

DOCUMENT RESUME

ED 051 028

SO 001 279

TITLE Communities Around the World. Parisian Community. Teacher's Resource Unit.

INSTITUTION Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE 68

NOTE 112p.; Revised following field testing in the Chelmsford, Mass. Public Schools

EDRS PRICE MF-\$0.65 HC-\$6.58

DESCRIPTORS City Demography, Community Resources, *Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Grade 3, Human Geography, Interdisciplinary Approach, Resource Guides, *Social Studies Units, Social Systems, Sociocultural Patterns, Urban Culture, Urban Environment, *Urban Studies

IDENTIFIERS *France, Paris

ABSTRACT

This recourse guide is one of a series of units on the theme Communities Around the World for grade 3. Background material on Paris, France is given for the teacher describing urban characteristics, French culture, and the physical site of the city. Objectives and goals related to concepts, generalizations, skills, and attitudes to be developed are defined. 13 initiatory activities, 50 developmental activities, and 4 culminating strategies are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Educational media are listed and pupil materials prepared for this cultural study (maps, diorama projects, and holiday information) are included in the appendices. Other documents in these elementary curriculum guide series are SO 001 275 through SO 001 287. (Author/JSB)

Chelmsford Public Schools
Chelmsford, Massachusetts

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

ED051028

COMMUNITIES AROUND THE WORLD

Parisian Community

Teacher's Resource Unit

revised by

Jane Hitchcock Margaret Theron

Charles L. Mitsakos
Social Studies Coordinator

This resource unit was revised following field testing in the
from materials developed by the Project Social Studies Curriculum
of Minnesota under a special grant from the United States Office

1968

Sp001279

Schools

Massachusetts

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

COMMUNITIES AROUND THE WORLD

Parisian Community

Teacher's Resource Unit

revised by

Jane Hitchcock Margaret Theroux

**Charles L. Mitsakos
Social Studies Coordinator**

It was revised following field testing in the Chelmsford Public Schools developed by the Project Social Studies Curriculum Center of the University for a special grant from the United States Office of Education.

1968

THE URBAN COMMUNITY OF PARIS

by
Caroline Rose

URBAN CHARACTERISTICS

All cities have in common distinguishing characteristics that shape the way of life of their inhabitants. Relative to the countryside, villages, or small cities, the large city is characterized by a high density of population, i.e. a large number of people per square mile. Cities located in prairies like Minneapolis have a lower density than cities on islands like New York; but the density of population in Minneapolis is still much greater than in other Minnesota communities such as Brainerd or Winona. The older the city, the more likely it is to have a high population density. Before refrigeration and rapid transportation, the land immediately surrounding the city (the hinterland) had to be used for high intensity farming to feed the urban population, and the city, consequently, grew upward. The visible sign of high density is high buildings. New York is the world's most striking example of this with its skyline of skyscrapers. Paris buildings are not as high, but all of Paris is high; i.e., people do not live in single family houses.

A very great division of labor occurs as a result of having many people living within a limited space. In the country people can raise, prepare and preserve their own food; cut wood for their stoves; find recreation and green space outside their own doors, and so on. In the city people must buy their food at a store; have coal, oil, gas or electricity delivered to them for heat and light. They must have parks and other places to go for recreation. Somebody must work to provide for these needs. Since

there are so many services must be provided in a city. One post office service an entire city needs branches, libraries, fire departments, hospitals and clinics become finely divided into the service of one postmaster, one supervisor and one teacher. There are elementary schools, post offices, must have janitors, construction people, plumbers and repairmen of water and telephone lines, elaborate in a staff to take care of the telephone system, and to take tickets, drive the buses, and in repair. (None of these services.)

Whenever there is a demand, there is a demand. In a small town can most families prepare their meals at home, there is probably a restaurant that caters mainly to a city, however, only once a week at any one time, lies eating out for many restaurants, there are only

in a city there are enough to support stores selling expensive goods. Artists and musicians go to cities because there they find enough people willing to pay to see them act or hear them perform, or buy their pictures. Over the years a city may get the reputation of being an artistic center and continue to attract artists who want to meet the leaders in their field. Because of the demand for their services, most cities provide very good museums and libraries. Often a university will be built nearby because the scientists and librarians and their facilities are already there. (Again, note that some of these services are provided by the government.)

Some cities, like Paris, are also capitals of a country, and all the government functions, the buildings to house them, and the staffs to carry them out, are concentrated in the city. In the United States, our cities are more specialized. Washington, D.C., is the seat of the government; New York is a financial and artistic center and a port; and the great universities are spread all over the country. The governmental, artistic, financial, and many of the educational institutions of France are all concentrated in Paris.

The result of the division of labor and occupational specialization within a city is that there are many, many different kinds of people in a city. They do different jobs; live in a different manner, one from the other; come from different parts of the country to the city, bringing with them their local customs, religions and habits. The city, then, is heterogeneous in its population.

The heterogeneity of a city separates its inhabitants into one part of the city, but each part has its own life. One may go early to go to work, perhaps on one side of town, and does not stay out all night. One's friends are not all in the city, and one works with the people one works with all over the city. If one lives in the city, they may live on one side. As a result, the city provides a variety of amusements. One can do pretty much anything one chooses to do, choose one's occupation, and amusements at will.

On the other hand, because of the limited and land expensive nature of the city, the city becomes specialized. This is usually a matter of economic necessity. If a business depends on people who live all over the city, it wants to be located in a central area where there is good transportation. In other parts of the city, government buildings are likely to be located together so that government officials can consult with one another. The upper class residential areas are near parks and away from the noise and dirt of the city. Wholesalers tend to concentrate in a central area (as at Les Halles) because they can benefit from the concentration. The city develops natural neighborhoods, each with its own function and appearance. We will describe some of the Parisian neighborhoods.

In Paris, many neighborhoods are particularly residential neighborhoods, and are a little like small towns.

support stores The heterogeneity of a city operates to
 ts and musi- separate its inhabitants. One lives in
 e they find one part of the city, but leaves home
 see them act early to go to work, perhaps on the other
 air pictures. side of town, and does not return until
 he reputation night. One's friends are likely to be
 continue to the people one works with, who come from
 t the leaders all over the city. If one has relatives
 demand for in the city, they may live across town.
 vide very As a result, the city produces anonymity.
 ten a univer- One can do pretty much as one pleses,
 se the choose one's occupation, friends, and
 heir facili- amusements at will.
 , note that
 ided by

On the other hand, because space is
 limited and land expensive, parts of
 the city become specialized. This is
 usually a matter of economic efficiency.
 If a business depends for its customers
 on people who live all over the city,
 it wants to be located in a central area
 where there is good transportation from
 other parts of the city. Government
 buildings are likely to be located close
 together so that government officials
 can consult with one another. Middle
 and upper class residences are in the
 areas near parks and away from factories
 and the noise and dirt they produce.
 Wholesalers tend to concentrate in one
 area (as at Les Halles) so that each
 can benefit from the attraction their
 concentration has on potential customers.
 The city develops natural areas or
neighborhoods, each with its distinctive
 function and appearance. Later we shall
 describe some of the Paris neighborhoods.

of labor and
 thin a city
 fferent kinds
 fferent jobs;
 from the
 s of the
 ith them
 and habits.
 s in its

In Paris, many neighborhoods, par-
 ticularly residential neighborhoods, are
 a little like small towns and not anon-

ymous at all. People have often lived in the same neighborhoods for several generations (very unusually in American cities); they do know many of their neighbors. They know the shopkeepers who serve the neighborhood, and the shopkeepers know them. Particularly, they know the owners of the cafes where people go to have a drink or a snack. Small cafes or bistros, where one stands up to drink, are frequented mostly by men, but all over Paris are open-air cafes where neighborhood people, as well as casual passersby, can have a snack or tea or coffee or lemonade. Typically French restaurants do not serve coffee after a meal, and people dining out will wander around for an hour, then settle down in an open-air cafe for their after-dinner coffee. In small neighborhood cafes, people of the neighborhood know each other and carry on a social life there. (Note cultural diversity -- the difference from our way of living in cities.)

As was said, Paris is a city of apartment houses, and each apartment house has its caretaker or concierge. Typically, a couple has an apartment on the ground floor; the husband takes care of the furniture, keeps the halls, stairs and courts clean, and does minor repairs. The wife is the concierge. There is no comparable institution in the United States. The concierge is part of the police force of Paris. She is registered with the police and is expected to cooperate with them. (Relate to government institutions.) On her own she knows everything that goes on in the neighborhood and all about the building. She distributes the mail; she may collect the rent; she opens the gate to the court late at night. (Sometimes one gets a key,

but usually not.) She can -- where to get a good se doctor; how good the local where to get something re to find a hard-to-locate and when there will be ap cies. She can make the l tenants pleasant or miser concierge is the cement w Paris neighborhoods toget

FRENCH CULTURE

So far we have been d which are characteristic density of population; di specialization; heterogen and the formation of natu ferent societies, however attitudes toward urban li idealize their rural heri to dislike city living. can afford it, they move The centers of American c allowed to turn into slum buildings are torn down; systems decay. In all we countries, however, much tion has been urban for 5 longer. Europeans have d ways of living in cities, and adore their cities. are kept up. It is easy the city and pleasant to

Paris is one of the o over 1,000 years old. Th out of Paris has been car not once, but several tim are many, beautiful, and use. Paris has excellent and one can go any place

ve often lived in
 or several genera-
 American cities);
 air neighbors. They
 serve the neighbor-
 s know them. Par-
 owners of the cafes
 a drink or a snack.
 where one stands up
 mostly by men, but
 air cafes where

well as casual
 ack or tea or coffee
 French restaurants
 r a meal, and
 ander around for an
 n an open-air cafe
 offee. In small
 le of the neighbor-
 carry on a social
 ral diversity --
 way of living in

s a city of apart-
 apartment house has
 ge. Typically, a
 on the ground
 s care of the fur-
 stairs and courts
 repairs. The wife is
 s no comparable in-
 States. The con-
 police force of Paris.
 the police and is
 ith them. (Pelate
 ons.) On her own
 at goes on in the
 out the building.
 l; she may collect
 gate to the court
 mes one gets a key,

but usually not.) She can give advice
 -- where to get a good seamstress or
 doctor; how good the local school is;
 where to get something repaired or where
 to find a hard-to-locate object; where
 and when there will be apartment vacan-
 cies. She can make the lives of the
 tenants pleasant or miserable. The
 concierge is the cement which holds
 Paris neighborhoods together.

FRENCH CULTURE

So far we have been describing traits
 which are characteristic of all cities:
 density of population; division of labor;
 specialization; heterogeneity; anonymity;
 and the formation of natural areas. Dif-
 ferent societies, however, have different
 attitudes toward urban living. Americans
 idealize their rural heritage and seem
 to dislike city living. As soon as they
 can afford it, they move to the suburbs.
 The centers of American cities are
 allowed to turn into slums; historical
 buildings are torn down; transportation
 systems decay. In all western European
 countries, however, much of the popula-
 tion has been urban for 500 years or
 longer. Europeans have developed pleasant
 ways of living in cities, and they cherish
 and adore their cities. Old buildings
 are kept up. It is easy to travel around
 the city and pleasant to walk in it.

Paris is one of the old cities --
 over 1,000 years old. The physical lay-
 out of Paris has been carefully planned,
 not once, but several times. The parks
 are many, beautiful, and designed for
 use. Paris has excellent transportation
 and one can go any place in the city

quickly and cheaply. Although there are sections of the city in which one would not go at night, these are few, and most of Paris is safe all the time. Children run freely around the city in a way they cannot in Chicago or New York. Parisians have acquired a number of particularly urban pleasures, and they are careful to maintain their city so that these can be enjoyed.

The French word for strolling through the city is flanerie, and there is no exact translation for it into English. It implies leisure, a slow pace, conversation; it is done in the city, not in the country; it involves looking into store windows, watching street life, sitting for a while at an outdoor cafe and so on. One does this in the same way as one might go to a movie or a play. It is a recognized form of recreation.

On fine Sundays or other holidays, the whole family ventures out. The parks are full of family groups. They may have taken the children to the zoo or to the marionette show, or to ride on the carousel or to sail boats in the round ponds; or they may just walk, talk, and look. Parks in Paris are of three kinds: These are small, green squares with benches and maybe a sand pile or swing for very small children. There are also large formal parks, like the Tuilleries or the Jardin Luxembourg. These are formally landscaped and contain famous and beautiful statues. There are a few benches, and one can rent chairs to sit on. They also provide a variety of amusements: carousels, puppet shows and playgrounds like ours. At the round ponds (about 50 feet in diameter), one can rent fully rigged toy sailboats, about 3 feet long, for 50¢

for half an hour. With these sail across in if they become becalmed will fish them to shore (Teach parks as govern

The third kind of wild park at the edge have nature trails, picnic places. They dance halls, theaters. The best known of these Bologne. One can include Fontainebleau and other only an hour or so out addition to the palace beautiful walks and gardens Versailles, fountains, occasion, illuminated. families take their luncheon them on Sundays and holidays are quickly and cheaply train.

Another favorite is to the Flea Market which edge of Paris at the end of subway lines. Flea Market is really thieves' markets where stolen goods are sold cheaply. Flea Market often have Flea Market Market in Paris is abundant of land on which are a stores, row after row stalls, and space which temporary outdoor stores anything there from as entirely useless junk to and jewelry. The stalls clothes and household goods at cheaper prices than the demand in the city. The goods, the pleasure of

though there are which one would not few, and most of me. Children run in a way they cannot

Parisians have ac- curately urban careful to main- these can be en-

strolling through and there is no t into English. It pace, conversation; not in the country; store windows, sitting for a while so on. One does one might go to a a recognized form

other holidays, the nt. The parks are They may have taken or to the marion- a the carousel or to ponds; or they m... ok. Parks in Paris ese are small, green d maybe a sand pile children. There arks, like the a Luxembourg. These and contain famous There are a few nt chairs to sit on. iety of amusements: and playgrounds d ponds (about 50 can rent fully rigged feet long, for 50¢

for half an hour. With a good wind these sail across in short order and, if they become be- aimed, the caretaker will fish them to shore with a long pole. (Teach parks as government service.)

The third kind of park is the large, wild park at the edge of the city. They have nature trails, riding paths, and picnic places. They may also contain dance halls, theaters and restaurants. The best known of these is the Bois de Bologne. One can include here Versailles, Fontainebleau and other chateaus which lie only an hour or so outside the city. In addition to the palaces, they contain beautiful walks and gardens, and at Versailles, fountains, which are, on occasion, illuminated. Frequently French families take their lunches and visit them on Sundays and holidays. The chateaus are quickly and cheaply accessible by train.

Another favorite Sunday excursion is to the Flea Market which lies on the edge of Paris at the end of one of the subway lines. Flea Markets were origin- ally thieves' markets where one could buy stolen goods cheaply. European cities often have Flea Markets. Today, the Flea Market in Paris is about a square mile of land on which are a few elaborate stores, row after row of small wooden stalls, and space which is utilized as temporary outdoor stores. One can buy anything there from assorted old, appar- ently useless junk to priceless antiques and jewelry. The stalls offer ordinary clothes and household goods at somewhat cheaper prices than the same things com- mand in the city. The great variety of goods, the pleasure of shopping in the

open air, and the possibility of picking up a good bargain attract thousands of people and the Flea Market is always crowded on a Sunday or holiday.

One of the important features of Paris is the river Seine. London, Rome, New York, and Minneapolis have rivers running through them, also. This is because cities often grow up where there is a break in transportation routes -- where a river meets another river (Pittsburgh) or a lake (Chicago) or an ocean (New York, New Orleans, London), or an overland route (Minneapolis, St. Louis). Some cities neglect their waterfronts (St. Louis, Minneapolis); others make great use of them. The Seine is still used for transportation and one can see great barges going along it all day. There are also pleasure craft and the bateaux mouches (fly boats). Excursion motor boats painted brilliant white and adorned with colored pennants dart around like flies, carrying tourists and Parisians for sight-seeing trips along the river. New York also has excursion boats that carry sightseers around Manhattan Island.

There are swimming pools sunk right into the Seine and along each side stone walks from which people fish all day long. The river divides Paris into the Left Bank (rive gauche) and the Right Bank (rive droit), two well-known Parisian neighborhoods. The Sorbonne (the University) gives the Left Bank an artistic and student life. All through the Left Bank artists exhibit their wares outdoors. Along the river are outdoor stalls where one can buy books and pictures (or just browse through them). The Right Bank is more elegant. Some of the most famous shopping streets in the world are there and some of the beautiful

Parisian buildings - Louvre.

The Left and Right Bank are separated by a series of bridges of different design and each with its own history. Some of the bridges are ornamented with statues. (The government services.) The Ile de la Cité is an island, the original site of Paris. It could be easily defended. Other cities have the original site standing. In Rome, the city has expanded far around it as government services. The city is Careassone in France. On the Ile are the Old Louvre and a number of 16th century buildings. (Note in the history of institutions.) Fifth Avenue was a slum but the city has been renovated and the Ile de la Cité is a residential area. The Eiffel Tower on the end of the island is a landmark. Since the building is made of iron and two towers, it looks like a boat sailing down the river. The Parisian school children write essays describing the tower in terms.

A flaneur (a stroller) on one of the banks, the Ile, wanders around to the other bank street by street while, then across a bridge home. Brides are a sight in all cities: the Tower of London opens to let sea-gods in. The covered bridges in Venice are lined with shops (as

v

possibility of picking up
act thousands of people
is always crowded on a

Parisian buildings -- the Opera and the
Louvre.

important features of Paris
London, Rome, New York,
the rivers running through
because cities often
is a break in transpor-
where a river meets another
or a lake (Chicago) or
New Orleans, London), or
(Minneapolis, St. Louis).
their waterfronts (St.
; others make great use
is still used for trans-
can see great barges
day. There are also
the bateaux mouches (fly
motor boats painted
and adorned with colored
and like flies, carrying
ians for sight-seeing
ver. New York also has
at carry sightseers
island.

The Left and Right Banks are connected
by a series of bridges, each of which is
different and each of which has its own
history. Some of the bridges are orna-
mented with statues. (Bridges are gov-
ernment services.) In the middle of the
river is an island, Ile de Cite, the
original site of Paris (obviously because
it could be easily defended). Many old
cities have the original walls still
standing. In Rome, the whole wall is
there, although the modern city has ex-
panded far around it. (Point out defense
as government service.) A famous walled
city is Carreassone in the south of France.
On the Ile are the Cathedral of Notre Dame
and a number of 16th and 17th century
buildings. (Note indications of religious
institutions.) Fifty years ago, the Ile
was a slum but the old buildings have been
renovated and the Ile is now a fashionable
residential area. The Cathedral stands
on the end of the island facing downstream.
Since the building is flat in front with
two towers, it looks a little like a
boat sailing down the Seine. Countless
Parisian school children have written
essays describing the Cathedral in these
terms.

ming pools sunk right
along each side stone
people fish all day long.
Paris into the Left Bank
the Right Bank (rive
known Parisian neighbor-
ne (the University) gives
artistic and student life.
Left Bank artists exhibit
ors. Along the river are
are one can buy books and
browse through them).
more elegant. Some of
hopping streets in the
and some of the beautiful

A flaneur (a stroller) often starts
on one of the banks, crosses a bridge to
the Ile, wanders around a bit, crosses
to the other bank strolling there for a
while, then across another bridge toward
home. Brides are a feature of many
cities: the Tower Bridge in London which
opens to let sea-going vessels through;
covered bridges in Venice and Florence
lined with shops (at the time of Shake-

speare, London Bridge was like this); the enormous spans in New York and San Francisco, engineering marvels and fairy-like to see. Amsterdam, like Venice, is a city of canals and has lovely, little curved bridges, some of which have steps up and across them. Minneapolis, too, has many bridges, some of which are also beautiful.

Paris is built entirely of dark grey stone, and there are many trees. In the winter when there is rain, the city is a misty gray-green. In the spring, it is a light, pale, very gay, yellow-green. Often at night famous buildings are illuminated with lights strung all over them and colored spotlights playing on them. Italian and Mexican cities do this, too, during festivals, and New York is famous for its lighted sky-line. Italian cities also are colored, each being built of stone native to the area. Rome is a yellow-brown; Sienna is sienna; Bologna is a deep rose (and all the streets are arcaded); Pisa is brilliant white; tropical cities are pastel (Miami, too). Certain parts of Venice are gilded like jewel boxes; and Istanbul, seen from a boat, glitters with gold, too, from the minarets.

One of the preoccupations of the French is with food and this is reflected in Paris. There are numerous restaurants, far more than in most American cities, more even than in New York, San Francisco or New Orleans where food is also very important to its inhabitants. Restaurants are more evident in Paris because so many of them are outdoors, right on the pavements (which are often very wide). Partly this is because the climate is mild, but there are far more outdoor cafes in Paris than in Rome which is also warm.

Secondly there are a of food stores. Although and more supermarkets li most food is still sold We can buy both bread a bakery, but in France on at the bakery; it is bak and no self-respecting E eat anything but fresh-b bread most commonly eate loaves, about 2 feet lon through the street unwra sent to the store by his on a bicycle cart delive ants. One can call up a paying a fee get somethi but there are not regula paper, or bread deliveri United States. Running last-minute or forgotten of the French child's ch marketing, however, is d mother or by the maid, o are still many in France

Pastry and candy are stores called patisserie city and are mouth-water in the windows. There a shops. One kind of stor and pork products; anoth fish; a third, beef and fourth, horse meat. Eac cates its products by a head of the animal outsi displays a pig's head; a shop, a horse's head, an

In every neighborhood open-air markets; part o is closed off and tempor booths are set up. Some open every day, sometime

is); the
n Francisco,
e to see.
of canals
dges, some
them.
s, some of

Secondly there are a large number
of food stores. Although there are more
and more supermarkets like ours in France,
most food is still sold by specialty shops.
We can buy both bread and pastry at a
bakery, but in France only bread is sold
at the bakery; it is baked on the premises
and no self-respecting French family would
eat anything but fresh-baked bread. The
bread most commonly eaten comes in long
loaves, about 2 feet long, and is carried
through the street unwrapped by a child
sent to the store by his mother or a boy
on a bicycle cart delivering to restaur-
ants. One can call up a store and by
paying a fee get something delivered,
but there are not regular milk, news-
paper, or bread deliveries as in the
United States. Running to the store for
last-minute or forgotten items is one
of the French child's chores. The main
marketing, however, is done by the
mother or by the maid, of which there
are still many in France.

rk grey
In the
ty is a
it is a
en. Often
uminated
and colored
lian and
ng festi-
its lighted
re colored,
to the
enna is
and all
s brilliant
L (Miami,
ce gilded
seen from a
rom the

Pastry and candy are sold in little
stores called patisseries all over the
city and are mouth-wateringly displayed
in the windows. There are many butcher
shops. One kind of store sells pork
and pork products; another, poultry and
fish; a third, beef and lamb; and a
fourth, horse meat. Each store indi-
cates its products by a model of the
head of the animal outside; a pork shop
displays a pig's head; a horse-meat
shop, a horse's head, and so on.

the French
ed in Paris.
far more
re even
or New
important
are more
of them are
(which are
s because
re far more
ome which

In every neighborhood, there are
open-air markets; part of the street
is closed off and temporary wooden
booths are set up. Sometimes these are
open every day, sometimes only twice a

week. Farmers come from outside of Paris to sell their wares here. Again, there is specializing. One booth has vegetables and fruits, another poultry, a third, fish. Dry groceries like rice and coffee are sold in permanent stores and sometimes these have a poor selection of fruits and vegetables. Butter, eggs, cheese and milk are bought in dairy stores or in special booths. To get cigarettes or matches or stamps, one must go to special government-owned stores or to cafes.

Shopping is a time-consuming task. One must go to each store, stand in line to be waited on, then stand in line again at the cashier's desk to pay. Many of the small stores are family enterprises; papa sells, mama is the cashier, and the children help after school and make deliveries. One of the delights of shopping in Paris or Rome is the seasonal succession of fruits and vegetables. Although fruits could perfectly well be shipped by refrigeration as they are in the United States, the Parisians and Romans don't like the taste of such fruit. They wait until the fruit that grows near the city is ripe. Although the fruit never looks as perfect as American fruit, it has a far better flavor because it is all tree-ripened. One week the markets will be flooded with cherries, the next with peaches. In Italy there are twenty different kinds of oranges, each with its special flavor, and each coming on the market at a slightly different time. One is a "glood" orange whose flesh is red; another is the "vanilla" orange which has a distinctively vanilla flavor.

Paris is a cosmopolitan city and in the downtown area or near the University one sees tourists from all countries -- Ameri-

cans, other Europeans, and Africans. The University is the center of interest for other parts of the world. In Paris, there is a different type than in other cities, there is a more intellectual type than in other cities.

Fashion is of great interest in Paris. People are interested in their appearance. They like to dress and people men and women are interested in their appearance with flair; they are interested in their appearance. Children are interested in their appearance. The boys wear shirts and sweaters and sweaters and sweaters -- up to the throat. They are in the university students if they can get them and sweaters and sweaters and sweaters wear hand-knitte clothes even in Paris. These ladies never sit in the street they squat to pick up their amazingly clean. children wear beautiful clothes -- one is dirty, but if they are somewhere or pre off comes the sweater clean underneath.

One of the things Paris is on Bastille Day like July 4, in the patriotic holiday festivities, but as they do for the Fourth of July. There is a festival

from outside of Paris here. Again, there is a booth has vegetables poultry, a third, fish. Rice and coffee are sold and sometimes these of fruits and vegetables, cheese and milk are sold in special booths. matches or stamps, one government-owned stores

time-consuming task. One stands in line to be served in line again at the counter. Many of the small enterprises; papa sells, and the children help with deliveries. One of the things in Paris or Rome is the possession of fruits and vegetables which fruits could perfectly do without refrigeration as they are sold here, the Parisians and the taste of such fruit. The fruit that grows near the markets although the fruit never is American fruit, it has the same taste because it is all tree-fruit. The markets will be crowded with peaches, twenty different kinds with its special flavor, the market at a slightly higher price is a "glood" orange. Another is the "vanilla" which is instinctively vanilla

metropolitan city and in the neighborhood of the University one sees people from all countries -- Ameri-

cans, other Europeans, Indians, Orientals and Africans just as one does near the University of Minnesota. But in other parts of Paris one sees mainly French people. As in most European cities, there is less variation in physical type than Americans are accustomed to.

Fashion is one of the major industries in Paris and the French are much interested in clothes and in their appearance. There is a "correct" way to dress and people adhere to it. Both men and women are well-dressed and dress with flair; they are neat; they walk well. Children are invariably dressed alike. The boys wear short pants -- very short -- up to the thigh and knee socks until they are in the University. (Many university students wear American blue jeans if they can get them.) Girls wear blouses and sweaters and skirts; little children wear hand-knitted and hand-embroidered clothes even in relatively poor parts of Paris. These little children (2 to 4) never sit in the dirt. In the parks they squat to play and keep themselves amazingly clean. Until they are about 12, children wear black smocks over their clothes -- one a week. The smocks get dirty, but if the child has to be taken somewhere or presented to company, whisk, off comes the smock, and the child is clean underneath -- pretty clean.

One of the colorful festivals of Paris is on Bastille Day, July 14, which, like July 4, in the United States, is a patriotic holiday. There are the usual festivities, but people fill the streets as they do for Mardi Gras in New Orleans. There is a festive feeling of gaiety;

viii

squares are roped off and there is music and dancing in the streets toward evening.

On the first day of May, the children of Paris and from the surrounding countryside pick lillies of the valley (muguets) and bring them to the city to sell. On every corner (and I mean on every corner), there are children selling flowers. They perfume the whole city. The proceeds go to support some of the children's institutions.

OBJECTIVES

This unit is designed to make progress toward the development of the following objectives:

CONCEPTS

Culture: learned behavior patterns; norms and values (law); diversity; uniqueness; universals (including psychic unity of mankind); cultural use of environment

Social Organization: institutions (school, government, church); division of labor and specialization; community; primary group; secondary group

Social Process: conflict; accommodation; socialization

Site: ocean; river; plain; river valley; city

GENERALIZATIONS

1. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
 - a. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
 - b. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.
 - c. Human beings everywhere have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).

- d. The broad outlines of the ground plan of all cultures are about the same, because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.
- e. Certain family functions are found universally in all societies.
- f. All societies have some form of religion(s).

2. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

- a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.
- b. Although all societies have some kind of religion(s), religious beliefs differ from society to society.

3. Culture is learned, not inborn.

- a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

- 1) People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.
 - 2) Language enables man to make his experiences continuous and to apply previous experiences to new problems beyond actual physical experience; it makes cumulativeness of culture possible.
 - 3) The meanings of certain gestures are determined by the culture and differ from one society to another.
- a. In almost all societies some aspects of socialization of children are entrusted to people outside of the child's family; most societies have formal schools to educate children.
4. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.
 - a. People who live in one community depend on each other for different goods and services, and for markets for their goods and services.
 - b. Cities usually have a greater division of labor and specialization than small towns or farm areas.
 - c. People who live in cities depend upon farmers for their food.
 - d. Cities are made up of many different backgrounds; consequently, there are many different ways of behaving very different within one city.
 5. Different parts of a city have different but interrelated functions.
 6. People live in many groups in relation to their family and community.
 - a. Some groups have direct face-to-face relationships; others have indirect or long-lasting relationships.
 7. All societies have problems and must develop means to settle disputes and accommodate differences; in every society there is some means of making collective decisions where interests differ.
 - a. All societies have laws (rules) which will be enforced through force if necessary.
 - b. Governments enforce laws through force if necessary.
 - c. Governments restrict individual freedom would interfere with the life of or even the life of the community.
 - d. Government action increases as well as individual rights.

ict each
get
ecause
ngs and

make
ous and
iences
actual
makes
re poss-

gestures
ulture
iety to

e as-
children
side of
cieties
ate

by a
re mile,
d

many
tal), by
by
smaller

unity
ifferent
t markets
ss.

ter div-
ization
reas.

c. People who live in cities depend upon farmers for much of their food.

d. Cities are made up of people of many different backgrounds; consequently, there are people who behave very differently even within one city.

5. Different parts of a city usually have different but interrelated functions.

6. People live in many groups in addition to their family group.

a. Some groups have direct, intimate, face-to-face relationships; others have indirect or less stable and long-lasting relationships.

7. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.

a. All societies have some laws (rules) which will be enforced through force if necessary.

b. Governments enforce laws with force if necessary.

c. Governments restrict people who would interfere with the rights of or even the life of others.

d. Government action may help increase as well as restrict individual rights.

8. Governments provide many services which people cannot provide for themselves.
- a. Governments frequently provide schools.
 - b. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).
 - c. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.
 - d. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).
 - e. Governments may provide other kinds of services (mail, water supply, etc.).
9. Culture changes, although it changes more rapidly and drastically in some times and places than in others.
- a. Innovations occur in ideas and behavior, not just in things.
 - b. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).
10. Although culture is always changing, certain parts or elements may persist over long periods of time.
11. Every place has three types of location;
- a position, a situation, and a site.
- a. Location is a point on the earth's surface, usually designated by a grid and described by latitude and longitude.
 - 1) Things can be located on a specific surface.
 - b. Situation describes a phenomenon with respect to its areal relationship with other phenomena associated with it.
 - 1) Places can be located in terms of their relationship to other places; they live in terms of their relationship to other places.
 - c. Site relates a phenomenon to the detailed physical characteristics of the area it occupies.
12. Towns need means of transportation in and out; they are located where transportation is available.
13. Man needs drinking water; he also needs water for economic activities such as crops and manufacturing.
14. Temperature is affected by factors such as latitude, elevation, bodies of water, and wind.
- a. The ocean and other large bodies of water have a moderating effect on the climate of the land.

many services which
e for themselves.

uently provide

ide protection
attack and fre-
protection against
rime, fire, di-

uently build roads
r for people to
place to another;
build bridges

uently provide
recreational
rvice (parks,
mming beaches, etc.).

provide other kinds
l, water supply,

hough it changes
stically in some
n in others.

r in ideas and
st in things.

as a result of
ting patterns of
ed by other groups).

always changing,
ments may persist
time.

e tures of location;

a position, a situation, and a site.

a. Location is a position which
sets a phenomenon at a specific
point on the earth's surface.
usually designated by an abstract
grid and described in terms of
latitude and longitude.

1) Things can be located at
specific spots on the earth's
surface.

b. Situation describes a phenomenon
in areal relationship with other
phenomenon with which it is
associated.

1) Places can be located in
relationship to where we
live in terms of their dis-
tance and direction from
us.

c. Site relates a phenomenon to
the detailed physical setting
of the area it occupies.

12. Towns need means of shipping goods
in and out; they are likely to grow
up where transportation is good.

13. Man needs drinking water to survive;
he also needs water for many of his
economic activities such as growing
crops and manufacturing.

14. Temperature is affected by a number
of factors such as distance from
the equator, closeness to large
bodies of water, and elevation.

a. The ocean and other large bodies

of water do not heat up so rapidly as land nor cool so rapidly as land.

b. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.

c. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

5. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water, and over hindrances to surface transportation such as swamps, mountains, or ice. Airplanes are also faster than land transportation.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is underlined.

1. Gathering Information

Listens for main ideas and supporting details.

Gains information by studying pictures and films.

Gains information from interviews.
Sets up hypotheses.

2. Organizing and Analyzing Data and Drawing Conclusions

Classifies data.

Applies previously learned concepts and generalizations to new data.

Tests hypotheses against data.

Generalizes from data.

Organizes information according to some logical pattern.

3. Evaluating Information

Distinguishes between primary and secondary sources of information.

4. Geographic Skills

a. Has a sense of distance and area.

Compares distances with known distances.

Compares areas with known areas.

b. Has a sense of direction.

Knows cardinal and intermediate directions.

Tells directions from maps and globes.

Notes directions in relationship to own town.

Sets a directional course and follows it.

c. Interprets maps and globes.

Understands use of symbols to represent reality.

Identifies pictorial and semi-pictorial symbols.

Uses legend to interpret symbols
Uses scale to estimate distances on map or globe.

ATTITUDES

1. Is curious about social data.
2. Accepts the will of the majority until it can be changed by peaceful means.
3. Appreciates the cultural contributions of other races, nationalities, and religions.
4. Is sensitive to the feelings of others.

TEACHER STRATEGIES

EDUCATION

Note: Since it is very easy for children to make the mistake of generalizing from everything they see or read (ex: all men fish in the Seine River; all people eat horse meat), it should be continually stressed throughout the unit that not all people in Paris do everything just alike.

Initiatory Activities

1. Ask: How many have heard of Paris, France? Do you know where it is? On a large world map, show U.S. and France. Ask: In what general direction is France from the U.S.? How do you know? Are the U.S. and France close to each other? Have pupils measure distance on globe and compare with distances from closest U.S. border to other places studied in primary grades (e.g. Peru, Japan, U.S.S.R., Nigeria, Israel, Admiralty Islands). Ask: Are France and the U.S. on the same large piece of land (continent) or are they separated by water? Does anyone know what we call the water between the U.S. and France? If no one volunteers an answer, tell them that it is an ocean -- the Atlantic Ocean. Be sure to review meaning of ocean. In what part of France is Paris located?

World map
Globe.

2. Divide the class into small groups. In three minutes ask each group to make a list of statements about Paris. Tell the group that they are going to see a film about this city and that they are to check their lists with the film. Project the film The Red Balloon. Have children check their lists and discuss their findings.

Film: The
Brandor

3. Explain that just as our country is divided into 50 states, France is divided into districts. (Use map to show.) One important difference is that the districts of France are much smaller than most of our states. Explain that one of our states, Texas, is about the same size as all of France. Make a comparison on an equal area map by placing a cut-out map of France over Texas on the map.

Brogan, I
France

Cut-out m

STRATEGIES

EDUCATIONAL MEDIA

easy for children to make the
thing from everything they see or
fish in the Seine River; all
at), it should be continually
the unit that not all people in
just alike.

heard of Paris, France? Do you
On a large world map, show U.S. and
hat general direction is France
do you know? Are the U.S. and
h other? Have pupils measure dis-
compare with distances from closest
r places studied in primary grades
U.S.S.R., Nigeria, Israel, Admiralty
e France and the U.S. on the same
(continent) or are they separated
one know what we call the water
d France? If no one volunteers an
hat is is an ocean -- the Atlantic
review meaning of ocean. In what
aris located?

World map.

Globe.

to small groups. In three minutes
ake a list of statements about Paris.
they are going to see a film about
they are to check their lists with
the film The Red Balloon. Have
r lists and discuss their findings.

Film: The Red Balloon,
Brandon Films.

as our country is divided into 50
divided into districts. (Use map to
ant difference is that the districts
smaller than most of our states.
our states, Texas, is about the
France. Make a comparison on an
placing a cut-out map of France over

Brogan, Life World Library:
France, inside cover.

Cut-out maps of France.

- G. Things can be located at specific spots on the earth's surface.
- S. Knows cardinal and intermediate directions.
- S. Tells directions from maps and globes.
- S. Sets up hypotheses and tests against data.
- S. Generalizes from data.
- G. Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.
- G. The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.
- G. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.
- C. Paris is located between the 48th and 49th parallel in northern France.

4. Draw up a list on the board which makes comparisons between our location and that of Paris. Use information on our location as a stimulus and ask: what information is needed about Paris.

City _____	Own town _____	Paris
Subdivision _____	In a state _____	In a district
Country _____	In the U.S. _____	In France
Continent _____	North American _____	Europe
Hemisphere _____	Northern _____	Northern

While the teacher writes responses on board, children could be making their own copy for a Paris folder.

5. Review what children learned about rays of sun at different points on the earth's surface. Then ask: Would you expect it to be warmer, colder, or about the same temperature as Chelmsford? Have children locate latitude of both cities again. Then show children a simplified temperature chart comparing winter and summer temperatures in Paris and Chelmsford. Was their guess right?

Ask: How many of you have gone swimming in a lake or river in the summer time? Is the water colder or warmer than the air around you on land? Would you expect the air over the Atlantic Ocean to be cooler or warmer than air over land areas at the same parallel which are far from the ocean? Do you think water or soil warms up more rapidly as summer comes? Have pupils set up hypotheses (make guesses).

G. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

S. Applies previously-learned concepts and generalizations to new data.

D. Paris is located on the river Seine. The river is used for a variety of purposes and is especially important as a means of transportation for Paris. The Seine River runs through the middle of Paris, splitting it into two sections.

6. Demonstrate the influence of location close to bodies of water upon temperature by doing a simple experiment. Place two small containers, one with soil and one with water upon a small electric tray, with the same amount of heat under each. Place a thermometer in each and have children check every few minutes and record changes in temperature. Then have them compare the speed with which water warms up as compared to soil. Ask: When summer comes, which would warm up faster, land or oceans? Remind children of times when they have come near lakes or a river in summertime and noticed a cool breeze blowing off the water. Help children understand how winds off the Atlantic would help cool areas close to the ocean in the summer time, while places far inland in the United States would not have this cooling effect.

Now do another demonstration putting containers of water and soil on ice and measuring changes in temperature on thermometers placed in each. Have children make a chart showing changes. Compare findings. Which cools off more rapidly, water or soil? Would a wind coming off the ocean in winter be warmer or colder than one coming off land?

What effect would Paris' location close to the Atlantic have upon temperatures in winter? How would the location of Minneapolis or Pittsburgh far from a large ocean affect temperatures in winter?

Now ask pupils to generalize about factors affecting temperatures. Remind them of what they learned about the Quechua family as they do so.

7. Have the children imagine that they are searching for a place to build a community and write a story describing their choice of such a location. Share the stories. Suggest that pictures might help others better appreciate their story. In particular, have children try to think about what the place they choose for their community should be like, i.e. what would you look for? What would be important in choosing a site for a new community?

Understands site concept of river.

S. Understands the use of symbols to represent reality.

S. Uses legend to interpret symbols.

S. Generalizes from data.

G. Towns need means of shipping good in and out; they are likely to grow up where transportation is good.

G. Man needs drinking water to survive; he also needs water for many of his economic activities such as growing crops or manufacturing.

8. Locate on a world map other communities which have been studied earlier in the year. Begin a discussion of large cities by asking the class to name some large cities they have heard of. As cities are mentioned, ask whether each is a city of the United States, or of another country. Encourage the naming of cities not found in America. Those which are identified can be located on a world map. A list of these cities may be made on the board and as each is located on the world map, a brief statement should be written after it concerning the nature of its location. Review meaning of symbols and use of map layout to help pupils read the map. In particular cities on rivers, oceans, lakes, the edge of mountains, etc. should be noted.

<u>City</u>	<u>Interesting Fact</u>
Boston	On the Atlantic Ocean
Minneapolis	On the Mississippi River
Moscow	On the Moscow River
New York	On the Atlantic Ocean
Tokyo	On the Pacific Ocean

Ask: What seems to be the same for many cities? The fact that a body of water such as a large river or ocean is often near the city should be discovered. Ask the class why this might be true. Record their ideas on the board. Suggestions such as the following might be used: (1) for drinking water, (2) transportation route, (3) industries need water, etc.

Understands site concept
of river.

Understands site concept
of plain and river valley.

G. People who live in cities
depend upon farmers for
much of their food.

E. The land surrounding Paris is relatively
flat. It is fertile and supports many farms
which help provide food for the city.

9. Say that Paris is located on a river. The name of the river is the Seine. Explain that the Seine is used in many different ways by the people of Paris. Show several pictures of the Seine. Project a map of Paris while reading pp. 9-25 from the Key to Paris. (Reword as necessary.) Using the map point out the locations of landmarks mentioned in this chapter and suggest that later we will see pictures of many of these famous places.

Discuss the many uses of the river mentioned in the book. Have the children draw a picture of one use they heard mentioned.

10. Begin using a few French words in daily classroom activities. Introduce the children to some simple conversational expressions. Read The House That Jack Built (a French-English picture book).
11. Say that Paris is located in a small river valley of a great European plain (Aquitaine Plain). Clarify the concept of plain, if necessary, in simple terms. Explain that the land surrounding Paris is not mountainous but rather level or flat. Show several pictures which illustrate flat horizon and few hills. Be careful to avoid the illusion that the countryside is devoid of hills and valleys, however. Also tell the class that the land around Paris is good farm land where farmers grow many different foods for the people of the city.

Paris is located on a river. The name of the river is the Seine. Explain that the Seine is used in many different ways by the people of Paris. Show several pictures of the Seine. Project a map of Paris showing pp. 9-25 from the Key to Paris. (Reword the story.) Using the map point out the locations of the parks mentioned in this chapter and suggest that the children will see pictures of many of these famous

the many uses of the river mentioned in the chapter. Have the children draw a picture of one use of the river mentioned.

Introduce a few French words in daily classroom use. Introduce the children to some simple French words and expressions. Read The House That Jack Built (French-English picture book).

Paris is located in a small river valley of a broad, fertile plain (Aquitaine Plain). Clarify the word plain, if necessary, in simple terms. Explain that the land surrounding Paris is not mountainous, but level or flat. Show several pictures which show a flat horizon and few hills. Be careful to avoid the illusion that the countryside is devoid of hills and valleys, however. Also tell the class that the land around Paris is good farm land where farmers grow different foods for the people of the city.

Life World Library:
France, pp. 72,73.

Molinard and Gilbert,
The Paris I Love,
pp. 12-13,24,29,31,
82,84.

Brogan, Life World
Library: France,
p. 102.

Douglas, The Key to Paris.

Wilson, The Seine, pp.
18, 24.

Frasconi, The House That
Jack Built.

Molinard and Gilbert,
The Paris I Love, pp.
10,14,76-77,89,123.

Brogan, Life World Library:
France, p. 17.

Study Print: "Plain," Map
Symbols and Geographic
Terms Charts, A.J. Ny-
strom Co.

- J. Every place has three types of location: a position, a site, and a situation.
- G. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.
- G. Situation describes a phenomena in areal relationship with other phenomenon with which it is associated.
- G. Site relates a phenomenon to the detailed physical setting of the area it occupies.
- A. IS CURIOUS ABOUT SOCIAL DATA.
- S. Distinguishes between primary and secondary sources of information.

12. Now ask: "What are all of the things which we have done each time we have located a place this year? (Refer back particularly to the mining community, the Manus community in the Great Admiralty Islands, and now to Paris.) Try to help children see that they located each in terms of a specific position on the globe, in terms of situation or distance and direction from their own town, and in terms of site or the physical characteristics of the place. Give pupils terms for each of these locational concepts.

13. Ask if anyone in the class has ever visited Paris. If so, give time for a brief resumé of the visit and plan to use this person or persons in the future as a source of information. Go on to ask if anyone has ever seen films or television programs about Paris. Suggest that probably everyone has seen pictures of Paris in books, magazines and newspapers. Say that because Paris is so well known we probably all know more about it than we might suspect. Make a second list on the board of things we know about Paris. Many of these will be facts about the city itself, probably few will be about the people of Paris. Ask the children what they know about the people who live in Paris. In what ways are they like us? Is their life in their community similar in some ways to ours? In what ways are their lives different? (Let children make guesses.)

- G. People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.
- G. Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience; it makes cumulativeness of culture possible.
- S. Knows cardinal and intermediate directions.
- S. Tells directions from globe.
- S. Sets a directional course and follows it.
- F. The French speak a different language than we do.
- G. We would have to travel over both land and water, plains and mountains to reach Paris.

Developmental Activities

14. What problems might we face if we went to Paris? (language) Why do people need a language and means of communication with each other? Why else is language important?

15. Ask what would be involved in going to Paris. Ask specifically what kind of earth surface would we be traveling over and in what direction. Make a list on the board containing these labels: Direction, Surface, Kind of Travel. Globe.
Physical map
of world.

When it is suggested that we go East over land (the United States), ask them how we might make this part of the journey. List the suggestions (fly, by car, train, bus, etc.). Ask how far we could go in this direction before we would "run out of land."

S. Uses legend to interpret map symbols.

G. Places can be located in relationship to where we live in terms of their distance and direction from us.

S. Uses scale to estimate distances on maps and globes.

S. Compares distances with known distances.

G. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water and over hindrances to surface transportation such as swamps, mountains, or ice. They are also faster than land transportation.

Ask what cities on the east coast we might stop at before beginning our next stage of the trip. Accept suggestions, select one such as Boston and ask what kind of earth surface we will now have to cross.

Again ask the direction and add these items to the list on the board. Ask how we might cross the water (which should be identified by the children as the Atlantic Ocean) and add those suggestions to the list.

Refer to a globe, tracing our progress so far. Ask what is likely to happen next in our trip. What kind of surface will we discover if we continue directly East? Should the direction be altered, or is East correct? Make any adjustments necessary and add these to the list on the board. Ask where we should stop before beginning the next part of the journey. Select one suggestion such as Lisbon, Portugal, or Bordeaux, France, and ask how we would proceed from this point. Note both the direction, surface and possible mode of travel on the board. Ask if this will enable us to reach Paris without further changes of vehicle or direction. Make any additions necessary, particularly in direction.

16. Use globe to estimate total distance from home town to Paris, both by route taken and by shortest route. Compare with distances from home town to nearby towns, to New York, to Boston, etc. Ask the class to read the list on the board and decide what direction in general we have been traveling from home. Also ask what kinds of earth surface we crossed in their correct order. Discuss the advantages and disadvantages of different modes of travel over such surfaces and if time is a factor. Globe.

S. Uses legend to interpret symbols.

G. Paris is a large city with many people.

S. Applies previously-learned concepts and generalizations to new data.

G. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.

S. Listens for main ideas and supporting details.

17. In order to establish the idea that we will be studying urban France, ask: Does anyone know the name of America's largest city? Use road map of United States. Explain symbols for cities in terms of population. Is Boston the largest city in our country? Paris is the largest city in France. Point it out on the map and write the name on the chalkboard. Say: "We are going to get acquainted with the way people live in Paris. Show film Modern France. Have children draw a map, using a legend.

Road
World
o
Fr
Film
Co

18. Say: New York, Chicago, Moscow, and Paris are all big cities, aren't they? Do you remember what you learned about the way families live in large cities?

Refer to charts, murals, booklets, etc., developed in contrasting communities unit. Review major differences between rural and urban living. Emphasize specialization, many services available in urban centers.

Then say: What would you expect to find in Paris?

19. Say: In order to get acquainted with the city we are going to study, let's take an imaginary trip to Paris to see what it is like. We'll visit with an American boy named Andy, who is living in Paris. Read Andy Says Bonjour!.

Disk
jo
Titu
Titu

Children might also enjoy hearing or reading Anatole and Anatole Over Paris.

Establish the idea that we will be studying
Ask: Does anyone know the name of America's
Use road map of United States. Explain
cities in terms of population. Is Boston
largest in our country? Paris is the largest
Point it out on the map and write the
blackboard. Say: "We are going to get
the way people live in Paris. Show
place. Have children draw a map, using a

Road map of U.S.
World map or map
of Europe or
France.

Film: Modern France,
Coronet Films.

Chicago, Moscow, and Paris are all big
cities. Do you remember what you learned
about families live in large cities?

murals, booklets, etc., developed in
communities unit. Review major differences
between urban living. Emphasize specializa-
tions available in urban centers.

What would you expect to find in Paris?

To get acquainted with the city we are
going to let's take an imaginary trip to Paris
as if we were like. We'll visit with an American
who is living in Paris. Read Andy Says

Diska, Andy Says Bon-
jour!

Titus, Anatole.

Titus, Anatole Over Paris.

Also enjoy hearing or reading Anatole
Over Paris.

1. Almost all Parisians live in apartment houses. Instead of backyards they have courtyards. Paris is an old city -- over 1,000 years old, and there's little space for single families.

S. Generalizes from data.

S. Gains information by studying pictures.

2. People in Paris travel on underground trains as well as in cars and buses.

20. After reading the story, ask: What is the most important thing you learned from listening to the story? Do you think Paris is like an American city? Is it very different? In order to organize the discussion, ask questions such as: What kind of a house did Andy live in? Was it like yours? Different? What did Andy see when he walked down the street that you do not see in America? What did Andy do when he looked out the back window of his apartment? (children, brick courtyard) What did Andy and Minou see when they went for a walk in Paris? (river, people fishing, small shops, woman selling apples, outdoor cafes, etc.) Would you see these things in Chelmsford or Boston?

21. We're going to look at some more pictures of Paris. Watch for things that you could draw to show that Paris is a big city. Show filmstrip Paris or pictures in The Paris I Love or other books.

Let children draw their impressions and use these drawings for a bulletin board.

22. People have to get from one place to another in Paris. How does your father get to work? (car, bus) How does your mother get downtown? How do you suppose the people get around in Paris? Let children discuss this and make suggestions. Show pictures of different modes of transportation. Read about the Metro in Carnival in Paris and Getting To Know France.

Ask: Did we think of all the ways people travel in Paris? What do we have to add that is new to us? Why would Paris need an underground train?

Use picture # 8 from Living in France to show one means of transportation -- the subway. (Note: Teachers' manuals are available in every kit with suggestions for presenting each picture.)

Reading the story, ask: What is the most important
learned from listening to the story? Do you
Paris is like an American city? Is it very different?
to organize the discussion, ask questions such as:
of a house did Andy live in? Was it like yours?
? What did Andy see when he walked down the street
do not see in America? What did Andy do when he
at the back window of his apartment? (children, cats,
yard) What did Andy and Minou see when they went
ik in Paris? (river, people fishing, small shops,
lling apples, outdoor cafes, etc.) Would you see
ings in Chelmsford or Boston?

ing to look at some more pictures of Paris. Watch
gs that you could draw to show that Paris is a big
ow filmstrip Paris or pictures in The Paris I Love
books.

Filmstrip: Paris,
Encyclopedia Brit-
annica Films.

ren draw their impressions and use these drawings
ulletin board.

Molinard and Gilbert,
The Paris I Love.

ave to get from one place to another in Paris. Ask: How
your father get to work? (car, bus) How does
et downtown? How do you suppose the people get
n Paris? Let children discuss this and make sugges-
Show pictures of different modes of transportation.
at the Metro in Carnival in Paris and Getting To
nce.

Carlson, Carnival in
Paris, p. 102.

Wallace, Getting To
Know France, p.44.

ve we think of all the ways people travel in Paris?
ve have to add that is new to us? Why would Paris
underground train?

ure # 8 from Living in France to show one means of
ation -- the subway. (Note: Teachers' manuals
lable in every kit with suggestions for presenting
ture.)

Study print: Picture
8, Living in
France, Silver
Burdett.

- S. Listens for main ideas, supporting details.
- G. People who live in one community depend on each other for different goods and services and markets for goods and services.
- G. Cities usually have a greater division of labor and specialization than small towns or farm areas.
- S. Generalizes from data. III. France has a government and Paris has local government officials.
- S. Organizes information according to some logical pattern. A. Paris has laws and police, just as we do.
- G. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.

23. "Families in France provide food for their members." Show pictures from Young France and Life World Library: France which portray different food markets in Paris. Use picture # 1 from Living in France to show an outdoor market. Have children make a list of all the products which might be purchased at this outdoor market. Draw pictures comparing ways of shopping in America with ways of shopping in Paris.
- Harris, Young France, pp. 46, 49.
- Brogan, Life World Library: France, pp. 92, 93.
- Study Print: Picture 1, Living in France, Silver Burdett.
- Ask what other shops and businesses were mentioned. List them: hotel, bakery, clock shop, beauty parlor, delicatessen, flower market.
- Choose a number of individuals (baker, hotel owner, beautician, etc.) and suggest that class imagine how each of them obtains the food, services, etc. he needs. Can he provide for all of his own needs? On whom does each of these people depend? Why? Also ask: Do people divide types of labor up and specialize more in cities or towns? Why?
24. At this point a mural could be started. Included could be: a map of France showing boundaries, an outdoor market, subways, side-walk cafes, a fashion show, art galleries, the River Seine, etc. Different scenes would be added as the topics are presented. This would be a continuing project, completed by the end of the unit. When the mural is finished it could later be used as a review of what the children have learned about Paris and possibly make comparisons about what they already know about Chelmsford, New York and Boston.
25. Read The Red Balloon. Ask the children to decide why Pascal could not take his balloon on the street car or into school. Discuss what should be done about the boys who chased Pascal and took his balloon. Illustrate in this story how one's rights are both guaranteed and restricted through the laws of our community.
- Lamorisse, The Red Balloon.

- G. All societies have some laws (rules) which will be enforced through force if necessary.
- G. Government action may help increase as well as restrict individual rights.
- G. Governments enforce laws with force if necessary.
- G. Governments restrict people who would interfere with the rights or even the life of others.

- A. ACCEPTS THE WILL OF THE MAJORITY UNTIL IT CAN BE CHANGED BY PEACEFUL MEANS.

- G. Governments provide many services which people cannot provide for themselves.
- B. The government provides many services which the people of Paris cannot provide for themselves.

- G. Government frequently provide schools.

26. Ask the class what our society does to insure that imposed laws will be obeyed. Show a picture of an American policeman or a film about a policeman's work. Discuss the role of a policeman in enforcing laws. Ask what becomes of those who refuse or fail to obey the law. Show the picture on page 2 of Young France. Suggest that Paris has policemen for enforcing their laws just as our society does.

Discuss the fact that people are not allowed to cross the street except at corners. Say: Our country is supposed to be a free one. Why can't we cross the street wherever we want? Why aren't we allowed to dump our garbage in the street? Why do we have limits on our actions? Attempt to get at the idea that with freedom comes responsibility to avoid misuse of freedom. Some laws restrict our actions, but it is often for the good of all. Use illustrations found within the class. For example, children cannot throw objects in the room because someone could get hit and injured. Therefore, an agreement is needed to protect the rights of everyone in the room.

Suggest that the class think about the rules and agreements which exist in their own classroom. Have them write about several such rules explaining why they are necessary to a smooth-working classroom. Discuss how the classroom rules were established and perhaps where they need revision or improvement. Reinforce the idea that regardless of rules in a classroom, school, community, etc. the people must conform to the rules or they are of no value.

Refer to the manner in which disputes were handled in governing communities.

27. Discuss again things outside the immediate family that are very important. (streets, parks, protection, playgrounds, bridges, etc.) Ask: Why are such things as streets and bridges important?

the class what our society does to insure that important laws will be obeyed. Show a picture of an American policeman in a film about a policeman's work. Discuss the role of a policeman in enforcing laws. Ask what becomes of those who obey or fail to obey the law. Show the picture on page 51 of France. Suggest that Paris has policemen for enforcing their laws just as our society does.

Harris, Young
France, p. 51.

Film: Cities and
Protection:
Protecting Lives
and Property,
McGraw-Hill Fi

Discuss the fact that people are not allowed to cross the street except at corners. Say: Our country is supposed to be a free one. Why can't we cross the street wherever we like? Why can't we be allowed to dump our garbage in the street? Why do we have limits on our actions? Attempt to get at the idea that with freedom comes responsibility to avoid misuse of that freedom. Some laws restrict our actions, but it is often for the good of all. Use illustrations found within the classroom. For example, children cannot throw objects in the room because someone could get hit and injured. Therefore, an agreement is made to protect the rights of everyone in the room.

Ask that the class think about the rules and agreements that exist in their own classroom. Have them write about several such rules explaining why they are necessary to a well-working classroom. Discuss how the classroom rules were established and perhaps where they need revision or improvement. Reinforce the idea that regardless of rules in the classroom, school, community, etc. the people must conform to the rules or they are of no value.

Discuss the manner in which disputes were handled in olden communities.

Discuss again things outside the immediate family that are important. (streets, parks, protection, playgrounds, schools, etc.) Ask: Why are such things as streets and schools important?

- G. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).
 - G. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.
 - G. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).
 - G. Governments may provide other kinds of services (mail, water supply, etc.).
-
- S. Listens for main ideas and supporting details.

How is police protection a help to you and your neighbors? Is it really necessary to have this protection when your parents are also protecting you? How are schools, parks and playgrounds needed for communities to be happy? Discuss. Can your mothers and fathers provide for all of these things alone?

Who does make these things possible then? Do your parents help? How? The point of taxes may be mentioned and a few examples explained. If necessary, arrange to see the video tape Dreams and Taxes used in the Contrasting Communities study. Discuss what a government is and who controls it in a democracy.

28. Choose from the following suggestions to contrast city and country living in France.
 - a. Use picture # 5 from Living in France which shows a farmer in a small village in eastern France.
 - b. Project and discuss filmstrip Simone's Surprise.
29. Show pictures of Parisian parks, playgrounds, museums, and opera houses. Allow the children to compare these with similar facilities in their own community. Ask: Who do you think makes these available to the people in Paris? Why? Explain that such features are too expensive for individuals to provide so they are provided by the government of Paris.

Begin reading Evangeline, Pigeon of Paris.

protection a help to you and your neighbors?
necessary to have this protection when your
protecting you? How are schools, parks and
needed for communities to be happy? Discuss.
mothers and fathers provide for all of these things

Are these things possible then? Do your parents
the point of taxes may be mentioned and a few
discussed. If necessary, arrange to see the video-
Tapes Taxes used in the Contrasting Communities
and what a government is and who controls it in

Following suggestions to contrast city and
country in France.

5 from Living in France which shows a
small village in eastern France.

Discuss filmstrip Simone's Surprise.

Compare Parisian parks, playgrounds, museums, and
allow the children to compare these with
features in their own community. Ask: Who do
these features available to the people in Paris?
What such features are too expensive for
individuals to provide so they are provided by the govern-

Evangeline, Pigeon of Paris.

Videotape: Dreams
and Taxes, Chelms-
ford ITV.

Study print: Picture
5, Living in France,
Silver Burdett.

Filmstrip: Simone's
Surprise, McGraw-
Hill Films.

Molinar and Gilbert,
The Paris I Love.

Brochure, Life World
Library: France,
pp. 166-67, 158-59,
155, 153, 121, 72.

Carlson, Evangeline,
Pigeon of Paris.

- F. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
 - G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.
 - G. Human beings, everywhere, have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).
 - G. Certain family functions are found universally in all societies.
- IV. Parisians must have food, clothing, and shelter, just as we must.
 - A. Parisians' eating habits are similar to ours in some ways and different in others.
 - B. French families do many things together. They sometimes go fishing or for a walk together, or they may take the children to play in the park, etc.

31. Show the class the picture of a French family at the dinner table on page 8 of Young France. Direct attention to the table and the objects on it. Say: This is a picture of a Parisian family sitting down to eat. Look at their table. What do you see on the table that you would find on your own dinner table? (plates, knives, forks, spoons, glass tumblers, bowls, a pitcher full of liquid -- water?) What do you see that you would not find on your table? (forks are upside down) Discuss how the people seem to feel about each other. Look at the expressions on their faces as a clue. (The people seem happy and glad to be sharing a meal together.)
32. Show the picture on page 9 of Young France. Say: Here is a picture of a man and his boy taking bread home for supper. Do you know what this kind of bread is called? Have any of you ever eaten French bread? What is it like? Do you carry bread home from a store in this way? Bring in a fresh loaf of French bread to share with the children.

Discuss how most children like to do things with their parents. Ask the boys what they do with their fathers and girls with their mothers. Decide how the boy on the bicycle in the picture probably feels about going shopping with his father.

33. Show the picture on page 13 of Young France. Say: Here is a picture of some children eating lunch at school. What do the children seem to be eating? What is on the table? (soup, bowls, bread, tumblers, a centerpiece -- plant) Show more pictures and discuss.

Look at the picture of a picnic on page 53 of Young France. Discuss this in terms similar to the previous pictures.

Show the picture of a man and son strolling along the Seine from The Paris I Love. Again, attempt to establish the closeness and warmth such family contacts provide.

Show film French Family Brunel which portrays the daily life of a typical French family, as seen through the eyes of a 13-year-old girl.

picture of a French family at the dinner table
ance. Direct attention to the table and the
This is a picture of a Parisian family sit-
ok at their table. What do you see on the
find on your own dinner table? (plates,
, glass tumblers, bowls, a pitcher full of
at do you see that you would not find on
re upside down) Discuss how the people seem
her. Look at the expressions on their faces
le seem happy and glad to be sharing a meal

Harris, Young
France, p. 8.

age 9 of Young France. Say: Here is a pic-
boy taking bread home for supper. Do you
f bread is called? Have any of you ever
What is it like? Do you carry bread home
way? Bring in a fresh loaf of French bread
ldren.

Harris, Young
France, p. 9.

children like to do things with their parents.
y do with their fathers and girls with their
the boy on the bicycle in the picture pro-
ng shopping with his father.

age 13 of Young France. Say: Here is a
ren eating lunch at school. What do the
eating? What is on the table? (soup, bowls,
nterpiece -- plant) Show more pictures and

Harris, Young
France, p. 13.

Brogan, Life
World Library:
France, pp. 94,
95,96,98.

f a picnic on page 53 of Young France. Dis-
similar to the previous pictures.

man and son strolling along the Seine from
ain, attempt to establish the closeness and
ntacts provide.

Molinard and Gil-
bert, The Paris
I Love, p.87.

ly Brunel which portrays the daily life of
ly, as seen through the eyes of a 13-year-old

Film: French
Family Brunel,
McGraw-Hill
Films.

- G. People live in many groups in addition to their family group.
- G. Some groups have direct, intimate, face-to-face relationships; others have indirect or less personal, less stable and long-lasting relationships.

V. Frenchmen are also members of a great variety of political, professional, social, and religious groups.

- G. All societies have some type of religion.
- G. Although all societies have some kind of religion(s), religious beliefs differ from society to society.

33. Contrast these pictures with some which indicate a lack of personal friendship. Show page 49 of Young France. Discuss whether these people are likely to know each other or not. Discuss page 10 and 11 of Young France and pages 55, 99, 122, and 156 of Life World Library: France.

Discuss what might be happening in each picture. What are the people doing in these groups that is different from what they do within the family? Is it necessary to do some things outside the family? Why?

Ask if the pictures are different from our own society or similar. Point out that our closest feelings are usually shared with the family. Show some pictures of our own society which illustrate this idea. Have the children draw pictures of what they do within their own families to establish closeness and warmth. Have each child describe his picture.

34. Project several pictures of famous French churches. Ask: What are these buildings? What do they show about at least some of the French people? Tell children that most of the French people are Catholics.
35. Say: Think back to all of the communities which we have studied this year. Did they all have some religious groups or churches or religious beliefs? Review what children learned about religion in each community.

pictures with some which indicate a lack of per- Harris, Young
p. Show page 49 of Young France. Discuss whether France, p.49,
re likely to know each other or not. Discuss pages 10, 11.
Young France and pages 55, 99, 122, and 156 of Life
France.

Brogan, Life
World Library:
France, pp. 95,
55,99,122,156.

What might be happening in each picture. What are the
in these groups that is different from what they
family? Is it necessary to do some things outside
the family?

Are these pictures different from our own society or similar.
Are our closest feelings usually shared with the
some pictures of our own society which illustrate
How do the children draw pictures of what they do within
How do they like to establish closeness and warmth. Have each
child draw his picture.

Show pictures of famous French churches. Ask: What Filmstrip: Paris,
things? What do they show about at least some of Encyclopaedia
people? Tell children that most of the French people Britannica Films.

Look back to all of the communities which we have studied
and ask if they all have some religious groups or churches
and what are their beliefs? Review what children learned about religion
and community.

- G. In almost all societies some aspects of socialization of children are entrusted to people outside the child's family; most societies have formal schools to educate children.
- S. Gains information by studying pictures.
- VI. French children go to school, just as children do in this country.
- A. The French depend upon their schools to help in the process of socializing their children.
- B. French schools observe Thursdays and Saturdays as days off.
- C. Children are expected to do quite a bit of homework and must adhere to strict discipline in school.
- D. One of the major objectives of French education is to produce independent thinkers.
- S. Generalizes from data.

36. Ask: Why is it necessary to have schools? What do schools do? How do you think Paris teaches its young people? Let's see what their schools are like. Show variety of pictures of French children in school.

From what you see in the pictures, how are their schools similar to ours? How are they different? Refer to the school in The Red Balloon. Read pp. 49-50 from The First Book of France. Then re-ask the above questions. Make special note of the discipline demanded in French schools, homework, the different school week, the dress for school, and the emphasis on independent thinking.

37. Pursue the independent thinking point by discussing the importance of such an attribute. Why is this important? Ask if there are aspects or areas of life where this ability is important in our society.
38. Refer once again to the schools of Paris. Seek to arrive at the generalization that French schools attempt to teach their students what is important in their society just as we do. Why do you think the parents of Parisian children want them to go to school? Would you say that the reasons for going to school are very much alike here and in Paris? (We can see that what is taught may be different and the way of teaching it may also be different, but all societies feel that educating their children is important.)

necessary to have schools? What do schools do? Gottlieb, The First Book of France, pp. 49-50.

in the pictures, how are their schools similar or are they different? Refer to the school in the pictures. Read pp. 49-50 from The First Book of France. Make special note of the differences in French schools, homework, the different dress for school, and the emphasis on independent

Harris, Young France, pp. 3, 10, 12, 13, 14, 15, 16, 25.

Brogan, Life World Library: France, pp. 119 and 121.

Lamorisse, The Red Balloon.

Study Print: Picture 3, Living in France, Silver Burdett.

independent thinking point by discussing the important attribute. Why is this important? Ask if there are areas of life where this ability is important.

to the schools of Paris. Seek to arrive at a conclusion that French schools attempt to teach their children what is important in their society just as we do. Do the parents of Parisian children want them to be taught the same things? Would you say that the reasons for going to school are very much alike here and in Paris? (We can see that the reasons taught may be different and the way of teaching may be different, but all societies feel that educating children is important.)

S. Generalizes from data.

- G. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
- G. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
- G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

39. Say: Think back to the communities we have studied and what you learned about families in past years. Which of these communities or groups of people have some things in common? Which did not? Why do you think most of them do?
40. Begin a discussion by asking the class what they enjoy doing during summer vacations from school, week ends, after school, during the week and other spare moments. Ask what they do with their whole family. Ask: Do you suppose the people of Paris enjoy all of these same things? Do you think they do anything different for relaxation and enjoyment?

Use picture # 11 from Living in France to show that French people vacation in family groups.

41. Develop the idea that Parisians seek relaxation in a variety of ways by reading The First Book of France, pp. 51-52. Point out the many similarities and differences.

For teacher's convenience:

Relaxing in Paris

Similar

Different

Boating	Winter Sports	Soccer (form of French football)
Tennis	Marbles	Pelota (form of handball)
Fencing	Leapfrog	Boules (form of outdoor game)
Cowboys and Indians		Bicycle Racing
		Basket (cross between basketball and hockey)

42. Pursue this concept by using this suggested activity. Show pictures in book Young France -- everyone just sitting and concentrating as teacher flips through the book. Point out similarities and differences between French and American ways of recreation.

Divide into small groups and have children discuss ways of recreation. Group leader lists children's responses. An effective board display could consist of illustrations drawn by children.

to the communities we have studied this year
learned about families in past years. Did each
families or groups of people have some kind of
did not? Why do you think most of them did?

begin by asking the class what they enjoy doing
activities from school, week ends, after school
and other spare moments. Ask what they do
at home with family. Ask: Do you suppose the people
in all of these same things? Do you think they
are different for relaxation and enjoyment?

Use a map from Living in France to show that the
relaxation in family groups.

Study Print: Picture
11, Living in France,
Silver Burdett.

Ask that Parisians seek relaxation in a variety
of ways. Use The First Book of France, pp. 51-53. Point
out similarities and differences.

Gottlieb, The First
Book of France, pp.
51-53.

Convenience:

Relaxing in Paris

Different

Sports	Soccer (form of French football)
s	Pelota (form of handball)
og	Boules (form of outdoor bowling)
ans	Bicycle Racing
	Basket (cross between basketball and hockey)

begin by using this suggested activity. Show Harris, Young France.
Young France -- everyone just sitting quiet-
ly listening as teacher flips through the book, noting
differences between French and American forms

Small groups and have children discuss what they saw.
Collect children's responses. An effective bulletin
board could consist of illustrations drawn by the children.

- G. Human beings, everywhere, have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).
- B. French children have many of the same emotions as children do in this country.
- S. Listens for main ideas and supporting details.
- A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

Show pictures and discuss what forms of recreation are taking place.

Circus	Opera
Bike Riding	Walking in Rain
Bike Racing	Watching Soccer
Picnic	Sailing Sailboats
Visiting Museum	Painting
Boating	Sky Diving
	Mountain Climbing

Point out the many similarities. Suggest that people in every society have favorite pastimes they pursue during leisure time. Discuss why relaxing is valuable. Ask if the benefits of relaxing are limited to our society or shared by all societies.

43. Tell the children they are going to hear a story about a young farm girl as she visits Paris. Instruct the children to compare Jeanne-Marie's reaction to her visit with the way they might feel about visiting New York or Boston. Read Jeanne-Marie in Gay Paris.

Ask the children to make a list of the things Jeanne-Marie enjoyed doing in the story they just heard. Instruct the children to write how they might react to a similar experience. When they are nearly completed ask several children to share their work. Attempt to illustrate that in many cases the children would react almost exactly as Jeanne-Marie did.

44. Use the videotape French Folk Songs or the recording French Folk Songs for Children to introduce children to the kind of songs children in Paris would sing. Compare the nature of the songs with American folk songs.

Discuss what forms of recreation are taking

Opera
Walking in Rain
Watching Soccer
Sailing Sailboats
Painting
Sky Diving
Mountain Climbing

Molinard and Gilbert, The Paris I Love.

Harris, Young France.

Brogan, Life World Library: France.

similarities. Suggest that people in every pastimes they pursue during leisure time. This is valuable. Ask if the benefits of recreation in our society or shared by all societies.

Children are going to hear a story about a young girl from Paris. Instruct the children to compare her visit with the way they might visit New York or Boston. Read Jeanne-Marie in

Francoise, Jeanne-Marie in Gay Paris.

Make a list of the things Jeanne-Marie did in the story they just heard. Instruct the children to think of the way they might react to a similar experience. After the story is completed ask several children to share their reactions to illustrate that in many cases they react almost exactly as Jeanne-Marie did.

Use French Folk Songs or the recording French Folk Songs to introduce children to the kind of music Paris would sing. Compare the nature of French folk songs to American folk songs.

Videotape: French Folk Songs, Chelmsford ITV.

Recording: French Folk Songs for Children, Folkways Scholastic Records.

G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

2. Many cafes in Paris are in the open air. A meal in one is eaten at a leisurely pace often followed by a stroll. Other Parisian restaurants are very elaborate and expensive. French foods are famous the world over.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

3. Some French foods are quite different from ours.

G. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

45. Show pictures which demonstrate French children at play. Ask children to note expressions on children's faces. Do they seem happy or joyful?

Again discuss how children in our society might enjoy the same activities. Play one of the games French children play regular

46. Read The Red Balloon once again, after preparing the children to listen for Pascal's feelings. Ask the children to raise their hands whenever they feel that Pascal is happy, worried, sad, etc. When such sections are read comment along these lines: How did Pascal feel then? How would you feel? Again, make the point that children of our society would probably react as the little French boy did.

Show a few pictures of children laughing, crying, etc. Discuss how each feels, whether or not you have ever felt this way. What makes you happy? What makes you sad? As a follow up, children can demonstrate various facial expressions to class so that the others may guess what emotions they are portraying. (anger, fear, joy, love, etc.)

Read Madeline to the class. Discuss her experiences and feelings and the feelings of her friends.

47. Present a picture of people eating in an American restaurant. Say: How many of you have ever eaten in a restaurant or cafe? This picture shows a family eating in an American restaurant. Look at this picture of a cafe in Paris. (Show the picture.) How is the Paris cafe like the American eating place? How are they different? Call attention to the fact that Paris has many open-air cafes.
48. A shoebox diorama could be started at any time. (Various scenes of Paris, such as the sidewalk cafes, the River Seine, the schools, or the parks could be depicted.)

which demonstrate French children at play. Ask the expressions on children's faces. Do they look joyful?

Harris, Young France.

How do you think children in our society might enjoy the same game? Show how they might play one of the games French children play regularly.

Read the story Red Balloon once again, after preparing the children to discuss Pascal's feelings. Ask the children to raise their hands whenever they feel that Pascal is happy, worried, or sad. When such sections are read comment along these lines: "How do you think Pascal feel then? How would you feel? Again, how do you think that children of our society would probably react to the French boy did."

Lamorisse, The Red Balloon.

Use the pictures of children laughing, crying, etc. Discuss the pictures, whether or not you have ever felt this way. Are you happy? What makes you sad? As a follow up, have the children demonstrate various facial expressions to class so that the others may guess what emotions they are portraying. (Joy, love, etc.)

Bring a picture to the class. Discuss her experiences and feelings of her friends.

Bemelmans, Madeline.

Compare the picture of people eating in an American restaurant with a picture of you have ever eaten in a restaurant or cafe? Show a picture of a family eating in an American restaurant. Show a picture of a cafe in Paris. (Show the picture.) How is this cafe like the American eating place? How are they different? Call attention to the fact that Paris has many cafes.

Brogan, Life World Library: France, pp. 94-96, 98.

Molinard and Gilbert, The Paris I Love.

A diorama could be started at any time. (Various scenes, such as the sidewalk cafes, the River Seine, or the parks could be depicted.)

See Appendix for diorama instructions.

49. Show the picture on page 49 of Young France. Ask the class what they see in the picture. Ask what kind of a store might have clothes hanging out for display. Direct attention to the horse heads high above the street. Ask the children what this shop sells. Tell the children that horse meat is considered a delicacy by many Frenchmen. Ask: What kind of sign do you think a shop would have if it were selling beef and steaks? Pork?

Harris, Young France.

Say: Was anyone surprised to learn that many people in Paris like to eat horse meat? Why does this seem strange to us? Can anyone think of anything else that people who live in other lands eat which we don't? Tell children about French liking for snails and frog legs.

50. Ask: How do we learn to like the foods we eat? (By eating them and seeing others eat them.) What are some of your favorite foods? List them on the board. Is there anyone who dislikes something we have on the board? What foods do you dislike? Attempt to show that even in our own society not everyone agrees on what is good and bad to eat. Cite such habits as catsup on eggs, popcorn in milk, etc., explaining that we learn to like various foods. Also point out that our eating habits are often dependent upon what is available. If we had no cattle we would never have a chance to dislike steak. It would simply not be available. If nothing but lamb were available, that is probably what we would learn to enjoy. Cite many nomadic tribes which seek and enjoy roots of many plants with which we are not familiar. Suggest that carrots and potatoes would seem strange to these people because they have never seen such food. (It might be pointed out that these are simply roots of plants, also.)

- S. Generalizes from data.
- S. Gains information through interviews.
- G. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).
- S. Generalizes from data.
- S. Applies previously-learned concepts and generalizations to new data.
- C. Parisian homes are basically much like our own.
 - 1. Although there are differences in climate, Paris has four seasons much as people in Chelmsford do; the people of Paris need shelter against cold in winter and rainfall or snow.

51. Have children decide what should go on a comparative chart showing similarities and differences in eating habits of the French and Americans.
52. Present a fashion page from any Sunday newspaper. Ask what connection might exist between the fashion picture in the local newspaper and Paris, France. Suggest that their parents might be good people to ask for an answer. Ask the children to be ready to discuss this idea tomorrow. (Discuss questions with mothers.) The following day discuss the influence of European fashions on United States dress.
53. Show pictures of children in play clothes, dressed up, at school, in winter, in summer clothes both in France and in our society. Ask what the purpose of such clothes might be. Point out that the clothes are worn for much the same reasons (protection from elements, to fit the activity, to look nice), but that the type of clothes may vary from place to place.
54. Show pictures of American homes including apartments and tenements. Discuss the variety of ways in which people provide shelter in our town. Compare our town and Paris from a location on the globe. Ask what the weather might be like in Paris when we are having winter. Compare Paris to Miami and New York and Chelmsford. Which extreme seems most like Paris? (Review what children learned in activity # 5 about temperatures in Paris.) What kind of shelter would Paris probably need? Have children draw pictures of types of Parisian families probably live in.

decide what should go on a comparative chart showing similarities and differences in eating habits of the Parisians

on a separate page from any Sunday newspaper. Ask the class what differences might exist between the fashion pictures in a newspaper from New York and Paris, France. Suggest that their own mothers be asked to ask for an answer. Ask the children to discuss this idea tomorrow. (Discuss questions to be discussed the following day discuss the influence of Parisian dress on the United States dress.)

of children in play clothes, dressed up, at school, in summer clothes both in France and our country. What is the purpose of such clothes might be. How are the clothes worn for much the same function from elements, to fit the activity, but that the type of clothes may vary from

Harris, Young France.

Study Prints: Living in France, Silver Burdett.

of American homes including apartments and discuss the variety of ways in which people live in our town. Compare our town and Paris for the whole globe. Ask what the weather might be like here when we are having winter. Compare Paris to Miami and Chelmsford. Which extreme seems most like what children learned in activity # 5 about living in Paris.) What kind of shelter would Parisians have? Have children draw pictures of types of homes Parisians probably live in.

2. Most families live in apartments which are run by women called concierges.

G. Different parts of a city usually have different but interrelated functions.

A. APPRECIATES THE CULTURAL CONTRIBUTIONS OF OTHER RACES AND NATIONALITIES.

IX. Parisians are proud of their country and of their city.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

A. France and Paris both have a long, proud history.

55. Begin the discussion by showing pictures of Parisian homes. Ask the children to compare their drawings and decide what they did correctly and where differences occurred. Discuss the differences and decide if possible why such things as very tall buildings, broad residential streets, concrete roads, single houses and the like do not appear. Explain that while the Parisians' need for shelter is much like our own, they have satisfied the need in ways sometimes different from our own. Describe concierges in Paris.
56. Ask: Would you expect to find apartment buildings mixed in with food and clothing shops? With factories? What did you notice about the way our own community is divided up? (Lead pupils to identify different functional regions within own town.) Now show them a little about functional divisions in Paris. (See back paper.)
57. Show picture of the Bastille. Also show a picture of the Statue of Liberty. Ask the children to identify the pictures. Ask: What does the Statue of Liberty mean to us? Where is it located? Have any of you ever visited the Statue of Liberty? Does anyone know how the United States got the Statue? Explain to the children that the Statue of Liberty has come to symbolize the freedom our country stands for. Also that many people from other lands see the Statue as they first enter New York Harbor. To many immigrants the Statue of Liberty is a sign that a new life awaits them in our country. Finally, explain that the Statue of Liberty was a gift from France in 1886 to symbolize the understanding and friendship between our countries.

Ask the children to think of the pride and love we feel for our own country. Ask: Does it seem likely that Parisians feel the same about their own country? The Bastille is a landmark to the French much as our Statue of Liberty or the Washington Monument is to us.

Ask children what goes on in Chelmsford to celebrate the Fourth of July and why there is so much celebration. Use the picture from Flag Day - Independence Day if necessary. Then ask children to study picture # 12 from Living in France and to share what they think is going on with their classmates. Continue using material in the handbook from Living in France to tell about Bastille Day.

Discussion by showing pictures of Parisian homes. Ask children to compare their drawings and decide what they did and where differences occurred. Discuss the differences. Decide if possible why such things as very tall buildings, residential streets, concrete roads, single houses, etc. do not appear. Explain that while the Parisians' shelter is much like our own, they have satisfied their needs sometimes different from our own. Describe conditions in Paris.

Molinar and Gilbert, The Paris I Love.

Brogan, Life World Library: France.

Lamorisse, The Red Balloon.

Do you expect to find apartment buildings mixed in with clothing shops? With factories? What did you notice about how our own community is divided up? (Lead pupils to different functional regions within own town.) Now tell them about functional divisions in Paris. (See background

of the Bastille. Also show a picture of the Statue of Liberty. Ask the children to identify the pictures. Ask: What does the Statue of Liberty mean to us? Where is it located? Have you ever visited the Statue of Liberty? Does anyone in the United States got the Statue? Explain to the class that the Statue of Liberty has come to symbolize the freedom that it stands for. Also that many people from other lands come to the Statue as they first enter New York Harbor. To many people the Statue of Liberty is a sign that a new life begins in our country. Finally, explain that the Statue of Liberty was a gift from France in 1886 to symbolize the growing bond and friendship between our countries.

Harris, Young France, p. 38.

Molinar and Gilbert, The Paris I Love.

Brogan, Life World Library: France, pp. 165, 37, 38, 39, 28, 21.

Sasek, This Is Paris.

Lead children to think of the pride and love we feel for our country. Ask: Does it seem likely that Parisians feel the same about their own country? The Bastille is a landmark to the French as our Statue of Liberty or the Washington Monument

Gottlieb, The First Book of France, pp. 57-63, 17-41.

Ask children what goes on in Chelmsford to celebrate the Fourth of July. Why there is so much celebration. Use the pictures from Flag Day - Independence Day if necessary. Then ask children to share what is going on with their classmates. Continue using the handbook from Living in France to tell about

Study Prints: Picture 12, Living in France, and Independence Day pictures from Flag Day - Independence Day, Silver Burdett.

G. Culture changes although it changes more rapidly and drastically in some times and places than in others.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

B. There are many large buildings in Paris that are famous throughout the world.

58. Show pictures of landmarks in Paris. Explain that these places also hold a great deal of meaning to the French. Read This Is Paris, pointing out the significance of the famous attractions. Convey the respect and love Frenchmen feel for their long and famous past. Read selections from The First Book of France to support these ideas.

Show the film: Paris: The City and the People. Tie the idea of pride and loyalty to the features presented in the film.

59. Draw comparisons between our pride and loyalty and that of Parisians. Point out that people in all societies feel a pride in their own city, state, district, country, nation, and so forth. Suggest that such feelings are justified and important, but that failure to recognize the pride others feel in their groups is both narrow-minded and inaccurate. Say: Does the fact that we grew up in a town mean that our town is the best in the world? Is it important to recognize the value and importance of other cities? Why? Emphasize importance of respecting the pride and loyalty others feel to their city, state, country.
60. Read pp. 54-56 on French Holidays from The First Book of France. See Appendix for additional materials for children.
61. Show several pictures of Paris from The Paris I Love. Direct attention to the age of the buildings, the width and surface of the streets, lamp posts, and other features which demonstrate how old and stable Paris is. By way of contrast show several pictures of New York and other American cities. Call attention to the same features of these cities as well as the height of the buildings. Ask what differences they notice between Paris and our large cities. Also ask they think the buildings of Paris appear to be so old. Show pictures of some of world-famous buildings in Paris.

of landmarks in Paris. Explain that these would hold a great deal of meaning to the French. Paris, pointing out the significance of the traditions. Convey the respect and love Frenchmen have for their long and famous past. Read selections from Book of France to support these ideas.

Paris: The City and the People. Tie the theme of pride and loyalty to the features presented in the

relations between our pride and loyalty and that of other nations. Point out that people in all societies feel a sense of loyalty to their own city, state, district, country, nation. Suggest that such feelings are justified and that failure to recognize the pride others feel for their groups is both narrow-minded and inaccurate. Ask the fact that we grew up in a town mean that our town is the best in the world? Is it important to recognize the importance of other cities? Why? Emphasize the importance of respecting the pride and loyalty others feel for their state, country.

Read on French Holidays from The First Book of France. Appendix for additional materials for children.

Show pictures of Paris from The Paris I Love. Compare the location to the age of the buildings, the width of the streets, lamp posts, and other features. State how old and stable Paris is. By way of contrast, show several pictures of New York and other American cities. Draw attention to the same features of these cities as the height of the buildings. Ask what differences exist between Paris and our large cities. Also ask why the buildings of Paris appear to be so old. Show some of the world-famous buildings in Paris.

Film: Paris: The City and the People, Coronet Films.

Sasek, This Is Paris.

Gottlieb, The First Book of France.

Gottlieb, The First Book of France, pp. 54-56.

Molinard and Gilbert, This Paris I Love.

S. Makes and interprets simple time lines.

G. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).

X. Americans and Parisians have influenced each other.

G. Innovations occur in ideas and behavior, not just in things.

Explain that Paris has existed since the time of Caesar, over two thousand years ago. Contrast our cities which date from the 1800's with Paris. Construct a single time line which clarifies the differences in age between Paris and Boston. Explain that much of Paris has been left unchanged because of the history and tradition connected with it. Ask if we have kept historical landmarks in our own community. Refer to the Old Chelmsford Garrison House that many children have visited.

Show pictures of urban redevelopment projects in the United States as well as of conditions giving rise to such projects. Ask if such changes are likely to happen in Paris. Say: Do you think changes take longer in an older city like Paris or in a newer city? Why would Paris be slower to change? Establish that change does occur in Paris. Use pictures.

Show pictures of American influence in Paris. Also show pictures of French impact on our society. Say: How do changes like this happen? When tourists visit Paris do you think they are changed any? How? Do the tourists have any effect on Paris? How? When you visit a friend in another city, do you ever learn new games or discover new ideas? Have you ever taken these back to your home? Explain that societies often learn from one another in much the same way. Point out Paris fashions and their influence on our society once again.

Brogan, Life
World Library:
France, pp.78,
79,160,158,76,
70-71,60.

Study Prints:
New York Is...,
John Day Co.

S. Checks on the completeness of data and is wary of generalizations based upon insufficient evidence.

XI. p
a
t
d
l
p

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

G. Cities are made up of many people of many different backgrounds; consequently, there are people who behave quite differently even within one city.

G. All people, everywhere, have certain basic physical needs although they satisfy these needs differently.

completeness of
of generaliza-
on insufficient

XI. Paris is like our cities in some ways and very different in others; the people, too, are like us in many ways, even though different in others. The people of Paris live somewhat differently than any other people we have studied.

differ from one
her and within
y; indeed, each
ue.

up of many
different back-
quently, there
behave quite
n within one city.

rywhere, have
hysical needs
atisfy these
ly.

Culminating Activities

64. Attempt to demonstrate the dangers of overgeneralization in the following manner: When we study a city such as Paris it is very easy to make the mistake of thinking that everything is exactly as we read it or see it. For example, if someone were studying our own classroom and took some pictures of us, how accurate would they be? Let's suppose everyone smiled in the picture. Would it be safe for someone studying our classroom to look at the picture and decide that all of us are happy all of the time? What would that person need to know about us to help him understand better? If another picture were taken which showed _____ and _____ enjoying arithmetic, would it be fair to decide that everyone in our classroom enjoyed arithmetic? Can you think of examples similar to these which would give a false impression of our class? How could we avoid such wrong ideas about our class?

Now let's think of Paris once again. Do you think that everyone in the city enjoys fishing in the Seine? Who might not? Is it fair to think that all Parisians like to eat horse meat? Why not? What else have we studied that should be thought of as true of some Parisians, but not all of them?

What about eating? Is it safe to assume that all Parisians eat? Yes, but is it safe to think they enjoy eating the same things? Discuss this and other ideas until it seems that the concept is clear.

- G. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in small communities.
- G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.
- G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.
- G. See above, and: All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
- G. The broad outlines of the ground-plan of all cultures are about the same, because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.
- G. Culture is learned, not inborn.

65. Read Sasek's book This Is Paris to the children. Tell them Sasek, This Is Paris to look and listen for things that remind them of how much Paris is like Boston. Let them discuss each page as you go along. When you have finished, ask: Is Paris very different from Boston? Is it exactly like it? What should we say about the two cities, then?
66. Ask: Now think back to all of the communities you have studied this year and to the families you studied in the first and second grades. What can we say about people in different parts of the world? (Get children to generalize about diversity, uniqueness of cultures, and similarities among people.) Also ask: Why do people live in different ways?
67. A "fun" activity to close the unit could be having an "outdoor cafe" scene. Set up tables and serve French bread with butter and punch (wine). Dioramas made by children could be put on desks for atmosphere. Invite another class or parents to browse through the area as visitors to Paris.

EDUCATIONAL MEDIA

BOOKS

- Bemelmans, Ludwig, Madeline, New York, Viking Press, 1939.
- Blondin, Antoine, et al, The Paris I Love, New York, Tudor Publishing Co., 1963.
- Brogan, D.W., and the Editors of LIFE, Life World Library: France, Morristown, N. J., Silver Burdett, 1966.
- Carlson, Natalie Savage, Carnival in Paris, New York, Harper and Row, 1962.
- Carlson, Natalie Savage, Evangeline Pigeon of Paris, New York, Harcourt, Brace and World, 1960.
- Diska, Pat, Andy Says Bonjour!, Eau Claire, Wisconsin, E.M. Hale and Co., 1954.
- Douglas, Marjory Stoneman, The Key to Paris, Philadelphia, J.B. Lippincott Co., 1961.
- Francoise, Jeanne-Marie in Gay Paris, New York, Charles Scribner's Sons, 1956.
- Frasconi, Antonio, The House That Jack Built, New York, Harcourt, Brace and World.
- Gottlieb, Gerald, The First Book of France, New York, Franklin Watts, Inc., 1959.
- Harris, Leon A., Young France, New York, Dodd, Mead and Co., 1964.
- Lamorisse, Albert, The Red Balloon, Garden City, N. Y., Doubleday and Co., Inc., 1956.
- Sasek, M., This Is Paris, New York, The Macmillan Co., 1959.

Titus, Eve, Anatole, New York, Hill Book Co., 1956.

Titus, Eve, Anatole Over Paris, McGraw-Hill Book Co., 1956.

Wallace, John A., Getting

FILMS

Cities and Protection: Paris and Property, McGraw-Hill

French Family Brunel, McGraw-Hill

Modern France, Coronet Films

Paris: The City and the People Films.

The Red Balloon, Brandon Films

FILMSTRIPS

Paris, Encyclopaedia Britannica

Simone's Surprise, McGraw-Hill

RECORDING

French Folk Songs for Children, Scholastic Records.

STUDY PRINTS

Flag Day - Independence Day

Living in France, Silver Burdett

Map Symbols and Geographic Symbols, A. J. Nystrom Co.

New York Is . . ., John Day

EDUCATIONAL MEDIA

Titus, Eve, Anatole, New York, McGraw-Hill Book Co., 1956.

New York,

Titus, Eve, Anatole Over Paris, New York, McGraw-Hill Book Co., 1961.

Paris I Love,
Co., 1963.

Wallace, John A., Getting to Know France,

FILMS

Cities and Protection: Protecting Lives and Property, McGraw-Hill Films.

of LIFE,
, Morristown,

ival in Paris,
962.

French Family Brunel, McGraw-Hill Films.

geline Pigeon
t, Brace and

Modern France, Coronet Films.

l, Eau Claire,
5., 1954.

Paris: The City and the People, Coronet Films.

he Key to
Lippincott Co.,

The Red Balloon, Brandon Films.

FILMSTRIPS

Paris, Encyclopaedia Britannica Films.

ay Paris, New
ons, 1956.

Simone's Surprise, McGraw-Hill Films.

RECORDING

That Jack
Brace and

French Folk Songs for Children, Folkways
Scholastic Records.

Book of France,
Inc., 1959.

STUDY PRINTS

e, New York,

Flag Day - Independence Day, Silver Burdett.

Living in France, Silver Burdett.

alloon, Garden
Co., Inc., 1956.

Map Symbols and Geographic Terms Charts,
A. J. Nystrom Co.

w York The

New York Is . . ., John Day Co.

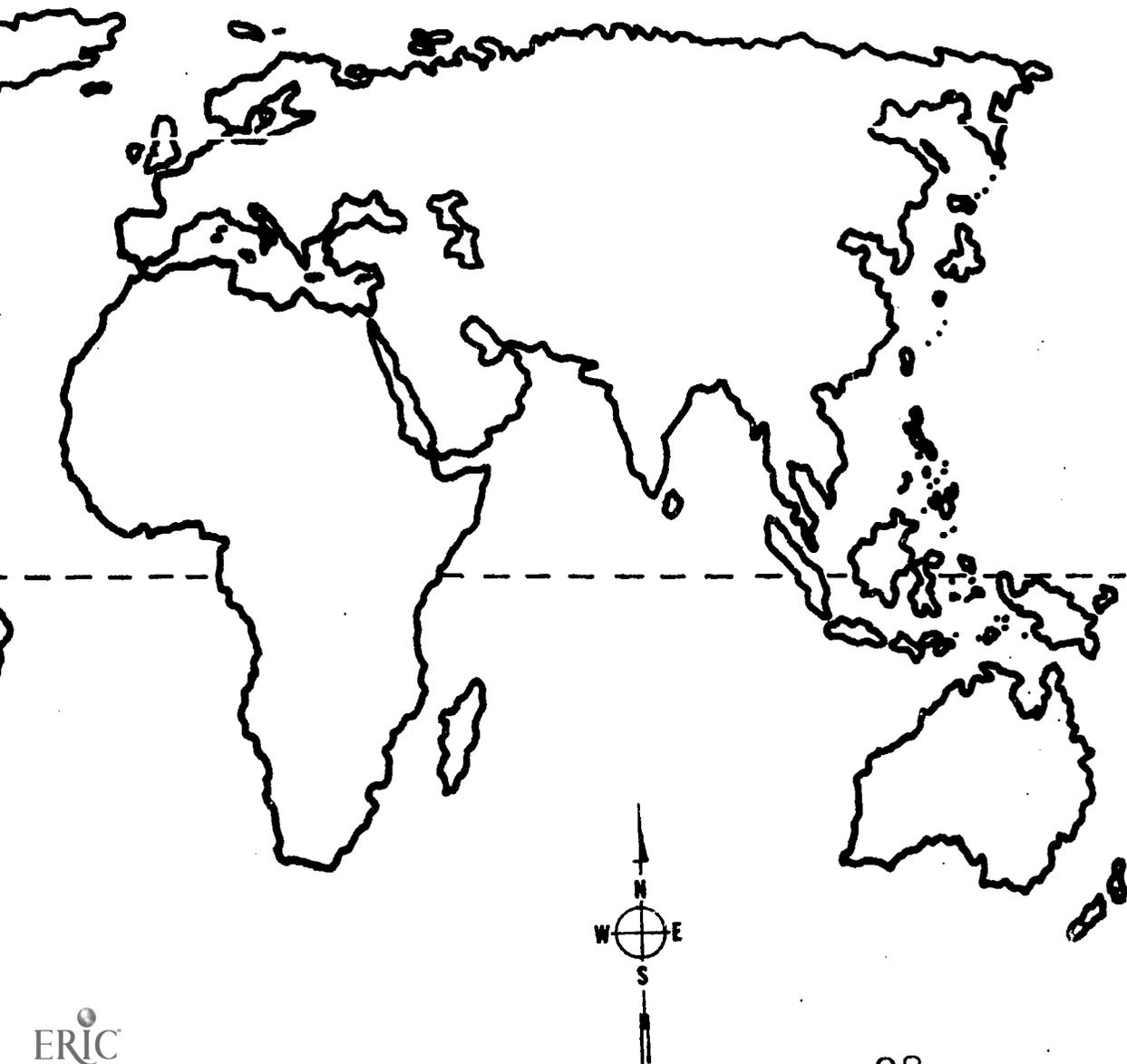
VIDEOTAPES

Dreams and Taxes, Chelmsford ITV.

French Folk Songs, Chelmsford ITV.

APPENDIX





NORTH AMERICA





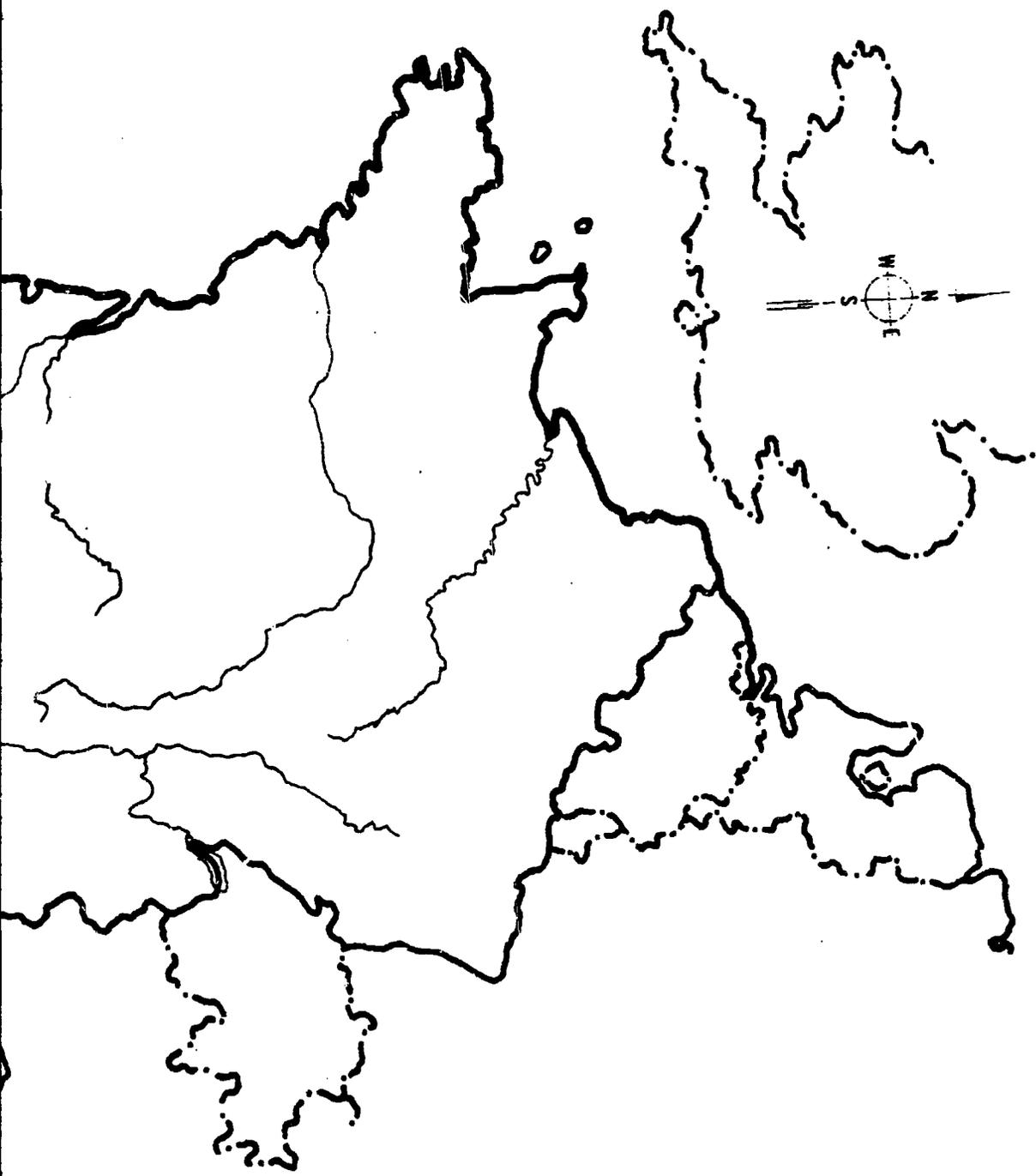
EUROPE





C

C



PARIS DIORAMA

1. Decide on one main idea for your diorama. (Do not try to put too many things into it!)

Some Suggestions:

The River Seine with fishermen, boats, bridges
Schools
Churches or Apartment Buildings
Pushcarts and peddlers
Sidewalk Cafe
Open book stores
Market place
(or anything else you can think of to illustrate life in Paris; you may also choose a scene from the story The Red Balloon or any other book read on Paris)

2. Plan your theme carefully before you start your project. Draw it on paper first.

Suggested Materials:

cotton balls (can be dyed with food coloring)
cotton Q-Tips
seeds
sandpaper
stones
walnut shells
plastic or artificial flowers
toothpicks
paper clips
elastics
bottle caps
nails
empty spools of thread
wooden matches (without the tips)
small toys
shells
hair curlers
bobby pins
tacks
string
varn

2. Plan your theme carefully before you start your project.
Draw it on paper first.

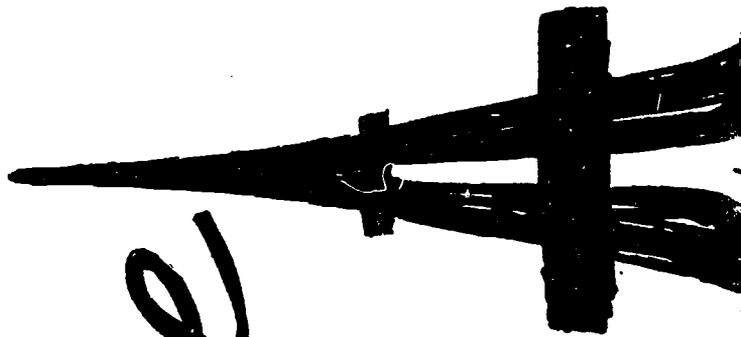
Suggested Materials:

cotton balls (can be dyed with food coloring)
cotton Q-Tips
seeds
sandpaper
stones
walnut shells
plastic or artificial flowers
toothpicks
paper clips
elastics
bottle caps
nails
empty spools of thread
wooden matches (without the tips)
small toys
shells
hair curlers
bobby pins
tacks
string
yarn
paper doilies
cut-out pictures
feathers
fishline
wire
scraps of cloth, buttons, zippers

3. A shoe box is best, but you can use a tissue box if you cut off the top. Elmer's Glue will work better than paste. Nailpolish makes a good paint. (HINT: Do not wait until the last minute to start your diorama. Then it will be work and not fun.) USE YOUR IMAGINATION!

Holidays
in

France



Flags for Birthdays
France

July 14... Bastille Day

United States
America

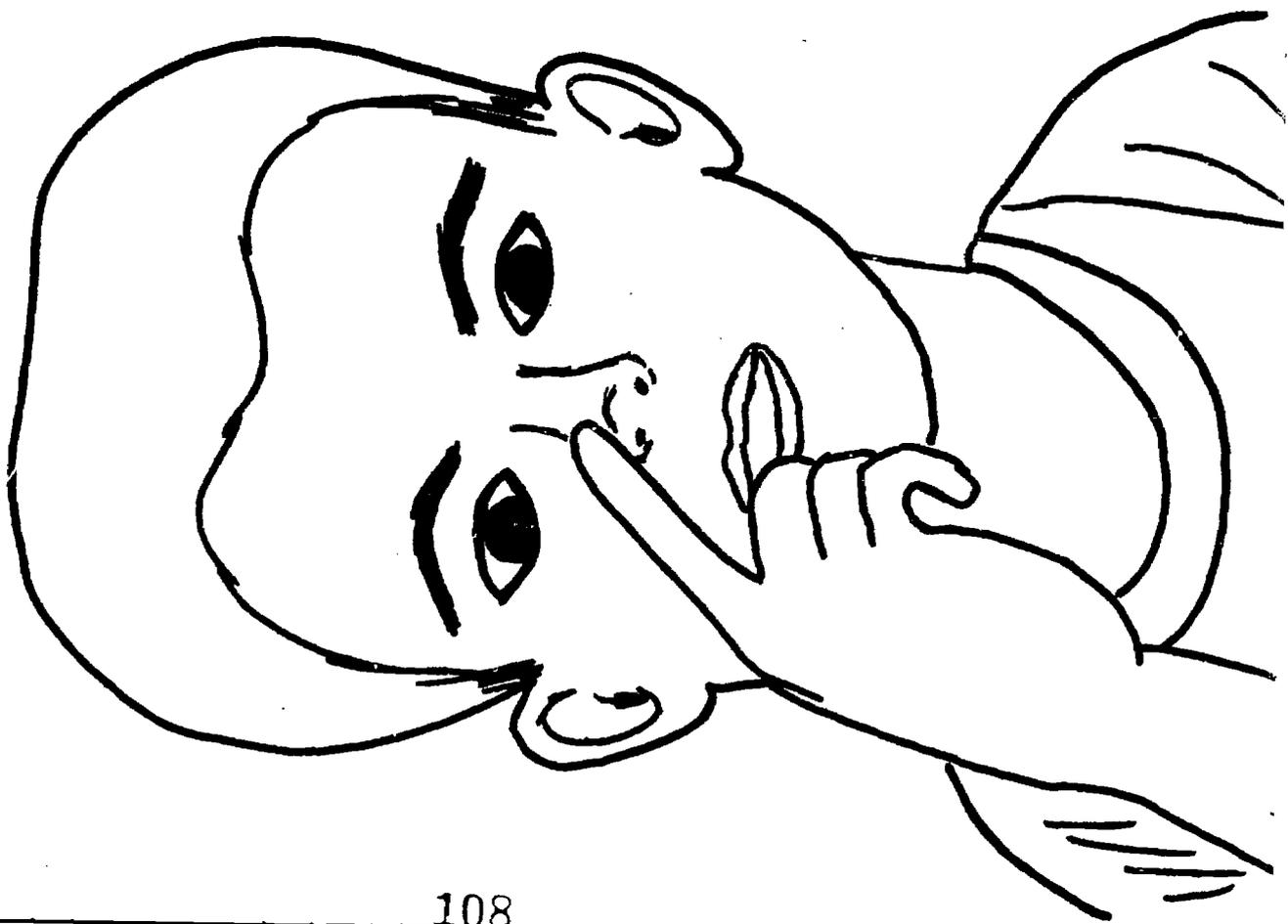
July 4... Independence Day

April Fools' Day

A LONG TIME AGO, NEW YEAR'S DAY WAS ON APRIL FIRST.

LATER WHEN PEOPLE DECIDED TO USE A NEW CALENDAR, NEW YEAR'S DAY CAME ON JANUARY FIRST. BUT SOME PEOPLE FORGOT. THEY CELEBRATED AT THE OLD TIME. SO THEY WERE CALLED APRIL FOOLS.

TODAY IN FRANCE, A PERSON WHO HAS A TRICK PLAYED ON HIM IS CALLED AN "APRIL FISH."

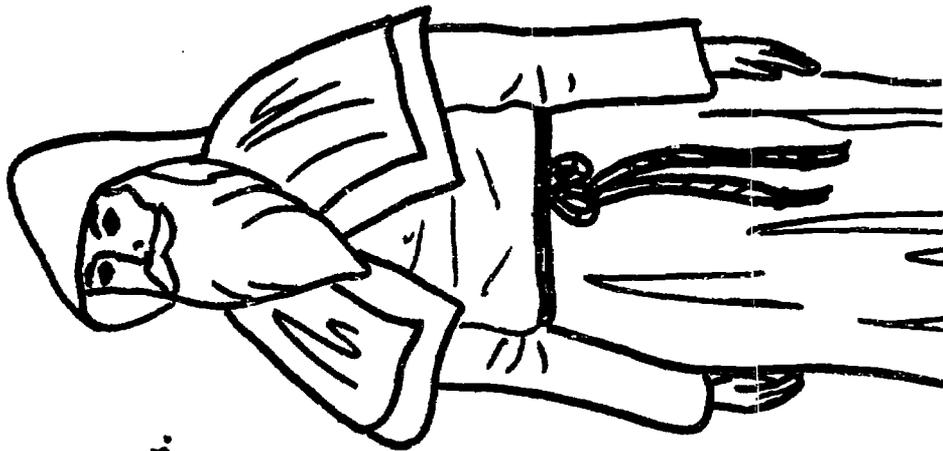


Christmas

IN FRANCE THIS MAN IS CALLED
PÈRE NOËL, WHICH MEANS FATHER CHRISTMAS.
BUT HE DOESN'T LOOK A BIT LIKE OUR
SANTA CLAUS.

PÈRE NOËL IS TALL AND SKINNY.
HE WEARS A LONG RED ROBE AND A
WHITE FUR HAT, AND HE CLATTERS ALONG
IN WOODEN SHOES.

IN FRANCE CHILDREN PUT EMPTY
SHOES ON THE DOORSTEP OR BY THE
FIREPLACE ON CHRISTMAS EVE. THE
CHRIST CHILD IS SAID TO PUT GIFTS
IN THEM.



SANTA CLAUS.

PÈRE NOËL IS TALL AND SKINNY.

HE WEARS A LONG RED ROBE AND A

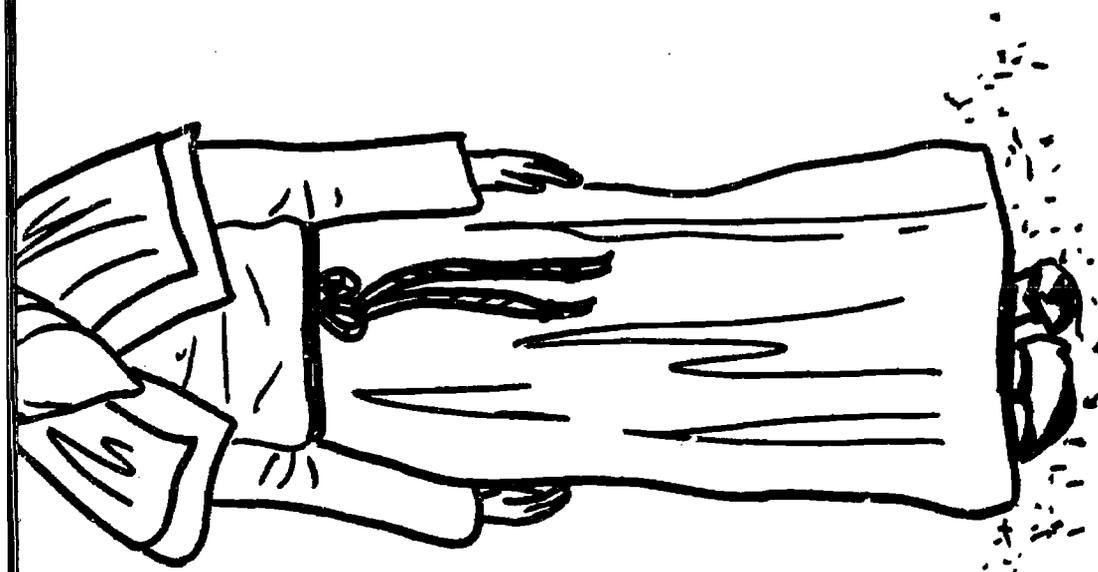
WHITE FUR HAT, AND HE CLATTERS ALONG
IN WOODEN SHOES.

IN FRANCE CHILDREN PUT EMPTY

SHOES ON THE DOORSTEP OR BY THE

FIREPLACE ON CHRISTMAS EVE. THE

CHRIST CHILD IS SAID TO PUT GIFTS
IN THEM.



Père Noël

Mardi Gras

On the day before Lent the people of France celebrate Mardi Gras. Some people make a paper man and call him "King Carnival." They sing and shout as they carry King Carnival through the streets. At the end of the day they burn King Carnival at the stake to show that Mardi Gras is over.

Imagine a battle of flowers! In France during Mardi Gras, some children ride in a parade of flower-covered carts. As they ride along, they throw flowers at their friends.

But watch out! They can throw flowers at you, too!

Easter

The Easter bunny does not take Easter eggs to every country. In France, children get Easter eggs from bells instead. There, people say that the church bells fly away to Italy before Easter. When the bells fly back, they drop eggs for children to find.

