of concepts and generalizations (17)

k. Map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Contributing Idea:

1. Communities vary in the type of business that is important to the community.

Content Sample:

City or industrial community
Commuting community
Farming community

Contributing Idea:

2. The needs of communities vary in kind or amount.

Content Sample:

City or industrial community: space, transportation, workers, goods, machines
Commuting community: gas stations, highways, buses, trains
Farming community: tractor repair shops, crop dusting service, transportation

Contributing Idea:

3. People may have reasons for moving from one kind of community to another. People who move may have problems.

Content Sample:

Moving because of change in job
Moving because of lack of space
Problems: homesickness for the former community, prejudice faced in finding a new home

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	Mapping is one method of organizing information which may then be referred to as children become involved in thinking tasks. Opener-Act. 4 sets up the base of a model of the community, which will then be a point of reference as the map of the community is developed.
	Opener
Developing Concepts Young children are easily influenced by what is contributed by other children. This is expecially true if the teacher responds with, "Good," etc. Having the children make a list is intended to help them think independently and to respond from their own lists.	Ask the children to close their eyes and think for a moment about the answer they would give to the question: 1) What three or four services do you think your town (city) needs? Have the children write down words or a rebus for each service List the responses on the chalkboard. One way of expediting the listing is to ask how many had the same item when it is given the first time. Tally the number who had the item. In this way each child's contribution is recognized. Show the children how to cross out an item on their list once they have given it. Ask: 2) Which of these do you think we might put together? Why do you put those together?
Keep this grouping. It will be used in Act. 34.	As the children group the items, record the groups on butcher paper. Ask: 3) What shall we name these groups? 4) Which service might go in another group as well as the one it is in now? Does anyone see another one?

UNIT II

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Notes to the Teacher	Learning Activities
Helping children become aware of the importance of sharing tasks and exchanging thinking and/or information.	Direct the children's attention to the original list. Ask: • How many services did each of you think about alone? • How many do we have on the chalkboard? • Why do you suppose I asked you to share what you thought of by yourself?
What you do in the sequence will depend somewhat on your particular situation, as some neighborhood schools have no bus riders, some school and business areas overlap, some bus children are from neighboring communities, etc. The purpose of the activities is to develop the meaning of the term "community" before the class contrasts their own community with another. No effort is made in this unit to define a community precisely. Such a complex concept gains depth with time and in different contexts. The children will be placing replicas of buildings on the map. It should be large enough to accommodate the boxes or blocks the children will be placing on it.	Development 1. Make a simple picture map of the block on which the school is located. Let the class discuss what things the map shows, such as, school, houses, street, market, etc. Ask: • Who uses this street, market, school? • What title shall we give our map? Additional questions may be necessary to help the children recognize the fact that the map represents only the small area surrounding the school. Suggested References: *Learning about Our Neighbors*, (Wann), pp. 38-44 Pin a large map of the community to the bulletin board and circle in red the area identified as the school neighborhood. Help children who walk to school locate the block where they live by pinning blue flags to the map. Help those who ride the bus locate their homes with yellow flags.

UNIT II

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Notes to the Teacher	Learning Activities
	Discuss how the neighborhood is different from the large community. (In the case of a small town, the children may refer to the "town" as the community; in a city, the community will be a portion of the city. Do not push for sharp definition of these terms. It is sufficient if the children realize that the community takes in more people than those they know around the school or their homes.) Ask: • How many live in the school neighborhood? • How many live out of the school neighborhood? • How is a community different from a neighborhood? Print the word "community" on a card and ask which map it should be placed over. Have the children name other communities they know.
	2. On the community map used in Act. 1, mark the main business section in green. Help a small group plot the major streets of this section on the floor or on a table. This is the base for a model of the community. This model will be used to plan a map of the community. Take a short walk around the school neighborhood. Note the street signs and any landmarks, such as railroad, hill, warehouse, etc.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

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Notes to the Teacher	Learning Activities
	3. Let the children construct a replica of the homes and landmarks of the neighborhood. Such a replica can be made very simply with shoe boxes, or small blocks, paper trees, etc. Place just the outstanding features in the model. Arrange all objects on the base showing cross streets (Act. 2). Let the children label the buildings.
The children have been introduced to the idea of using symbols in Grade I, Unit III, Act. 29.	Discuss with the children what they might use on the map to show they mean the school, the park, or whatever service or landmark is appropriate.
Evaluation Exercise follows Act. 4.	Have the children develop a map of the model they have just made. Can they see the relationship of their map symbols to the model?
	4. Show the motion picture *What Is A Map?* to fix in the children's minds that maps are pictures using symbols.
	Alternate Reference: *Communities and Social Needs*, (King), pp. 78-88
	The replica of the community and the map are on-going activities that may begin at this point or at some later point that the teacher considers more appropriate. Throughout the unit, as each service is studied in the local setting, a committee established for the service will place a block or cardboard box in the community model and a cut-out symbol on the map. The map and model will also be used in Unit III.
	If the replica (model) is placed on the floor, the class will be able to develop understandings of space and direction through practice and can then transfer the symbol to the map with greater facility, using the model as a reference.

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Notes to the Teacher

People living under different conditions and engaging in different occupations may differ in the kind and/or amount of services needed. In Act. 5-32, services are presented to the children only in terms of the Main Idea. The activities are organized so that the teacher may select those related to the local community first:

Activities 5-20	City or Industrial Community
Activities 21-28	Commuting Community
Activities 29-32	Farming Community

The varieties of communities are endless. Each teacher will of necessity adapt the content to the local situation. The University Community in the city differs somewhat from one in a small town, yet both have the need for some of the same special services. Children should become aware of the special needs of their own communities whether they are resort towns, Army or Navy bases, or mining towns. Select the one closest to the local community and adapt it.

Following the study of the local community, select at least one other community for contrast. It is recommended that every group of children study the city. Because of the needs of our cities, the children at an early age should be made aware of the needs and wants of the people of our cities. Experience has shown that most second grade classes are well able to compare and contrast the three communities suggested in the unit.

UNIT II

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Notes to the Teacher	Learning Activities
List the name of a child who "will ask if he might bring. . ." This is important as it saves from embarassment the child who volunteers beyond the possibility of his being able to fulfill the responsibility. Seeing his name on the board gives him the recognition he needs: there is no failure if he cannot produce.	If lack of space, double-session, or other limitation makes the model impossible, the map will provide a good visual-aid; however, the teacher should then improvise alternate props for dramatic play. In planning the community model, include a space on chalkboard or chart entitled "What We Need." Throughout the unit, materials will be listed as need arises. The community map will be used only for the study of the local community. As the children study contrasting communities, they will develop panels or murals of the second and third communities. Student Reference: *How to Read a City Map*, (Stevens)

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Evaluation Exercises

Learning Activity 3

Map Making - Replicas, Murals

The following criteria may be applied to the group, as a whole, or to individual children through use of a check list. They are applicable to both the replica and the map. (Objective 17, 20)

1. Size Relationships

   Note the degree of appropriateness of size relations among various features, e.g., Are the streets too wide, the houses too tall?

2. Landmarks

   Are they correctly placed? Can pupil use them to locate where they and others live?

3. Space Relationships

   Are people and objects placed in locations which are approximately accurate?

4. Comparisons

   How many accurate comparisons are made? e.g., "Billy lives farther from me than Betty."

5. Flexibility

   The extent to which children suggest changes in the map or replica and/or are receptive to them as opposed to resisting any changes.

6. Use of symbolism

   Do pupils correctly use symbols on the community map to identify locations? Do the symbols on the constructed map adequately portray the objects on the replica?

Suggested Uses

Selected pupils, or the whole class, may indicate the need for more experiences involving relationships among physical aspects of their environments. They may be encouraged to describe landmarks and how they can use them; to construct other maps, etc. Of particular interest is the extent to which deductions, such as relative distances can be made.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	CITY OR INDUSTRIAL COMMUNITY
Intake of information	5. Show the children the pictures on the first six pages of *City in the Summer* (Schick) to give them a sense of the tremendous amount of activity in a city neighborhood. Read *City in the Summer*. Tell the children to listen carefully to find out: • What Jerry wanted most • Who helped him get what he wanted
Attitudes, Feelings, and Values In Grade I, the children dealt with their friendship with older people. Some children may recall some ideas expressed at that time.	6. Discuss the story, emphasizing what Jerry wanted and different ways his wants might have been achieved. Suggested question sequence: 1) What happened in the story? 2) How do you think Jerry felt? 3) Why do you think he felt that way? 4) Who has a different idea about how he felt? 5) How do you suppose the old man felt? 6) Does this remind you of a time when someone helped you get what you wanted? 7) How did you feel? 8) Why do you think you felt that way?

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
Formulating Hypotheses Observe whether the children make predictions that are realistic, such as: • Maybe his father could take him on Sunday. Or are the children unaware of any limitations of the situation, such as: • They could have a swimming pool put in their backyard.	7. Let the children have a minute or two to talk with a friend. Tell them to figure out an answer to the question: • Suppose the old man could not take Jerry to the ocean. What could Jerry have done? OR Have the children look again at the pictures of many children playing in the hot street in *City in the Summer* (Schick). Ask: 1) Do you think all these children have a friend like the old man? 2) What makes you think so? 3) What can they do to get cool? Let the children share their suggestions. Then read *Emilio's Summer Day* (Bourne). Had anyone thought of Emilio's solution? Who helped Emilio?
Organizing information	8. Have the children talk about places they know about in their community • Where there is space to play • Where they can get cool Appoint a group of two or three children (or ask for volunteers) to put blocks or other replicas of these places on the community model and symbols on the map.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services

Notes to the Teacher	Learning Activities
	Read A *Small Lot* (Keith) to see how space gets lost. To the teacher whose class is studying the city as a second community: Have the children start a panel showing city life, using the information from the books read in Acts. 5 and 8. Have them put in the parks they think the people of their imaginary city need.
Inferring and Generalizing	9. Read the following to the children. Tell them to listen carefully to find out: • What people were doing • Where the people were Read: Mrs. Barns was busy cooking supper. "Betty, turn off the T.V. I thought I told you to keep the baby away from the stove." Betty got up quickly, but the baby began to cry. She wanted to stay right under her mother's feet. "Jim," said Mother. "Stop tossing that ball. You'll break the dishes. Why don't you take the baby into the other room and roll the ball to her?" "Can't," said Jim. "Bob is doing his homework, and he told me to stay out." Ask: • What happened in the story I just read?

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MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	After the children have given the facts, distribute the following. Let the students complete it individually or the teacher can pair up a student who is not frustrated by writing with one to whom it is a problem. Every day,families need space for. . . If families do not have enough space. . .
This way of sharing stories is meant to give every child an audience without becoming involved in long and tedious periods of reading thirty stories.	10. Let the children meet in groups of three or four to share their completed stories. This activity should be carried out in three or four minutes.
	11. Read *Seven in a Bed* (Sonnebaru). This is a delightful story of a Puerto-Rican family arriving in New York and finding little space. It is told with great good humor.
Using parents as resource persons	12. List the major plants in the community and let the children tell which members of their families work there and what product is manufactured. Appoint a committee around the industry representing most of the class and help them with the map and community model jobs. This committee would probably be dependent for information on parents or other resource people.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	<u>To the teacher whose class is studying the city as a second community</u>. The references listed below provide enough information on the factories to help the children understand job specialization and the services needed by an industry. Some may have been used in Unit I. If so, merely review the information. Suggested References: Books — *At the Bakery*, (Colonius) *Greenfield and Far Away*, (Preston) *Learning About Our Neighbors*, (Wann), 69-78, 87-102 *Let's Go to a Clothing Factory*, (Lazarus) Motion Picture — *Factory: How a Product is Made* Filmstrip — *Baker, The*
<u>Applying Generalizations</u> Save this list. It will be checked in Act. 15. Note especially whether the children are so concerned with "things" that they forget to mention people. If so, the importance of people needs to be brought out more clearly.	13. Plan to take the class on a trip to the industrial area. Before discussing the trip with the class, tell them they will be visiting (factory) area. Ask: • What do you think you will see there? If the children recall some of the generalizations they made while studying Unit I, they can be expected to mention workers, a place to work, machines ,and tools (if they are to go into the plant), and services such as transportation and electricity.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
Intake of information	14. Take the class on a bus to the industrial area and call attention to any of the following: Large factory buildings and the amount of land used High chimneys and smoke Wire fences and danger signs Large parking lots, identification stickers on cars Power lines - pipelines - storage tanks Main railroad tracks and branch lines into factories Highways and trucks going to and from the plants Docks and ships Route the trip through the business area to see other services in this community. Call attention to the distance from the industry to the center of town. <u>To the teacher whose class is studying the city as a second community:</u> Use the references listed below. Suggested References: Books — *Communities and Social Needs*, (King), p. 39 *Greenfield and Far Away*, (Preston), pp. 194-195 Motion Picture — *City, The* Filmstrip — *Life in a Large City* OR

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	Display pictures of industrial areas from school files and have the children examine them carefully to find the workers, services, etc.
Checking a prediction	15. List on the chalkboard the responses the children give to the question: . What did you see on the trip (or in the pictures)? Let the children check what they saw against their prediction (Act.13). Ask: • Which important things did we forget? • Why do you think those things are important? Direct the children's attention to the list of things they saw, and ask: • What things did we see that show a factory hires many people to work? Why do they need them? • What things did we see that show an oil refinery (steel mill, sugar refinery, paper mill) needs a lot of land? Why would it? • What did we see that tells us factories need ways to haul things? Why do they need trucks, railroads, etc.? • What did we notice that tells us factories and homes should be separated? Why? Check the map and model to see whether the major transportation routes are represented.

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

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Notes to the Teacher	Learning Activities
Organizing information Map skills	16. Discuss with the class how they will enter their information on the model and the map. Appoint a group of two or three to carry out the suggestions of the class. <u>To the teacher whose class is studying the city as a second community</u>: Plan with the class how they will show the factory and related services, workers, etc.,on their panel. Many children might paint and cut-out the items. A small group could arrange them on the panel.
<u>Inferring and Generalizing</u>	17. Ask: When you look at our map, what can you say about a factory area? Ask additional questions until the children bring out a variety of statements that could be inferred from the map.
Intake of information	18. Show the motion picture *The City*. Tell the children to watch carefully to find out . What services the factories needed · What the people were doing to provide more space for recreation

UNIT II

MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes To The Teacher	Learning Activities
Inferring and Generalizing	19. Discuss the motion picture by asking: 1) What did you see? 2) How was the factory area like the one we visited? 3) What can you say about factory areas of a city?
Applying Generalizations	20. Present the following "change-effect" situations to the class, and be alert to opportunities for lifting the level of discussion from the "whats " to the "whys " to the "important relationships": • Pretend that the freight trains (trucks,ships) would not come to our town anymore. What difference would it make to the big factories? To the other stores? To our families? • Pretend that the big factories closed. What difference would it make to our families? To the rest of our town? To the transportation men? • Pretend that all the workers quit. What difference would it make to the community? • Pretend that the people did not have the money to pay the prices charged for the things the factories were making. What difference would it make to the factory owners and workers? To the truck, boat, and railroad workers?

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MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	COMMUTING COMMUNITY
Intake of information	21. Take a walk or a bus ride with the children to observe: • The number of gas stations on the main street • The bus station that is a stop for commuter buses • The train station On return, let the children tell what they saw. Ask:
Inferring and Generalizing	• Why do you suppose we need so many gas stations? Buses? Trains? • Why do we need the bus station? The train station? To the teacher whose class is studying the commuting community as a second community: Commercial material seems to be limited on this aspect of the modern community. Develop a teacher-made chart giving the children information on the rush of people out of the suburbs and the return rush in the evening. Suggested Reference: Filmstrip *Robbie's Neighborhood*
Intake of information Inferring and Generalizing	22. Have some of the children whose fathers commute by car find out how often they fill their gas tanks. Let other children whose fathers work locally ask how often the gas tank is filled. Have the children contrast the figures.

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Organizing Idea: City, commuting, and farm communities each need some special services.

Notes to the Teacher	Learning Activities
	Ask: Why do you suppose the community has so many gas stations?
Organizing information Map skills	23. Let a committee locate several gas stations on the model of the community and then place their symbols on the map. Children who were "experts" on gas stations in Unit I might be used as resource people in this project. Suggested References: *At The Service Station*, (Goodspeed) *Ben's Busy Service Station*, (Barr) *Gas Station Gus*, (Huntington) *I Want To Be A Mechanic*, (Greene) *Let's Go To A Garage*, (Kunhardt) To the teacher whose class is studying the commuting community as a second community: Let the children begin a panel showing those services that are of special importance to the commuting community. A small group may fill in the background while others paint and cut-out items to be pinned on the background.

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MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

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Notes to the Teacher	Learning Activities
Intake of information	24. Let the children ask their fathers or mothers about traffic conditions going to and from work. Tell them to find out: • How long it takes to get to work during peak traffic hours • How long it would take on Sundays or during the middle of the day
Organizing information	25. Have the children report their findings back to the group. Tabulate these times on the chalkboard as children report. For example: LEAVE A.M. RETURN P.M. 6:00 - 6:30 // 5:00 - 5:30 ///// 6:30 - 7:00 ///// 5:30 - 6:00 ////// 7:00 - 7:30 ///// 9:00 - 9:30 -
Inferring and Generalizing	Ask the class what they can learn from the tabulation. Let the children dictate a chart story that summarizes the information the parents gave them.

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Notes to the Teacher	Learning Activities
	For example: COMMUTING TO WORK Most of our parents go to work around _____ in the morning. Most of them come home about _____ at night. The highways are crowded in the morning and at night. It takes longer to get to work when everyone is driving at the same time. <u>To the teacher whose class is studying the commuting community as a second community:</u> Bring a train or bus schedule from a commuting community to school and show the children the times of departure during the day. • How often do they leave early in the morning? • How often do they leave in the middle of the day? • Why are so many trains/buses needed in this community in the morning? • How often do the trains/buses arrive in the evening rush hours? If there is road construction underway in the area, call this to the children's attention. Have them talk with adults about why more streets or roads are needed. Use pictures from local newspapers.
Map skills	26. If a commercial map of the community is available, help the gas station committee locate street repairs and/or road construction and mark these in blue or green. Let them tell the class whether or not the construction is on or near the main routes traveled to work.

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MAIN IDEA: THE NATURE OF A PARTICULAR COMMUNITY WILL INFLUENCE THE KINDS OF SERVICE IT NEEDS.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	27. Have the children look at their map and/or panels they have been developing. Ask: 1) How many ways do we (or a commuting community) have for commuters to get to work and back again? 2) What do you think these services mean to the commuter? To the bus, train, and gas station workers? The material needed for this learning sequence will depend largely on the interests of the children. Probably several individuals (or pairs) will want to gather information about the same service. For this reason it may be well to bring to the classroom more than one copy of the more popular titles. The references listed below are merely suggestions, and teachers should substitute more recent and better books if they are available.

Titles	Pages
BANKER (TELLER, ETC.)	
At the Bank, (Rees)	All
City Workers, (Rowe)	32-33
I Know a Bank Teller, (Williams)	All
Let's Go To A Bank, (Sootin)	All
BARBER	
Billy the Barber, (Kunhardt)	All

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Notes to the Teacher	Laarning Activites	
	Titles	Pages
	BUS DRIVER	
	I Want to be a Bus Driver, (Greene)	All
	CONSTRUCTION WORKER - BUILDER, CONTRACTOR, ARCHITECT, CITY PLANNER	
	A Building Goes Up, (Kahn)	All
	City Workers, (Rowe)	28-29; 34-35
	Greenfield and Far Away, (Preston)	158-160
	I Know a House Builder, (Bolian)	All
	I Want to be a Roadbuilder, (Greene)	All
	Learning About Our Neighbors, (Wann)	25-29; 155-165
	Let's Go to a Steel Mill, (Green)	All
	Our Growing City, (Buckley-Jones)	All
	Whose Tools Are These?, (Radlauer)	All
	Let's Go to Watch a Building Go Up, (Goodspeed)	All
	DENTIST	
	About Jack's Dental Checkup, (Juvelier)	All
	City Workers, (Rowe)	18-19
	I Want to be a Dentist, (Greene)	All
	DOCTORS	
	About Jill's Check Up, (Juvelier)	All
	City Workers, (Rowe)	14-15
	Doctors and Nurses: What Do They Do?, (Greene)	All
	Greenfield and Far Away, (Preston)	57-73
	How Hospitals Help Us, (Meeker)	All

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Notes to the Teacher	Learning Activities

Titles	Pages
DOCTORS	
I Want to be a Doctor, (Greene)	All
Let's Go to a Hospital, (Rowlance)	All
FIREMAN	
About Firemen, (Hefflefinger)	All
City Workers, (Rowe)	8-9
Firefighting: A New Look into the Firehouse, (Ditzel)	All
Greenfield and Far Away, (Preston)	79-92
I Know a Fireman, (Williams)	All
I Want to be a Fireman, (Greene)	All
Learning About Our Neighbors, (Wann)	113-130
Let's Find Out About Firemen, (Shapp)	All
Let's Go to a Fire House, (Buchheimer)	All
Pumpers, Boilers, Hooks and Ladders, (Fisher)	All
The True Book of Policemen and Firemen, (Miner)	All
What Do They Do?, (Gravel)	All
What is a Community?, (Radlauer)	34-35
FOODSTORE	
Greenfield and Far Away, (Preston)	33-35
Learning About Our Neighbors, (Wann)	45-56

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Notes to the Teacher	Learning Activities

Titles	Pages
GARBAGE COLLECTOR AND CITY SWEEPER	
City Worker, (Rowe)	10-11
Learning About Our Neighbors, (Wann)	137-140
Let's Go to a Sanitation Department, (Cochrane)	
GAS STATION WORKER	
At the Service Station, (Huntington)	All
Ben's Busy Service Station, (Barr)	All
Gas Station Gus, (Kunhardt)	All
Greenfield and Far Away, (Preston)	25-30
I Know a Garage Man, (Williams)	All
I Want to be a Mechanic, (Greene)	All
Let's Go to a Garage, (Goodspeed)	All
LIBRARY	
At the Library, (Colonius)	All
City Workers, (Rowe)	22-23
Greenfield and Far Away, (Preston)	150-162
I Want to be a Librarian, (Greene)	All
Miss Terry at the Library, (Barr)	All
MAILMAN AND POSTAL SERVICE	
About Postmen, (Hastings)	All
At the Post Office, (Colonius)	All
City Workers, (Rowe)	12-13

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Notes to the Teacher	Learning Activities

Titles	Pages
MAILMAN AND POSTAL SERVICE	
Greenfield and Far Away, (Preston)	112-120
How We Get Our Mail, (McCall)	All
I Want to be a Postman, (Greene)	All
Let's Go to a Post Office, (Buchheimer)	All
Mr. Zip and the U.S. Mail, (Barr)	All
NEWSPAPERMAN	
Greenfield and Far Away, (Preston)	104-111
Learning About Our Neighbors, (Wann)	149-153
Let's Go to a Newspaper Office, (Sootin)	All
Our Growing City, (Buckley-Jones)	All
This is a Newspaper, (Feigenbaum)	All
NURSE	
City Workers, (Rowe)	16-17
Doctors and Nurses: What Do They Do?, (Greene)	All
Greenfield and Far Away, (Preston)	57-73
I Know a Nurse, (Schima)	All
I Want to be a Nurse, (Greene)	All
POLICE	
About Policemen, (Dillon)	All
City Workers, (Rowe)	All
Greenfield and Far Away, (Preston)	74-78
I Know a Policeman, (Williams)	All

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Notes to the Teachers	Learning Activities

Titles	Pages
POLICE	
I Want to be a Policeman, (Greene)	All
Learning About Our Neighbors, (Wann)	131-133
Let's Find Out About Policemen, (Shapp)	All
Read About the Policemen, (Slobodkin)	All
The True Book of Policemen and Firemen, (Miner)	All
What is a Community?, (Radlauer)	All
PRODUCER AND/OR PROCESSOR	
About Ready-To-Wear Clothes, (Shannon)	All
At the Bakery, (Colonius)	All
At the Dairy, (Hastings)	All
City Worker, (Rowe)	36-37
The Great American Shopping Cart, (Graham)	All
Greenfield and Far Away, (Preston)	194-195
How We Get Our Dairy Foods, (Banks)	All
I Want to be a Baker, (Greene)	All
Learning About our Neighbors, (Wann)	57-60;71-79
Let's go to a Clothing Factory, (Lazarus)	All
Let's go to a Dairy, (Goodspeed)	All
RECREATION	
Greenfield and Far Away, (Preston)	196-198
What is a Community?, (Radlauer)	44-47
SCIENTISTS-RESEARCHERS	
Let's go to an Atomic Energy Town, (Polking)	All

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Notes to the Teachers	Learning Activities

Titles	Pages
SERVICES	
City Workers, (Rowe)	30-31;40-41;42-43 44-45;46-47
Learning About our Neighbors, (Wann)	166-177;178-185
STOREKEEPER	
City Workers, (Rowe)	24-27
Greenfield and Far Away, (Preston)	51-56
I Want to be a Storekeeper, (Greene)	All
Learning About our Neighbors, (Wann)	87-90
TEACHER	
City Workers, Rowe)	20-21
Good Morning, Teacher, (Barr)	All
I Know a Teacher, (Buchheimer)	All
I Want to be a Teacher, (Buchheimer)	All
Learning About our Neighbors, (Wann)	134-136
TELEPHONE OPERATOR	
I Want to be a Telephone Operator, (Greene)	All
City Workers, (Rowe)	38-39
TRUCK DRIVER	
Truck Drivers; What do They Do?, (Greene)	All
Trucks That Haul by Night, (Stevens)	All

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Notes to the Teacher	Learning Activities
Applying Generalizations See Unit I, Conclusion for suggested evaluation procedures	28. Present the following "change-effect" situations to the class and be alert to opportunities for lifting the level of discussion from the "whats," to the "whys," to the "important relationships." • Pretend all the main highways will be closed from now until (Christmas, Easter, vacation). What difference will it make to the gas station man? • Pretend all the gas stations are closed. What difference will it make to our parents or (parents of a commuting community)? • Pretend all the families in a commuting community decide to move where the fathers work. What difference will it make to the community that they leave?
	FARMING COMMUNITY
Intake of information	29. Take a walk or bus trip to observe what businesses are in the farming community. Tell the children to watch carefully for all the services they can see. Arrange the trip so that it passes services farmers would use, such as: • Tractor repair service • Crop dusting • Feed stores

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Notes to the Teacher	Learning Activities
	On their return, let the children discuss the services they saw. Ask: 1) Which of the services you saw might be used by all the people? 2) Which do you think the farmer especially needs? 3) Why do you suppose this community has these services?
Let the children begin a panel showing those services that are of special importance to a farming community. A small group may fill in the background while others paint and cut-out items to be pinned on the background. Evaluation See Act. 3.	To the teacher whose class in studying the farming community as a second community: Show the filmstrip *Life on a Small Farm* or *Life on a Large Ranch*.
	30. Bring some local newspapers and look for ads of other kinds of businesses farmers need such as food-processing plants, packing sheds, crop dusters, feed store, warehouses. Let children who live near any of the services (or accompanied by a willing parent) talk with the owner about the need for this service. Have them report their findings to the class. Let the children dictate a chart story about services for farmers. Have volunteers illustrate the chart.
Map skills	Establish a farm machinery committee to construct replicas for the model of the community and to enter symbols for the services on the map.

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Notes to the Teacher	Learning Activities
	Suggested References: *Farmer and His Cows*, (Floethe) *Tommy Learns to Drive a Tractor*, (Lewellen)
Inferring and Generalizing Evaluations See Unit I, Act. 7, 8, and 35.	31. Direct the children's attention to the map (or panel). Ask: 1) How many different services have we shown for the farmer? 2) What do you think these services mean to the farmer? To the people who dust crops, repair tractors, etc.?
Applying Generalizations	32. Present the following "change-effect" situations to the class and be alert to opportunities for lifting the level of discussion from the "whats," to the "whys," to the "important relationships": • Pretend that all the farmers will use horses instead of tractors. What difference will it make to the tractor salesman? To the garage? • Pretend that all the garages are closed. What difference will it make to the farmer? To the rest of the community?

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Notes to the Teacher	Learning Activities

Communities vary in both the physical surroundings and the kinds and amounts of services they require. In Act. 33-34, the children examine the differences among the communities.

33. Focus the children's attention on their map and panels. Ask:

- What differences so you see?

Frequent responses from second grade children have been:

- People in the city live close together, but on the farms they're far apart.
- In the city, the school is close, but on the farm it's far from the homes.
- The city has lots of factories, but the commuting community just has homes and stores.

Write the statements of the children on the chalkboard. Show the motion picture *Neighborhoods are Different*. Ask:

- What differences did you see that we have been talking about?
- What differences had we not thought about?

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Notes to the Teacher	Learning Activities
Ask the children to look to see whether the film shows some of the differences they have mentioned. Checking a prediction Reminding children that new experiences can add to our store of knowledge.	34. Display the groups of services the children suggested their community needed in the Opener. Ask: • What services do you think are important enough to our community to add to the list? • Should they be added to the groups or will new groups need to be added? • How does it happen we are able to add more services to our list now?

People may have very definite feelings about their communities - either positive or negative. Problems sometimes arise as people try to leave their communities. In Act. 35-38, the children consider the problems of two families (one black and one white) in moving.

Formulating a Hypothesis Record the children's predictions for use in Act. 37	35. Direct the children's attention to their model or map and the panels they have made. Ask: 1) How do you think a person moving from the farm to the city might feel? From the city to the farm? 2) What reasons do you think they might have for moving? 3) What problems might people have in moving?

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values	36. Read *Sad Day, Glad Day* (Thompson). Tell the children to listen carefully to hear · Why the family was moving · How different people behaved on moving day Suggested question sequence: 1) What happened in the story? 2) How do you think Kathy felt? 3) Why do you think she would feel this way? 4) Who has a different idea about how she felt? 5) How did Mother (Father) feel? 6) Has anything like this happened to you? 7) How did you feel? 8) Why do you think you felt that way? Excerpts from a class discussion of second-grades in an inner-city school: · Sometimes you miss the old house and sometimes you like the new house. · It's like sometimes you go over to someone's house and maybe you sleep over and you don't really want to so you try to make up your mind and first you might say you want to and then when you get there you're not really used to it and then you come back some other time and you want to stay.

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Notes to the Teacher	Learning Activities
	In answer to "How could someone have helped Kathy?" • Someone could have shown her around. • She could have saw a picture. • First ya oughta tell them. Ya oughta tell them before ya go to sleep.
Attitudes, Feelings and Values	37. Read *A New Home for Billy* (Justus). This is a story of a black family meeting prejudice as they attempt to find a new home. Read to page 19. Stop at the point where the owner says, "This is an all-white neighborhood." Suggested question sequence: 1) What has happened in the story so far? 2) What do you think Mr. Allen (Billy's father) should do? 3) How do you think the owner would act if Mr. Allen did that? 4) Has something like that ever happened to you? 5) What did you do? 6) As you think back now, do you think that was a good or a bad thing to do? 7) Why do you think so? 8) Is there any way you would change what you did?

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Notes to the Teacher	Learning Activities
Decentering	Continue reading to page 42. Stop after reading "...good times that he and Fred used to have together." Ask: 1) What has happened in the part of the story I have just read? 2) If you were Billy, what do you think you would do? 3) How do you think the other boys would behave?
Role-playing	A group of volunteers might role-play what they think the ending of the episode might be.
Evaluation See Unit I, Act. 16. Evaluation Exercise follows Act. 38.	
Checking a hypothesis	Complete the reading of the story. Check the hypotheses given in Act. 35.
	38. Discuss with the children how moving from one community to another can be different for different families. Ask: 1) What reason did Kathy's father have for moving? (To be close to his new job.) 2) What problem did Kathy have? 3) What reason did Billy's father have for moving? (Space) 4) What problem did Billy and his parents have? 5) Which problem do you think is harder to do something about? 6) What makes you think so?

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Evaluation Exercises

Learning Activity 37

Attitudes, Feelings, and Values

Questions such as these, which explore children's reactions to inter-personal conflict are particularly useful in assessing feelings and attitudes. Each pupil may be asked to write his answers to one or more of the questions prior to discussion or a checklist may be used to record instances during class discussions. In either case, the following criteria are suggested.

The examples given pertain to the story. The same criteria are applicable to the questions which ask pupils to relate the story to their own experiences.

1. Ethical Concern (e.g., Question 2)(Objective 11)

   The following categories may be used to group or note responses.

   a) Expedient The problem is solved as easily as possible without regard to ethical concerns or by referral to other authority, e.g., "He should leave," "He should hit him," "Go see a lawyer"

   b) Acceptance of rules Adherence to particular rules is considered the desirable solution, e.g., "But that's against the law," "If that's the way it is he can't do anything"

   c) Concern for participants An attempt to reconcile opposing viewpoints, e.g., "He should tell him he feels bad and why do they have it that way?" "They should talk it over and see if there isn't another way"

2. Sympathetic Response (e.g.,Questions 2 and 3) (Objective 11)

   a) Punitive toward persons involved, e.g., "He's a bad guy," "He shouldn't want to live there," "The owner should be put in jail"

   b) Neither punitive nor sympathetic.

   c) Sympathetic or supportive of person(s) involved, e.g., "Billy's father feels bad," "The owner has maybe learned to think black people aren't as good," "Maybe he's afraid his neighbors will be mad at him"

3. Rationality (especially Questions 2 and 8) (Objective 8)

   The degree to which "problem solving" is applied to the situation.

   a) Only one solution is suggested throughout the series of questions. Pupil gives no evidence of awareness that his solution may be imperfect or that others of equal merit

   b) Pupil indicates two alternative solutions without elaboration.

   c) Pupil indicates more than two possible

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Evaluation Exercises

solutions and/or indicates willingness to consider other options (especially in Question 6).

4. Values (Questions 6 and 7)

   Note instances where children clearly identify a value which is logically related to their judgement of good or bad, e.g., "It was bad because you shouldn't lose your temper"

Suggested Uses

a) As the year progresses, one would hope to see a larger proportion of the class giving responses in the c category on each criterion. Comparisons may be made with similar exercises keeping in mind that different "content" will have an effect on the responses.

b) Note particularly those pupils who seem unable to answer the questions or whose responses are consistently negativistic and/or seem inappropriate. Additional opportunity to explore feelings may be indicated.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	**Conclusion** Cut out pictures from magazines that could remind the children of a service. During this activity the children will have to be helped to focus on the service in the picture by such questions as: • But what service does this show? Divide the bulletin board into four sections and label them:

Services In Every Community	Special Services in a Commuting Community	Special Services in a City	Special Services in a Farming Community

Show the pictures one at a time and ask:

1) What is the service?
2) Where do you think this service should go?
3) What makes you think so?

Encourage children who have different points of view to express them. Accept decisions with appropriate tentativeness, such as, "Jean thinks this service is probably more important in..."

Evaluation See Unit I, Act. 25.

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 7, 8.	Let the children pin the picture in the area where they feel it belongs. Direct the children's attention to the bulletin board. Ask: • When you look at our bulletin board, what idea do you get about services? Response from a second-grader: Child 1 It looks like every community needs mostly the same things. Guess it wouldn't be a community if it didn't need things. Teacher What idea do you get about the other communities? Child 2 It looks like they need some special things, but mostly they just need a lot more. OR Place on the chalkboard the label "Services in Every Community." Have the children examine the model and the panels to find: • Which services are the same in all three communities Have the children remove the replicas and panel figures and place them on the chalk board. Then ask:

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Notes to the Teacher	Learning Activities
	• When you look at the services we have placed under "Every Community," what idea do you get about communities and services? • What about the other communities?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling--concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Explaining cause-and-effect relationships (7)

g. Forming hypotheses (8)

h. Sensitivity to feelings and thoughts of others (9)

i. Ability to relate one's own values to those of others (13)

j. Comprehension of concepts and generalizations (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT III

MAIN IDEA: THE PEOPLE OF A COMMUNITY ORGANIZE IN DIFFERENT WAYS IN ORDER TO ATTAIN THEIR GOALS.

Organizing Idea: The people of a community get the goods and services they need through business, government, and volunteer groups.

Contributing Idea: 1. Some of the needs of people are usually met by the people through their government.

Content Samples:
*Beautification of parks and highways
Fire Department
Schools

Contributing Idea: 2. People pay taxes in order to secure the services they want and are willing to pay for.

Content Samples:
*Car licenses
Gas tax
Sales tax

Contributing Idea: 3. People secure many goods and services through private enterprise

Content Samples:
**Bank
Local merchant
Barber

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* Much of the content will be suggested by the children.

** The content will depend largely on the selections the children made in past units.

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Contributing Idea: 4. Owners of business must obey laws that relate to their business.

Content Samples:
Rules of:
- Health Department
- Fire Department

Contributing Idea: 5. Some needs are met through volunteer workers.

Content Samples:
**Homeroom Mother
Collectors for Heart Fund
Civil Rights Workers

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Notes to Teacher	Learning Activities

People make decisions through their government on how to provide many services and how much to spend for these services. In the following sequence (Opener - Act. 14), the children consider some of the services the community provides through government.

Opener

Keep these pictures. They will be used after the story is read in Act. 2

Ask the children to close their eyes and think for a second about the question:

- Suppose you took care of your neighbor's dog for a whole month while your neighbor was away and she paid you ten dollars. What would you do with the money?

After the children have thought a few seconds, have them draw a picture of what they would do with the money.

Development

Attitudes, Feelings, and Values

1. Read *Song of the Empty Bottles* (Molarsky).
Tell the children to listen carefully to find out:

- How Thaddeus was able to get what he wanted most.

Evaluation See Unit I, Act. 35

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Notes to the Teacher	Learning Activities
The scene of the story *Song of the Empty Bottles* is set in the inner city. Teachers should feel free to substitute books they feel would be more meaningful to the class. One such book is *Did You Carry the Flag Today, Charley?* (Candill). This latter book is set in Appalachia. See Unit II, Act. 37 for evaluation suggestions which may be adapted for use here. Note particularly the number of logical inferences that are made in response to questions 3, 5, 8, and 10.	Discuss the story, focusing on the value Thaddeus placed on the guitar. Ask: 1) What did Thaddeus do to get the guitar? 2) What do you think were his reasons for doing these things? 3) What do these reasons tell you about what Thaddeus thought was important? Read again the section where Thaddeus asks his mother for the money (pp. 14-17): "After a while mother came... Not right now. Or any other time for that matter." 4) What do you think were Mother's reasons for saying "Not right now. Or any other time for that matter?" 5) What do these reasons tell you about what Mother thought was important? 6) What did Mr. Andrews pay $10 for? 7) What do you think were his reasons for doing this? The children may respond with a variety of answers, for example: · He wanted a song. · He wanted to help Thaddeus. · He didn't just want to give him the money. 8) What do these reasons tell you about what Mr. Andrews thought was important? Have the children look at the pictures they drew in the Opener. Ask:

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Notes to the Teacher	Learning Activities
	9) What were your reasons for doing what you said you would do with your money? 10) What do you think is important?
Organizing information The purpose of this activity is to increase the children's skill in organizing information.	2. Review briefly what the children thought to be an important thing to do with their money. Stand the pictures along the chalkboard ledge. Then ask: • What could we do to see what kinds of things our class thought were important? The children may suggest either: • Tallying • Grouping and labeling Follow through on the children's suggestions. Then ask the appropriate question: • How many different things (or kinds of things) did we feel were important? If the children suggest tallying treat the tallies as a recognition of the several children. Placing value on behavior or on an object is individual action and there should be no attempt to elicit "what most of us value." Rather, each child should be encouraged to examine his own values and to be aware of the variety of values in a class.

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Notes to the Teacher	Learning Activities
Intake of information	3. Direct the children's attention to the model or map of their community. Select a service that is publicly owned and with which the children are familiar. Ask an appropriate question about remuneration for the worker, for example: • When you get on the school bus, do you pay the driver? How do you suppose he gets paid? • Who do you think pays for the school bus he is driving? If individuals (or pairs) who were "specialists" on this service in Unit I have this information, let them give it to the class. Suggested References: *Learning About our Neighbors* (Wann), pp. 128-130 *Town Meeting Means Me* (Turner), pp. 30-33
Inferring and Generalizing See Unit I, Act. 7, 8, and 25 for evaluation suggestions.	4. Discuss the relationship between people's wants and the payment of taxes. Suggested question sequence: 1) What things are paid for from tax money? 2) Why do you suppose each person would not buy these things (or pay for these services)(or build these things) himself?

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Notes to the Teacher	Learning Activities
	Typical responses from one group of second-graders: • He might not have the rocks to build a road. • If the mother taught the children,she wouldn't get anything else done. • He wouldn't have enough money to buy a park. • He might not know how to put out a fire. 3) What would you say about why people pay taxes?
Intake of information	5. Prepare a simple chart that the children can read explaining what a tax is. For example: Taxes A tax is money we give to the government. Sometimes you pay a tax when you buy something. If a balloon costs 15¢, you might pay 1¢ tax. The store owner sends the 1¢ to the government. Your families pay taxes on the money they earn, the houses they own, and on their cars. The people decide what they want. They decide how much they want to pay. They pay taxes so the government can do these things.

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Notes to the Teacher	Learning Activities
Intake of information Using many resources to gather information	6. Provide opportunities for children to notice evidence of taxes, for example: • Observe the license plates on the older children's bicycles. • Look for the tax sign on a gas pump. Have the children ask their parents what the gas tax money pays for.
Organizing information	7. Assign as a seatwork activity one picture illustrating the caption "We Pay Taxes On" and a second picture "Tax Money Pays For." Some children might write sentences to accompany their pictures.
Intake of information Inferring and Generalizing	8. Show the motion picture *What Our Town Does For Us* or the filmstrip *Places We All Own*. Ask: 1) What places do we all own? 2) Why do we say "public library," "public park," "public school?" 3) If a highway belongs to all the people, can we do anything we want there?

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Notes to the Teacher	Learning Activities
	Ask additional questions, such as: • Why must we have a rule (or law) about speed? Optional Reference: *Learning About Our Neighbors* (Wann), pp. 142-145
Recalling the ways to gather information	9. Direct the children's attention to the list of ways they can find out things they need to know (Unit I, Act. 17). Ask: • Where could you find out whether the service you put on the model is paid for by taxes? Have the children find out whether the service they studied is paid for by taxes. Tell them to remember also <u>how</u> they got the information. Let those who find that their services are paid for by taxes put a small flag on the model to show it is owned by all the people. Ask: • How do the people show they think schools are important? • Why do you suppose the people feel schools are important? Let those who bring in information tell how/where they found the information.

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values	10. If possible, take the class on a bus trip to see projects that are intended to beautify the community. For example: • Plantings along the highway • Flowers in the parks • Streetsweeping machinery at work • Containers for papers along the street Alternate Activity: If the bus trip is not possible, let the children look through books and magazines to find pictures of efforts of people to make the community beautiful. After either the bus trip or examining magazines, let the children tell what they have seen. Then ask: • What reason do you suppose the people have for paying taxes so these flowers can be planted? • What do you think the people feel is important?
Evaluation See Unit I, Act 7, 8, and 25.	11. Duplicate several situations such as those listed below and let each child respond. You are walking along the street. You unwrap a candy bar. What will you do with the wrapper?

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Notes to the Teacher	Learning Activities

- Throw it back in a bush where no one will see.
- Carry it until you reach a trash can.
- Throw it on the sidewalk.
- Something else. What?

You and your friends want to play hopscotch. What will you do?

- Draw the lines with chalk on the sidewalk.
- Ask the grown-up at the playground to paint the lines at the playground.
- Not play hopscotch.
- Something else. What?

On the way to school you cross the park. There are beautiful roses there. Your teacher likes flowers. What will you do?

- Take only one.
- Ask the man who takes care of them to give you some.
- Leave them for other people to see.
- Something else. What?

You and your big brother take some garbage to the garbage can. Your brother leaves the lid off. What will you do?

- Tell him to put the lid on.
- Hope the wind will not blow the garbage out of the can.
- Put the lid on.
- Something else. What?

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Notes to the Teacher	Learning Activities
	You and your little brother are riding on the bus. He begins to mark the seat with a crayon. What will you do? • Tell him to stop. • Draw a picture, too, because the bus is old. • Do nothing. • Something else. What?
The purpose of this activity is to increase a child's skill in looking at his own values. He may not behave in the way he either says or thinks he will, but, hopefully, he will become increasingly aware of the relationship between his behavior and his values.	12. After the children have made their decisions, select one situation at a time and discuss the reasons for the choices the children have made. Suggested question sequence: 1) Let's see what different things we would do when_____? 2) What was your reason for choosing that one? 3) What does that tell you about what you think is important?
	13. Ask the children to look on their way to and from school for ways people try to make their homes or stores beautiful and/or clean. Let them tell what they have seen. For example:

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Notes to the Teacher	Learning Activities
	• A house being painted • A store owner sweeping the sidewalk • Someone planting flowers Have the children share what they have seen and discuss the fact that people also provide beauty by doing the work themselves.
	14. Read *The Street of the Flower Boxes* (Mann).

The people of the community have many of their needs met through business - large companies and small individually owned businesses. Activities 15-18 deal with local businesses or branches of large companies that meet the needs of the community.

Recall of Information	15. Let some child who represented a local merchant, for example, a barber, TV repairman, or privately owned store, tell how he or she is paid. Help the children identify those people the children have studied "who get to keep the money we give them." Have the children look at the chart developed in Unit I, Act. 16. Ask:

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Notes to the Teacher	Learning Activities
	• How many of these same people do you think the barber, etc. might have to pay money to?
Recall of information	16. Review with the children their stories on when branch services, such as banking, come to town (Unit I, Act. 30).
Intake of information Use of teacher-made chart (This could be done on the chalkboard)	Using stick figures, draw a simple flow chart for the children, showing: • Some companies have many owners. The owners hire a manager. The manager hires the workers.
Inferring and Generalizing See Unit I, Act. 7 and 8 for evaluation suggestions.	Discuss the flow chart with the children. Ask: • How do you think a company owning something, like a bank, is different from the people owning something, like a park? A very simple distinction by a seven-year-old: • Well, it's not all the people. It's a few people, and they hire someone to do the job.

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Notes to the Teacher	Learning Activities
Expression	17. Let the children look for newspaper ads that name a company. Give them an opportunity to tell which stores they know or have been in that are owned by many people. Let the children divide a sheet of paper and write a sentence or illustrate the following about two services with which they are acquainted: • I know who owns... • Many people own... I know the manager. He is...
The purpose of this activity is to increase the child's awareness of regulations that protect people. It is not the intent of the activity to provide the child with knowledge of a number of laws.	18. Focus attention on the job of the manager. Recall the aspects of "hiring," deciding," etc. Ask: • Do you suppose that because a group of people or one person own a store or some other service, they can do anything they want? Encourage the children to tell what they may know about "dogs in stores," etc. Let the children ask an adult about the rules for the service they studied. Keep these very simple, for example:

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Notes to the Teacher	Learning Activities
	• Food that must be wrapped or packaged • Meat displayed in cases • Stock not stored close to incinerators • Receptacles for cigarette butts • Fire extinguishers in proper place • Rules about combs and brushes in the beauty parlor
Exchanging information	Have those children who have information on rules share it with the class.
This film is a fine review of the ideas the children have been developing gradually. The pace is slow enough for them to be able to recognize the ideas with which they have been dealing. As with most motion pictures, however, the children need to bring a great deal to the viewing because it deals with several ideas within a short span of time	19. Show the motion picture *Cities*. Tell the children to watch to find out: • How government gets the money for services the people want and are willing to pay for. • The different kinds of businesses that provide services people want and are willing to pay for. • How services have changed since long ago. Discuss the information in the motion picture by having the children check their model or map. Ask: • Which of the kinds of government services you saw do we have in our model? • Which kinds of businesses in the picture are like the kinds we show?

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Notes to the Teacher	Learning Activities
	Alternate Activity: If the motion picture is not available, have the children dictate a summarizing chart on the ways services are secured.

Many community needs are met through volunteer service. In Act. 19, the children consider the volunteer work of adults and what they might volunteer to do.

Attitudes, Feelings, and Values

Adaptations of numerous evaluation exercises may be used here. Note especially Unit I, Act. 7, 8, 25, and 35.

20. Select a volunteer service with which the children are familiar, for example, Home Room Mothers, Pee Wee League Baseball, some workers in a Neighborhood House, collectors for Heart Fund, workers in many civil rights groups.

Let the children tell about volunteer work their parents may do or volunteer workers they know. Ask:

- Why do you suppose the people do work for which they are not paid?
- What does this reason tell you about what that person thinks is important?

List on the chalkboard the responses to the question:

- What jobs can you think of that children do for which they are not paid?

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Notes to the Teacher	Learning Activities
	Give the children an opportunity to examine the list. Then ask: • Is there one you would volunteer to do? Which one? • What are your reasons for choosing that one? • What do your reasons tell you about what you think is important? Optional Activity: Read *Communities and Social Needs* (King), p. 59.
Organizing information	Conclusion Let the children develop and caption four pictorial charts or sectional bulletin boards, for example: • Place a cut-out of a symbol for all the people (flag) in the center. Around it group pictures of government services the children sampled during the study of the community. • Place in the center a group of people representing a company. Around it group pictures of company-owned services sampled during the study. • Place one person to denote individual ownership. Around him place pictures of private businesses sampled.

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Notes to the Teacher	Learning Activities
	• Place the word "volunteer" in the center. Around it, group pictures of people performing services the children have sampled.
Inferring and Generalizing	Direct the children's attention to the charts. Ask: • When you look at the charts (or bulletin board), what idea do you get about how a community gets the goods or services it needs?
	Responses from second-grade children: • People do some things for nothing. • Sometimes a lot of people do things like own a bank or a supermarket. And they let you borrow money or they sell food to you. • Some people own their own stores.
	Encourage the children to synthesize the statements they make but do do not push them. Simply provide the opportunity for the question, such as: • How could you put together in a few words the different ways you have said we get services?
Applying Generalizations	Ask: "What does it take to make a community?" Note how many of the following are expressed (in second grade vocabulary):

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Conclusion	people - homes - laws ways of providing food, shelter, clothing businesses - government services If the children suggest just people, ask: • Suppose we had people who did everything for themselves, what difference would that make? Continue questioning until children establish many aspects of a community.
Inferring and Generalizing See Unit I, Act. 7 and 8 for evaluation suggestions.	Compare the community and its activities with the classroom. • What do both need? • How are they alike? Let the children select any two items from the discussion, write some comparative sentences, and illustrate for example: • Business workers are like school workers. They must earn enough to buy what they need. • The fire department is like our school. They both belong to all of us. • A railroad is like a school. They both give the community a service.

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Notes to the Teacher	Learning Activities
	• Our community is like our school room. We both have people who work. We both have rules for safety. Not all of us like the same things.

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* The reading level is advanced for second-graders but, the illustrations may be very useful.

AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

The Roman numerals indicate the Unit in which the film, filmstrip, or study print is used.

Baker, The. San Antonio, Texas
Charles J. Long — II

Cities. New York: Filmart, motion picture — III

City, The. EBF Encyclopedia
Britannica Educ. Corp., motion picture — II

Factory: How a Product is Made. Los Angeles
Film Associates, motion picture — I-II

Life on a Large Ranch. New York: McGraw-Hill
Text Films, filmstrip — II

Life on a Small Farm. New York: NcGraw-Hill
Text Films, filmstrip — II

Money in the Bank and Out. Los Angeles:
Churchil Films, motion picture

Neighborhoods Are Different. Chicago: EBF Encyclopedia Britannica Educ, Corp., motion picture — II

Places We All Own. Chicago: EBF Encyclopedia
Britannica Educ. Corp., filmstrip — III

Robbie's Neighborhood. Chicago: EBF Encyclopedia
Britannica Educ. Corp., filmstrip

What is a Map? Jamaica, New York
Eye Gate House, filmstrip — II

What Our Town Does for Us. Chicago:
Coronet Films, motion picture — III