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ABSTRACT

Designed for grades K-3, the career education curriculum guide focuses on dramatic play to create an environment which will stimulate children to explore various occupations within the community. At the beginning of the program, the community includes only a few structures. As the students realize the need for more buildings and services, the community continues to develop, with more occupations being explored. Pupils portraying various worker roles in the community begin to experience the interdependence of jobs. The dramatic play is to be spontaneous, with the teacher assuming the role of observer. Research lessons may involve reading, talking to adults, field trips, or audiovisual aids. Sixteen units focus on working related to the post office, supermarket, service station, construction company, airport, bank, department of public works, police department, traffic court, doctor's office and hospital, department of motor vehicles, fire department, newspaper, mayor and city council, and library. Individual units are organized according to lesson plans and activities and related sources of information and comments. Bibliographies on each worker category identify easy and more difficult reading level books, films, pictures, and other audiovisual aids. (EA)

OCCUPATIONAL AWARENESS THROUGH DRAMATIC PLAY

A Curriculum Guide for Primary Grades

PART I

by LORETTA GOLDEN

Frank Porter Graham Child Development Center

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Chapel Hill, North Carolina

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**DRAMATIC PLAY and RELATED LESSONS
in an
OCCUPATIONAL AWARENESS PROGRAM**

OBJECTIVES OF AN OCCUPATIONAL AWARENESS PROGRAM USING DRAMATIC PLAY

1. To develop an awareness of the interdependence of various workers in a community.
2. To develop positive attitudes toward work and workers in all fields.
3. To teach facts and develop concepts related to the various occupations in a community.
4. To promote productive thinking concerning various occupations in the community.
5. To develop an awareness of the many career opportunities available to adults in a community.
6. To develop an understanding of the concept of community.
7. To develop an awareness of self in relation to various occupations.
8. To supplement other aspects of the total curriculum by providing mathematics, reading, and language lessons related to the dramatic play.

THE USE OF DRAMATIC PLAY TO PROMOTE OCCUPATIONAL AWARENESS

Theory of Dramatic Play

Children are not passive learners. They do not learn by just sitting and listening. They are active learners who need to explore and manipulate concrete objects and to use all of their senses--taste, sight, smell, touch, hearing. Piaget says that the elementary school child is in the stage of concrete operations, that he learns through the use of concrete materials.

Children learn through their play. The child's play is serious to him. The child's play is work to him. Anthropologists have found that children in various cultures imitate adult activities in their play. Teachers and parents will agree that elementary school pupils often participate in dramatic play in the backyard or playground after school, dramatizing adult activities they have observed. For example, they play school, or dramatize the work of policemen and firemen. Since this after-school play is not often enriched by new information, ideas, or props, children usually tire of it, and drop the dramatic play after a few days. The same thing could happen to the dramatic play in school, except that the teacher guides the play and plans lessons to give pupils new information and ideas. Also, she continually adds new props to the dramatic play centers.

The teacher can use the children's natural desire to play, to explore, and manipulate concrete objects to reach academic ends--to teach reading, writing, arithmetic, and social studies facts, to develop thinking, and problem-solving skills.

Dramatic Play in an Occupational Awareness Program

Teachers will find many opportunities to use dramatic play in an occupational awareness program. The purpose of dramatic play in this program is to create an environment which will stimulate children to explore various occupations. Dramatic play helps pupils identify emotionally as well as intellectually with workers.

As pupils dramatize a job, they usually become very interested in it and feel the need for more information on that occupation. For example, exactly what does an air controller say to a pilot? What do policemen do inside the police station? What does a fireman do when there is no fire? The teacher will plan field trips and lessons with books, filmstrips, and films to give children information they need for their dramatizations. As a teacher uses dramatic play extensively, she will reexamine the information presented through films, books, filmstrips, records, and field trips. The teacher will always ask herself, "How can pupils use this information in their dramatic play? What props must I put out so that pupils will be able to dramatize this information?" The use of dramatic play will cause children to need much detailed information not usually included in a primary grade curriculum. For example, they will need to know about charging taxes in their store, and about making deposits and cashing checks in a bank.

Dramatic Play in the Social Studies Program

The dramatic play and related lessons discussed in this curriculum guide take place during the social studies period. Since social studies in the primary grades includes a study of community helpers, an occupational awareness program can be easily incorporated into it. The teacher will plan one or two dramatic play lessons a week during the social studies period. The remainder of the time spent on social studies that week will be devoted to lessons related to the dramatic play (e.g., pupil research lessons or related problem-solving, skill, construction, or art lessons).

The Development of a Community

In most studies of community helpers in the primary grades, only one job is studied and dramatized at a time. However, as pupils participate in dramatic play, they begin to experience the interdependence of jobs. Usually the entire class participates in the dramatic play at one time. If the class is too large or the

space is limited, half the class may play at one time, while the other half participates in an independent activity that needs no teacher supervision. There must be no pupil audience, for an audience situation can stifle the spontaneity of the play.

Each class should be creative in developing the dramatic play community in its own way. At the beginning of the school year, the community should include only a few structures, such as a home, store, and post office. As the pupils play in the community, there will be a need for more facilities and buildings. (For example, with the study of the post office and airmail, there will be the need for an airport. A hospital will be added when there are airplane crashes. Masking tape roads will be put on the floor as small cars and trucks are added to the community. A Department of Motor Vehicles will be added since pupils need drivers' licenses to "drive" in the community. A police department will be needed to regulate traffic and help in accidents.) The community continues to develop as the pupils, with teacher guidance, realize the need for more buildings and services. By the end of the study, the community usually includes a bank, traffic court, fire station, school, restaurant, and newspaper office, as well as other places of business.

This development of an entire community is the unique feature of the use of dramatic play in an occupational awareness program. As pupils participate in the dramatic play, they begin to realize that every job is needed and is important, if the community is to function effectively.

Procedures in the Use of Dramatic Play

The use of dramatic play in the study of occupations includes the following procedures:

1. The teacher sets up an arranged environment to stimulate interest in a particular job and related occupations. (One section of this guide is devoted to the discussion of an arranged environment.)

2. Children explore the arranged environment and are permitted to participate in dramatic play, using the props. The teacher observes the play. After this first dramatic play the teacher leads a discussion in which children share their satisfactions and dissatisfactions with the play. The teacher guides them to see the need for more information and props.

3. The teacher plans a series of research lessons to give pupils information needed in the play. The following are examples of research lessons:

- a. Looking at films
- b. Looking at filmstrips and slides
- c. Looking at flat pictures
- d. Talking to resource people (e.g., policemen, firemen)
- e. Taking field trips
- f. Reading books
- g. Reading teacher-prepared charts and stories
- h. Listening to the teacher read stories

4. The teacher plans lessons in which pupils construct props needed in the play, or the teacher collects props from some outside sources. Pupils also participate in art lessons in which they make murals as a background for the dramatic play.

5. Some problems arising in dramatic play result in problem-solving lessons. For example, pupil storekeepers may complain that there are few customers coming to the store. The teacher uses this dissatisfaction to plan problem-solving lessons in which pupils discuss and try out ways of attracting customers to the store (e.g., making advertisements, having sales).

Other problems arising in dramatic play result in related skills lessons. For example, pupils may complain that they don't get the correct change in the store or restaurant, and the teacher plans related math lessons. Or, the teacher may

observe that the ticket agent at the airport does not fill out the airplane ticket correctly because he can't read it, and the teacher plans related reading lessons. Or, the pilots may not know how to use maps to tell the passengers which states they are flying over, and the teacher plans related map lessons.

6. Pupils have further dramatic play. As a result of the research, problem-solving and skills lessons, the dramatic play becomes more accurate and involves more interrelationships with other occupations.

7. Each dramatic play session throughout the study results in new problems and new needs for information and props.

8. With additional research, problem-solving, construction, and skills lessons, the dramatic play proceeds on higher levels throughout the study of occupations. (See Figure 1.)

Parts of a Dramatic Play Lesson

1. Pre-play discussion--around 10 minutes. The teacher lists on the blackboard the jobs needed in dramatic play that day, and pupils choose their jobs.¹ Some teachers organize their class into groups and make a rotational plan in which every group regularly has a chance to choose the jobs first for dramatic play.

2. Dramatic play--between 5 and 20 minutes. Beginning play may last only five minutes, because the pupils have little information about their jobs. The teacher observes the play and can stop it at any time, if it is too confused, or if too many children become disruptive. For example, if too many cars and trucks are crashing together, the teacher has a good idea that children don't have enough information on what to do in their particular jobs.

3. Post-play discussion--between 5 and 15 minutes. The length of this discussion depends on the age of the primary pupils and the quality of play that day.

¹Some teachers prefer to have pupils choose their jobs the day before dramatic play.

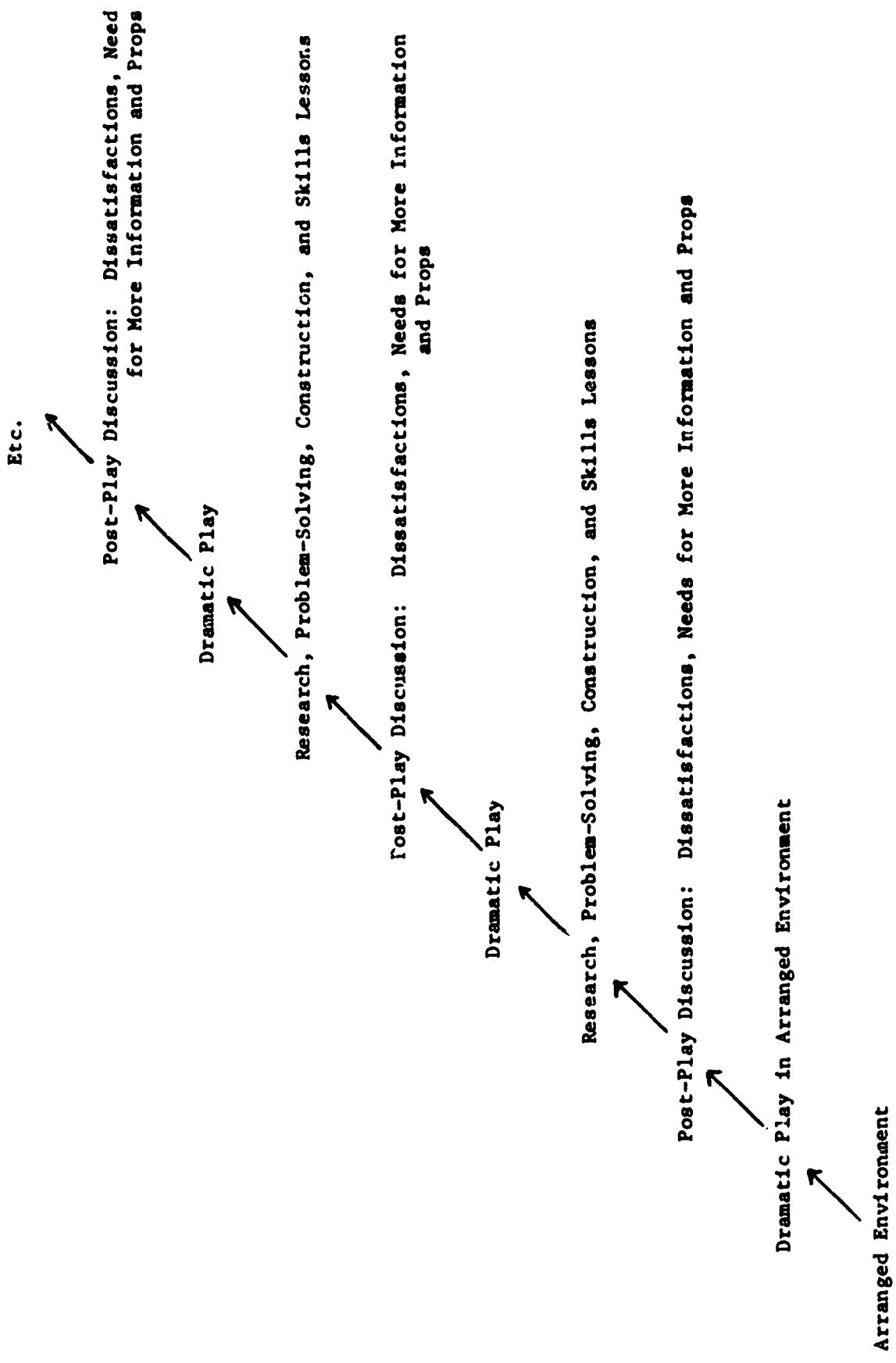


FIGURE 1. HOW DRAMATIC PLAY DEVELOPS THROUGHOUT THE STUDY OF OCCUPATIONS

In the post-play discussion the pupils tell what they did in dramatic play. The teacher guides the discussion so that children see the need for more information and props, and for related skills, construction, and research lessons.

Suggested Props

The teacher must carefully set the environment for dramatic play. It is extremely important that the teacher give much thought to the kinds of props needed for effective play.

The teacher should let the play develop. In other words, for the first play she should not put out all the props the children will ever need in a particular center. She should put out enough props to stimulate play, but as the play proceeds children will think of other props they need. They will come up with ideas the teacher did not anticipate. Some nonstructured materials (such as flat boards and blocks) are especially useful, since they can be used to represent different objects in various centers. For example, a wide flat board can be used as a tray in the restaurant, or a runway in the airport. Other nonstructured materials such as floor blocks, hollow blocks, steering wheels, and old earphone sets can be used interchangeably in many centers as props for various occupations.

In selecting props the teacher should analyze which materials are needed in a certain center to stimulate dramatic play. Hats are always valuable, for they quickly put the child into the role.

In the store the following props will stimulate beginning play:

Cash register

Empty cartons, boxes, and containers obtained from a supermarket or

grocery store

Wooden boxes for shelves

Toy money

Toy telephone

In subsequent play in the store, children will need paper for making sale signs, labels for shelves, tax charts, and other props.

In this guide, lists of suggested props are included in the sections on various occupations.

The Teacher's Role during Dramatic Play

The dramatic play is spontaneous and is not directed by the teacher. However, the teacher has the important role of observing the play. She should not assign the pupils to dramatic play and then go off to do other schoolwork. If the teacher does not observe the dramatic play, she will not be able to guide the post-play discussion, nor will she be able to plan related social studies lessons. Thus the play will lose its educational value. As the teacher observes the play, she makes notes on the following:

1. Children who have accurate concepts about the jobs and are dramatizing them correctly. Teachers will particularly note pupils who are doing jobs correctly after misconceptions were evidenced in previous play. (For example, a child uses a truck to take mail to the airport; in previous play a child just carried the mail in his arms to the airport.)
2. Children who use information from a research lesson. For example, a pupil pilot tells the passengers on the plane what part of the country they are travelling over. The pupils saw pilots doing this in a film.
3. Children who have misconceptions and misinformation. For example, a pupil stewardess brings the food for passengers onto the plane instead of letting the driver of the food truck from the airport kitchen do this job. A clerk in the post office gives incorrect change.
4. Pupils who have problems in their jobs. For example, some pupil drivers refuse to take tickets issued by the policemen, and the policemen don't know what to do.

5. Pupils who need more props. For example, the postal clerk runs out of stamps to sell.

6. Pupils who are silly. The rule in the community is to be serious and to dramatize the jobs authentically. It may be necessary for a teacher to remove a child from dramatic play for a few minutes if his silliness persists, in order that he does not spoil the play for the entire class.

The Teacher's Role during the Post-Play Discussion

In the discussion following dramatic play the teacher refers to her notes. She should always be positive and never cause a child to feel he is doing a poor job in the play. Dramatic play should be fun and rewarding to pupils. If there are many problems in the dramatic play on a particular day, the teacher can still say, "I saw some interesting things happen today," or "Tell me what you did today." She should emphasize needs for more information and props, not pupils who were performing their jobs incorrectly. The following are suggested teacher comments and questions for the post-play discussion:

1. "Alec, what happened in the _____ (bank, post office, store, etc.) today?"
2. "Mary, tell me what you did as bank teller today."
3. "John, did you have many customers in the service station? What can we do to get more customers?" (The teacher would ask these questions if she observed that John had few customers during the dramatic play.)
4. "Sally, you were very busy on your job in the post office. What happened that was good in the post office? Did you have any problems?" (It is important that the teacher and pupils mention the good things that happened in dramatic play. When a child mentions a problem with a particular person, the teacher should try to find something positive to say about that person. For example, "Yes, but I noticed that Bob was very serious in his job, and

that he worked very hard." The teacher should de-emphasize personal criticism and emphasize problems in the performance of jobs, and the need for more information and props. She should try to get pupils to say "someone," rather than to mention a person's name when discussing a problem.)

5. "I noticed there were many accidents in the dramatic play today. What happens in a real community if a driver has too many accidents? What do we need in our dramatic play community for drivers who get tickets, but say they're not guilty?"
6. "Bob, you were working in the post office. What did you run out of?"
(The child ran out of stamps.) "Children, we'll have to make some stamps in a lesson soon."

As she guides the discussion, the teacher helps the pupils see the need for more information, props, and for problem-solving and skills lessons, so that they can have better dramatic play.

Summary

Through the use of dramatic play in an occupational awareness program, pupils portray the roles of various workers in a community and "live" the interdependence of these workers. The teacher uses the dramatic play to help pupils see the need for related classroom lessons, so that they can have more authentic play.

RESEARCH LESSONS RELATED TO DRAMATIC PLAY IN AN
OCCUPATIONAL AWARENESS PROGRAM

The rule in dramatic play is to be authentic. For example, when a child dramatizes the work of the policeman or postman or air controller, he must be as accurate as possible. In order to have authentic dramatic play, it is necessary for pupils to gain information through research. There are many ways of doing research in the primary classroom. The teacher can prepare the following chart for pupils to read before a research lesson:

We do research by:

1. looking at films.
2. looking at filmstrips.
3. taking field trips.
4. talking to adults.
5. looking at flat pictures.
6. listening to records,
7. listening to the teacher read books to us.
8. reading books ourselves.
9. reading charts and teacher-prepared stories.

Procedures in a Research Lesson

1. The teacher discusses the need for research with her pupils. For example, she tells them that since they are participating in dramatic play of postal workers, they need information on what really happens in a post office and on what postal clerks and postmen do.

2. The pupils do the research. Some research lessons, such as taking field trips or looking at films, do not necessarily involve reading. However, whenever possible, the teacher should plan one or more reading experiences related to these research lessons, such as reading a chart or looking at books.

3. After the pupils do research, the teacher leads a discussion. The teacher guides the pupils to tell how they might use the new information in their dramatizations and in setting up the various dramatic play centers.

4. Pupils actually use the information gained in the research lessons in their dramatic play.

The following sections include a general discussion of some of the research lessons related to dramatic play:

Reading a Chart

There are many needs for charts in an occupational awareness program using dramatic play. In this section only one use of the chart will be discussed--how it is used in a research lesson to give pupils information needed in dramatic play. Some primary pupils can gain information by reading books. However, many of the topics--such as taxes, mayor, and city council--studied in relation to the dramatic play community, are discussed in books that are too difficult for most primary pupils to read. Therefore, it will often be necessary for the teacher to prepare charts with the needed information.

The following is an example of the kind of chart the teacher can prepare. Since many primary pupils are not able to read books on the bank, the teacher can prepare a chart on the work of the teller.¹ Such a chart will give pupils ideas

¹The charts included in this section are examples of charts the teacher can prepare for her pupils. The teacher will need to change some words to fit the reading levels of her pupils. Sometimes pupils will dictate the charts to the teacher.

for dramatizing a teller. Before reading this chart the teacher should remind the pupils that this is a research lesson to give them information needed in their dramatic play.

A Teller

1. cashes checks.
2. cancels checks.
3. takes deposits.
4. keeps records.
5. keeps money neat and
in order.
6. counts money.
7. puts money in the
vault.

Some teachers may say that their primary pupils will not be able to read the words on this chart, such as "check" or "deposit." Children will be able to read many of the words, if they participate in concrete learning experiences related to the bank. The teacher should make labels such as "vault" and "bank" for the dramatic play center, and should put a sign "teller" on pupils working in the bank. Children will have many opportunities to practice reading the words related to the bank, as they make deposits and cash checks in dramatic play.

Films

Teachers should use films as one way of doing research, as a means of giving pupils information needed in the dramatic play. The teacher should lead a discussion with the pupils before showing the film. The purpose of this discussion is to create a set, so that the pupils will know why they are viewing the film. Whenever possible

in the discussion, the teacher should relate the film to the dramatic play. Often a film will be used as a means of answering questions which have come up in the play, such as "What does the air controller say to the pilot?" or "What does a stewardess do?" Before showing the film, the teacher should go over these questions with the pupils.

Sometimes the teacher will write a chart for the pupils to read before viewing the film. The chart should include information which the teacher particularly wants her pupils to gain from the film. Whenever possible, the teacher should include a sentence in the chart which relates the film to the dramatic play. Some teachers may believe that preparing such a chart structures the lesson too much. However, since the film is used as a research lesson, the teacher will want to create a set in the pupils to gain certain information needed in dramatic play.

Film: What is a Map?¹

A map is like a picture.

Betty makes a map of her room.
This map is a plan of the room.

Do we need a map of our community in
our dramatic play police station?
What will we put on the map?

¹This film may be rented from the Audiovisual Bureau at the University of North Carolina in Chapel Hill.

Field Trips

The teacher should guide pupils to approach the field trip as a research lesson to gain information for dramatic play. There should be much preparation for the field trip. For example, before the trip the pupils can view films and filmstrips, read books, and listen to the teacher read stories. Often the teacher or pupils will prepare a chart for the class to read before the trip. If possible, the teacher should include a sentence in the chart relating the trip to dramatic play.

The Bank

We are going to visit a bank.
We will see a teller cash checks.
We will see people deposit money.
We will see the vault where money is kept.
We will see safe deposit boxes.
What do we need in our bank in dramatic play?

Field trips are often such complex experiences that it is difficult for pupils to pay attention to the tour guide. The teacher may find it helpful to give each child a checklist to take on the trip. On this list the teacher includes the names of objects and workers she wants the pupils to particularly notice for their dramatic play.

The following is an example of a checklist the pupils might use on a trip to the bank:

TRIP TO BANK

1. teller _____
2. cashing a check _____
3. making a deposit _____
4. cancelling a check _____
5. vault _____
6. safe deposit boxes _____
7. bookkeeping department _____
(where accounts are kept)
8. bags of money _____
9. office for loans _____
10. switchboard _____

This checklist has been used with second graders in the Frank Porter Graham Project. If the teacher finds this checklist too difficult for her primary pupils to take on a trip, she can put the checklist on a chart and go over it with the pupils before the trip. When they return from the field trip, the teacher and pupils can discuss the checklist and what they have learned on the trip that they can use in their dramatic play.

The following sections include a discussion of some research lessons related to dramatic play of postal workers, policemen, and workers in the Department of Motor Vehicles.

Examples of Research Lessons Related to the Post Office

In their first dramatic play of postal workers, primary pupils often take the letters from the mailbox, put them in a mailbag, and immediately deliver them to the pupils. In order to have authentic dramatic play, the teacher needs to plan research lessons so that pupils will learn the answers to the following questions:

What happens to a letter in a post office?
How are stamps cancelled?
How are letters sorted?
How does the postman know when to pick up the letters from a mailbox?

The teacher can plan many kinds of research lessons to give pupils the information needed for dramatic play of postal workers. Pupils can look at flat pictures, take a trip to the post office, read books and charts, view film-strips and films. In this section, two ways of doing research will be discussed--looking at a film, and reading a chart.

1. Viewing a Film on the Post Office. The teacher should tell the pupils that when they see the film they will be doing research to gain information for their dramatic play of postal workers. The following is an example of a chart the teacher can prepare for pupils to read before they see the film A Letter to Grandmother. Note that the chart includes sentences about activities in the film that pupils can include in their dramatic play of postal workers. After viewing the film, the class should discuss the question at the end of the chart. The pupils may decide to add an "Hours of Collection" card to the mailbox in dramatic play. They may decide they need parcel post in their post office. It is important that the pupils actually use the information that they have learned from viewing the film.

FILM: A Letter to Grandmother¹

A girl mails a letter.
See the card on the mailbox.

Hours of Collection	
Daily except Sat., Sun., and Holidays	
<u>A.M.</u>	<u>P.M.</u>
10:00	
11:15	1:30

The mailman puts the letters in a truck.
The truck takes the letters to the post office.

The stamps on the letters are cancelled.
The letters are sorted.

The mail goes on a train to a town near Grandmother.

The mail is sorted at the post office in that town.

Grandmother gets the letter.

Grandmother sends a parcel post package to the girl.

What do we need for our dramatic play of postal workers?

¹This film may be rented from the Visual Aids Service at the University of Illinois.

2. Reading a Chart on Stamps. If the pupils set up a post office in dramatic play, they will need to make stamps to sell. Here is another opportunity for the teacher to plan a research lesson, so that pupils will learn about the different kinds of stamps and where they are made. Since it is often difficult to find up-to-date information on stamps in primary books, the teacher needs to prepare a chart on the reading level of her pupils. The following is an example of such a chart.

Stamps

There are many kinds of stamps.

See the 8¢ stamp. 

See the airmail stamp. 

Are there other kinds of stamps?

Stamps are made in the U.S. Government Printing Office.

We will make stamps for our post office.

After reading this chart, pupils can pretend they are working in the United States Government Printing Office and make stamps to be sold in their post office.

Examples of Research Lessons Related to Policemen

Pupils need information in order to participate in dramatic play of policemen. All of the ways of doing research listed in the first part of this paper apply to research on policemen. In this section only two ways of doing research will be discussed: (1) a lesson in which pupils listen to the teacher read a book; (2) a lesson in which some pupils read books and others look at a filmstrip.

1. Listening to the Teacher Read a Book. Squad Car 55 by Cynthia Chapin includes much information on policemen which pupils can dramatize.¹ The teacher might choose to read this book to the class as a research lesson. Even though the pupils are not actually reading the book themselves, they are gaining the concept that an individual goes to a book to gain needed information. This concept gives primary pupils one reason for learning to read.

The following is some of the information included in Squad Car 55 which pupils might dramatize:

- a.) Policemen walk beats at night and check that shops are locked.
- b.) Policemen go to the scene of an accident and give first aid.
- c.) Policemen use their two-way radios to talk to the dispatcher in the police station.
- d.) Policemen help a lost boy find his mother.
- e.) Policemen give tickets to drivers.
- f.) Policemen direct traffic.

After listening to the teacher read this book, pupils can dramatize the work of policemen. This is not the spontaneous dramatic play that should regularly take place during the occupational awareness/social studies program. This dramatization is guided by the teacher and is part of the research lesson. This dramatization can take the place of the discussion phase of the

¹Cynthia Chapin. Squad Car 55. Chicago: Albert Whitman and Co., 1966.

research lesson, in which pupils discuss the new information they have learned.¹

The teacher should let the pupils decide which parts of the book they will dramatize, and which tables or desks will represent the police station, homes, and stores in the community. The teacher should also set out some props which might be needed.

While the rest of the class serves as an audience, the teacher invites several pupils to use some of the props and dramatize one phase of the policeman's work discussed in the book. For example, a mother uses a toy telephone and calls the dispatcher in the police station to report a lost child. The dispatcher relays this message to a policeman who is patrolling with a toy police car. The policeman finds the lost child and takes him to the police station to wait for his mother.

The teacher should invite other children to participate in several other enactments of the work of policemen discussed in the book. Such dramatizations can also follow the viewing of a film or a filmstrip. These dramatizations are excellent ways of reviewing and "discussing" the information learned in the research lesson. As mentioned above, these guided dramatizations in no way take the place of the spontaneous dramatic play which frequently occurs in the dramatic play community.

2. Reading Books and Looking at Filmstrips during a Research Lesson. In most first grade classes the pupils will read charts and listen to the teacher read books during the research lessons. These activities will continue in second and third grades. However, in most second and third grade classes there are some pupils who can read books themselves in the research lessons. In the

¹See number 3 in "Procedures in a Research Lesson" on page 15 of this guide.

same classes there are usually some children who are unable to read any books independently. These children can look at filmstrips on policemen.

The following steps are suggested for this research lesson:

a.) The teacher goes to the library and finds books on policemen on the reading levels of her pupils. The following are some books which can be read independently by some primary children:

Chapin, Cynthia. Squad Car 55. Chicago: Albert Whitman and Co., 1966.

Greene, Carla. I Want to Be a Policeman. Chicago: Children's Press, 1958.

Greene, Carla. What Do They Do? Policemen and Firemen. New York: Harper and Row, 1962.

Lattin, Anne. Peter's Policeman. Chicago: Follett Publishing Co., 1958.

Lenski, Lois. Policeman Small. New York: Henry Z. Walck, Inc., 1962.

Miner, Irene. The True Book of Policemen and Firemen. Chicago: Children's Press, 1954.

Robinson, Barry, and Dain, Martin J. On the Beat, Policemen at Work. New York: Harcourt, Brace and World, Inc., 1968.

Shapp, Charles, and Shapp, Martha. Let's Find Out about Policemen. New York: Franklin Watts, Inc., 1962.

The teacher may also find stories on policemen in some basal readers.

b.) If she has time, the teacher writes questions on each book to serve as a guide for the pupil research. In preparing the questions the teacher thinks of what the pupils might do in dramatic play. Therefore, she focuses the questions on activities of policemen. The following are examples of questions the teacher can write on the books:

What Do They Do? Policemen and Firemen
by Carla Greene

1. What does a traffic policemen do?
(pages 15, 16, 17)
2. What does a policeman give a driver
who goes too fast? (page 19)
3. What do police do in accidents?
(pages 23, 24, 25)

Policeman Small by Lois Lenski¹

1. Name 3 things a policeman does.
2. What does Policeman Small do when
a car goes too fast?
3. What does Policeman Small do when
there is an accident?

¹In some books the pages are not numbered. The teacher can put markers in
these books to help primary pupils find the pages with the answers.

If the teacher does not have time to write questions on each book, she should write general questions on the blackboard, such as:

What does a policeman do on his job?

What tools and equipment do policemen need in the police station and in their work outside of the police station?

c.) Before the lesson begins, the teacher and pupils discuss the need for research on policemen, since they need information for their dramatic play and for setting up their police station.

d.) The teacher distributes the books and questions to the pupils. This group can include pupils of various reading abilities. If the teacher has been able to find two or more copies of the same book, she asks pupils who are reading these books to sit together. Some slow readers can sit by fast readers and receive help with reading the books and answering the questions.

e.) The teacher asks other pupils to watch one or more filmstrips. This filmstrip group can include some pupils of average or fast reading ability as well as slow readers. The better readers can help in reading the captions on the filmstrips. One child can run the projector.

f.) If she has time, the teacher can prepare a checklist for the pupils in the filmstrip group. This checklist should include items related to the dramatic play community. The pupils will mark the items as they see them in the filmstrip.

g.) The teacher moves about the room helping readers as well as supervising the filmstrip group.

h.) The teacher plans 15 or 20 minutes for the research. Some pupils will not finish answering the questions in this time, but they will have read enough to participate in the discussion. Pupils who finish early can draw pictures of some of the activities of policemen.

i.) The teacher leads a discussion in which children share what they have learned from the books and filmstrips. The teacher guides the discussion by asking questions which relate the information to dramatic play. She might ask questions such as the following:

What does a policeman do on his job? Can we do this work in our police station?

Who saw some pictures in the filmstrips or books of some tools and equipment we need in our police station?

(child's name), you read the book Peter's Policeman. How does a policeman help children?

(child's name), you read the book Policeman Small. What does a policeman do if there is an accident?

As the teacher relates the information to the dramatic play of policeman, she is helping pupils to understand the need for the research lesson and to develop the attitude that reading is important.

An Example of a Research Lesson Related to the Department of Motor Vehicles

As pupils drive cars and trucks in dramatic play, there is a need for a Department of Motor Vehicles to issue drivers' licenses and license tags. There is little or no information on the Department of Motor Vehicles or on drivers' licenses and license tags in primary books. Therefore, the teacher will need to prepare charts and stories for her pupils to read.

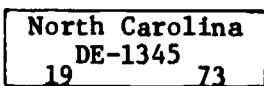
The following is an example of a story which the teacher can prepare on license tags. The teacher can duplicate this story and distribute it to her pupils for their research lesson. Many second and third graders will be able to read this story with teacher help, especially if they have some concrete experiences with license tags before they read it. The teacher should bring an old license tag for the pupils to examine, and the children should go outside to look at license tags on cars in the school parking lot. These concrete experiences will help the pupils bring meaning to the reading of this story.

After pupils read this story, they can make license tags for the cars and trucks in dramatic play. These tags can be sold in the Department of Motor Vehicles during dramatic play.

LICENSE TAGS

If you have a car, you must buy a license tag. You have to buy a new license tag each year.

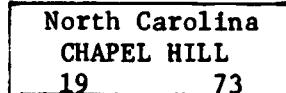
We looked at license tags on cars. On the back of each car, there is a tag:



The name of the state is on the license tag. The year 1973 is on the license tag. Letters and numbers are on the license tag.

Each person has different letters and different numbers on his tag. In Raleigh there is a record of the numbers and letters on each tag. Why?

On the front of the car, there is a tag with the name of the city in which the person lives.



We need license tags for our cars. Where will we buy the license tags in dramatic play?

OTHER LESSONS IN AN OCCUPATIONAL AWARENESS PROGRAM

In addition to the pupil research lessons described on the preceding pages, there are other activities related to dramatic play. Teachers can plan the following lessons and activities:

1. Art lessons. Pupils can make items needed in the play, such as menus for the restaurant, papier mache or clay produce and sale signs for the supermarket.

There will also be art lessons in which pupils make murals on topics related to the dramatic play. Some murals will serve as a background for the play.

2. Construction lessons. Pupils can make props out of wood that are needed in dramatic play (e.g., airplanes, mailboxes). There are many values in having pupils build the props themselves. For example, as pupils draw the plans for the props, they will need to use rulers, and the teacher can integrate many math lessons into the construction experiences.

Some teachers do not have the skills to help pupils make props out of wood, or they do not wish to have construction lessons with wood as part of their social studies program. These teachers can ask parents or older pupils in the junior or senior high school to make the props.

3. Math lessons. There will be the need for many math lessons related to dramatic play (e.g., giving change in the restaurant, supermarket, and post office; knowing how much to charge for various quantities of stamps in the post office, and for multiple items of the same stock in the supermarket; knowing how much to charge for several items ordered from the menu in the restaurant).

4. Story writing lessons. The many concrete experiences pupils have in dramatic play and on related field trips can serve as a basis for story writing lessons. Teachers who use the language-experience approach in their reading or

language arts program, will find that pupils get many ideas from dramatic play for writing stories and "books."

5. Reading experiences. Reading experiences with charts and books are described in the preceding section on "Research Lessons Related to Dramatic Play." The teacher should also plan a free reading program, and bring to the classroom many library books related to dramatic play. Children can browse through these books when they have free time. Each week the teacher should set aside some time for sharing the books (i.e., giving book reports). The following are some ways of giving book reports: drawing a picture, telling about the book, reading part of the book into a tape recorder. As pupils give these reports, the teacher should guide them to relate the information in the books to their dramatic play.

Some teachers use the self-selection reading method as one approach to the teaching of reading. These teachers should include social studies books related to dramatic play as some of the books pupils can select in this reading program.

EXPLANATION and USE of the CURRICULUM GUIDE

GENERAL EXPLANATION OF THE GUIDE

Frank Porter Graham Project

Since the program described in this guide was developed at the Frank Porter Graham Child Development Center, the program is referred to as the Frank Porter Graham Project. When the term "Frank Porter Graham Project" is used in this guide, the author is referring to the program as conducted in both a self-contained classroom and a separate open facility especially used for dramatic play.

A Social Studies Program for the Primary Grades

This curriculum guide describes the educational activities in an occupational awareness/social studies program developed in second grades in two schools in the Chapel Hill-Carrboro City Schools. However, dramatic play should be used in all primary grades, and the program in this guide can easily be adapted to kindergarten, first and third grades. Indeed, the author used this program in Durham in 1969-1970 with two multi-age classes consisting mainly of second and third graders, but including a few first graders.¹ Also two teachers in Cliffside, North Carolina, are now using this program with kindergarten and first grade multi-age classes.

Primary teachers should be creative in adapting this guide to their particular pupils and grade level.

Kindergarten and First Grade. The teachers at Cliffside School are using many of the ideas in this guide and are finding that multi-age classes of kindergarten and first grade pupils can develop a dramatic play community and dramatize many jobs at one time. In the summer of 1972, a Headstart teacher at Frank

¹These pupils were enrolled in the Education Improvement Program, a Ford Foundation project for low income pupils in Durham City and County, North Carolina.

Porter Graham School set up a dramatic play community in her self-contained classroom. She too found that five year old pupils were able to dramatize many jobs at one time.

The author realizes that some kindergarten and first grade pupils are not ready for the kinds of cooperative play needed in a dramatic play community with many jobs. Teachers should help these pupils choose a job where they can work independently (e.g., a job using blocks), without disrupting the cooperative play of the other children.

Kindergarten and first grade teachers will get many ideas from this guide. Their pupils can participate in many of the dramatic play centers described in this guide, such as the post office, supermarket, airport, construction company, service station. Some of the centers, such as the Department of Motor Vehicles, the newspaper, the mayor and city council are too advanced for pupils of this grade level to dramatize. Also, some of the lessons and activities are too advanced for these children. Teachers should choose the lessons and activities best suited for their particular pupils, modify other lessons, and be creative in adapting the guide to their classes.

There are two main concepts that kindergarten and first grade teachers should remember in using this guide: (1) the interdependence of occupations, and (2) the necessity for planning systematic lessons to give pupils information for dramatic play.

1. Interdependence of jobs. The interdependence of occupations in a community is the most important concept for teachers to remember. Many kindergarten and first grade teachers set up one dramatic play center at a time, such as a supermarket, or a big airplane, or a house, or a post office. Since no job exists in isolation in a community, the teacher should set up at least two or three related

centers at one time, even if she does not want to develop an entire community as described in this guide. For example, if there is a post office, there could also be a small airport for airmail and a house for delivery of the mail. With a supermarket center there might be a bank and a house. Or with the supermarket center there might be a farm, a wholesale market, and a house.

2. Need for information. Many kindergarten and first grade teachers let children play in dramatic play centers, but few teachers systematically plan lessons to give pupils information they can use in this play. Even though most kindergarten and many first grade pupils cannot read informational books, the teachers can use all of the other ideas for pupil research lessons described in this guide (e.g., taking field trips, looking at films, filmstrips, and flat pictures, reading simple charts, and listening to stories read by the teacher). As teachers plan lessons to give pupils information, they will find that the dramatic play is expanded and that pupils become more creative in developing new ideas in their play.

Third Grade. As noted above, the author used this program with two multi-age second and third grade classes. Although the community will continue to need some of the basic structures and services (e.g., houses, a supermarket, post office, bank) used in dramatic play with younger primary pupils, the third grade teacher will want to expand the community and introduce new information, props, and centers that are meaningful and challenging to her pupils. In the present guide the newspaper, mayor, city council, and traffic court are included in the dramatic play community set up for second graders. Third graders will be

able to expand these centers and do a more thorough job in the dramatic play. For example, the newspaper is quite difficult for many second graders, but third graders will be able to dramatize more jobs at a newspaper office. Third graders will also be more detailed in dramatizing the mayor, members of city council, and workers in the court. These pupils may want to dramatize other government workers (such as health department workers, building inspectors, and workers in county government). Pupils in this grade will also enjoy detailed dramatic play of the workers in the harbor. In addition, third grade teachers and pupils will think of other centers to add to the dramatic play community.

In the third grade social studies program the children also study other communities (e.g., an Indian community, or a community in Japan, or a pioneer community). The teacher should use the dramatic play community as a reference point in the study of these other people. Children will be able to compare and contrast the basic human activities in the other communities with the basic human activities in the dramatic play community. All people everywhere carry on these activities:¹

1. educating (e.g., schools, libraries)²
2. transporting goods and people (e.g., automobiles, airplanes, trains, trucks)
3. producing, exchanging, and consuming goods and services (e.g., farms, factories, stores, shops)
4. protecting and conserving health, life, property, and resources (e.g., fire protection, police protection, health services)

¹Paul R. Hanna, Genevieve Anderson Hoyt, and Clyde F. Kohn, Living and Learning in the Third Grade in the Teacher's Edition of In City, Town, and Country, (Chicago: Scott, Foresman, and Co., 1959), pp. 38-40.

²After each basic human activity the author has listed in parentheses some of the ways this activity might be evidenced in dramatic play communities.

5. communicating (e.g., newspapers, telephone, television, radio)
6. providing recreation (e.g., theatres, playgrounds)
7. governing (e.g., rules, traffic laws, city council, mayor, and other government workers)
8. worshipping and expressing aesthetic impulses (e.g., churches, art work, music, dance)
9. creating new tools and techniques (e.g., making play equipment, book-cases)

The ways in which people carry on these basic human activities depend on their values, history, climate and geography, level of technological advancement, and rate of cultural change. In studying the other communities, the teacher should constantly refer her pupils to their concrete experiences in dramatic play. For example, she might ask, "How do we communicate in our dramatic play community?" (e.g., through the post office, newspaper, television) "How do people in _____ community communicate? Are their ways of communicating the same as ours? Different? Why are they different?" The teacher should ask similar questions about all the basic human activities in the other communities.

Too often in the study of another community teachers focus on different customs and traditions. Children are apt to get a "tourist's view" of the other community, focusing on exotic and unusual differences rather than on similar basic human activities. By using the dramatic play community as a point of reference, pupils should be able to understand that all people in all communities carry on the same basic activities, but the ways in which they carry them on sometimes differ.

Project in a Self-Contained Classroom or in Space Separate from the Classroom

This program has been used for two and a half years in two second grade classes in Frank Porter Graham School. The teachers teach the lessons and activities related to dramatic play in their regular self-contained classrooms.

Dramatic play is held in a separate open classroom facility at the Frank Porter Graham Child Development Center on the same campus as the school. At Cliffside Elementary School, the kindergarten and first grade teachers also hold dramatic play in a classroom separate from their regular classrooms. Related lessons are held in the regular self-contained classrooms.

The complete program has been used in a self-contained classroom at Estes Hills School in Chapel Hill. Both the dramatic play and related lessons are held in this regular classroom. Elementary school teachers in California also use dramatic play in their self-contained classrooms.

The same occupational awareness program can be developed in the self-contained classroom as in the space separate from the regular classroom. In the self-contained classroom pupils set up the community before dramatic play and take it down after dramatic play. Desks and tables can be used for the centers. For example, the bank, post office, newspaper office, fire station, police station can be set up on desks or tables. Flat top desks are needed rather than desks with arm rests. The flat top desks can be pushed together to form tables.

Pupils who participate in dramatic play in the self-contained classroom will find many ways to use the outdoor space adjoining this classroom. For example, at Estes Hills School, most of the dramatic play centers are set up inside the room, but the outdoor space is used for the farm, wholesale market, train station, harbor, and for the road test for the driver's license issued by the Department of Motor Vehicles.

Storage of props can be a problem in the self-contained classroom. Some props, such as the mailbox and mail trucks, can be stored under a desk or table. Props for many centers (e.g., the police station, bank, fire station, newspaper

office, airport) can be put in labeled boxes. These boxes can be put in a storage cabinet or other storage space in the classroom. In California some parents have built a shed outside the classroom for the storage of dramatic play props.

In the self-contained classroom the teacher needs to spend time teaching the children where the props for the different dramatic play centers are stored. Since children choose different jobs for each dramatic play session, each child needs to know where all the props are located. Then at the beginning of the dramatic play, the pupils get the props and set up the centers in which they will be working. At the end of the play, the pupils clean up their centers and store the props.

There are advantages to developing the community in a space separate from the regular classroom. The community can be left up between dramatic play sessions. Teachers on different grade levels can share the same space. In some schools there will not be a separate classroom available for the development of the dramatic play community. Perhaps space on the stage or in the multi-purpose room can be used.

The Sharing of Space for the Development of a Community

If primary teachers in a school share a space separate from their classrooms for the development of a dramatic play community, the teachers will need to decide which topics and dramatic play centers will be introduced at different grade levels. Some "Lessons and Activities" sections of this guide are written in great detail. Therefore, the teachers may decide to teach some lessons on a particular occupation, such as "Working in the Post Office," in kindergarten and first grade, some lessons in second grade, some in third. Some occupations, such as "Working on a Newspaper," will not be introduced until second or third grade. Some of the basic centers (such as the houses, supermarket, bank, post

office, police station, fire station) should, if possible, be left up at all times in the separate space. Props for other centers (e.g., for a court, newspaper, wholesale market, farm) which are not used by all classes, can be put in boxes and stored between dramatic play sessions. Then the classes using these props can set up these centers at the beginning of dramatic play and take them down at the end of the play.

Teachers in Communities Other Than Chapel Hill

Since the program described in this guide was developed in two schools in Chapel Hill, the guide describes the development of a dramatic play community in an urban area. Teachers who live in rural communities in North Carolina will need to adapt many of the lessons and activities to the realities of their own communities. For example, this guide does not describe the way mail is delivered or the way the fire department operates in a rural community.

Each teacher should help her pupils develop a community like the one in which they live. Pupils living on the coast of North Carolina will enjoy spending much time dramatizing the activities of workers in a harbor. Each teacher should explore her own community, learn the facts about the various occupations therein, and then make the necessary modifications in the dramatic play activities and lessons suggested in this guide.

Outdated Information

If dramatic play is to be more than play and result in the learning of facts and concepts, it is imperative that teachers present accurate information on occupations to their pupils. The author has spent much time researching various occupations in an effort to include authentic information in this guide. For example, she has interviewed firemen, policemen, workers in the wholesale market and in the Department of Public Works.

However, our society is rapidly changing. Teachers should read newspapers and magazines and keep up-to-date on the changes in various occupations. For example, many changes are being made by the U. S. Postal Service in the way mail is processed and transported. Changes are also being made at the airport. Therefore, teachers using this guide will find that some of the information suggested for lessons and activities will no longer be accurate, and they should plan lessons in accord with the new information.

DESCRIPTION OF THE VARIOUS SECTIONS IN THIS GUIDE

Occupations Included in This Guide

The occupations included in this guide are those occupations both studied and dramatized in the Frank Porter Graham Project. "Working in the home" and "working in school" are not included in the guide, since no systematic lessons were held on these topics, even though two houses and a school were included in the dramatic play community.¹

In the Frank Porter Graham Project seven topics were studied in depth-- working at the post office, working in the supermarket, working at the airport, working in the bank, working in the police department, working in the hospital, and working in the fire department. The seven sections on these occupations are written in detail in this guide.

Eight topics in the Frank Porter Graham Project were studied very briefly-- working in the service station, working in the construction company, working in traffic court, working on the newspaper, working in the library, working in the

¹Since this project was developed with second grade pupils, the teachers felt that pupils had received sufficient information on the home and school in previous grades. However, kindergarten and first grade teachers using this guide will want to add lessons on these topics for their pupils.

Department of Public Works, working in the Department of Motor Vehicles, working as the mayor and members of city council. The eight sections in this guide on these topics are very brief. Teachers will be able to think of ways to expand the study of these topics with their pupils.

Lists of Dramatic Play Activities

At the beginning of each section on a particular occupation, there is a list of dramatic play activities. This list is not intended to be all-inclusive. Teachers and pupils will think of other activities that can be included in the dramatic play of workers in various occupations.

Since each list specifies what the teacher hopes the pupils actually do in their dramatic play of each occupation, the items on each list are really behavioral objectives for the study of that occupation.

Each dramatic play session includes a post-play discussion in which pupils tell what they did in their play that day and describe their activities on the job. Therefore, the teacher has another behavioral objective: Pupils will be able to talk about the on-the-job activities (dramatic play activities) for each occupation.

Lists of Interactions among Workers in Various Occupations

The unique feature of the development of a dramatic play community is that pupils actually "live" the fact that the services of various workers are needed in a community, and that different workers depend on each other.

Each list of interactions specifies how a person in a particular occupation will interact with other workers in the community in the course of performing the duties of his job. If there is more than one worker on a particular job, some workers have the opportunity to take a break for a few minutes. So the list also includes other interactions that may occur when a worker is taking a break and goes out into the community (e.g., buys snacks at the supermarket), or when a

worker is off-duty (e.g., stops at the bank on his way to and from work). All of the interactions listed for a particular occupation may not occur in the first dramatic play sessions of that occupation. All of the listed interactions will occur only when the entire community is developed with workers in all of the centers.

The teacher has another behavioral objective--that pupils will be able to tell how workers in a particular occupation interact with workers in other occupations in the community.

Lists of Props

The teacher will not need to obtain every prop listed for the dramatic play of the various occupations. Each teacher should decide which props her particular pupils need in their dramatic play. Pupils will be able to bring some of the props from home.

Directions for the construction of some props are included in this guide. These props are quite inexpensive to make. If a district wishes to put the dramatic play program into effect, junior or senior high school classes might be asked to make the props. If some arrangement cannot be made with these classes, teachers might ask parents or other adults in the community to make props.

Suggested Classroom Lessons and Activities

Many of the sections on suggested classroom lessons and activities are written in much detail. No teacher is expected to teach all of the lessons and activities. Children will participate in dramatic play once or twice a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. Teachers should choose the particular lessons, activities, and materials they feel their pupils will need to prepare them for effective

dramatic play. As pupils gain more information their play will become more involved, and they will portray more of the activities of the various workers. The lessons will not necessarily occur in the sequence presented in this guide.

More books and films are listed than any one teacher will use. Detailed lists are included since many teachers will be unable to locate some of the books and films. Some of the books included as sources of information have unnumbered pages. In order to help the reader find particular information, the author has numbered the pages in these books. The first page which includes some printed text, if it is on the right side of the book, is referred to as page 1. If the first page of the book that includes some text is on the left side, it is referred to as page 2 (since pages on the left side in books have even numbers).

Sentences in italics precede some suggested lessons and activities. These sentences explain how the teacher may see the need for particular lessons while observing the pupils in dramatic play and related lessons. Sometimes the pupils themselves, during the dramatic play or post-play discussions, mention the need for certain lessons and activities.

Some dramatizations are suggested in the "Lessons and Activities" sections. These dramatizations are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job, and there is no audience.

Field Trips

A field trip is often suggested toward the end of the "Lessons and Activities" sections on various occupations. A field trip does not need to occur at the end of the study, but can occur any time the children have enough

background information to understand what they see on the trip.

It is even possible to take a field trip at the beginning of the study of a particular occupation. If the trip is taken then, the pupils will get many ideas for setting up the dramatic play center and for dramatizing the occupation. However, since field trips are often complex experiences, it is difficult for pupils to attend to all the stimuli and to get the most out of the trip, if they do not have sufficient background. Therefore, if the trip is taken to initiate the study of a certain occupation, it is often beneficial to take the trip a second time, when pupils have more background, and after they have dramatized the jobs related to the trip.

Sample checklists on various field trips are included in this guide. Checklists are included only for those trips taken by pupils in the Frank Porter Graham Project.

Spelling Words

Sample lists of spelling words are included at the end of the "Lessons and Activities" sections. Since children will have many concrete experiences in dramatic play and on field trips, these words should be very meaningful to them. The pupils will become familiar with reading the words as the teacher puts them on labels in the dramatic play centers.

If the teacher uses a spelling book, she can add these words to the regular lists. It should be interesting for teachers to observe how well pupils of varying abilities can learn the spelling words related to dramatic play experiences.

Charts on Films

This guide includes charts on all the films listed in the "Lessons and Activities" sections. These charts were read by second graders in the Frank Porter Graham Project before they saw the films. Teachers will need to rewrite these charts for their own pupils.

These charts will give the teacher information on the content of each film. The teacher can discuss the film with the pupils before they view it, even if she does not want them to read the chart. In any case, she can help pupils regard the film as one way of doing research to get information needed in their dramatic play.

Further information on the use of charts on films is found in the section on "Research Lessons Related to Dramatic Play."

Other Sample Charts

Sometimes teachers will need to prepare informational charts for their pupils to read. A few sample charts are included in this guide that were used with pupils in the Frank Porter Graham Project. The author encourages teachers to rewrite these charts to fit their particular pupils and their experiences in dramatic play. As much as possible, the teacher should ask the pupils to dictate their own charts.

Sample Questions on Books and Sample Checklists on Filmstrips

In the Frank Porter Graham Project the teachers prepared questions and checklists for research lessons in which some pupils read books and others viewed filmstrips. (See the description of this kind of lesson in the section on "Research Lessons Related to Dramatic Play.") Sample questions on books and a few sample checklists on filmstrips are included in this guide.

It was not possible for the teachers in this project to find enough books that second graders could read on certain occupations (e.g., workers in the supermarket and bank). Therefore, the teachers could not plan this kind of research lesson, and no sample questions or checklists are included in this guide for these occupations.

Bibliographies

In the bibliographies books are divided into two categories--"easy reading level" and "more difficult reading level." The purpose of this classification is to help primary teachers identify books which may be easy enough for some of their pupils to read. Books were arbitrarily assigned to these two categories by the author and a second grade teacher at the Frank Porter Graham School. A book was assigned to the "easy reading level," if the teacher and author judged the book to be on either the instructional or independent reading level of pupils in a 2.1 reader. Books judged to be above the 2.1 reading level were assigned to the "more difficult" category. It was very difficult to make this classification of some books, and some teachers will disagree with the categories in which the books were placed. In the last analysis each teacher will need to look at the books and decide which ones her particular pupils can read.

There are additional films, filmstrips, tapes, and pictures which could have been included in the bibliographies. Many of the listed books and audio-visual materials were used in the Frank Porter Graham Project. The rest of the materials were suggested by interested librarians and teachers in the Chapel Hill-Carrboro City Schools.

THE SEQUENCE OF OCCUPATIONS INCLUDED IN THIS GUIDE

In this guide the occupations are placed in a sequence to roughly correspond to the way centers were added to the community in the Frank Porter Graham Project. There are many ways the community could have developed. Teachers using this guide are urged to let their pupils be creative in the development of their dramatic play community.

Although each occupation is in a separate section in this guide, the teacher should remember that while one occupation is being studied in the classroom, that particular occupation and additional occupations are being dramatized during dramatic play.

The following is a description of the sequence in which occupations were introduced into dramatic play and lessons were held in the classroom in the Frank Porter Graham Project:

At the beginning of the year, the community included only two houses, a supermarket, post office, service station, and construction company. During the first two or three dramatic play sessions only one half of the class participated while the other half worked at their desks on an unsupervised activity. Soon "artists" were added to the community, and all pupils in the class could participate in the dramatic play. The artists drew pictures and placed them in an art gallery where the pictures were sold to other citizens of the community. The artists were also customers in the post office, service station, and supermarket.

"Working in the post office" was the first topic studied in the social studies lessons. This topic was studied for two or three weeks, although in dramatic play during that time, pupils were not only working in the post office but were taking roles in the supermarket, houses, service station, and construction company; some pupils were working as artists. A U.S. Government Printing Office was added when more stamps were needed in the post office. As pupils processed airmail in the post office, an airport with small planes was added to the community.

Since the pupils needed money to purchase stamps in the post office and groceries in the supermarket, the teacher soon added a bank, although she did

not plan an in-depth study of the bank until two months had passed. When the bank ran out of play money, a U.S. Mint was added to the community.

From the time the dramatic play community was started, it included a supermarket. However, the supermarket was not studied in social studies lessons, until after the study of the post office. As the supermarket was studied in depth, the question arose concerning the sources of produce in this store. A small farm and wholesale market were added to the dramatic play community, with a few social studies lessons on these topics. The farm and wholesale market were never studied in depth in the Frank Porter Graham Project, but only in relation to how produce got to the supermarket.

A few pupils chose to be children in the houses during dramatic play. There was soon a need to set up a school for these "children" in the community.

From the beginning of dramatic play, there were a few cars and a masking tape road. As pupils "drove," additional streets and roads were needed, and the old roads were in need of repair. A Department of Public Works was soon added.

As pupils continued to use small airplanes to fly airmail, they decided to add a second airport at which the pilots could land and leave the airmail. A ticket counter and large airplane for trips were included. After a field trip to the airport, a restaurant and airport kitchen were added.

The first roads in the community were made of one strip of masking tape. There were no two lane roads. Many accidents occurred, and a police station was added. As policemen gave traffic tickets, there was a need for a traffic court. With the many accidents there was also a need for a doctor's office. Gradually as the need for medical services increased, the doctor's office was expanded into a hospital.

As pupils continued to drive, the teacher introduced the need for drivers' licenses, and a Department of Motor Vehicles was set up.

As pupils studied about different occupations, they learned that most jobs require special training. Schools for stewardesses, for pilots, and for policemen were added.

As pupils continued to study about the supermarket, they decided to add a train station and harbor to the community, so that trains and ships could bring produce from other states and countries.

In their study of policemen, pupils learned that policemen and firemen work together, so a fire station was added. Then a newspaper was needed to report the fires, accidents, and other news in the community.

The teacher introduced the need for a mayor and city council when the topic of government was studied during social studies.

As pupils participated in dramatic play, they mentioned that they needed recreational facilities. The teacher and pupils decided to include a library in the community as well as a night school class in weaving.

The following schedule shows when the various centers were introduced in dramatic play and when lessons on various topics were held in the Frank Porter Graham Project. In this project dramatic play was held once a week, and pupil research lessons were held three or four times a week during social studies.

Teachers must not view this schedule as a model. Rather it is one way of developing a dramatic play community.

<u>DRAMATIC PLAY</u>	<u>RELATED LESSONS DURING SOCIAL STUDIES</u>
<u>Started Middle of October</u>	<u>Started Middle of October</u>
1. Beginning community included houses, post office, supermarket, service station, construction company	1. Studied post office in depth 2. Began study of supermarket
2. Added U. S. Government Printing Office, artists, bank, farm	
<u>November</u>	<u>November</u>
1. Continued same centers as above	1. Studied supermarket in depth
2. Added U. S. Mint, wholesale market, school, Department of Public Works, small airport	2. Had some lessons on farm and wholesale market in relation to supermarket
	3. Had a few lessons on service station and construction company
	4. Began study of airport
<u>December</u>	<u>December</u>
1. Continued same centers as above	1. Studied airport in depth
2. Added second airport which included big airplane and ticket counter	2. Had a few lessons on construction company and Department of Public Works
<u>January</u>	<u>January</u>
1. Continued same centers as above	1. Continued study of airport, including a few lessons on airport kitchen, restaurant, and school for pilots
2. Added airport kitchen and restaurant, school for pilots	
3. Added police station	

DRAMATIC PLAYRELATED LESSONS DURING SOCIAL STUDIESJanuary (continued)

2. Studied bank in depth
3. Began study of police department
4. Had a few lessons on license tags for cars
5. Had a few lessons on a problem in the supermarket (i.e., how to attract customers to this store)

February

1. Continued same centers as above
2. Added doctor's office, Department of Motor Vehicles, school for stewardesses

February

1. Studied police department in depth
2. Studied driver's licenses and the tests a person must pass in order to get a license
3. Had a few additional lessons on post office and restaurant
4. Began study of doctor's office and hospital

March

1. Continued same centers as above
2. Expanded doctor's office into hospital
3. Added court and school for police

March

1. Studied doctor's office and hospital in depth
2. Began study of fire department and court

DRAMATIC PLAYRELATED LESSONS DURING SOCIAL STUDIESMarch (continued)

3. Had a few additional lessons on police department, service station, supermarket

April

1. Continued same centers as above
2. Added fire department, mayor and city council
3. Added small harbor for ships bringing produce from other countries, and train station for trains bringing produce from other states

April

1. Studied fire department in depth
2. Continued study of court
3. Began study of mayor and city council
4. Studied ways of transporting produce from other states and countries to the supermarket

May

1. Added newspaper office, library, and night school class in weaving

May

1. Continued study of mayor and city council
2. Studied newspaper, library, and weaving

Some centers were introduced in dramatic play before they were studied in the classroom. The teacher got ideas for lessons as she observed the pupils playing in the new centers.

Some occupations, such as the post office, were studied in depth for two or three weeks during social studies. During this time the pupils were

dramatizing postal workers and many other jobs in the community. Then after a couple of months had passed, and other occupations had been dramatized and studied in classroom lessons, the teacher often held a few more lessons on the post office. The teacher reintroduced a topic when she observed in the dramatic play that pupils needed more information on that topic.

If a teacher has less time to spend on social studies lessons than the teachers in the Frank Porter Graham Project, the community will develop more slowly. The most important thing for the teacher to remember is that in order to keep dramatic play interesting to pupils, she must continually add new props and new centers, and plan lessons to give pupils new information and ideas for their play.

An INITIATION of the STUDY of WORKERS in the COMMUNITY

AN INITIATION OF THE STUDY OF WORKERS IN THE COMMUNITY

An Arranged Environment to Initiate the Study

The arranged environment is an arrangement of books, pictures, and objects that will stimulate pupils to dramatize, explore, and inquire about a particular occupation or group of related occupations. The teacher should include the following in the arranged environment:

Books on the reading levels of the pupils, or books with pictures that suggest occupational activities that can be dramatized.

Pictures of occupations arranged on bulletin boards or placed in a picture file. The teacher should choose pictures that suggest activities that pupils can dramatize, such as a postman sorting letters, or a postman delivering mail, or a mother setting the table or cooking, or a grocer weighing produce. Such pictures portraying activities are more productive in stimulating dramatizations than pictures of buildings in a community, or pictures of community helpers standing still, posed in their uniforms.

If the teacher has arranged the pictures on bulletin boards or on the wall, she should include tagboard captions. The captions should focus on activities that can be dramatized, such as:

"What is the man doing with the letters in the post office?"

"Where does the mail truck go?"

Objects and equipment (props) for children to manipulate and use in dramatizing occupations.

In initiating the community unit with the study of a particular occupation, the teacher should consider related occupations and community services that might be included in the arranged environment. No occupation exists in isolation

in a community. For example, there cannot be a supermarket without a farm that grows produce; there cannot be a police station without some kind of court. There cannot be a post office without workers in the home and businesses to mail and to receive letters. One of the important understandings to be developed in the study of any occupation is that people depend on each other, and that any occupation in a community is dependent on other occupations for its successful functioning. In the arranged environment the teacher should put out a few pictures and props suggesting these related occupations. THE OCCUPATION CHOSEN FOR BEGINNING STUDY SHOULD BE ONE WHICH READILY LEADS TO THE STUDY OF OTHER OCCUPATIONS IN THE DEVELOPMENT OF THE DRAMATIC PLAY COMMUNITY.

An Example of an Arranged Environment Leading to the Study of Postal Workers

One way to initiate the study of the community in second grade is to arrange an environment with props in a house, post office, and supermarket centers. Most pupils will find the house and supermarket centers familiar, since they have usually had dramatic play in such centers in pre-school, kindergarten, or first grade. Many pupils have also had some dramatic play in a post office center in earlier grades, but they have not experienced the detailed study of the post office presented in this guide.

To initiate the study the teacher sets up an arranged environment either in an open space or in the self-contained classroom. The following is a description of the arranged environment set up at Frank Porter Graham Child Development Center (open space separate from the classroom) and at Estes Hills School (self-contained classroom) in Chapel Hill, North Carolina.¹ This arranged

¹ Except where otherwise noted, the same props can be used in the open space and in the self-contained classroom.

environment led to the study of postal workers.¹

POST OFFICE CENTER

Tagboard sign "Post Office"

Table or desks to represent a post office
 (In the open space a large wooden or cardboard frame can be constructed for the post office.)

Mailbag

Hats

Mail trucks

Mailbox containing letters addressed to pupils in the class

Some letters addressed to pupils and placed on the post office table

Stamps made from office addressing labels

Sorting unit (box with compartments obtained from a liquor store)

HOUSE CENTER (open space)

Tagboard sign "House"

Child-size furniture for the house (e.g., sink, stove, refrigerator, table); table set with dishes and silverware; play dough for making food, and several empty food cartons and containers obtained from a store

Crib with doll in it

Dresses, jackets, hats, high heel shoes to try on and wear

**HOUSE CENTER
 (self-contained classroom)**

Tagboard sign "House"

Wooden or cardboard box to represent a house (doll house size)

¹This is not the only way to initiate a study of workers in the community. Teachers could start with an arranged environment leading to the study of airplanes and workers in the airport, or workers in other means of transportation. Gradually an entire dramatic play community could be developed around these means of transportation. Creative teachers will be able to think of other ways of initiating the study of community workers.

Small furniture made out of match boxes or wood

Small pipestem cleaner figures or rubber people

Small car in front of the house

ALSO, IN SELF-CONTAINED CLASSROOM:

Props for a big house: a round table or desks set with dishes, silverware, and play dough food; stove, broom, mop; dolls

SUPERMARKET CENTER

Tagboard sign "Supermarket"

Table or desks for the counter (In the open space a large wooden or cardboard frame can be constructed for the store.)

Bookcases, other shelves, or boxes to contain groceries and other items

Empty containers, cartons, bottles for groceries, arranged in a disorganized way on the shelves

Cash register, play money

Scale

Paper bags

ROADS

Strip of masking tape or a painted road about six feet long, with a small car on it

SERVICE STATION¹

Tagboard sign "Service Station"

A wooden or cardboard box with gas pumps made out of dowel rods, and with rubber tubing for the hose

¹Most of the props are placed in the house, post office, and supermarket centers. The service station and construction company are included mainly to give more pupils an opportunity to participate in dramatic play. The bulletin board and books included in the arranged environment focus mainly on the house, post office, and supermarket centers.

CONSTRUCTION COMPANY
(BLOCK CORNER)

Tagboard sign "Construction Company"

Floor blocks of various sizes and shapes
for making buildings, bridges, and
other structures

LIBRARY CENTER

Pictures:

Picture file with pictures of workers in
the post office, home, and supermarket

Books:

An attractive arrangement of books mainly
on the post office, supermarket, and
home, with a few books on the service
station and building trade. For example:

Baker. I Want to Be a Gas Station Attendant

Bendick. The First Book of Supermarkets

Carlisle. The True Book of Bridges

Colonius. At the Post Office

Goodspeed. Let's Go to a Supermarket

Greene. I Want to Be a Postman

Greene. I Want to Be a Storekeeper

Hastings. About Postmen

Lenski. The Little Family

Miner. The True Book of Our Post Office
and Its Helpers

Shay. What Happens When You Mail a Letter

BULLETIN BOARDS

(If possible, these bulletin boards should be put near the appropriate props.)

Bulletin Board on
Post Office:

Caption: "What are these workers doing
with the mail?"

Pictures from S.V.E. set, Postal Helpers:

1. Postal worker picking up mail from
the mailbox
2. Postal worker sorting letters
inside the post office
3. Mailman delivering mail

Bulletin Board on Supermarket:

Caption: "What do workers in the supermarket do?"

Pictures from S.V.E. set, Supermarket Helpers:

1. Supermarket worker weighing produce for the customer
2. Supermarket workers putting prices on the cans, and the cans on the shelves
3. Checker checking out a customer; stock boy putting groceries in bag

Bulletin Board on Home:

Caption: "What do you do to help at home?"

Pictures from magazines and other sources on family activities in the home (for example, pictures of members of the family cooking, setting the table, eating, doing dishes, cleaning, bathing the baby, rocking the baby, reading to younger children)

It should be noted that the teacher has put objects in the environment that children can put on (hats), that children can manipulate (cars, trucks, pipestem cleaner dolls, blocks), and that children can look at (books and pictures).

The teacher should not put out all the props in the arranged environment that children will ever need in their dramatic play of a particular occupation. She should put out just enough props to stimulate beginning play. As the play develops in subsequent lessons, the children and teacher will think of other props they need.

Example of a Lesson to Explore the Arranged Environment

The following are suggested procedures for the lesson in which pupils explore the arranged environment:

1. As the pupils come in, the teacher asks them to notice what is different in their classroom or in the open space. After a brief discussion, she divides the pupils into two or three groups to explore the arranged environment. Some children are asked to stay in their seats and color or do other work

that the teacher does not need to supervise. For example, pupils can make pictures of what they want to be when they grow up. Other children are allowed to move about the room, looking at pictures and books, and touching and playing with the objects.

2. The teacher observes the pupils as they explore the arranged environment. She takes notes on their activities during the dramatic play and their needs for more information and props. For example, she may note that a child picks up letters from a mailbox and immediately delivers them to other pupils. Another child pushes a mail truck back and forth on the masking tape road without taking the truck to any particular destination. Some children want to buy stamps at the post office for their letters, but they do not have any money. A worker at the supermarket gives incorrect change to a customer. The teacher also takes notes on the pupils' comments as they look at the pictures and books.

The teacher lets the first group explore the environment for a few minutes. Then she asks these pupils to take their seats and color pictures. She then asks another group to explore the room environment and she again moves around the room observing the pupils and taking notes.

3. After all the pupils have had the opportunity to explore the environment, the teacher leads a discussion. She asks some pupils to share the pictures, books, and objects they found interesting. She comments on the items they share and on what she has observed in their dramatic play. She asks questions which suggest the need for more information. In formulating the questions, she refers to the notes she made while observing the pupils. The following are examples of questions she might ask:

"Mark, I noticed you bought some groceries. How much did they cost?"

"Are there prices on the food? Did you get change?"

"Barry, you were working at the service station. What were you doing? What else does a service station attendant do?"

"Mary, you were busy playing with a doll and setting up the house. Do you have everything you need to set up the house?"

"John, I noticed you were having fun driving the mail truck. Where were you going with the truck? Where else does a mail truck go?"

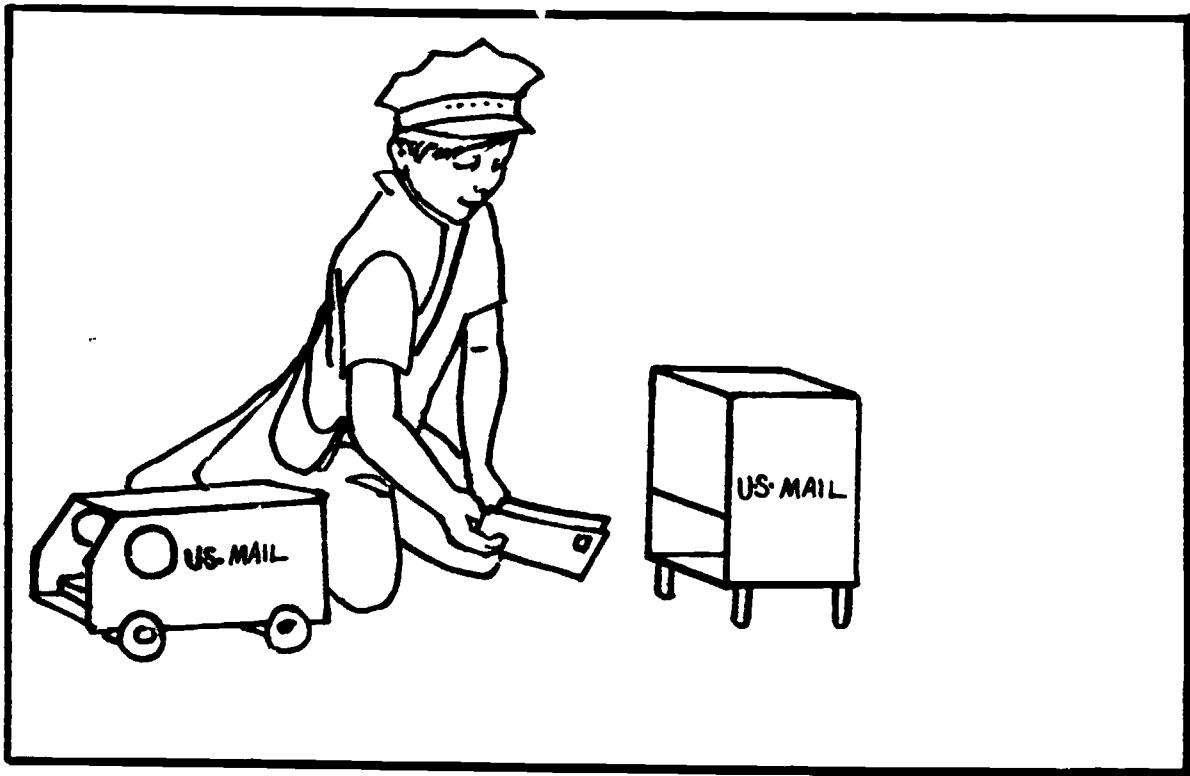
"Fred, I noticed you did a good job taking letters from the mailbox and delivering them to pupils. Does anything happen to the letters in the post office before the letters are delivered? We will need to find out so we will know what to do in dramatic play."

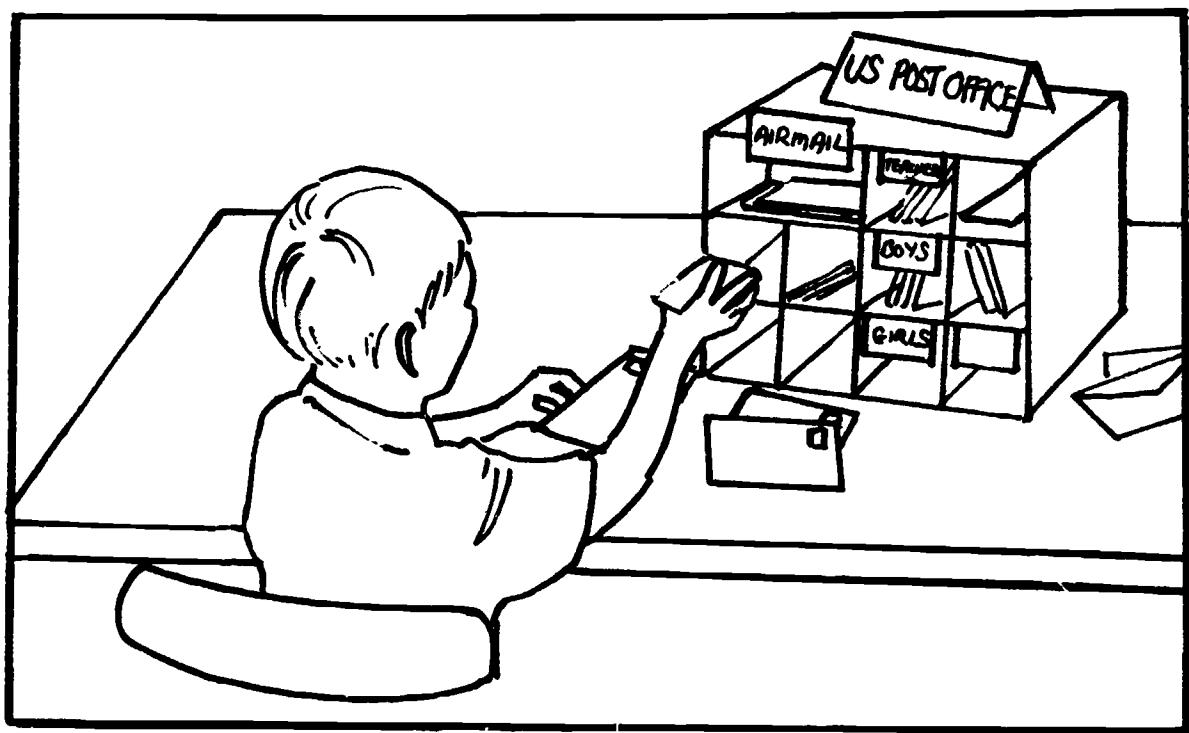
Usually the dramatic play during the arranged environment lesson does not proceed too smoothly. The play lasts only a few minutes, since pupils have little information about the jobs. Since there are not enough props, children often have many problems which they will bring up in the post-play discussion. The teacher should be positive in discussing the dramatic play. She should never say anything which causes a child to feel he did a poor job.

The teacher's main goal in setting up the arranged environment and in leading the post-play discussion is to stimulate pupils to see the need for more information and props on a particular occupation. If the teacher has been skillful in choosing the props, pictures, and books for the arranged environment, she can anticipate with a high degree of certainty many of the pupils' responses. In the arranged environment lesson at Frank Porter Graham Child Development Center and at Estes Hills School, pupils showed great interest in driving the mail truck and in delivering letters. In the post-play discussion the teacher put much emphasis on the dramatic play she had observed in the post office, and helped pupils see the need for more information. Few pupils had detailed

information on exactly what happened to letters inside the post office. By the time the arranged environment lesson ended, the pupils were excited about the dramatic play community they were going to develop, and the teacher had gained many ideas from their responses for future lessons. During social studies in the next several weeks, she presented lessons on the activities of postal workers and on what happens to a letter after it is mailed. She also kept her notes about the dramatic play, pupil problems and needs in the house, supermarket, service station, and construction company, so she could obtain props and plan lessons on these topics in the future.

WORKING at the POST OFFICE





SORTING THE LETTERS

DRAMATIC PLAY OF POSTAL WORKERS AND OF A RELATED OCCUPATION

Dramatic Play of Postal Workers

1. Driving a truck to mailboxes; taking mail out of the boxes
2. Driving a truck back to the post office and leaving the mail there
3. Cancelling stamps and putting postmarks on letters
4. Sorting letters
5. Putting letters in bundles
6. Weighing parcel post on a scale
7. Weighing letters on a scale
8. Sorting stamps in preparation for selling them
9. Selling stamps; giving the correct change
10. Delivering mail to people in the community
11. Putting extra mail in storage boxes
12. Taking airmail in a truck to the airport

Dramatic Play of Workers in the U. S. Government Printing Office (as Related to the Post Office)

1. Making stamps of different denominations
2. Delivering stamps by truck to the post office

INTERACTION OF POSTAL WORKERS WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

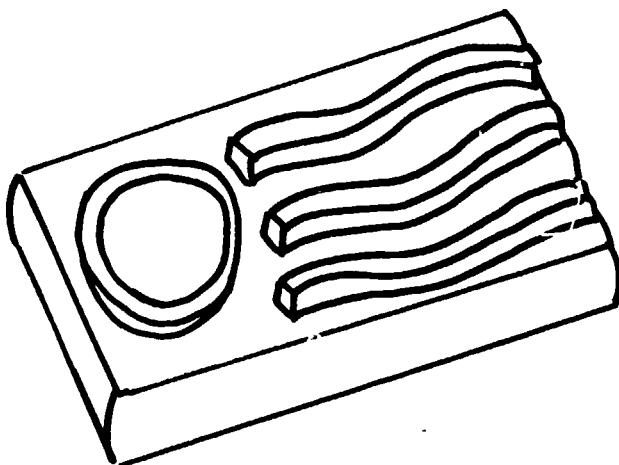
1. Postal workers deliver mail to workers in different occupations.
2. Postal workers wait on customers from different occupations in the post office.
3. Postal workers interact with workers in the airport as they leave airmail there.
4. Postal workers interact with firemen when there is a fire or fire inspection at the post office.
5. Postal workers deposit money, cash checks, and get change in the bank.
6. Postal workers buy gasoline at the service station.
7. Postal workers buy groceries and other items in the store.
8. Postal workers take trips on the airplane.
9. Postal workers go to the restaurant.
10. Postal workers send their children to school.
11. Postal workers get physical examinations at the hospital.
12. Postal workers use police services.
13. Postal workers go to traffic court if they get a ticket.

¹Some of these interactions take place when the postal workers are on duty. Other interactions (e.g., items 7, 8, 9, 10) take place when a postal worker is on a break from his job or is off duty.

PROPS FOR DRAMATIC PLAY OF POSTAL WORKERS AND A
RELATED OCCUPATION

Postal Workers

1. Mailbox
2. Letters
3. Mail truck
4. Hand canceller (made from an eraser and used with an ink pad)



5. Sorting boxes
6. Mailbag
7. Stamps (made from office addressing labels)
8. Scale
9. Slots for mailing letters inside the post office
10. Box for dead letters
11. Storage box
12. Hats
13. Play money
14. Pencils and paper
15. Rubber bands or straps for putting letters in bundles
16. Toy telephone

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Some pupils will be able to bring some of the props from home. Directions for constructing a mailbox and mail truck are found in this section of the guide.

Workers in the U. S. Government Printing Office

1. Office addressing labels for making stamps
2. Crayons and pencils
3. Truck

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF POSTAL WORKERS

The post office is one of the centers set up in the arranged environment. As the teacher observes the pupils exploring the environment and playing in the post office center, she notices that most pupil postmen pick up letters from the mailbox and immediately deliver them to pupils to whom the letters are addressed. The teacher observes that pupils need information on what happens to a letter in the post office.

Lessons and Activities

1. To find out what happens to a letter after it is mailed in a mailbox and taken to the post office

Reading charts on films

Looking at one or more films that show how stamps are cancelled and letters are sorted in the post office; learning that there is a cancelling machine, and that in modern post offices there is even a sorting machine (shown in film Modern Post Office)

Looking at one or more filmstrips

Looking at flat pictures

Reading books or listening to the teacher read one or more books on what happens to a letter after it is mailed in a mailbox; looking at pictures in books

Sources of Information and Comments

Charts in this section of guide

A Letter to Grandmother
The Mailman
A Modern Post Office
Our Post Office
Postman...Rain or Shine
Where Do Our Letters Go?

The Mailman
Our Post Office

Postal Helpers. S.V.E.
 pictures "Mailbox Pickup,"
 "Cancelling Stamps," and
 "Sorting Mail"

Colonius. At the Post Office,
 pp. 13-17, 20-21
Greene. I Want to Be a
Postman, pp. 16-19
 (continued)

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of postal workers. The lessons will not necessarily occur in the sequence presented here.

Lessons and Activities

Learning that the driver of the mail truck picks up the letters from the mailbox and takes them to the post office; that in the post office letters are cancelled and sorted; that letters for the same city or town are tied into bundles and put into mail sacks¹

Discussing how letters are sorted; noticing that there are labels on the sorting boxes in the pictures

Deciding which labels to put on the sorting boxes in the dramatic play post office

Bringing in envelopes with cancelled stamps; noticing the information included in the postmark

Making a chart of envelopes with cancelled stamps

Discussing why stamps are cancelled--so that they cannot be used again

Pretending they are postal clerks and cancelling stamps by filling in a teacher-prepared ditto of an addressed envelope; putting lines through the stamp and writing the date, time, and state in the circle part of the postmark

Looking at a "hand canceller" the teacher has made out of an eraser, by cutting out lines and a circle from the eraser for the postmark

Watching the teacher demonstrate how to use the eraser and an ink pad to cancel stamps in dramatic play

Sources of Information and Comments

Greene. Where Does a Letter Go? pp. 26-30

Miner. The True Book of Our Post Office and Its Helpers, pp. 17-22

Pope. Your World, Let's Visit the Post Office, pp. 22-24

Preston. Greenfield and Far Away, pp. 112-115

Shay. What Happens When You Mail a Letter, pp. 1-19

Pictures listed above

¹ In the Frank Porter Graham Project, cancelling and sorting were the two processes emphasized inside the post office in dramatic play. The details of facing, primary sorting, secondary sorting and other processes described in books were not emphasized in the lessons, since they were not acted out in the dramatic play.

Lessons and Activities

Dramatizing what happens to letters after the postman takes them out of the mailbox (i.e., taking letters in a truck to the post office; cancelling the stamps; sorting the letters; delivering letters to pupils in class)

As pupils have dramatic play in the post office, they regularly say they need more letters.

2. Writing letters and addressing envelopes for dramatic play

Listening to the teacher read a book about a boy who wants to get a letter

Learning to use the correct form in writing letters

Learning to use the correct form in addressing envelopes; learning that the post office can't deliver the letters if the address isn't correct

Learning about the zip code

Sources of Information and Comments

Suggested props: mailbox, letters, mail truck, "hand canceller" eraser, sorting boxes, mail bag

Beim. Country Mailman

See language books used in local district.

Pore. Your World, Let's Visit the Post Office, p. 21

Colonius. At the Post Office, p. 19

Greene. Where Does Your Letter Go? p. 16

Henroid. I Know a Postman, pp. 14-15

Shay. What Happens When You Mail a Letter, p. 15

As children continue to have dramatic play in the post office, they sell all of the stamps to customers, and they mention in the post-play discussion that they need more stamps.

3. Learning about stamps

Looking at stamps the teacher and pupils bring to school

NOTE

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

Lessons and Activities

Reading a teacher-prepared chart on stamps; learning which kind of stamp is used for first class letters that travel by train or truck; learning that an airmail stamp is put on letters that travel by airplane

Reading on the chart "Stamps" that workers in the U.S. Government Printing Office make stamps

Pretending that they are workers in the U.S. Government Printing Office making stamps of different denominations for dramatic play

Looking at a classroom map of the United States; pointing to and naming different cities and states; discussing how much it would cost to send a first class letter by truck or train or by airplane to various places in the United States

Discussing what the post office does with money from selling stamps; learning that the money pays for the postmen and for postal services

Looking at stamp collections brought in by primary pupils or by older pupils in other classes

Discussing the fact that in dramatic play the postal clerks often don't know how much money to charge for various quantities of stamps

Learning the arithmetic involved in buying and selling stamps of various denominations: How much should be charged for various quantities of stamps? What coins should the customer give to the postal clerk? How much change should be given?

Making charts for the post office center showing the cost of various quantities of stamps of different denominations (e.g., one 11 cent stamp costs 11 cents; two 11 cent stamps cost 22 cents; three 11 cent stamps cost 33 cents; four 11 cent stamps cost 44 cents)

Sources of Information and Comments

Chart "Stamps" in this section of guide

Using office addressing labels on perforated paper to make stamps

Information in film Postman...
Rain or Shine, and on back of flat picture "Serving Customers" from S.V.E. Postal Helpers picture set

Lessons and Activities

Dramatizing postal clerks selling stamps to pupil customers

As children continue to make stamps of different denominations, the teacher plans lessons on airmail and the different ways mail travels.

4. Learning how letters travel by airplane and by other means of transportation

Looking at parts of one or more films that show the different ways mail travels

Looking at parts of filmstrips that show how mail travels

Looking at a flat picture

Reading or listening to the teacher read one or more books about the ways that mail travels; looking at pictures in books

Learning that mail travels by truck, van, train, airplane, bus, helicopter, ship¹

Learning that drivers of mail trucks take mail sacks from the post office to the train station and load the mail onto trains

Learning that mail trucks take sacks of mail to the airport where they are loaded onto planes; that after the airplane flies to its destination and lands, the airmail is taken from the plane to a post office; that in this post office the letters
 (continued)

Sources of Information and Comments

Suggested props: stamps made by pupils, play money

A Letter to Grandmother
The Mailman
Modern Post Office
Our Post Office
Postman...Rain or Shine
Where Do Our Letters Go?

The Mailman
Our Post Office

Postal Helpers. S.V.E.
 picture "Loading Mail at Airport"

Colonius. At the Post Office, pp. 22-25, 28-29
Greene. Where Does a Letter Go? pp. 31-37
Miner. The True Book of Our Post Office and Its Helpers, pp. 23-26, 28-33
Preston. Greenfield and Far Away, pp. 117-118
Pope. Your World, Let's Visit the Post Office, pp. 29-30
Shay. What Happens When You Mail a Letter, pp. 20-23

¹ The way of transporting mail is changing. More mail is being transported by airplane and less by train. Teachers should read the newspapers, keep up-to-date on the changes in the postal service, and teach pupils accordingly.

Lessons and ActivitiesSources of Information
and Comments

are sorted and delivered, or put in sacks to travel by train or truck or another airlines to the letters' destination

Deciding that in the pupils' post office letters with airmail stamps will be loaded onto mail trucks, taken to a dramatic play airport and loaded onto small planes; that the small planes will take the airmail to a second airport in another part of the classroom; that there will be a small post office with a sorting box at this airport where the letters will be sorted and delivered¹

Discussing the location in the dramatic play area of the airport and airport post office

Dramatizing what happens to airmail as described above; choosing a driver of the mail truck, a pilot, air controllers, a postman at the airport post office

Suggested props: letters with airmail stamps, mail truck, small airplane, round parts of old earphones for pilots and air controllers, sorting box for airport post office

Making a mural on the different ways that mail travels

As the children continue to have dramatic play, they discuss the need for more than one mailbox in the dramatic play community.

5. Learning about mailboxes

Looking at a flat picture of two mailboxes--a box for mailing letters and a storage box; noting the different colors of the boxes, noting the Hours of Collection card on one box

Postal Helpers. S.V.E.
picture "Mailbox Pickup"

¹ In dramatic play, in the Frank Porter Graham Project, the letters were picked up from mailboxes and put in mail trucks, taken to the post office where they were cancelled and sorted, and then delivered to pupils; only the airmail was not immediately delivered but was taken to the airport. No mail was put on trains or other means of transportation, although a primary teacher could plan to have some mail travel by train and ship in the dramatic play.

Lessons and Activities

Listening to the teacher read about the Hours of Collection card; looking at pictures in books of an Hours of Collection card

Noticing the Hours of Collection card in a film

Reading a chart on a trip to a mailbox

Taking a walking trip to look at mailboxes; looking at the color of mailboxes; looking at the Hours of Collection cards

Returning to class and coloring pictures of mailboxes; discussing the fact that some mailboxes in the real community have recently been repainted and are not exactly like the mailboxes pictured in books and the S.V.E. picture

Constructing mailboxes of cardboard or wood for the dramatic play community; painting the mailboxes to look like the boxes in the local community

Making an Hours of Collection card for the mailboxes in the dramatic play community

Deciding where to put the mailboxes in the dramatic play community

In observing the dramatic play the teacher notes that the postmen are often not very busy. In questioning the pupils, the teacher realizes that they don't know all the duties of postmen.

6. Learning about the duties of a postman

Looking at part of a filmstrip which shows a postman sorting and delivering mail and a truck bringing mail to a storage box for the postman

Looking at flat pictures of a postman sorting and delivering mail, and of a postal driver loading a sack of extra mail onto a truck to be taken to a storage box for the postman

Sources of Information and Comments

Schloat. Adventures of a Letter, p. 8
Shay. What Happens When You Mail a Letter, pp. 5, 8-9

A Letter to Grandmother

Chart in this section of guide

Picture and books listed above.

Our Post Office

Postal Helpers. S.V.E. pictures "Sorting Mail," "Delivering Mail," and "Loading Relay Trucks"

Lessons and Activities

Reading or listening to the teacher read one or more books about the duties of a postman

Learning that the postman is also called a carrier

Learning that the postman or mail carrier goes to the post office, sorts the mail for his route, delivers the mail; that on his route he gets extra mail to deliver from a storage box

Deciding that in the dramatic play the postman will perform the above duties and also do the job of the postal driver: picking up mail from the mailboxes and taking it in a truck to the post office; bringing extra mail in a truck from the post office to the storage box; taking airmail in a mail truck to the airport

Coloring pictures of postmen

7. Learning that people need to have special qualifications and training to be postal workers

Reading or listening to the teacher read one or more books about the qualifications and training of postmen

Learning that postal workers must be healthy; they must be able to read and write, to make change, to know numbers, to pass a test

Deciding that the postal workers in dramatic play will get regular checkups from the doctor

Dramatizing a postal worker getting a checkup from the doctor

Sources of Information
and Comments

Hastings. About Postmen
(entire book) or parts of:
Colonius. At the Post Office,
pp. 5, 17

Greene. I Want to Be a Postman, pp. 10-13

Greene. Where Does a Letter Go? pp. 38-40

Henroid. I Know a Postman,
pp. 5-12, 16-28, 31-35

Miner. The True Book of Our Post Office and Its Helpers,
pp. 35-40

Pope. Your World, Let's Visit the Post Office, pp. 13-16

Greene. I Want to Be a Postman, pp. 6-9

Hastings. About Postmen, p. 4
Miner. The True Book of Our Post Office and Its Helpers,
pp. 10-11

Lessons and ActivitiesSources of Information
and Comments

When the teacher puts a scale in the post office center, she notices that children do not know how to use it correctly.

8. Learning to use a scale

Weighing letters; learning how to read the scale; figuring out the cost by the ounce

Learning that packages are called parcel post

Looking at a flat picture of a parcel post window in the post office

Reading or listening to the teacher read one or more books about parcel post

Bringing empty packages to school t. be used as parcel post; weighing the parcel post; figuring out how much it costs to send the parcel post in dramatic play

9. Taking a field trip to the local post office

Listening to the teacher read a book

Writing letters and bringing them on the trip to mail at the post office

Noticing the U. S. flag outside the post office

Noticing slots for mailing letters inside the post office, the cancelling machine, the sorting boxes, the mail sacks, the scales, parcel post

Noticing the dead letter box

Noticing the different kinds of stamps, including postage-due stamps

Postal Helpers. S.V.E.
picture "Serving Customers"

Colonius. At the Post Office,
p. 9

Greene. Where Does a Letter Go? pp. 20-21

Hastings. About Postmen, p. 20

Pope. Your World, Let's Visit the Post Office, p. 7

Teacher makes chart of cost per pound or/and ounce of sending parcel post in dramatic play

Pope. Your World, Let's Visit the Post Office

Checklist for trip in this section of guide

Lessons and Activities

On return from the field trip, writing thank-you letters or stories, making postage-due stamps, putting a flag by the post office center

10. Deciding to make slots in a box for mailing letters inside the classroom post office

Reading or listening to the teacher read about slots in one or more books; looking at pictures in books

Noting that in the post office they visited and in the pictures in the books, there is a slot for "airmail and special delivery," for "out-of-town mail," for "local mail"

Deciding which slots they will have (e.g., one slot for "airmail," one slot for "in class," one slot for "out-of-class")

11. Deciding to have a dead letter box in the post office

Remembering the dead letter box the class saw on the field trip

Reading or listening to the teacher read about the dead letter box; learning that the dead letter box is for letters that are not addressed completely, and that do not have a return address

12. Participating in a research lesson by reading books or viewing a filmstrip

Discussing the need for this research lesson: to determine if pupils are correctly portraying postal workers in their dramatic play

Reading books and answering questions or looking at a filmstrip; if they finish early, drawing a picture of postal workers

Sources of Information and Comments

Buchheimer. Let's Go to a Post Office, p. 15

Colonius. At the Post Office, p. 11

Greene. Where Does a Letter Go? p. 24

Pope. Your World, Let's Visit the Post Office, p. 19

Buchheimer. Let's Go to a Post Office, p. 26

Procedures for this lesson on pp. 24-28 of this guide

Questions on books in this section of guide

Lessons and Activities

Sharing what they have read in books or viewed in the filmstrip; deciding if there is anything new to add to the post office or to do as postal workers in dramatic play

Sources of Information and Comments**SAMPLE SPELLING WORDS**

1. letter
2. stamp
3. mailbox
4. mail
5. truck
6. post office
7. slot
8. cancel
9. postmark
10. sort
11. mailbag
12. mailman
13. postman
14. airmail
15. airplane
16. train

NOTE

Throughout the study of postal workers, pupils have listened to the teacher read books, and many individual pupils have independently looked at books in their free time. This is the first research lesson on postal workers in which many pupils are reading books in a teacher-directed lesson. The teacher should not plan this lesson until pupils have participated in dramatic play and had many concrete experiences on the post office. These concrete experiences will help them bring meaning to the printed page in books and to the text on the filmstrips.

Film: A Letter to Grandmother

A girl mails a letter.
See the card on the mailbox.

Hours of Collection
Daily except Sat., Sun., and
Holidays

<u>A.M.</u>	<u>P.M.</u>
10:00	
11:15	1:30

The mailman puts the letters in a mail truck.

At the post office the letters are put in the cancelling machine.
The machine prints the postmark and makes lines on the stamp.
The letters are sorted.

The mail goes on a train to a town near Grandmother.
The mail is sorted at the post office in that town.

Grandmother gets the letter.
Grandmother sends a parcel post package to the girl.

What do we need in our post office?

Film: The Mailman

We will see a mailbox.
We will see parcel post.
We will see the cancelling machine.
We will see mailmen sorting letters.

The mailman is called a carrier.
The mailman has a key to open the mailboxes.
The mailman puts some letters in a storage box.

We will see a girl mail a letter in the "Airmail" slot in the post office.

Airmail

Some mail travels by truck.
Some mail travels by helicopter.
Some mail travels by airplane.
Some mail travels by car.

What do we need in our post office?

Film: The Modern Post Office

The mailman picks up letters from a mailbox.
He puts the mail in a sack.
He takes the mail in a truck to the post office.

In a modern post office much work is done by machine.
Stamps are cancelled by a machine.
The cancelled stamp cannot be used again.
In this post office some mail is sorted by machine.

Some mail travels by train or bus or truck.
Some mail travels by air.
Airmail is the fastest way to send letters.

Film: Our Post Office

A boy and a girl mail a letter in the "Out of Town" slot.
They do not send money in the mail.
They send a postal money order.

Letters are cancelled and a postmark is put on them.
Letters are sorted.
Letters are tied in bundles.
The bundles of letters are put in mail pouches.

Some mail pouches are put on trains.
Some mail pouches are put on airplanes.
Parcel post can go by train, plane, or truck.

Film: Postman...Rain or Shine

Some postmen walk to deliver mail.
Some postmen drive trucks.

Bob and Betty send a letter to Grandmother.
Grandmother writes a letter.
She puts the zip code on the envelope.
What else is on the envelope?

Grandmother buys a stamp and mails the letter.
Some of the stamp money pays for the postman.

There are slots in the post office.

in town

out of town

airmail

The stamps are cancelled.
The letters are sorted.
Trucks, airplanes, and trains carry the mail.

The postman sorts the letters for his route.
He delivers Grandmother's letter to the children.

Film: Where Do Our Letters Go?

Mother and Carol send invitations to the birthday party for Jerry.
They put the address and a stamp on the envelope.
What do they forget to put on the envelope?

Carol mails the invitations in a mailbox.
The invitation to Billy is going out of town.
A mailman in a mail truck picks up the invitations from the mailbox.
The mailman takes the invitations to the post office.

In the post office the stamps are cancelled.
The letters are sorted.
The invitation to Billy is put on a train.
The mailman delivers the invitations.

Aunt Margaret sends a parcel post package to Jerry.
She sends it airmail.

Jerry has a happy birthday party.

Sample charts prepared by
the teacher or dictated by
pupils

Stamps¹

What kind of stamps are there?

This stamp is an 8¢ stamp.



If you mail a letter to Chapel Hill, you use an 8¢ stamp.
An 8¢ stamp is for first class mail that travels by train, truck, or van.

This is an airmail stamp.



It costs 11¢.

Why does an airmail stamp cost more than a stamp for a letter that travels by train or by truck?

A letter with an airmail stamp will go by airplane.
Airmail goes faster than mail with 8¢ stamps.

Stamps are made in the U. S. Government Printing Office.

We need stamps for our post office.

Trip to the Mailbox

We will go to look at the mailbox near the school.

We will notice the color of the mailbox.

We will see the words "U. S. Mail" on the box.

We will see a card with "Hours of Collection" on it.

The card gives the times the mailman will pick up the mail from the box.

We need a card with "Hours of Collection" on our mailbox.

We must decide the hours of collection of mail in our mailbox.

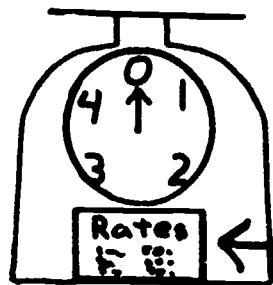
¹ As there continue to be changes in the U. S. Postal Service, the teacher may need to rewrite this chart. More and more first class mail with 8¢ stamps is being sent by airplane, if there is available space.

TRIP TO U.S. POST OFFICE

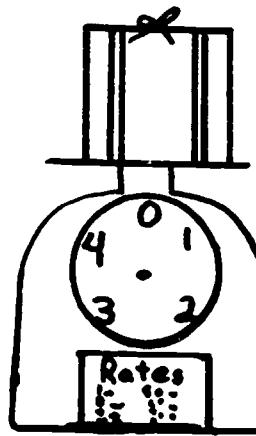
1. flag _____
2. mailbox _____
3. hours of collection card _____
4. slots for letters _____
5. cancelling machine _____
6. sorting boxes _____
7. scale _____
8. mail pouches _____
9. parcel post _____
10. postage-due stamp _____
11. mail truck _____
12. dead letter box _____

Sample Math Problems in Post Office

In our post office we will weigh packages for parcel post. We will use a scale. Put an X where you put the package.

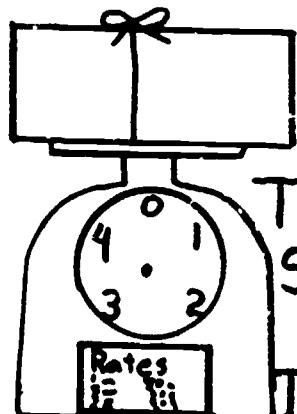


1 lb.	50¢
2 lbs.	55¢
3 lbs.	60¢
4 lbs.	65¢



This package weighs 1 pound (1 lb.). Show where the arrow points.

This package will cost _____¢ to mail.



This package weighs 3 pounds (3 lbs.). Show where the arrow points.

This package will cost _____¢ to mail.

Sample letters teacher writes
to pupils for dramatic play

Dear _____, ! Date

We have a police station.
We have a communications division.
We have a dispatcher.
We have police cars.
We have fingerprinting.

Your friend,
Miss Golden

Dear _____, Date

Bank tellers cash checks.
Bank tellers take deposits.
Bank tellers count money.
Waht else do they do?

Your friend,
Miss Golden

Dear _____, Date

We will go to the post office.
We will see the cancelling machine.
We will see how letters are sorted.
What else will we see?

Love,
Miss Golden

Dear _____, Date

We went to the hospital.
We saw a nurse bathing a baby.
We saw the physical therapy room
We saw a dietician.
We went into the pharmacy.

Your friend,
Miss Golden

¹ The teacher duplicates each letter and fills in the names of the pupils in her class.

Sample questions on books
for pupil research lesson

Barr, Jene. Mr. Zip and the U. S. Mail¹

1. What window did Mother go to with her package?
2. Why did the clerk weigh the package?
3. Name some ways mail is carried.
4. Read Mr. Zip's Picture Dictionary. Draw a stamp. Cancel it.

Colonius, Lillian. At the Post Office

1. Why was the mail clerk happy with Mrs. Allen's package? page 9
2. Where does Roger drop his letter? page 11
3. What does the cancelling machine do? page 15
4. What is brought to the airport from other post offices? page 29
5. Look at the sorting boxes on page 17. Draw sorting boxes.

Greene, Carla. I Want to Be a Postman

1. What does a postman need to know?
2. Where does the postman put the mail he can't carry in his bag?
3. What happens to Hank's letter after he puts it in the mailbox?
4. What does the machine put on the stamps?
5. What are 5 ways the mail travels?

Miner, Irene. The True Book of Our Post Office and Its Helpers

1. What do clerks do with letters? page 18
2. What does a machine do to stamps? page 20
3. Where is airmail taken? page 23
4. How does mail travel? pages 24, 25
5. What does the mailman do with the letters at his desk? page 37
6. What goes by parcel post? page 42

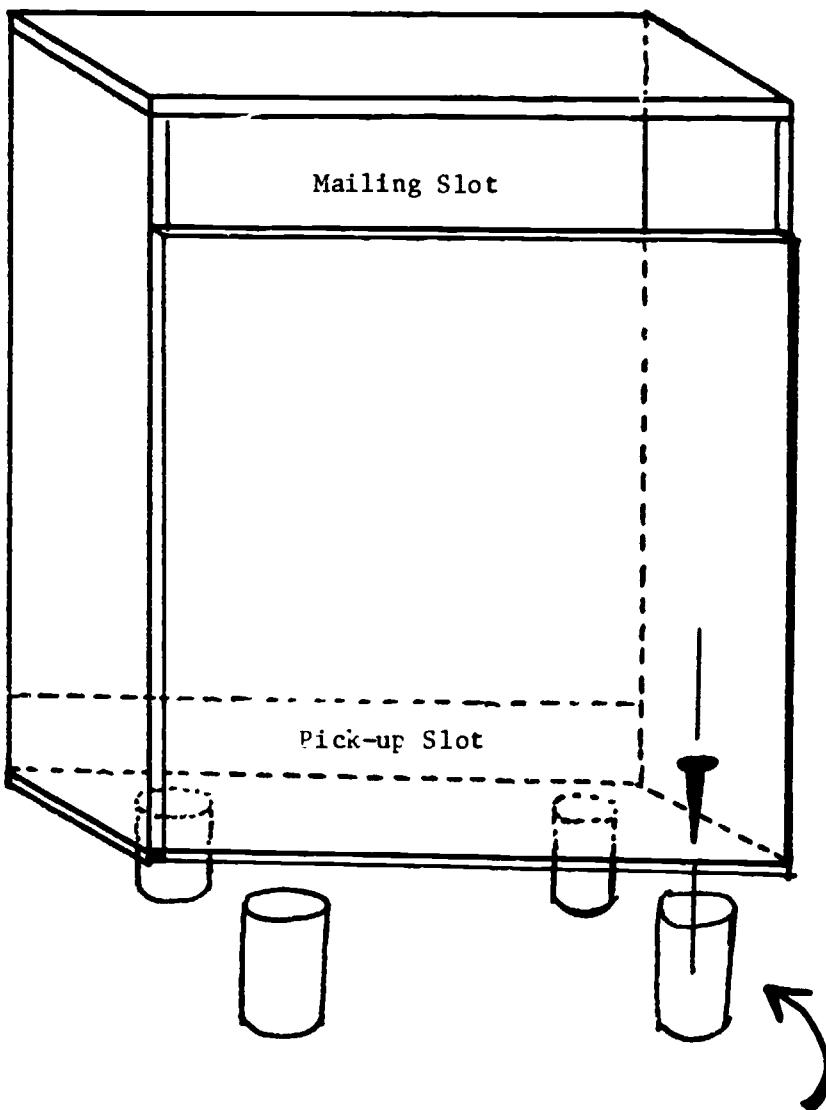
Shay, Arthur. What Happens When You Mail a Letter¹

1. How does the mailman open the mailbox?
2. What does a cancelling machine do?
3. What is the fastest way to send a letter to New York?
4. Look at the other pictures in the book

¹ In some books the pages are not numbered. The teacher can put markers in these books to help children find the pages with the answers.

CONSTRUCTION OF A MAILBOX

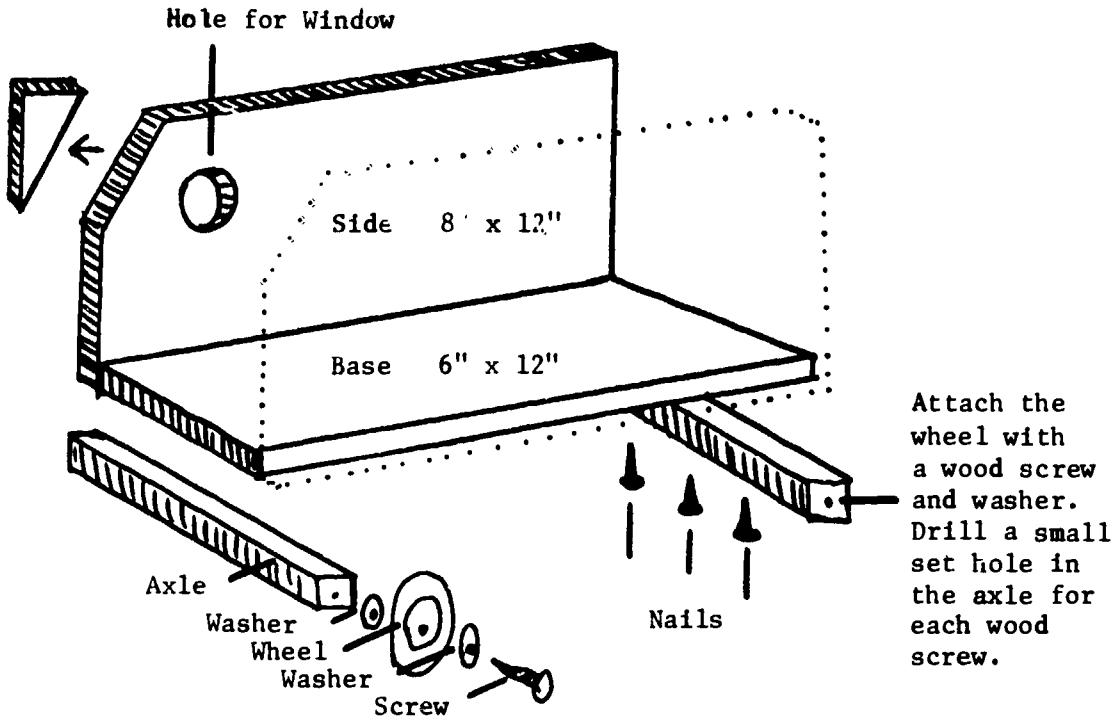
1. Make a tall rectangular box approximately 8" x 12". In order that mailing and pick-up slots may be included, cut the front and back pieces of wood 2 inches shorter than the sides.
2. Nail the front piece of wood low, thus leaving a slot at the top for mailing.
3. Nail the back piece of wood high, thus leaving a slot at the bottom for picking up mail.



4. Nail dowel legs through the bottom piece of wood before assembling the entire unit.

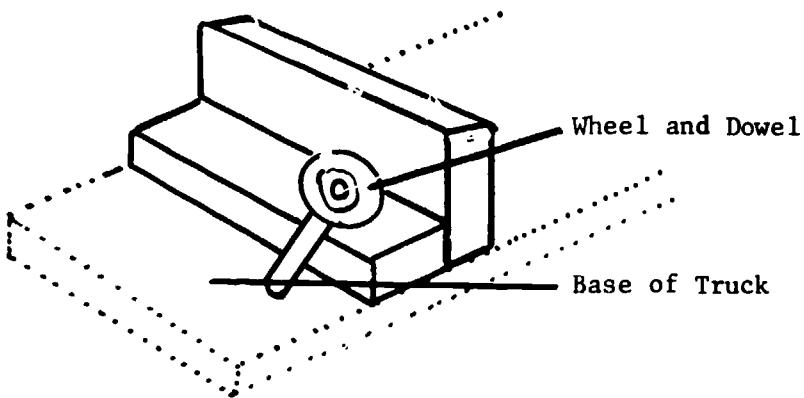
CONSTRUCTION OF A MAIL TRUCK

1. For the base of the truck cut a piece of 1" stock 6 inches by 12 inches. For the sides cut two pieces of 1/4" plywood 8 inches by 12 inches. Cut an angular corner from each of the side boards. The three boards will form the main body of the truck. Drill window holes before assembling. Use brads and glue to assemble this unit.



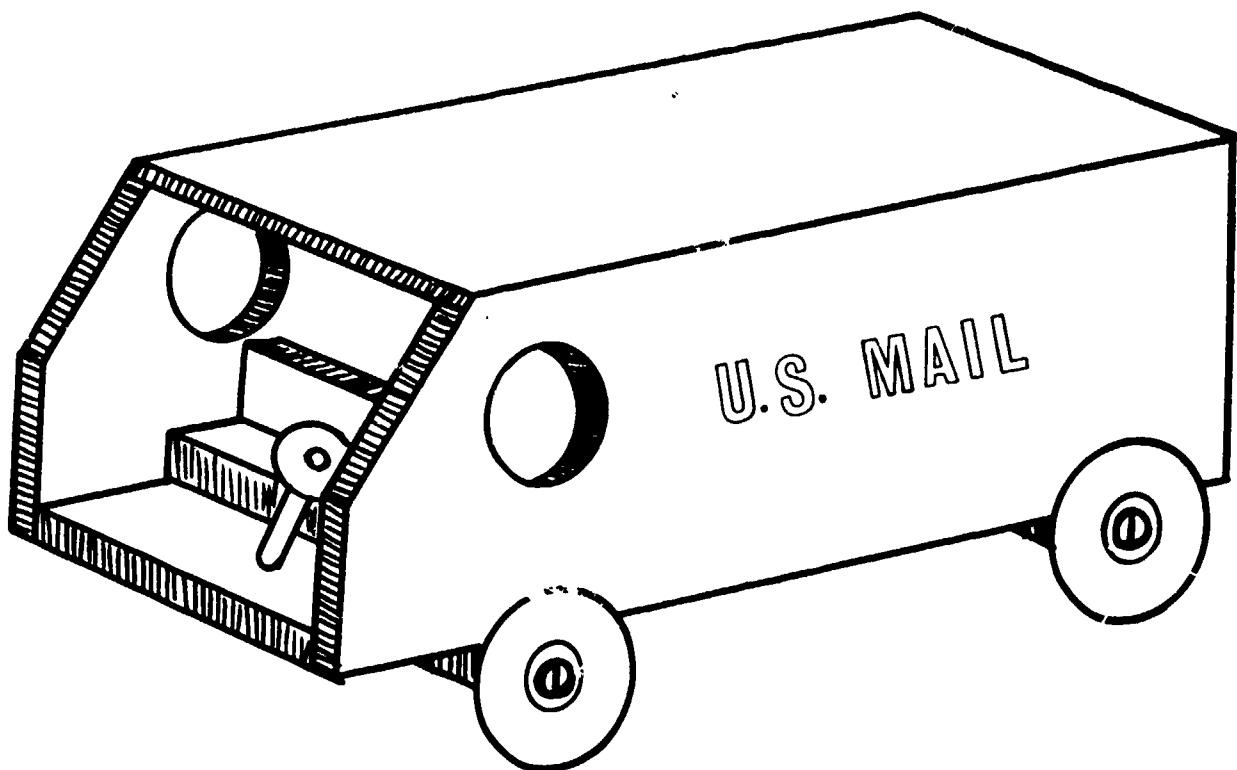
2. Cut two axles from 1" by 1" stock.

3. Make the seat of the truck from two pieces of 1" by 2" nailed edge to edge. For the steering wheel drill a 1/4" hole in the floor of the truck. Drive a piece of 1/4" dowel into this hole. Attach a button mold to the dowel for the steering wheel.



4. For the top of the truck cut a piece of 1/4" plywood 6 1/2 inches by 10 inches. Use brads and glue to attach the top to the sides of the truck. For the back door attach a piece of wood with leather or metal hinges.

5. The finished truck looks like this:



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1967. 12 min., sd., color, 16 mm.
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14 min., sd., color, 16 mm.
Available: U. of Ill. \$4.25.

Our Post Office. Encyclopaedia Britannica Educational Corporation, 1956.
11 min., sd., bw., 16 mm.
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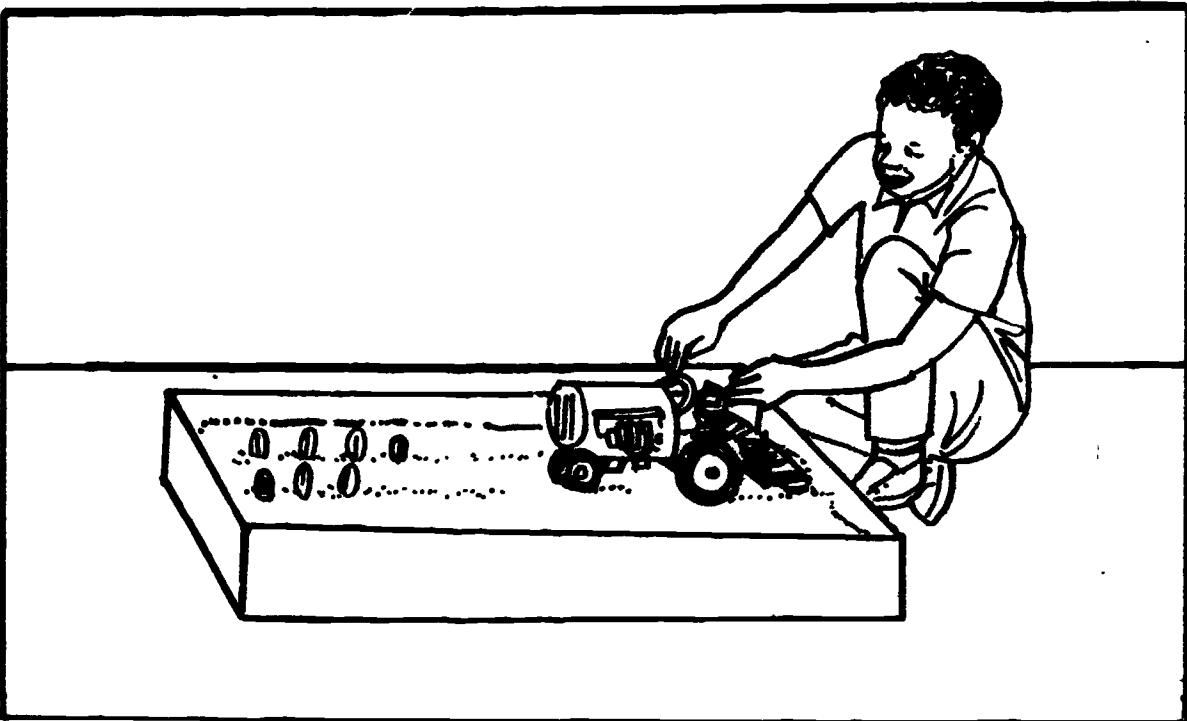
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Mailman and His Work. Mincom Division 3M Co., 1968. 16 min., 3 3/4 I.P.S., (Wollensak Social Studies Series).

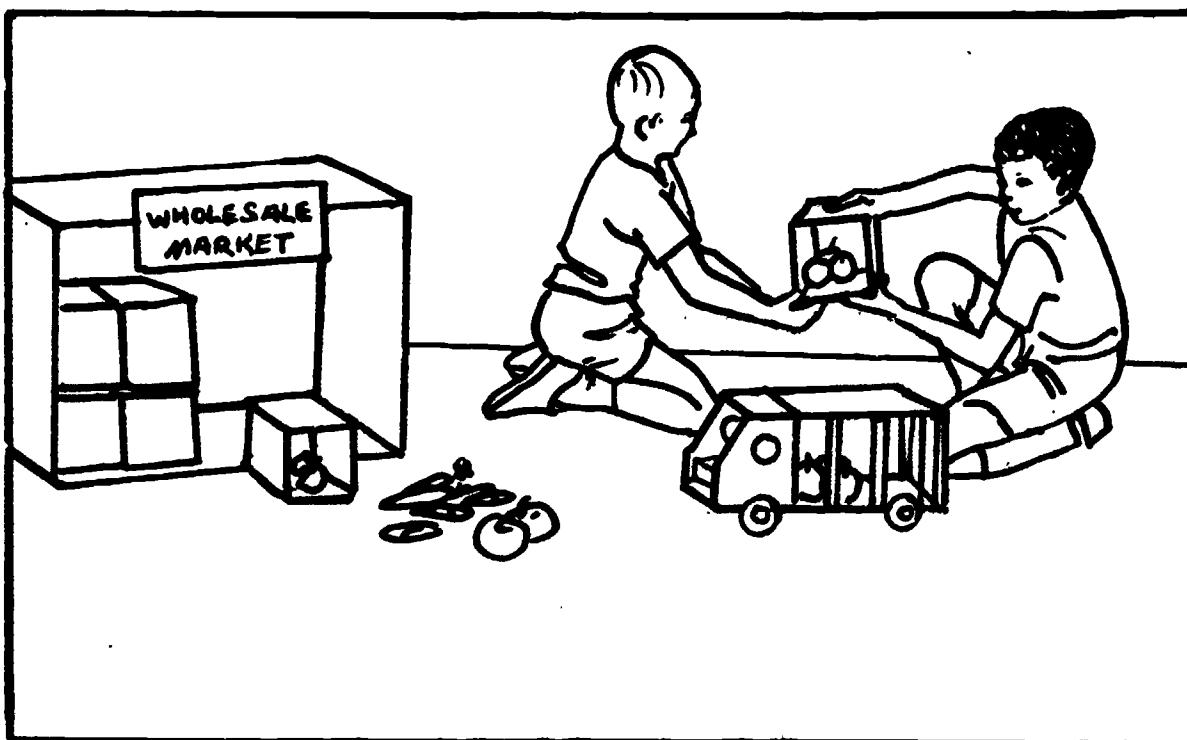
1 85

WORKING in the SUPERMARKET





A FARMER AT WORK



A FARMER SELLING HIS CROPS TO THE WHOLESALE MARKET

DRAMATIC PLAY OF WORKERS IN THE SUPERMARKET AND IN RELATED OCCUPATIONS

Dramatic Play of Workers in the Supermarket

1. Bringing produce from the wholesale market
2. Helping truck drivers unload produce from trucks at the back of the supermarket; checking the produce
3. Sorting groceries, meat, produce, and other items; putting them in the right departments
4. Weighing produce on a scale
5. Wrapping produce and putting prices on the produce packages (i.e., using cardboard produce trays pupils have brought from home; wrapping the trays with saran wrap; writing a price on a strip of masking tape on each tray)
6. Weighing meat on a scale
7. Wrapping meat and putting prices on the meat packages (i.e., using cardboard meat trays pupils have brought from home; drawing pictures of meat, cutting out the pictures and pasting them on the trays; wrapping the trays with saran wrap; writing a price on a strip of masking tape on each tray)
8. Putting prices on other items sold in the supermarket
9. Making attractive displays of food
10. Selling groceries and other items to customers (i.e., adding up the total amount of the purchase, charging tax, making change)
11. Delivering food to customers
12. Depositing money from the supermarket in the bank
13. Making signs advertising items sold in the supermarket; putting the signs in the front of this store

Dramatic Play of Workers in Occupations Related to the Supermarket (i.e., the Truck Farm, the Wholesale Market, and Transportation Industries)

1. Growing crops on the farm; planting seeds (pretend seeds) on paper or cloth soil on the floor or in a container filled with sand or dirt; using toy tractors, plows, and other toy farm machines on the "soil" (farmer)¹

¹ The teacher can have pupils plant real seeds in soil as part of the science experiences related to this study. However, in dramatic play pupils cannot wait for the crops to grow, so they use play produce to take to the wholesale market.

2. Loading crops onto a truck; driving the truck to the wholesale market (farmer)¹
3. Selling produce to the wholesale market (farmer)
4. Using ships, trains, airplanes, trucks to get produce from other states and countries; bringing the produce in trucks or trains to the wholesale market (workers in transportation industries)
5. Inspecting produce in the wholesale market; throwing away produce that is not good (worker in the wholesale market and the U. S. Government Inspector)
6. Selling produce to buyers from supermarkets (worker in the wholesale market)
7. Loading produce onto trucks; driving trucks with produce to the supermarket (worker in the wholesale market)²

¹This list of dramatic play activities describes what was done in the Frank Porter Graham Project. Details vary from community to community concerning the following: (1) whether the farmer sells his crops at a roadside stand or directly to the wholesale market; (2) whether buyers from the wholesale market and/or supermarket come directly to the farm to buy the produce, or whether the farmer himself takes his produce to the wholesale market to sell it; (3) which workers load and unload the trucks at the wholesale market and supermarket; (4) which worker transports the produce from the wholesale market to the supermarket: whether it is a worker in the wholesale market or a worker in a trucking company. Each teacher will need to find out what happens at the farms, wholesale markets, and supermarkets in her community, so that the dramatic play will be authentic.

²The dramatic play of the related occupations could be much more detailed. However, in the Frank Porter Graham Project the main focus was on the supermarket. The related occupations were studied and dramatized briefly. For example, the farm and wholesale market were studied mainly as sources for the produce in the supermarket. Through the lessons and dramatic play, the teachers tried to develop the concept that produce is grown on farms, transported to the wholesale market, and from there to the supermarket and the consumer. Various intermediate sources, such as frozen food plants, fruit packing houses, and canneries, were not studied or dramatized in this project.

In the lessons preparing them for dramatic play, pupils were not taught the details about the various workers in each occupation related to the supermarket. For example, only one pupil was chosen to work in the wholesale market during dramatic play. This pupil did all the jobs associated with this market. Pupils were not taught about all the different workers in the wholesale market, such as the manager, buyer, loader, jobber, swamper. In a dramatic play project focusing mainly on the wholesale market, a different child could be chosen for each of these jobs.

INTERACTION OF WORKERS IN THE SUPERMARKET WITH WORKERS IN OTHER OCCUPATIONS
IN THE COMMUNITY¹

1. Workers in the supermarket wait on customers in various occupations in the community.
2. Workers in the supermarket interact with workers in the wholesale market who deliver produce to them.
3. Workers in the supermarket deliver food to customers in various occupations.
4. Workers in the supermarket interact with firemen when there is a fire or fire inspection in the supermarket.
5. Workers in the supermarket deposit money, cash checks, and get change in the bank.
6. Workers in the supermarket buy gasoline in the service station.
7. Workers in the supermarket take trips on the airplane.
8. Workers in the supermarket go to the restaurant.
9. Workers in the supermarket send their children to school.
10. Workers in the supermarket get physical examinations at the hospital.
11. Workers in the supermarket buy stamps, mail letters and packages in the post office.
12. Workers in the supermarket use police services.
13. Workers in the supermarket go to traffic court if they get tickets.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE SUPERMARKET AND IN RELATED OCCUPATIONS

Supermarket

1. A table or desks, bookcases or boxes for setting up the supermarket.
2. Empty containers, cartons, bottles, cans
3. Play fruit and vegetables (brought by pupils or purchased in a toy store)
4. Papier-mache or clay produce
5. Saran wrap, empty cardboard meat and produce trays
6. Paper, crayons, magic markers for making signs
7. Masking tape, magic markers for putting prices on items sold in the supermarket.
8. Scale
9. Cash register
10. Play money
11. Toy telephone
12. Delivery truck

¹Some of these interactions take place when supermarket workers are on duty. Other interactions (e.g., items 7, 8, 9, 10, 11) take place when a supermarket worker is on a break from his job or is off duty.

Workers on the farm, in the wholesale market and transportation industries also interact with other workers in the community, when they are on the job and when they are off duty. It is not necessary to specifically enumerate these interactions, since the above list is an example of the kinds of interactions that take place in the dramatic play community.

Farm

1. Play fruit and vegetables
2. Seeds
3. Dirt or sand in a large flat container; or paper or cloth on the floor to represent soil
4. Toy tractor, plow, and other toy farm machines
5. A few toy farm animals
6. Farm truck
7. Barn

Wholesale Market

1. Box to represent the wholesale market
2. Small containers, such as strawberry boxes, for the play produce
3. Truck
4. Play money

Transportation Industries

1. Ship
2. Blue paper on the floor for the harbor
3. Truck
4. Train
5. Airplane
6. Tagboard signs for various states and countries
7. Play produce

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Pupils will be able to bring some of the props from home. Directions for constructing a delivery truck, a farm truck, and a barn are found in this section of the guide.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE SUPERMARKET AND IN RELATED OCCUPATIONS

The supermarket is one of the centers set up in the arranged environment to introduce the study of the community. The teacher uses desks or a table, bookcases or boxes to set up this market. She arranges empty containers, cartons, and bottles in a disorganized way on the shelves or boxes. As the children play in the market, some of them begin to organize the food into departments. When the teacher introduces lessons on the supermarket into the social studies program, she begins with more information on departments.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Learning about departments in the supermarket	
Looking at flat pictures which show different departments in the supermarket (e.g., frozen foods; snacks and candy; meat; dairy; produce)	<u>Supermarket Helpers.</u> S.V.E. pictures "Customer Service," "Packaging Produce," "Preparing Meat," "Store Dairy Manager"
Reading charts on films	Charts in this section of guide
Looking at films which show different departments in the supermarket	<u>The Food Store</u> <u>Behind the Scenes at a Supermarket</u>
Looking at filmstrips which show different departments in the supermarket	<u>The Grocer</u> <u>Supermarket Workers</u>
Looking at pictures in books of different departments	Pictures throughout these books: Bendick. <u>The First Book of Supermarkets</u> Goodspeed. <u>Let's Go to a Supermarket</u> Pope. <u>Your World, Let's Go to the Supermarket</u>

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of workers in the supermarket and related occupations. The lessons will not necessarily occur in the sequence presented here.

Lessons and ActivitiesSources of Information
and Comments

Deciding which departments to put in the dramatic play supermarket (e.g., frozen foods; coffee and tea; cookies, crackers, and snacks; canned soups; meat; dairy; produce; soap); making labels to put on shelves for these departments

Bringing in more empty containers, boxes, bottles, cans, and cartons for the supermarket; sorting them into various categories or departments found in the supermarket

Bringing in cardboard meat trays; drawing pictures of meat and pasting pictures onto the trays for the meat department; wrapping meat trays with saran wrap

Discussing items other than food sold in the supermarket (e.g., soaps, magazines, cooking utensils, dishes, sewing supplies, paper supplies, cosmetics)

Looking through magazines; cutting out pictures of various foods and items sold in the supermarket; categorizing the pictures into departments and making a mural or book of various departments in the supermarket

Cutting our pictures on teacher-prepared dittoes of foods and other items sold in the supermarket; sorting the pictures and pasting them on papers divided into sections representing different departments in the supermarket

Drawing pictures of the different departments in the supermarket

As pupils set up the departments in the supermarket, they complain that they don't have any produce.

2. Making produce for the supermarket

Looking at real produce and deciding which produce to make

Lessons and Activities

Making papier-mache produce; putting rocks inside the papier-mache produce so that it can be weighed in the market in dramatic play

Making clay produce instead of papier-mache produce (if firing is not possible, mixing glue in clay before making fruits and vegetables)

Painting produce

In addition to papier-mache or clay produce, bringing in play fruits and vegetables purchased at toy stores

Learning that produce buyers in the real supermarket buy some produce directly from nearby farms and orchards and some produce from wholesale markets in the area

Sources of Information and Comments

Goodspeed. Let's Go to a Supermarket, pp. 18-19
Information on back of flat picture "Packaging Produce," from Supermarket Helpers.
S.V.E. picture set

3. Learning about farmers growing vegetables and fruits¹

Looking at one or more films that show the process whereby the farmer grows fruits and vegetables

Learning that airplanes dust the crops

Learning that trucks and trains take some fresh fruit and vegetables to other parts of the country

Learning that some farmers take their crops by truck to the wholesale market

Looking at one or more filmstrips on farms

Learning that some farmers sell their crops at a roadside stand; looking at a

Food for the City: Produce Truck Farm From Truck Farm to Store

The Story of Fruits and Vegetables
Truck Farming
Living on a Farm

¹In the Frank Porter Graham Project a small farm and wholesale market were set up in dramatic play mainly to show pupils the sources of the produce in the supermarket. Only a few books, filmstrips, and films on the farm and wholesale market are listed in this guide, since these topics were studied only briefly in this project. This curriculum guide does not include an entire unit on the farm and wholesale market. The teacher can obtain complete curriculum guides on these topics, if she wishes to teach more about them.

Lessons and Activities

picture of a roadside stand in a book and in the filmstrip Living on a Farm

Learning about the machines the farmer uses

Listening to the teacher read about machines on the farm (e.g., tractor, manure spreader, plow, harrow, cultivator); looking at pictures of machines in books

Bringing in toy tractors, plows, and other farm machines for use in the dramatic play farm

Learning about animals on the farm¹

Looking at a film and a filmstrip

Reading or listening to the teacher read one or more books on the farm

Deciding to set up a farm and a wholesale market in dramatic play

Putting dirt or sand in a large flat container for crops in dramatic play; bringing some "seeds" to plant in dramatic play; using toy farm machines brought by the children; using play food for crops, either purchased in toy stores or brought by children; adding a truck and a barn with a few toy farm animals

Setting up a box for the wholesale market with small containers for the produce
(continued)

Sources of Information and Comments

Lenski. The Little Farm, p. 32

Lenski. The Little Farm, pp. 18-25

Nathan. I Know a Farmer, pp. 21-23, 30-31

Sootin. Let's Go to a Farm, pp. 17-24

Farm Animals (filmstrip)
One Day on the Farm (film)

See books listed in the bibliography in this section, and other books on the farm found in the library.

¹ In the Frank Porter Graham Project the dramatic play farm mainly featured the growing of vegetables. A barn and a few animals, for the farmer's personal use, were included as props in dramatic play. The Frank Porter Graham Project did not include the study of the dairy, although the teacher could, if she wishes, include a dairy in the dramatic play community, and teach about dairy workers and the process of getting milk to the supermarket.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
brought by the farmer; adding a truck and play money	
4. Learning about the wholesale market	
Learning that the farmers bring fresh vegetables and fruits in trucks to the wholesale market	
Looking at films which show farmers bringing fresh vegetables and fruits in trucks to the farmers' market or the wholesale market	<u>Food for the City: Produce Truck Farm</u> <u>From Truck Farm to Store</u> <u>The Story of the Wholesale Market</u>
Learning that not all produce is obtained locally; that much produce comes to the wholesale market from other states and countries and is brought by truck, train, ship, and airplane (e.g., potatoes from Idaho, apples from Washington, bananas from Central America, oranges and other citrus fruit from Florida)	Greene. <u>I Want to Be a Storekeeper</u> , pp. 12-15, 22 Goodspeed. <u>Let's Go to a Supermarket</u> , pp. 19-21 Henroid. <u>I Know a Grocer</u> , pp. 38-39
Looking at pictures in books of ships, trucks, and trains that carry produce from other states and countries	Cameron. <u>The Big Book of Real Trains</u> , pp. 20-21 Hamilton. <u>The First Book of Trains</u> , p. 8 Talmadge. <u>Let's Go to a Truck Terminal</u> , p. 29 Zaffo. <u>The Big Book of Real Boats and Ships</u> , p. 8
Looking at parts of filmstrips which show that fresh fruits, vegetables, and other food come from long distances on trucks, trains, and airplanes	<u>Our Food and Clothing</u> <u>The Story of Fruits and Vegetables</u>
In dramatic play pupils can dramatize getting produce from other states and countries. Pupils can pretend that different places inside or outside of the classroom dramatic play area represent different countries or states. The teacher or pupils can make tagboard signs of the names of countries and states, and place these signs on the wall with play produce in front of them. For example, the teacher or pupils can place play apples by the tagboard sign "Washington;" play oranges and lemons by the sign "Florida;" play bananas by the sign "Guatemala;" play pineapples by the sign "Hawaii." Pupils can put blue paper to represent harbors on the floor or ground, and the toy ships can bring produce from Guatemala and Hawaii back to the harbor in the United States. At the harbor pupils can load a truck with pineapples and bananas, and the truck can take this produce to the wholesale market.	

Lessons and Activities

Pupils can also dramatize a truck or train getting apples from Washington and citrus fruit from Florida and taking them to the wholesale market. (In Raleigh trains go right by the wholesale market.) Pupils can also dramatize an airplane getting produce from different areas, and landing at the home airport. At the airport pupils can load a truck with the produce and take it to the wholesale market.

Learning from a film that sometimes the U. S. Government Inspector looks at produce in the wholesale market to make certain it is not diseased

Making a form for the inspection of produce in the dramatic play wholesale market

Learning that grocers and buyers from the supermarket come to the wholesale market and buy produce

5. Learning more about various trucks which bring produce, groceries, and other items to the supermarket

Looking at pictures of trucks in filmstrips

Looking at pictures of trucks in books

Noting pictures in Preston of workers unloading a truck at the rear of the supermarket

Deciding to load a truck with produce at the wholesale market in dramatic play, and to unload this truck at the rear of the supermarket

As pupils play in the supermarket, the teacher notices that they don't know how much to charge for the various items.

6. Learning about prices of food and other items sold in the supermarket

Sources of Information and CommentsThe Story of the Wholesale Market

Sample form in this section of guide

Bendick. The First Book of Supermarkets, p. 9
Greene. I Want to Be a Storekeeper, p. 22

The Grocer Supermarket Helpers

Bendick. The First Book of Supermarkets, pp. 10-11
Goodspeed. Let's Go to a Supermarket, p. 31
Greene. Truck Drivers, What Do They Do? pp. 32-33
Henroid. I Know a Grocer, pp. 16, 23, 31
Preston. Greenfield and Far Away, pp. 37-38

Lessons and Activities

Looking at a flat picture of a clerk putting prices on stock

Looking at a picture in a book of a stock clerk marking prices on boxes of cereal

Bringing in local newspaper advertisements of food; noting prices on food

Noting prices when they go to the supermarket with their mother or another adult

Discussing some of the factors the store manager considers in deciding prices (e.g., prices charged by the competition; prices needed to make a profit; prices as means of attracting customers)

Deciding on prices of food and other items in the supermarket in dramatic play; using a magic marker and masking tape strips to put prices on containers, bottles, cartons, and cans in the supermarket

As pupils put prices on items in the supermarket, some pupils mention charging tax.

7. Discussing tax

Looking at a film which shows the use of taxes in the community (e.g., paying for the police station, street lights, parks and playground equipment)

What Our Town Does for Us

Discussing workers in the community paid with tax money (e.g., policemen, firemen, librarians)

Reading a teacher-prepared chart on tax

Chart in this section of guide

Deciding to charge tax in the supermarket in dramatic play; deciding to charge 2 cents tax on every item¹

¹The teachers in the Frank Porter Graham Project decided not to introduce a tax table, since it was too difficult for many primary pupils.

Lessons and Activities

Dramatizing a customer buying an item in the supermarket; paying the price marked on the item plus two cents tax; choosing a cashier and customer

As the teacher observes the dramatic play, she notes that the pupils have difficulty making correct change.

8. Learning about making change

Looking at a flat picture of a checker at the cash register

Looking at pictures in books of a checker or cashier at the cash register

Learning how to use the toy cash register

Learning about various coins; participating in arithmetic lessons on making change

Dramatizing a customer buying an item in the supermarket, paying for it and receiving change; choosing a clerk and a customer

9. Learning about various workers in the supermarket

Looking at workers pictured in films

Looking at workers pictured in a filmstrip

Looking at flat pictures of various workers

Sources of Information and Comments

Suggested props: some cartons and containers from the supermarket; play money, cash register

Supermarket Helpers. S.V.E. picture "Checking Out an Order"

Bendick. The First Book of Supermarkets, p. 33

Henroid. I Know a Grocer, p. 46

Pope. Your World, Let's Go to the Supermarket, p. 29

Using play money in lessons; referring to lessons on money in arithmetic books used in local school district

Suggested props: some containers and cartons from the supermarket; cash register, play money

Behind the Scenes at a Supermarket
The Food StoreSupermarket Helpers

Supermarket Helpers. S.V.E. pictures "Checking Out an Order," "Packaging Produce," "Preparing Meat," "Serving Produce Customers," "Stocking Shelves," "Store Dairy Manager," "Unloading Products"

Lessons and Activities

Reading or listening to the teacher read about workers in one or more books; looking at workers pictured in books (e.g., manager, stock clerk, price marker, checker or cashier, bagger, carryout boy, butcher)

Deciding which workers they need in their supermarket (e.g., manager, stock clerk, cashier, delivery boy, meat cutter, meat wrapper); discussing the duties of the different workers; deciding that since the dramatic play store is small, one person will have several jobs

Learning that at night the store manager deposits the money from the cash registers in the bank

As the teacher observes the dramatic play, she notices that most pupils do not know how to use the scale and that some pupils are weighing boxes and jars on the scale.

10. Learning about measurement in the market and how to use a scale

Viewing part of a film

Learning that produce is weighed on the scale; learning how to use the scale

Looking at a flat picture of a produce manager weighing produce on a scale

Weighing real produce; figuring out the cost by pound

Weighing papier-mache and clay produce in the dramatic play supermarket; figuring out the cost by pound

Sources of Information and Comments

Bendick. The First Book of Supermarkets, pp. 14-16, 38-39
Workers pictured throughout these books:

Goodspeed. Let's Go to a Supermarket

Pope. Your World, Let's Go to the Supermarket

Bendick. The First Book of Supermarkets, p. 39

Measurement in the Food Store
(This film is for intermediate grades, but primary pupils can understand the first part of it.)

Supermarket Helpers. S.V.E.
picture "Serving Produce Customers"

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Looking at pictures of pint, quart, and gallon milk cartons	<u>Supermarket Helpers.</u> S.V.E. picture "Store Dairy Manager" <u>Pope. Your World, Let's Go to the Supermarket</u> , pp. 18-19
Bringing in milk cartons of various sizes and learning about half pints, pints, quarts, half gallons, and gallons	
11. Taking a trip to the supermarket	
Listening to the teacher read a book before the trip	<u>Pope. Your World, Let's Go to the Supermarket</u>
Discussing various parts of the supermarket, such as the checkout counter, storeroom, unloading platform, and different departments	
Reading a chart before the trip	Sample chart in this section of guide
Taking the trip and looking at various departments in the store; noting sale signs, scales, prices, cash registers, various workers; looking at the storeroom and, if possible, watching workers unload food from trucks	Sample checklist in this section of guide
On return from the trip, writing thank-you letters or stories; making pictures or a mural	
Discussing the supermarket trip in terms of what they need in their dramatic play supermarket	
<i>In the post-play discussions pupils often complain that few customers come to the store.</i>	
12. Solving the problem of how to attract customers to the dramatic play supermarket	
Making hypotheses concerning what will attract customers to the dramatic play supermarket (e.g., having sales; making sale signs; giving food stamps; advertising)	Sample chart in this section of guide
Testing the hypotheses (e.g., making signs and advertisements for the supermarket; checking if these signs and advertisements result in more customers)	Sample pictures of signs in Goodspeed, pp. 4-7

SAMPLE SPELLING WORDS

1. market
2. supermarket
3. store
4. manager
5. classify
6. department
7. meat
8. produce
9. candy
10. scale
11. checker
12. cash register

Sample charts to be
read before films

Film: Behind the Scenes at a Supermarket

Trucks bring food to the back of the supermarket.
The produce truck brings vegetables and fruit.
Vegetables and fruit are cleaned in the store.

A truck brings canned foods.
Canned foods are kept in a storage room.
Prices are put on cans before they are put on shelves.

A truck brings frozen food.
Frozen food is kept in a cold room.

Meat is kept in a cold room.
Meat is cut in the meat cutting room.
Meat is wrapped and weighed.

Who works in the market?

A manager
A cashier or checker
Stock clerks
Meat cutters

Signs are made for sales.
What do we need in our supermarket in our community?

Film: Food for the City: Produce

Fruits and vegetables are called produce.

The farmer plants seeds.
When it is time, the farmer harvests his crops.
The farmer takes much of his fresh produce to the wholesale market.

Sometimes produce, such as carrots, are taken to a processing plant.
At the processing plant, some of the carrots are washed and sliced.
They are frozen and sealed in bags.
Some of the whole fresh carrots are put into bags.
The carrots in the bags are weighed.
The processing company sends the carrots in bags to the wholesale market.

Buyers from large grocery stores come to the wholesale market.
They buy produce to sell in their stores.

Film: The Food Store

A boy and girl go shopping with their mother.
They have a shopping list.
They go to the canned food department.
There are prices on the shelves.
There are prices on cans.

They go to the dairy department.
What can they buy in the dairy department?

They go to the meat department.
There is a storage room for the meat.
The grocer weighs the meat.
He wraps it in plastic and puts a price on it.

They go to the produce department.
The grocer weighs the produce.
He wraps it in plastic and puts a price on it.

They go to the frozen food department.
Do they go to other departments in the store?

The cashier or checker checks out the food and makes change.
Who else works in the store?

Outside the store there is the sign "parcel pick-up."
Where else do we use the word "parcel" in our community?

We need a meat department.
We need prices.
We need to weigh our produce.
What else do we need in our store?

Sample charts to be
read before films

Film: Measurement in the Food Store¹

Mother, Father, Jim, and Sue go to the store.
See the signs in the store.
Jim and Sue are going to have a party.

They weigh the produce.
They see if the melons are large or small.
They weigh the potatoes.
They use a scale and find out how many pounds the potatoes weigh.

They buy oranges by the dozen.
How many oranges are there in a dozen?
Sometimes they buy oranges by the pound.

Film: One Day on the Farm

Daisy the cow is missing.
Kenny goes to look for Daisy.
Daisy is going to have a calf.

Father milks the cows with an electric milking machine.
The milk truck comes to pick up the milk to take to the city.
Milk is bottled, made into ice cream and cheese in the city.

The cows go back to the pasture.
Mrs. Lane feeds the chickens and gathers eggs.

Farmer Lane takes hay to the pasture.
Corn is cut to feed the cows during the winter.

Daisy has her calf.

¹This film is for intermediate grades, but primary pupils can understand the first few minutes of it. This chart refers only to the first part of the film.

Sample charts to be
read before films

Film: The Story of the Wholesale Market

All night big trucks bring produce from the farm to the city.
These trucks take produce to the wholesale market.
Very early in the morning trucks bring tomatoes, corn, lettuce, potatoes, apples,
and other produce to the wholesale market.
The U. S. Government Inspector looks at the produce to make sure it has no
disease.

Men come from grocery stores to buy the produce.
Trucks are loaded with produce for the grocery stores.
Ice is put on the produce to keep it cold.

The wholesale market has its own sanitation department to clean the market.

Film: The Truck Farm

Vegetables are raised on a truck farm.
Work begins early in the morning.
The farmer milks the cow.

A tractor is the most important machine on the truck farm.
It gets the soil ready for planting vegetables.
The farmer uses the tractor to fertilize the soil.
He dusts crops with chemicals.

Plants need water and sunshine.

The farmer harvests his vegetables.
He takes fresh vegetables to the farmers' market.
The farmers' market is another name for a wholesale market.
Grocers buy fresh produce there.

Some fresh vegetables travel by truck and train to other parts of the country.
Some vegetables are made into canned foods.
Some vegetables are made into frozen foods.

Sample charts to be
read before films

Film: From Truck Farm to Store

A truck farm grows fruits and vegetables.

The farmer plows the soil.

He puts in fertilizer.

He plants seeds and small plants.

He puts water on the plants.

He sprays the plants to protect them from disease.

Some airplanes dust crops.

Fruits and vegetables are put on trucks and trains.
They are taken to the wholesale market.

Trucks take fruits and vegetables to the stores.
People buy the fruits and vegetables.

Film: What Our Town Does for Us

The government makes money by taxing people.

Billy pays \$1.00 for a license tag for his bike.

The \$1.00 is a tax.

We all pay taxes.

Where do we pay taxes in our community?

We pay taxes in the supermarket in our community.

Taxes pay for cleaning streets.

Taxes pay for repairing streets and putting in new streets.

Taxes pay for all the fire equipment.

Taxes pay for the firemen.

Taxes pay for water pipes.

Taxes pay for street lights.

Taxes pay for policemen.

Taxes pay for the police station.

Taxes pay for parks.

Taxes pay for repairing swings and for other playground equipment.

Taxes pay for the mayor.

Our Trip to Byrd's Food Center

We will see signs in front of the store.
We will see four cash registers and scales at the checkout counters.

What departments will we see?

We will see these departments:

1. produce (apples, lettuce, tomatoes, carrots, etc.)
2. canned juices
3. canned soups
4. cookies, crackers, and snacks
5. dairy (milk, eggs, cheese, butter, etc.)
6. frozen foods
7. coffee and tea
8. meat
9. candy
10. school supplies

Are there other departments we will see?

Problem: What Can We Do to Get More Customers in Our Store?¹

1. We can have a big sale--Laurin
2. We can advertise in a newspaper--Wade
3. We can make some signs such as:

BIG SALE or **STORE AHEAD** --Jonathan

4. We can make arrows to the store--Michael



¹This chart was produced in a problem-solving lesson.

Sample chart prepared by the
teacher or dictated by pupils

Tax

We will pay tax at our store.

We will pay 2¢ tax when we buy food and other things at the store.

Frozen orange juice costs 10¢.

Tax is 2¢.

How much will we pay for the orange juice?

We will pay 2¢ tax at the restaurant.

We will pay 2¢ tax at the service station.

We will use the tax money to pay for the mayor, the librarian, the policemen,
and the firemen.

TRIP TO THE SUPERMARKET

1. signs _____
2. prices _____
3. scale _____
4. produce department _____
5. dairy department _____
6. meat department _____
7. frozen food department _____
8. candy department _____
9. coffee, tea department _____
10. cookies, crackers department _____
11. stock clerk _____
12. cashier _____
13. manager _____
14. trucks _____
15. storeroom _____

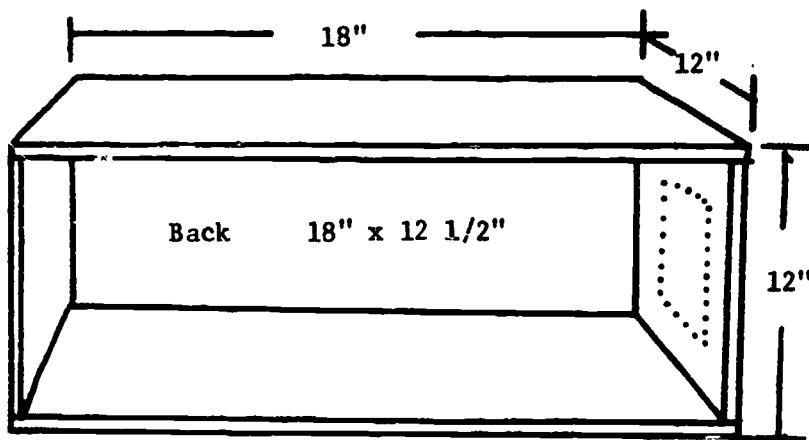
WHOLESALE MARKET¹

	Good	Bad
1. apples		
2. carrots		
3. onions		
4. beans		
5. potatoes		
6.		
7.		
8.		
9.		

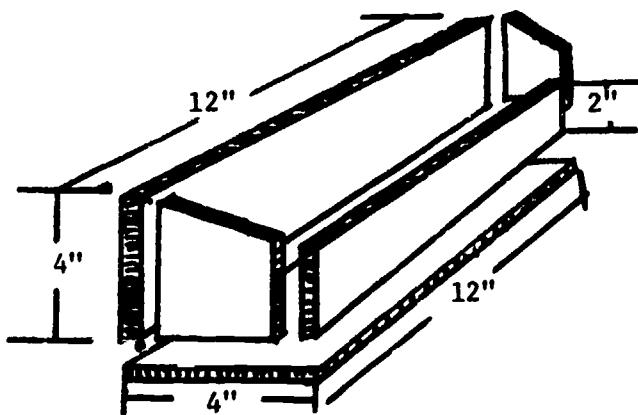
¹In dramatic play a worker in the wholesale market or the U. S. Government inspector inspects the produce, and then marks whether it is "good" or "bad" on his form.

CONSTRUCTION OF SMALL STORE WITH COUNTER SPACE¹

1. Use 1/4" plywood to make a box with one side open. When making the back end, always allow for the thickness of the top and bottom boards, since the back end is nailed over these boards. Therefore, the back end will be 12 and 1/2 inches rather than 12 inches in height, since the top and bottom boards are each 1/4" thick.

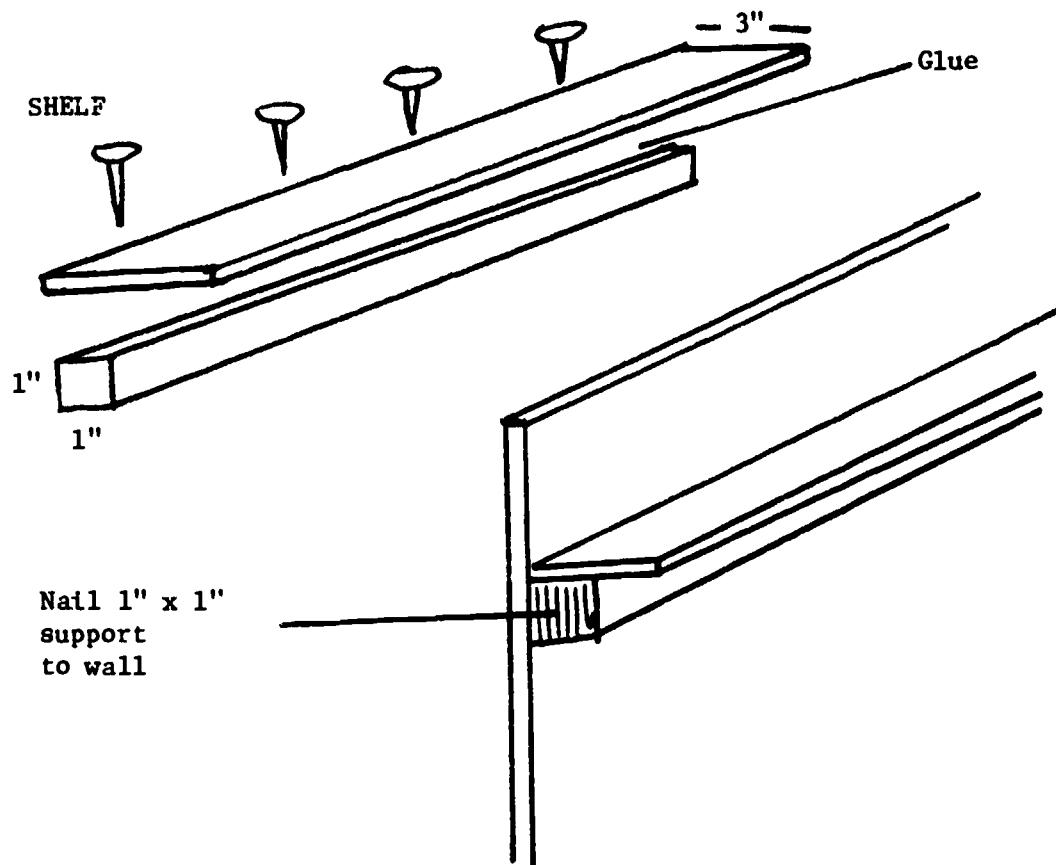


2. Make three counters. The size of these counters should conform to the dimensions of the store. Put one counter at each short end and the third counter at the back of the store.

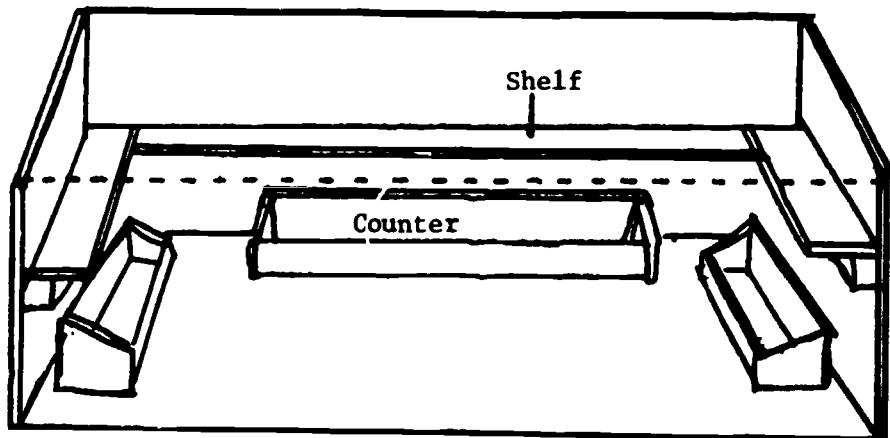


¹ If there is not room for a large store for dramatic play in the self-contained classroom, this small store can be constructed.

3. Make a row of shelves on the inside three walls. To make each shelf use a piece of 1/4" plywood, cut 3 inches wide and the length of the inside wall to which it will be attached. Nail each shelf to a piece of 1" x 1" of the same length. Nail each 1" x 1" to a wall as a support for the shelf.

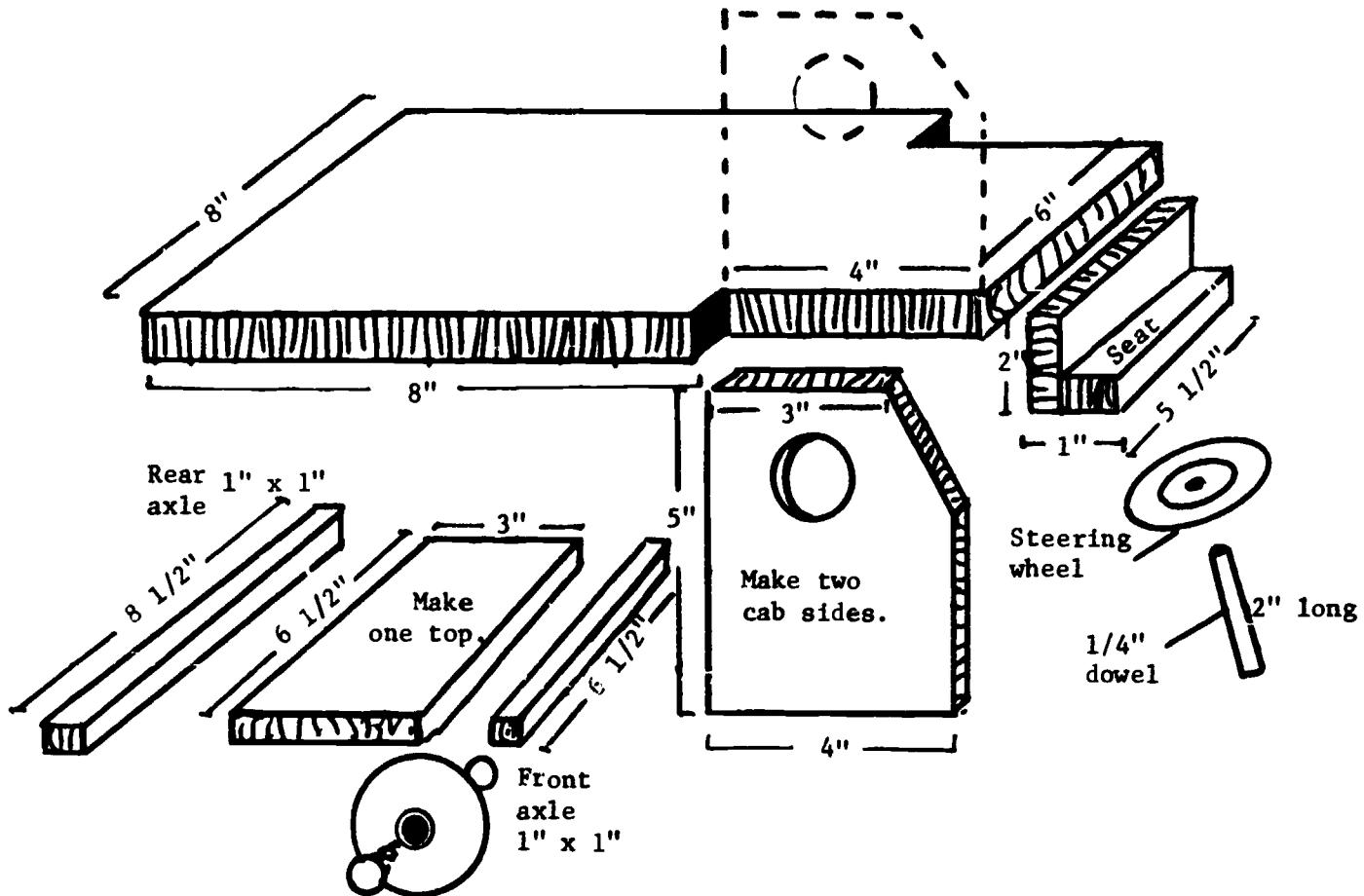


Top can be left off.

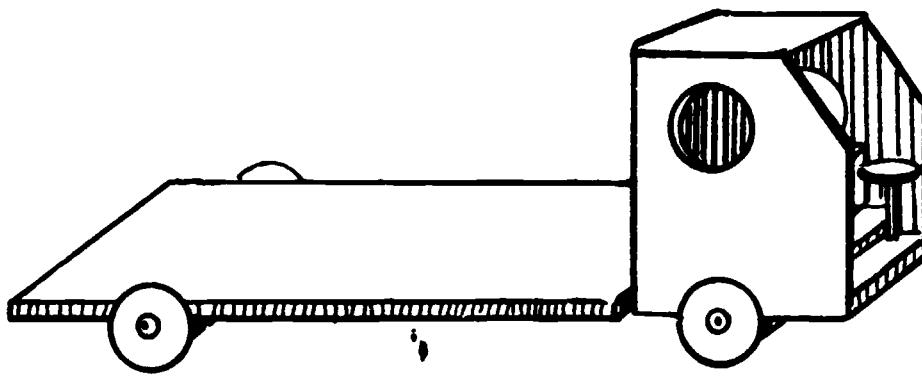


CONSTRUCTION OF A DELIVERY TRUCK

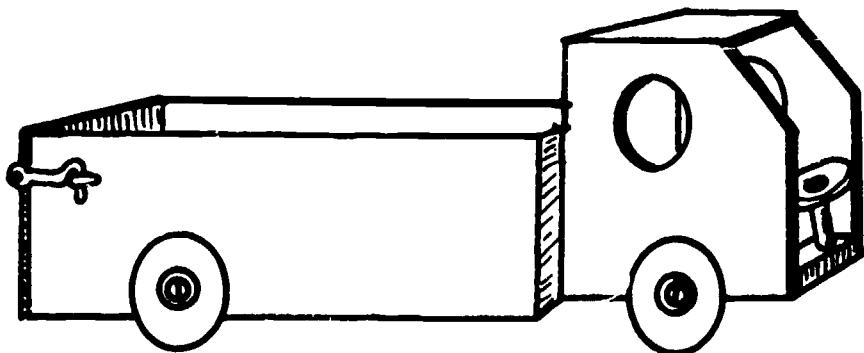
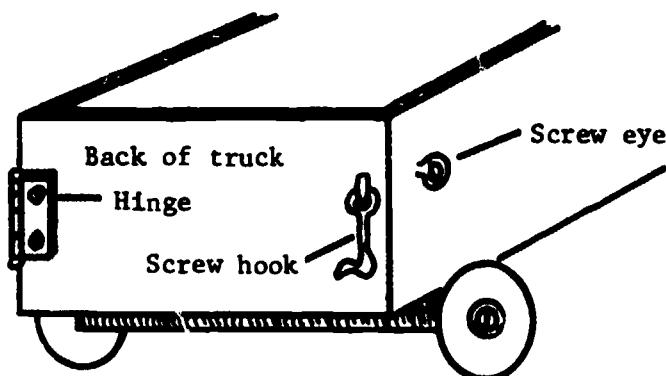
1. Make the bed and cab first. Cut a piece of 1" x 8" wood 12 inches long. At one end of this board cut out a section 1" x 4" from each side, leaving the end 6 inches wide. The cab will be put at this end. The sides and top of the cab are made of 1/4" plywood.



2. The assembled bed and cab of the truck look like this:

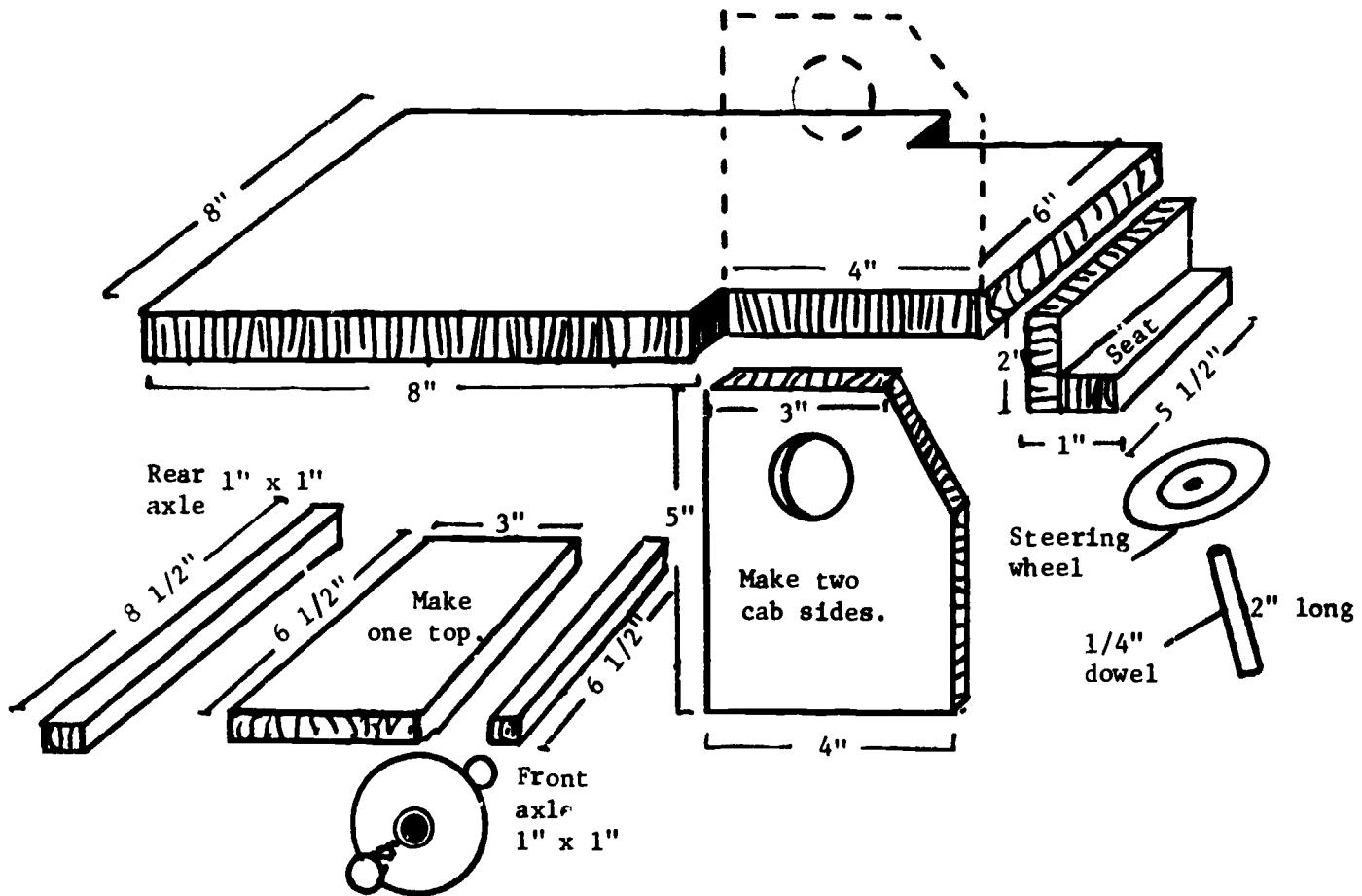


3. Make the sides of 1/4" plywood. Cut this plywood 8 inches long and 4 inches wide. Nail the sides to the bed of the truck. Glue before nailing. Make the back door of 1/4" plywood. Attach the door with leather or metal hinges. Attach a screw eye and hook to close the door.

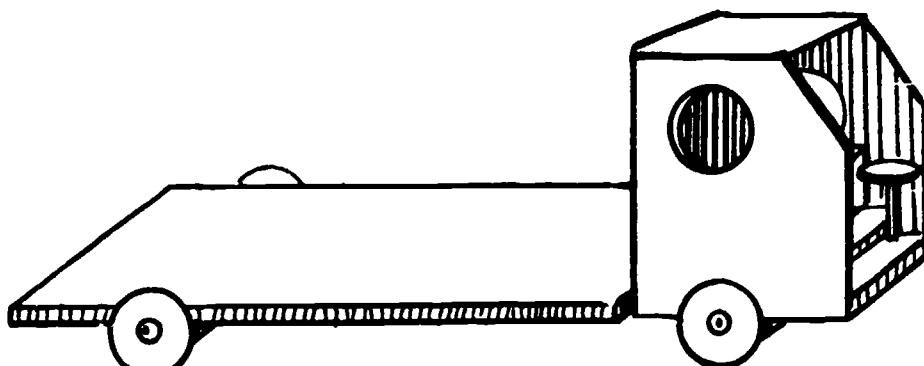


CONSTRUCTION OF A FARM TRUCK

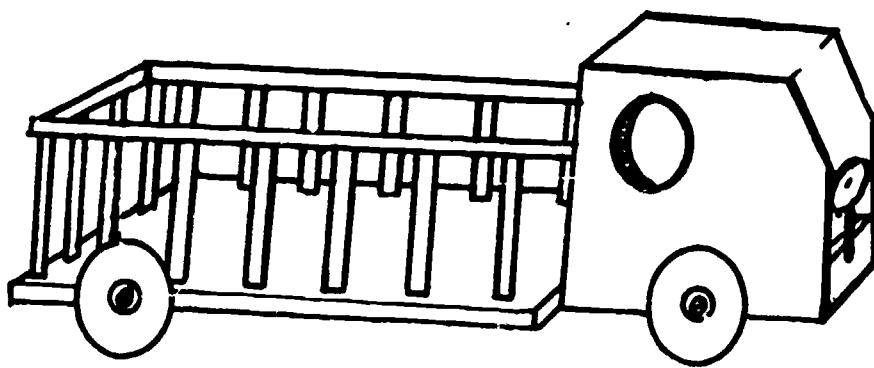
1. Make the bed and cab first. Cut a piece of 1" x 8" wood 12 inches long. At one end of this board cut out a section 1" x 4" from each side, leaving the end 6 inches wide. The cab will be put at this end. The sides and top of the cab are made of 1/4" plywood.



2. The assembled bed and cab of the truck look like this:

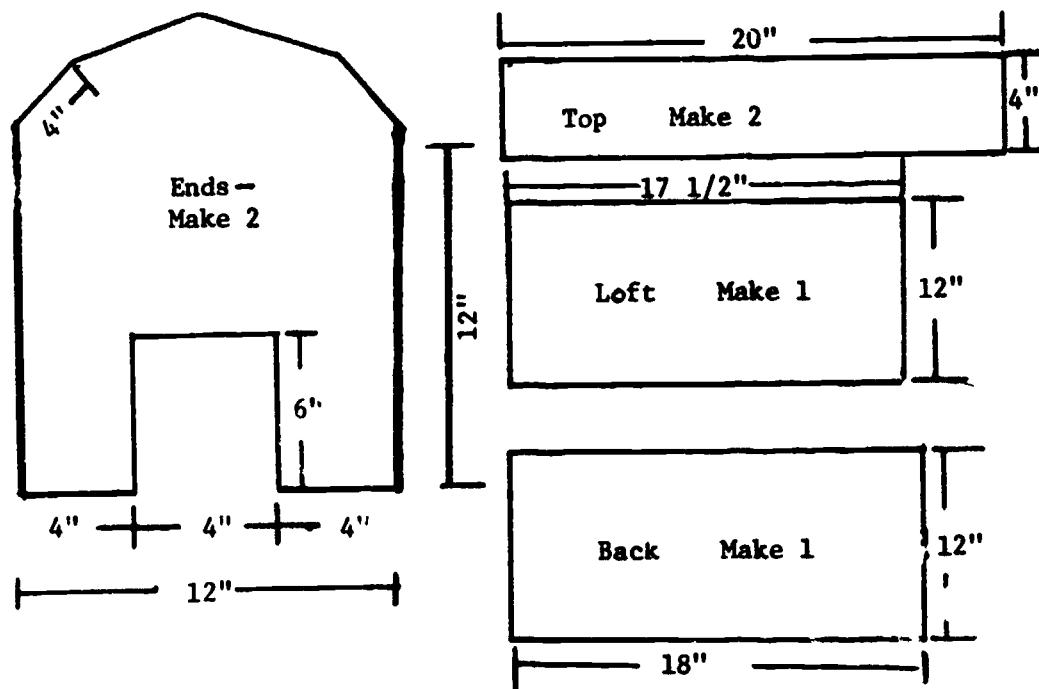


3. Make the sides and back end of 1/4" dowel rods. The top rail is made of 1" x 1" cut to the proper dimensions. Drill holes 1 inch apart in the top rail. Hammer in the 1/4" dowel rods. Then drill holes 1 inch apart in the bed of the truck and hammer in the dowel rods which have been attached to the top rail.

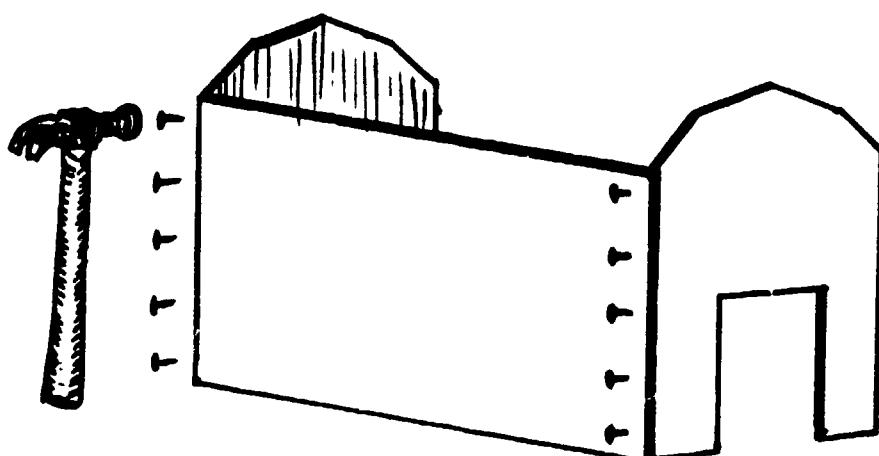


CONSTRUCTION OF A BARN

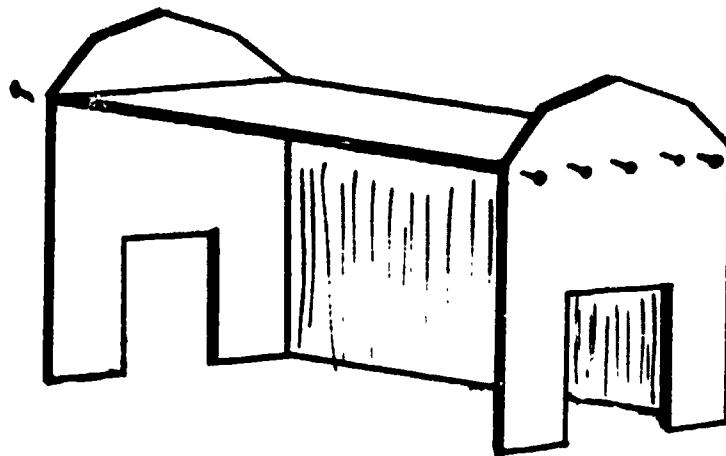
1. Cut out the pieces as described below from 1/4" plywood:



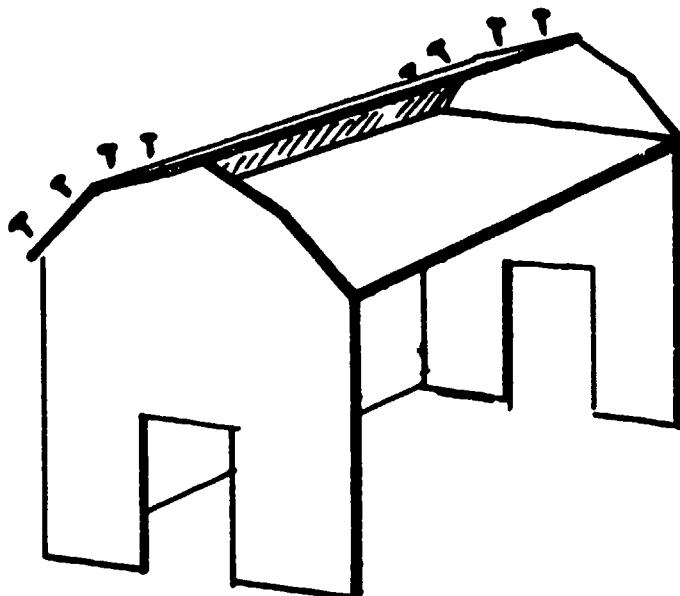
2. Nail the back to the two ends. Make sure to glue the seams before nailing.



3. Nail in the loft flush with the top edge of the back of the barn.



4. To make the roof, nail the two top pieces to the ends with one inch overhang at each end. Leave half of the loft open.



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Levenson, Dorothy. The Day Joe Went to the Supermarket. New York: Wonder Books, Inc., 1963.

Pope Billy N., and Emmons, Ramona Ware. Your World, Let's Go to the Supermarket. Dallas, Tex.: Taylor Publishing Co., 1966.

Preston, Ralph C.; Cameron, Mildred M.; and McIntosh, Martha. Greenfield and Far Away. Lexington, Mass.: D. C. Heath and Co., 1969, pp. 33-43.

More Difficult Reading Level, Supermarket

Bendick, Jeanne. The First Book of Supermarkets. New York: Franklin Watts, Inc., 1954.

Goodspeed, J. M. Let's Go to a Supermarket. New York: G. P. Putnam's Sons, 1958.

Henroid, Lorraine. I Know a Grocer. New York: G. P. Putnam's Sons, 1970.

Easy Reading Level, Farm

Collier, Ethel. I Know a Farm. New York: William R. Scott, Inc., 1960.

Greene, Carla. I Want to Be a Farmer. Chicago: Children's Press, 1959.

Lenski, Lois. The Little Farm. New York: Oxford University Press, 1942.

Lewellen, John. The True Book of Farm Animals. Chicago: Children's Press, 1954.

Nathan, Emily. I Know a Farmer. New York: G. P. Putnam's Sons, 1970.

More Difficult Reading Level, Farm

Sootin, Laura. Let's Go to a Farm. New York: G. P. Putnam's Sons, 1958.

Easy Reading Level, Transporting of Produce and Other Food

Greene, Carla. Truck Drivers, What Do They Do? New York: Harper and Rowe, 1967.

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Cameron, Elizabeth. The Big Book of Real Trains. New York: Grosset and Dunlap, 1949.

Hamilton, Russel. The First Book of Trains. New York: Franklin Watts, Inc., 1956.

Talmadge, Marian, and Gilmore, Iris. Let's Go to a Truck Terminal. New York: G. P. Putnam's Sons, 1964.

Zaffo, George J. The Big Book of Real Boats and Ships. New York: Grosset and Dunlap, 1970.

FILMS

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Behind the Scenes at a Supermarket. Film Associates of California and Josef Lesser, 1958. 10 min., sd., color, 16 mm.
Available: U. of Ill. \$4.05.

The Food Store (2nd Ed.). Encyclopaedia Britannica Educational Corporation, 1957. 13 min., sd., bw., 16 mm.
Available: U. of Ill. \$3.40.

Measurement in the Food Store. Coronet Instructional Films, 1964. 11 min., sd., bw., 16 mm.
Available: U. of Ill. \$2.60.

Farm

Food for the City: Produce. Film Associates of California, 1967. 11 min., sd., color, 16 mm.
Available: U. of Ill. \$4.35.

One Day on the Farm. Coronet Instructional Films, 1955. 11 min., sd., color, 16 mm.
Available: U. of Ill. \$4.05.

From Truck Farm to Store. Charles Cahill and Associates, Inc., 1965. 12 min., sd., color, 16 mm.
Available: U. of Ill. \$4.05.

The Truck Farm. Coronet Instructional Films, 1957. 11 min., sd., color, 16 mm.
Available: U. of Ill. \$4.05.

Wholesale Market

Food for the City: Produce. Film Associates of California, 1967. 11 min., sd., color, 16 mm.
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The Story of the Wholesale Market. Churchill Films and Dimension Films, 1964. 11 min., sd., color, 16 mm.
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Helpers #4).

Our Food and Clothing. Jam Handy Organization, 1966. 37 fr. (Our Community
Series Filmstrip #4).

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Helpers, Group 1).

Farm

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Living on a Farm. The Jam Handy Organization, 1966. 30 fr., color. (Our Community, Filmstrip 1).

The Story of Fruit and Vegetables. Society for Visual Education, 1965. 48 fr., color. (How We Get Our Foods).

Truck Farming. Eye Gate House, Inc., n.d. color. (The American Farmer and Our Food Supply).

PICTURES

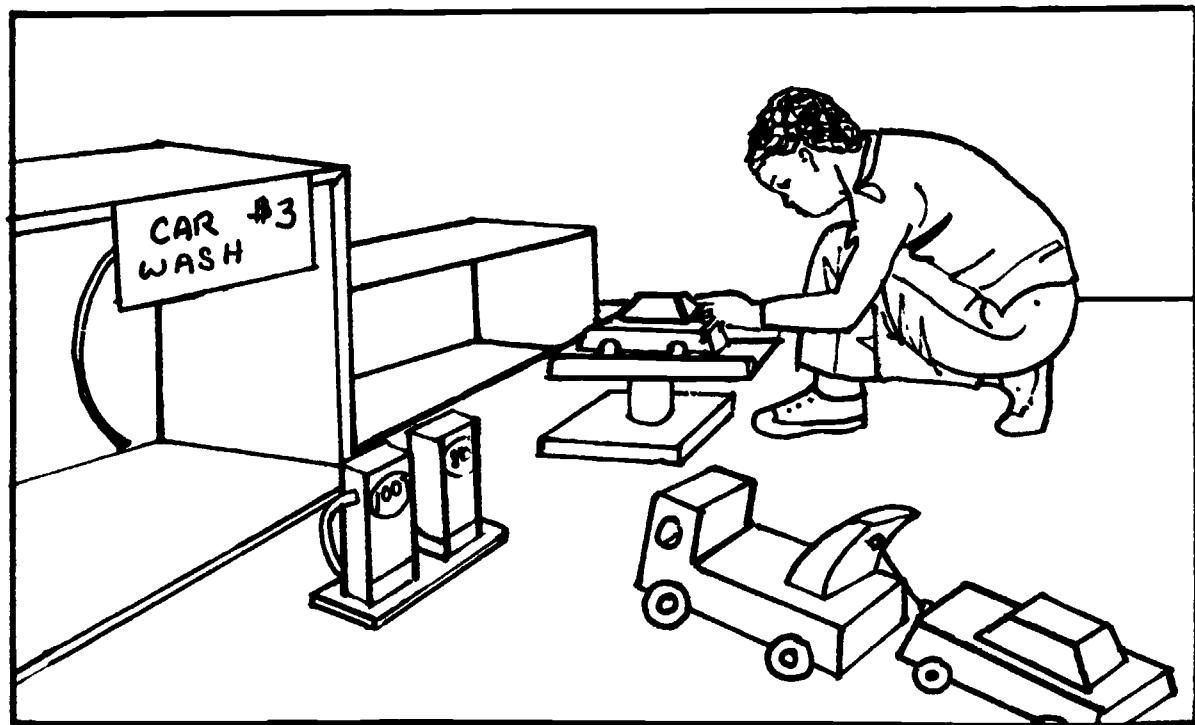
Supermarket

Supermarket Helpers. Chicago: Society for Visual Education, 1965. 8 color pictures, 15 x 21 in.

Farm

Farm and Ranch Animals. Chicago: Society for Visual Education, 1963. 8 color pictures, 13 x 18 in.

WORKING in the SERVICE STATION



DRAMATIC PLAY OF WORKERS IN THE SERVICE STATION

1. Selling "gasoline" and "oil"
2. Changing "tires" (i.e., hammering new wooden wheels onto the small cars to replace old wheels)
3. Selling new "tires"
4. "Putting air" in the tires
5. Washing cars
6. Towing cars into the service station
7. Putting cars on the lift; using a hammer, screw driver, wrench, and pliers to repair the cars
8. Giving directions to drivers on how to get to various places in the dramatic play community

INTERACTION OF WORKERS IN THE SERVICE STATION WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

1. Workers in the service station interact with workers in various occupations who bring their cars into the station.
2. A service station attendant may interact with policemen at the scene of an accident, when the attendant comes to tow the car away.
3. Workers in the service station interact with firemen when there is a fire or fire inspection at the station.
4. Workers in the service station deposit money, cash checks, and get change in the bank.
5. Workers in the service station buy stamps, mail letters and packages in the post office.
6. Workers in the service station buy groceries and other items in the supermarket.
7. Workers in the service station go to the restaurant.
8. Workers in the service station get physical examinations at the hospital.
9. Workers in the service station use police services.
10. Workers in the service station go to traffic court if they get a ticket.
11. Workers in the service station take trips on the airplane.

¹Some of these interactions take place when the workers in the service station are on duty. Other interactions (e.g., items 6, 7, 8, 9, 10) take place when a worker in the service station is on a break from his job or is off duty.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE SERVICE STATION¹

1. A small building to represent the service station
2. Gasoline pumps and an air pump (made out of dowel rods attached to a plywood base, with rubber tubing for the hose)
3. Lift
4. Tow truck
5. Tools (e.g., wrench, screw driver, pliers, hammer)
6. Rags
7. Tagboard, pencils, magic markers to make signs
8. "Tires" (i.e., wooden wheels to put on cars)²
9. Play money
10. Passenger cars

¹Directions for constructing a service station, lift, and tow truck are found in this section of the guide. Directions for constructing a passenger car are found in the "Department of Motor Vehicles" section.

²Wooden wheels in various sizes may be purchased from the King Wood Turning Company, 5416 Alhambra Avenue, Los Angeles, California, 90032.

**SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE SERVICE STATION**

The service station is one of the centers set up in the arranged environment to introduce the study of the community. As the teacher observes pupils working in this center, she notices that they often don't know what to do between customers for gasoline. The pupils need more information on the duties of workers in the service station.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Reading a chart on a film	Chart in this section of guide
Looking at a film which shows what a service station attendant does	<u>The Service Station</u>
2. Looking at a filmstrip which shows the duties of a service station attendant	<u>Service Station Attendant</u>
3. Listening to the teacher read or paraphrase one or more books about work in the service station (including the garage); looking at pictures in books of men at work	Baker. <u>I Want to Be a Service Station Attendant</u> , entire book Barr. <u>Ben's Busy Service Station</u> , entire book Beim. <u>Country Garage</u> , entire book Goodspeed. <u>Let's Go to a Garage</u> , paraphrase parts of books particularly applicable to activities in dramatic play Preston. <u>Greenfield and Far Away</u> , pp. 26-30 Williams. <u>I Know a Garageman</u> , paraphrase parts of books particularly applicable to dramatic play
Learning about the duties of a service station attendant (e.g., sells gasoline; puts water in the radiator; checks the oil; uses rags to clean the windshield and headlights; lubricates cars; puts air in tires, changes tires, and sells new tires; gives directions to drivers; sends a tow truck out for cars in need of repair)	
Learning that some service stations include a garage, and that a mechanic works in the garage; learning that the mechanic puts the car on a lift to give the car a checkup and to repair it	

NOTE

In the Frank Porter Graham Project pupils made only a brief study of workers in the service station. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play in the service station.

Lessons and ActivitiesSources of Information
and Comments

4. Discussing the service station in the dramatic play community

Deciding to have a garage and car wash in this service station

Deciding to make signs (e.g., "garage" and "car wash," and signs about the prices of gasoline and tires)

Deciding which tools and equipment are needed in dramatic play

Looking at pictures of tools and equipment used by a service station attendant and a mechanic

Looking at props which can be used as tools and equipment in the service station in dramatic play (e.g., gasoline pumps and air pump with hose; lift; pliers, wrench, screwdriver, hammer, rags; tow truck); learning to use the correct names to identify the tools and equipment

5. Discussing what the workers in the service station can do during dramatic play; deciding that they can do the following:

Change "tires" and sell new "tires"¹

Sell "gasoline" to customers

"Put air" in "tires"

Give directions to drivers

Pictures of tools and equipment in books listed above

List of props in this section of guide

¹Since the pupils don't have rubber tires for the wooden cars and trucks used in dramatic play, they will use wooden wheels as "tires." The pupils will use a hammer and nails to change these "tires."

Lessons and ActivitiesSources of Information
and Comments

Put a car on a lift and use a wrench and screwdriver to "repair" it¹

Use rags to wash cars

Drive the tow truck and tow cars in need of repair into the service station

6. Participating in a lesson to make a map of the dramatic play community for the service station attendant to use in giving directions

7. Dramatizing an accident in which a citizen or policeman calls the service station attendant who tows the car in for repair; choosing the roles of a worker in the service station, a policeman, and drivers of cars

8. Learning that a tank truck brings gasoline to the service station, and that the gasoline is stored in big underground tanks; looking at pictures in books of a tank truck and of a hose from the truck putting gasoline into an underground tank

9. Dictating an experience chart on what workers in the service station can do in dramatic play

Suggested props: passenger cars, traffic signs, masking tape roads; police car, police hat; telephones, tow truck; lift, wrench, screwdriver for repairing cars

The Service Station (film)

Barr. Ben's Busy Service Station,

pp. 22-25

Goodspeed. Let's Go to a Garage,

pp. 12-13

NOTE

The dramatization in this section is part of a social studies lesson to prepare pupils for dramatic play. It involves only a few pupils with the rest of the class observing. This dramatization gives pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

¹In the Frank Porter Graham Project the teachers asked a carpenter to cut small pieces of thin plywood into shapes such as rectangles and hexagons. Then the teachers nailed two or three of these small pieces of plywood onto the bottom of each car used in dramatic play. Pupil mechanics used wrenches to turn these pieces of wood in "repairing" the cars. The teachers also put two or three screws on the bottom of each car, and the pupil mechanics used screwdrivers in "repairing" the cars.

Lessons and ActivitiesSources of Information
and Comments

10. Discussing the energy crisis and the need to conserve gasoline; discussing ways people can conserve gasoline (e.g., walk; use car pools, buses, trains, bikes)

Deciding that in dramatic play each pupil will not have his own car, but that two or three pupils will share the same car

SAMPLE SPELLING WORDS

1. gasoline
2. service
3. station
4. car
5. lift
6. repair
7. change
8. tire
9. tow
10. truck

Film: The Service Station

Long ago there were few service stations, because there were few cars.
Today there are many service stations, because there are many cars and trucks.

Big tank trucks bring gasoline to the service station.
There are big storage tanks underground where the gasoline is kept.
The underground tanks hold enough gasoline for many cars.

The service station attendant sells gasoline.
He checks under the hood of the car.
He checks the oil.
He uses a water hose to put water in the radiator.

The service station attendant uses an air guage to check the air in the tires.
He puts air in the tires.

The service station attendant uses a rag to wash the windshield.

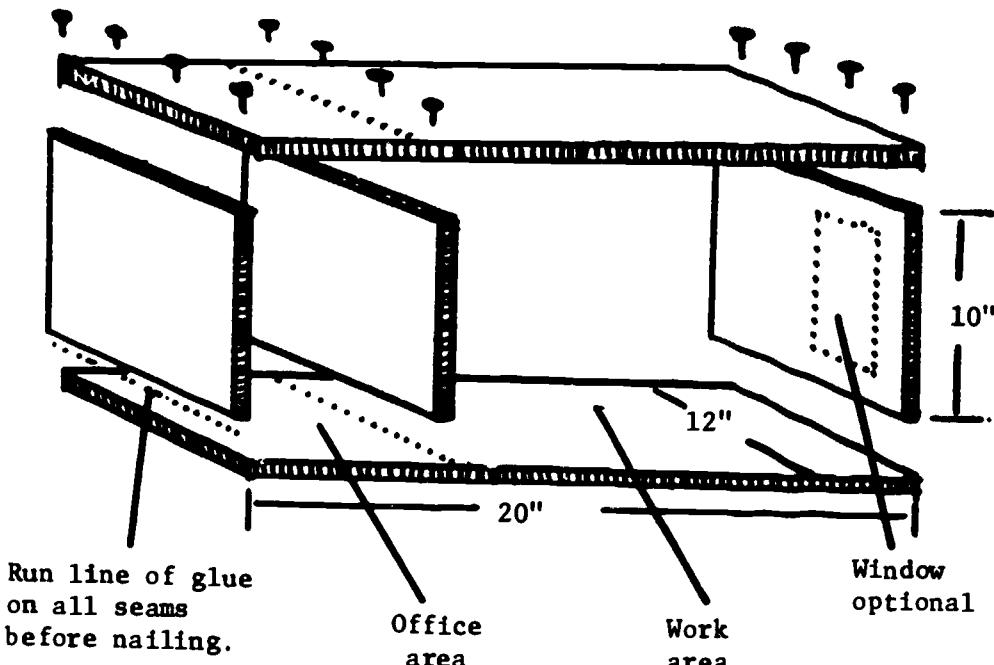
The service station attendant needs to get under the car to lubricate the car.
He puts the car on a rack or lift that raises the car.
He lubricates the car with a grease gun.

What tools and equipment does the service station attendant need?

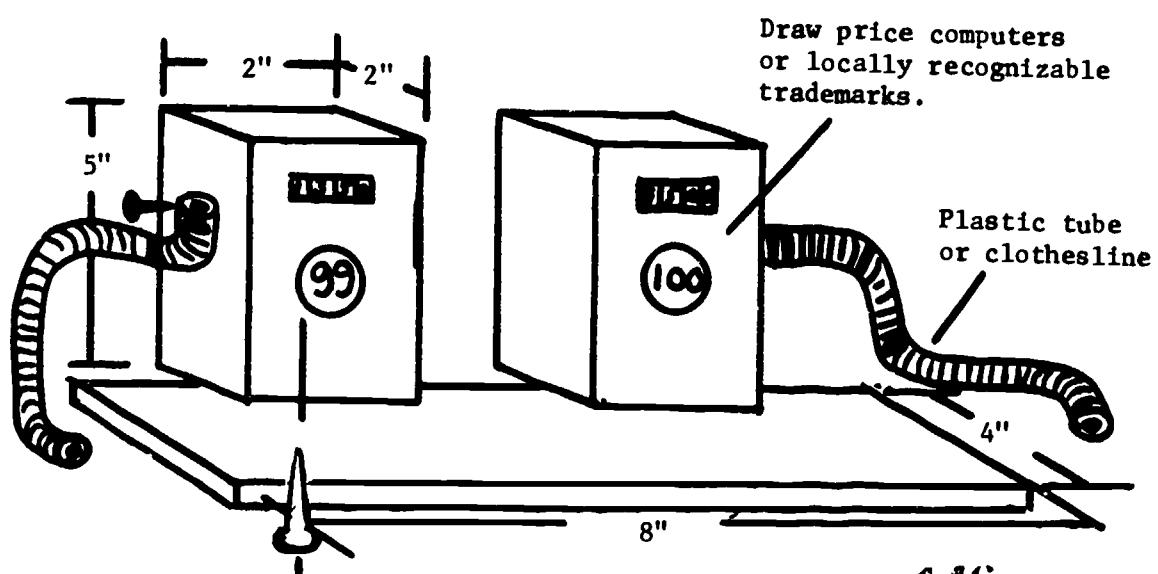
What will the service station attendant in our dramatic play community do?

CONSTRUCTION OF A SERVICE STATION

1. Make building of 1/4" or 1/2" plywood. Use Elmer's Glue on seams and nail with 3/4" brads (for 1/4" plywood) and 1" brads (for 1/2" plywood).

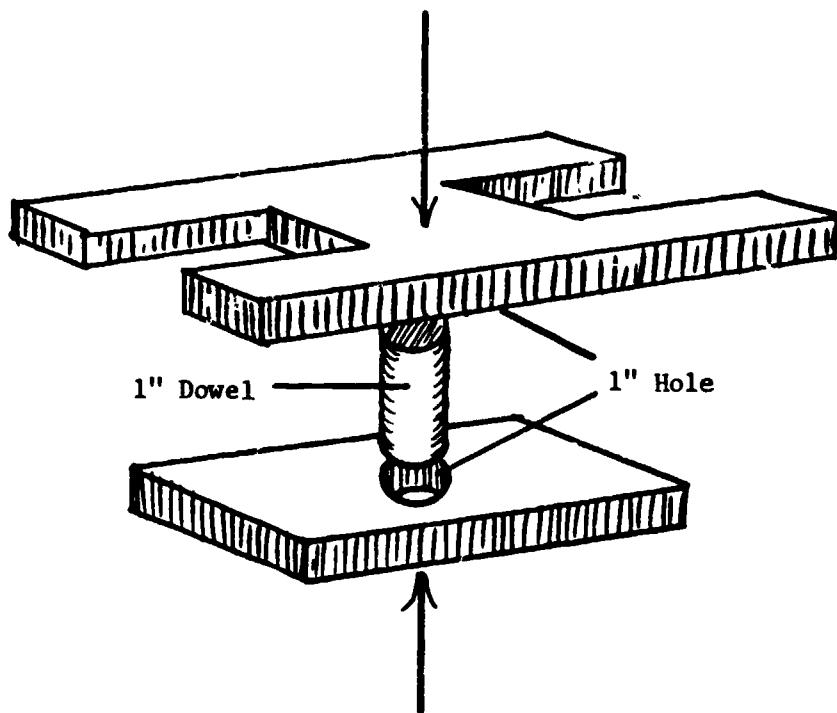
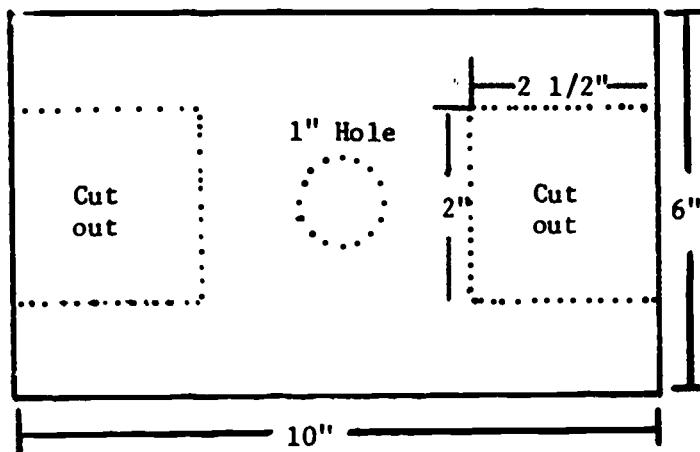


2. Use 2" x 2" wood in making pumps.



CONSTRUCTION OF A LIFT FOR AUTO REPAIR
AT THE SERVICE STATION

1. Cut a 1" thick board 10 inches by 6 inches. Cut out a section 2 1/2 inches by 2 inches from each end. Drill a 1" hole halfway through the middle of the board. Also drill a 1" hole halfway through the center of a 1" thick board which has been cut 4 inches by 4 inches and which will serve as the base of the lift. Cut a piece of 1" dowel 4 inches long, and nail and glue it into these two holes.

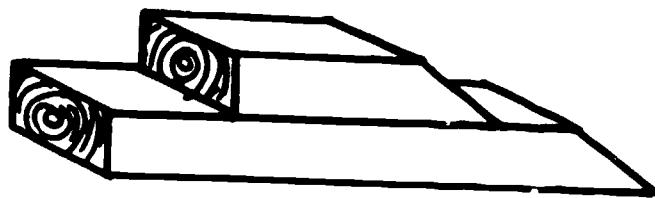


CONSTRUCTION OF A TOW TRUCK

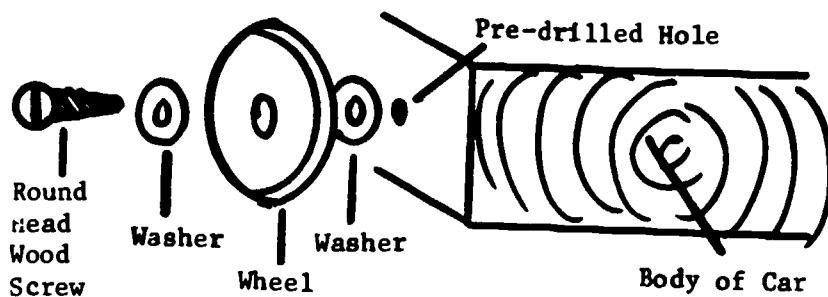
1. Take a 2" x 4" board approximately 11 inches long. Cut off about 3 inches with an angular cut.



2. Glue the smaller piece of wood on top of the larger piece so that the angles from the cut slant in the same direction. Nail them together.

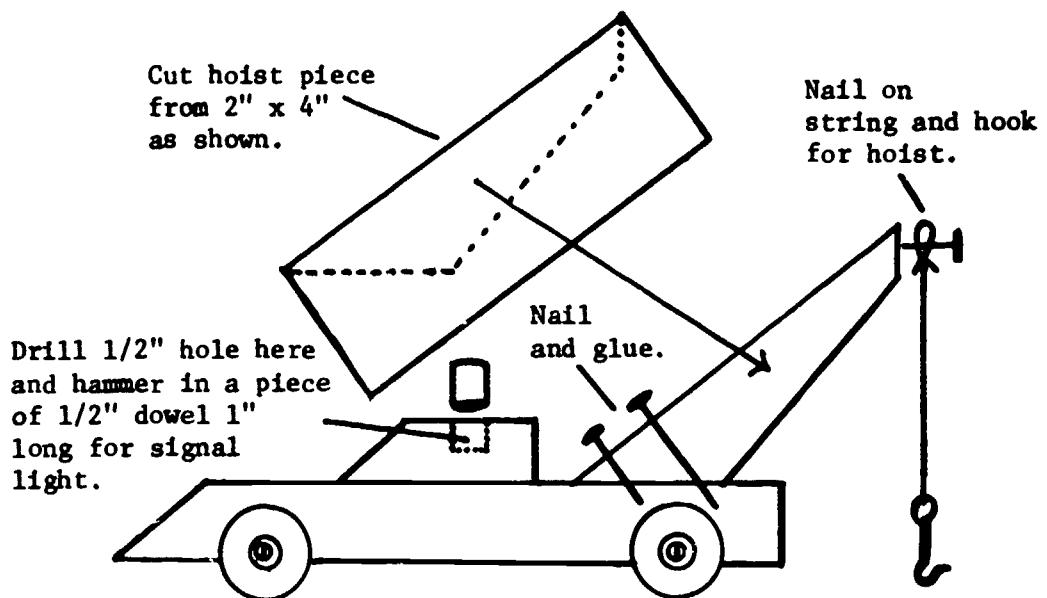


3. Put on the wheels with a round head wood screw with two washers.

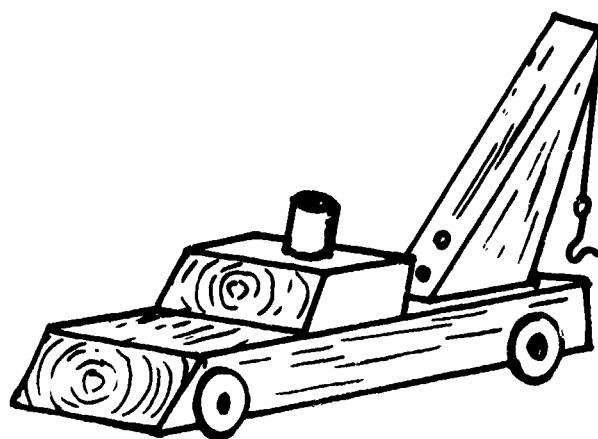


4. For the rear hoist cut a 6 inch 2" x 4" board. Cut the 6 inch piece so that it is tapered toward one end. Nail and glue this piece to the rear end of the truck.

Put a signal light on top of the truck. Cut a piece of 1/2" dowel about 1 inch long. Glue and hammer the dowel on top of the tow truck.



Finished Tow Truck



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BOOKS

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Barr, Jene. Ben's Busy Service Station. Chicago: Albert Whitman and Co., 1956.

Beim, Jerrold. Country Garage. New York: William Morrow and Co., 1952.

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More Difficult Reading Level

Goodspeed, J. M. Let's Go to a Garage. New York: G. P. Putnam's Sons, 1957.

Kunhardt, Dorothy. Gas Station Gus. New York: Harper and Brothers, Publishers, 1962.

Williams, Barbara. I Know a Garageman. New York: G. P. Putnam's Sons, 1968.

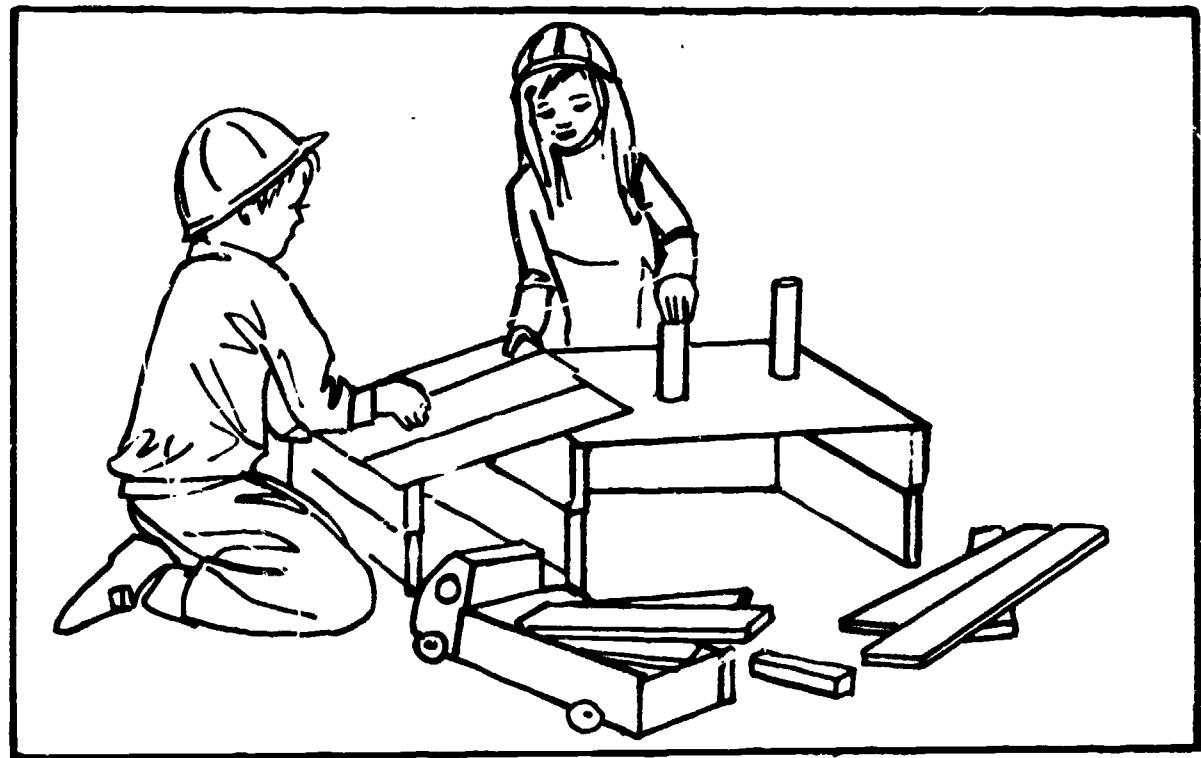
FILM

The Service Station. Pat Dowling Pictures, 1957. 11 min., sd., color, 16 mm.
Available: U. of Ill. \$3.85.

FILMSTRIP

The Service Station Attendant. McGraw-Hill Book Co., Inc., 1959. 42 fr.,
color. (Community Helpers Set Two).

WORKING in the CONSTRUCTION COMPANY



DRAMATIC PLAY OF WORKERS IN THE CONSTRUCTION COMPANY AND IN A RELATED OCCUPATION¹

Dramatic Play of Construction Workers

Using blocks to build structures in the dramatic play community

Dramatic Play of an Architect²

Pretending to be an architect and making a rough drawing to plan each structure before it is built

INTERACTION OF WORKERS IN THE CONSTRUCTION COMPANY WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY³

1. Construction workers may interact with people in other occupations who watch them build the various structures.
2. Construction workers interact with firemen when there is a fire or fire inspection at the construction company.
3. Construction workers deposit money, cash checks, and get change in the bank.
4. Construction workers buy gasoline at the service station.
5. Construction workers buy groceries and other items in the supermarket.
6. Construction workers take trips on airplanes.
7. Construction workers go to the restaurant.
8. Construction workers send their children to school.

(continued)

¹The term "construction company" was used broadly in the Frank Porter Graham Project to refer to builders and to a company that builds houses, stores, bridges, and all kinds of different structures. The pupils who used blocks to build structures in dramatic play were called "construction workers."

²In the Frank Porter Graham Project some pupils held two jobs and were both an architect and a construction worker in dramatic play.

³The architect also interacts with other workers in the community. It is not necessary to specifically enumerate these interactions, since the above list is an example of the kinds of interactions that take place.

9. Construction workers get physical examinations at the hospital.
10. Construction workers use police services.
11. Construction workers go to traffic court if they get a ticket.
12. Construction workers buy stamps, mail letters and packages in the post office.¹

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE CONSTRUCTION COMPANY AND IN A RELATED OCCUPATION

1. Clipboard, paper, pencil, magic marker, and ruler for the architect to use in drawing plans of various structures
2. Building blocks
3. Hats for construction workers
4. Trucks for transporting blocks to the area where the construction workers are building

¹In the Frank Porter Graham Project most of the interactions took place when an architect or construction worker was on a break from his job or was off duty. While they were working on the job, there were few interactions of the architect and construction workers with other workers in the community. Unlike the real community, in this project individuals usually did not come to the architect and construction workers during dramatic play to ask that certain buildings be constructed. Sometimes in the post-play discussions pupils would mention that they needed a bridge, a bakery, or another structure in the community. So in the next dramatic play the architect and construction workers would build these structures. Usually, however, the architect and construction workers would decide what to build at the beginning of each dramatic play.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE CONSTRUCTION COMPANY AND IN A RELATED OCCUPATION

The construction company is one of the centers set up in the arranged environment to introduce the study of the community. As the teacher observes the pupils build with blocks, she notes that they need more ideas on the different kinds of buildings in a community. She also notes that no child makes a plan before building.

Lessons and Activities

1. Looking at flat pictures and pictures in books of different buildings in a community

Sources of Information and Comments

Pictures which the teacher has collected from magazines and other sources

Urban Panorama Kit. National Dairy Council full-color panel of a city

Pictures in these books:

Curren. This Is a Town

Pitt. Let's Find Out about the City

Stanek. How People Live in the Big City

Tresselt. Wake Up, City!

2. Listening to the teacher read one or more books about an architect

Baker. I Want to Be an Architect
Rowe. City Workers, p. 28

Learning that the architect draws plans for buildings

Learning that the architect must like to draw and like math

3. Deciding to have an architect in dramatic play who will make rough plans of structures before building them

Learning to use a ruler

Participating in a lesson in which the pupils practice drawing simple plans; using the plans in constructing buildings in dramatic play

NOTE

In the Frank Porter Graham Project pupils made only a brief study of workers in the construction company. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play in the construction company.

Lessons and Activities

4. Reading or listening to the teacher read one or more books about construction workers

Sources of Information and Comments

Greene. I Want to Be a Carpenter
Pope. Your World, Let's Build a House

Shay. What Happens When You Build a House

Wilkinson. Come to Work with Us in House Construction

5. Taking a walking trip in the community

Looking at the buildings they pass

Remembering that an architect planned each building before it was built

If possible, observing a building under construction

On return from the trip, drawing pictures of different buildings in the community

Making a "book" of their pictures, or making a mural of buildings in the community

6. Looking at and discussing different structures pupils build with blocks in dramatic play; praising well built and/or original structures

SAMPLE SPELLING WORDS

1. construction
2. build
3. building
4. blocks
5. architect
6. draw
7. plan
8. clipboard

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AND RELATED OCCUPATIONS

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Pope, Billy N., and Emmons, Ramona Ware. Your World, Let's Build a House. Dallas, Tex.: Taylor Publishing Co., 1966.

Wilkinson, Jean, and Wilkinson, Ned. Come to Work with Us in House Construction. Milwaukee, Wis.: Sextant Systems, Inc., 1970.

Easy Reading Level, Architect

Baker, Eugene. I Want to Be an Architect. Chicago: Children's Press, 1969.

Rowe, Jeanne A. City Workers. New York: Franklin Watts, Inc., 1969, p. 28

More Difficult Reading Level, Construction Company

Carlisle, Norman, and Carlisle, Madelyn. The True Book of Bridges. Chicago: Children's Press, 1965.

Shay, Arthur. What Happens When You Build a House. Chicago: Reilly and Lee Books, 1970.

Books with Pictures of Buildings

Corcos, Lucille. The City Book. New York: Golden Press, 1972.

Curren, Polly. This Is a Town. Chicago: Follett Publishing Co., 1957.

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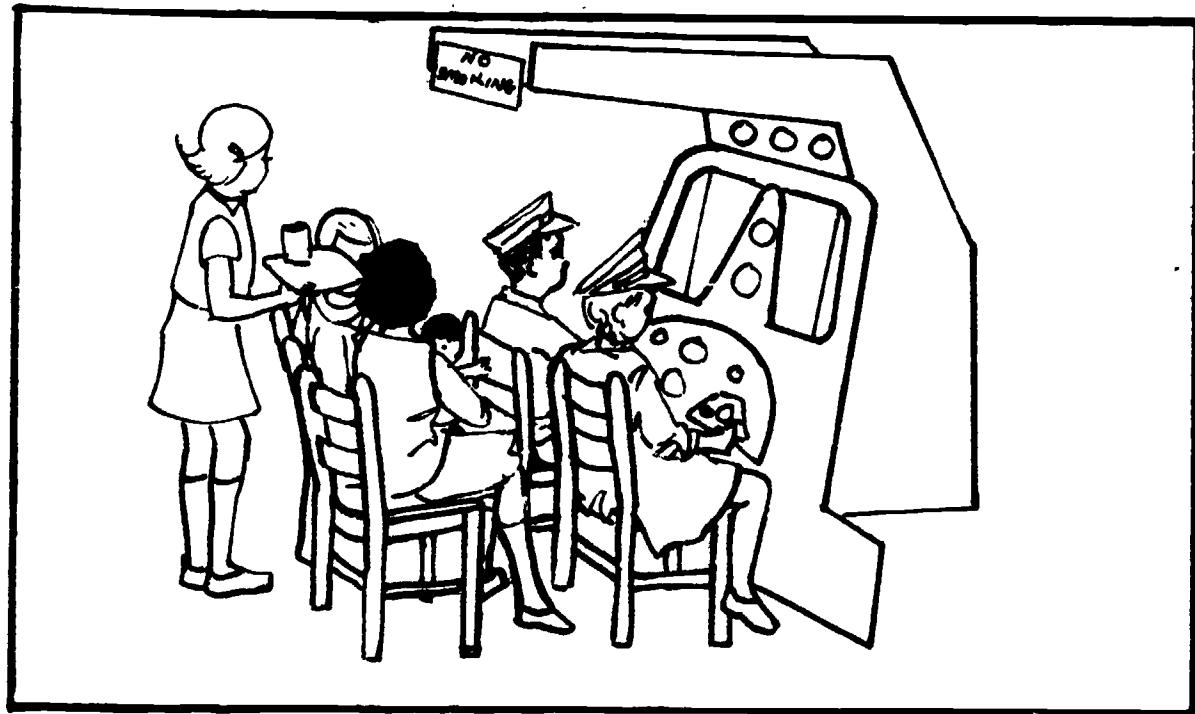
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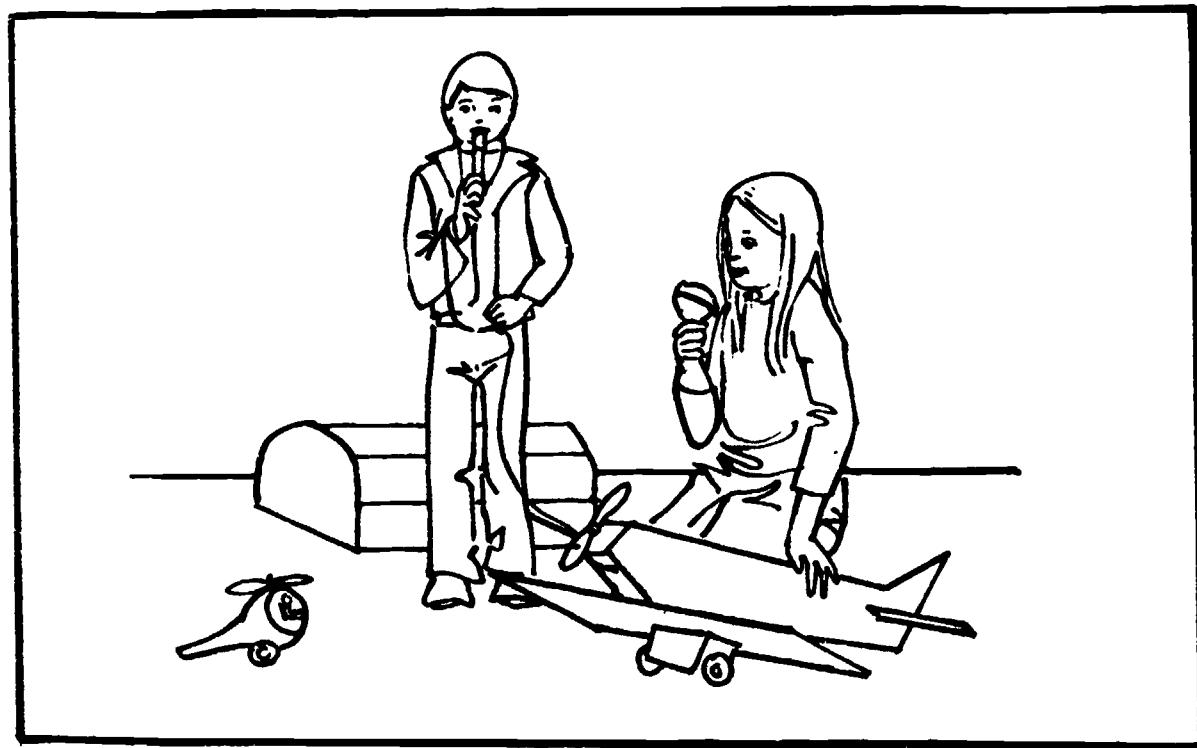
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WORKING at the AIRPORT





A WORKER IN THE CONTROL TOWER GIVING DIRECTIONS TO A PILOT

DRAMATIC PLAY OF AIRPORT WORKERS

Dramatic Play of Workers in the Control Tower

1. Giving permission to pilots to taxi, take off, and land
2. Telling pilots to circle the airport if other planes are the first to land
3. Telling pilots which runway to use
4. Telling pilots how high to fly
5. Giving pilots information about the speed and direction of the wind
6. Directing tugs and trucks on the ground; telling them when to clear the airfield
7. Calling emergency vehicles such as fire trucks, when there is a fire at the airport
8. Getting a checkup from the doctor

Dramatic Play of the Pilot and Co-Pilot of the Big Airplane

1. Meeting with the crew and making flight plans; looking at a map of the U. S. and discussing the airplane's destination, and where it will stop en route; tracing the airplane's flight on the map and naming the states it will fly over
2. Speaking to workers in the control tower; asking permission to taxi, to take off, and land
3. Speaking to the passengers: welcoming them to the flight, telling them the altitude the airplane is flying, the speed of the plane in miles per hour, the parts of the country the plane is flying over
4. Flying the airplane: turning the steering wheel and moving the dials, knobs, and switches in the cockpit
5. Getting a checkup from the doctor
6. Participating in the "school for pilots" as a student or teacher

Dramatic Play of Pilots of Small Airplanes

1. Asking permission from the control tower to taxi, land, and take off
2. Flying airplanes to the other airport (i.e., walking to the other airport, holding the small airplane high in the air)
3. Flying airmail to the other airport
4. Spraying crops (flying the airplane over the farmer's crops)
5. Rescuing a person (rubber doll) who has fallen in the water (blue paper on the floor)
6. Getting a checkup from the doctor
7. Participating in the "school for pilots" as a student or teacher

Dramatic Play of Workers at the Ticket Counter

1. Giving information to passengers
2. Filling out and selling tickets
3. Writing flights on the departure board
4. Weighing baggage
5. Announcing flights

Dramatic Play of Stewardesses

1. Meeting with the crew to discuss flight plans
2. Preparing the airplane for passengers (making the cabin neat, straightening seat belts, magazines)
3. Greeting passengers as they enter the airplane
4. Checking that passengers put on their seat belts when the airplane takes off and lands; helping passengers with their seat belts
5. Demonstrating how to use the oxygen mask in case of an emergency (i.e., using a paper cup to represent the oxygen mask)
6. Serving food and magazines to passengers on the airplane
7. Helping mothers with babies
8. Helping sick people
9. Telling passengers not to smoke when the airplane takes off and lands
10. Saying "good-bye" to passengers as they leave the airplane
11. Participating in the "school for stewardesses" as a student or teacher

Dramatic Play of Workers in the Airport Kitchen

1. Preparing play dough food in the airport kitchen to put on the airplane
2. Putting food on the truck; driving the truck to the airplane and loading food onto the airplane
3. Preparing food for the restaurant at the airport¹
4. Buying play dough and other needed items at the supermarket in the community

Dramatic Play of Workers in the Restaurant at the Airport

1. Setting the table
2. Taking customers' orders
3. Serving food to the customers
4. Clearing the table

¹The "cooks" in the airport kitchen can also serve as "cooks" for the restaurant, since the airport kitchen is usually located right by the restaurant in the dramatic play community.

5. Washing the dishes
6. Buying napkins, paper plates, and other needed items in the supermarket in the community

Dramatic Play of Workers in the Ground Crew

1. Washing the planes in the hangar
2. "Repairing" and "servicing" the airplanes in the hangar
3. Loading mail and baggage onto tugs; driving tugs to the area where the airplanes are parked, and loading the mail and baggage onto the airplanes
4. Loading freight onto the airplanes
5. Driving the fuel truck to the place where the airplanes are parked, and putting fuel into the planes
6. Listening to the control tower and moving off the airfield when so directed

INTERACTION OF AIRPORT WORKERS WITH WORKERS IN OTHER OCCUPATIONS
IN THE COMMUNITY¹

1. Some airport workers (e.g., the stewardess, workers at the ticket counter and in the restaurant) interact with passengers who are in different occupations.
2. Some airport workers (e.g., pilots, workers in the control tower) get regular checkups from the doctor.
3. Airport workers interact with firemen when there is a fire or fire inspection at the airport.
4. Some ground crew workers interact with drivers of mail trucks who bring airmail to the airport.
5. Workers in the restaurant and airport kitchen buy needed items in the supermarket.
6. Some pilots of small planes interact with the farmer when he makes arrangements for spraying his crops.
7. Airport workers cash checks, make deposits, and get change in the bank.
8. Airport workers use police services.
9. Airport workers buy gasoline at the service station.
10. Airport workers buy stamps, mail letters and packages in the post office.
11. Airport workers send their children to school.
12. Airport workers go to traffic court if they get tickets.

¹Some of these interactions (e.g., items 9, 10, 11, 12) take place when airport workers are off duty.

PROPS FOR DRAMATIC PLAY OF AIRPORT WORKERS

General Airport Props

1. Small airplanes
2. Helicopters
3. Big airplane (cockpit prop for pilots, with chairs for passengers)
4. Masking tape runways
5. Hangar
6. Fuel truck
7. Tugs
8. Fire truck for fire station at the airport
9. "Wings" pins for workers (obtained from airlines)
10. Weather instruments and weather maps for the small weather station at the airport
11. Large maps of the U. S. for the area that represents the flight room at the airport

Workers in the Control Tower

1. Table for workers to sit on, to suggest that the control tower is the tallest building at the airport
2. Round parts of old earphones to represent two-way radios
3. Earphones
4. Flashlight to represent searchlight in the control tower
5. Toy field glasses
6. Toy telephone

Pilots of Big and Small Airplanes

1. Hats
2. Earphones
3. Round parts of earphones to represent two-way radios
4. Cockpit prop with steering wheel and dials, knobs, switches (for the big airplane)
5. Small airplanes and helicopters
6. Clipboards with outline maps of the U. S. for the pilot and co-pilot of the big airplane
7. Small rubber dolls for the pilots of small airplanes to rescue from the water (blue paper on the floor)
8. "Wings" pins

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Pupils will be able to bring some of the props from home. Directions for constructing a small cargo plane, helicopter, cockpit, fuel truck, hangar, tugs, and stove for the airport kitchen are found in this section of the guide.

Workers at the Ticket Counter

1. Table
2. Blackboard, chalk
3. Tickets
4. Play money
5. Large maps of the U. S. and world
6. Toy telephone
7. "Wings" pins
8. Toy suitcases

Stewardesses

1. Play dough food, plates, cups, silverware
2. Dolls to represent "babies" who are passengers
3. Band-aids for first aid
4. Magazines
5. Paper cup to represent oxygen mask
6. Seat belts (may be obtained from Federal Surplus in Raleigh)
7. "Wings" pins

Workers in the Airport Kitchen and Restaurant

1. Play stove, sink
2. Play dough for food
3. Pots, pans
4. Dishes, cups, silverware, napkins
5. Truck to take food to the airplane
6. Table, chairs for the restaurant
7. Menus
8. Play money

Ground Crew

1. Hangar
2. Tugs
3. Fuel truck
4. Rags for cleaning planes
5. Rubber tubing to represent hose for "washing" airplanes
6. Round parts of old earphones to represent two-way radios
7. Baggage and air freight (made of burlap or other heavy cloth stuffed with filling) for small airplanes
8. Small boxes (Match boxes can represent freight and baggage in addition to the cloth baggage and air freight.)

**SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF
AIRPORT WORKERS**

In their study of the post office pupils soon have the need to deliver airmail. Thus pupils need to set up an airport.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Deciding what to do with airmail	
Looking at pictures of mail trucks which bring airmail from the post office to the airport	Jacobs. <u>Airports, U. S. A.</u> , p. 31
Learning that some airports have post office branches	Bagwell. <u>This Is an Airport</u> , p. 15
Looking at a picture of airmail being loaded onto an airplane; deciding to set up a small airport	Colonius. <u>At the Airport</u> , p. 21
2. Setting up a small airport in the dramatic play area, so that mail can be sent by air	
Reading a chart on a film	Chart in this section of guide
Looking at a film which shows an airport and airmail being loaded onto airplanes	<u>Airport Activities</u>
Discussing the film; discussing the need for runways on which small planes can take off and land	
Looking at pictures of runways in books	Jacobs. <u>Airports, U. S. A.</u> , p. 10
	Lewellyn. <u>The True Book of Airports and Airplanes</u> , pp. 6-7

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of airport workers. The lessons will not necessarily occur in the sequence presented here.

Lessons and Activities

Reading or listening to the teacher read one or more books about the need for runways which run in different directions; learning that planes take off and land into the wind, and that the wind does not always blow in the same direction

Deciding to put masking tape runways in the dramatic play area--one runway which runs north to south, and one runway which runs east to west¹

Dramatizing a mail truck bringing airmail from the post office; loading mail onto a small plane; flying the plane; taking off and landing on a runway; choosing a driver of the mail truck and a pilot

Pupil pilots continue flying small planes in dramatic play. In the post-play discussion, the teacher guides the pupils to see the need for some worker to direct the pilots in taking off and landing.

3. Learning about workers in the control tower (air controllers)

Looking at pictures of a control tower (a flat picture and pictures in books)

Discussing the pictures; learning why the control tower is the tallest building at the airport

Noting the tools and equipment in the pictures of the control tower (e.g., lights, field glasses, radios, telephone, earphones, radar, microphones)

Sources of Information and Comments

Bowen. The Airport, Our Link to the Sky, pp. 34-35

Sootin. Let's Go to an Airport, pp. 30-31

Suggested props: envelopes for letters, mail truck; masking tape for runways, small airplane, pilot's hat

Airports. Realistic Visual Aids
picture "Traffic Control Tower"

Bagwell. This is an Airport, pp. 17, 19

Colonius. At the Airport, p. 30

Greene. Railroad Engineers and Airplane Pilots, What Do They Do? p. 54

Jacobs. Airports, U. S. A., pp. 20-21, 24-25

Lewellen. The True Book of Airports and Airplanes, p. 11

Shapp. Let's Find Out about Airplanes, pp. 42-43

Wilkinson. Come to Work in an Airport, p. 30

NOTE

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

¹In beginning dramatic play the airport includes only a few small airplanes and runways. Other props are added as needed.

Lessons and Activities

Looking at one or more films which show the activities of the workers in the control tower

Discussing what the air controllers tell the pilots in the films (e.g., when to taxi, when to take off and land, which runway to use, how high to fly)

Discussing the meaning of the word "taxi" that the air controller uses in the film Busy Airport; looking in books to get the meaning of "taxi" and "taxiway"; learning that a "taxiway" is like a road on which the plane "taxis" between the runway and the unloading area near the terminal building

Dramatizing how a plane lands on a runway, and then taxis off the runway onto a taxiway between the runway and the terminal building

Looking at a filmstrip with information on the control tower

Reading books or listening to the teacher read one or more books about the work of air controllers

Noting that on page 24, Jacobs describes air controllers as "air traffic policemen"; discussing why air controllers can be compared to policemen who work on the ground

Dramatizing the job of the air controller (e.g., giving directions to the pilot to taxi, to land, to take off, to use a certain runway, to fly at a certain altitude;

(continued)

Sources of Information and CommentsBusy Airport

An Airplane Trip by Jet

Airport Activities

Airport in the Jet Age.

Encyclopaedia Britannica

Educational Corporation

Airplanes Work for Us

Bagwell. This Is an Airport,
p. 20

Bowen. The Airport, Our Link to
the Sky, p. 35

Suggested props: masking tape
runway, small airplane; box to
represent terminal building

Air Safety

Bagwell. This Is an Airport,
pp. 17-20

Cionius. At the Airport,
pp. 30-31

Greene. Railroad Engineers and
Airplane Pilots, What Do
They Do? pp. 54-55

Jacobs. Airports, U. S. A.,
pp. 20-25

Lewellen. The True Book of
Airports and Airplanes,
pp. 10-11

Shapp. Let's Find Out about
Airplanes, pp. 42-43

Sootin. Let's Go to an Airport,
pp. 19-22

Wilkinson. Come to Work in an
Airport, pp. 30-31

Suggested props: earphones, and
the round parts of old earphones
to use as two-way radios; pilot's
hat, small airplane; masking tape

(continued)

Lessons and Activities

giving information to the pilot on wind direction and speed); choosing an air controller and a pilot

Learning about workers other than pilots who get instructions from the control tower (e.g., workers who work with fire fighting equipment, drivers of tugs and trucks who drive near the terminal building and runways

Dramatizing an air controller giving instructions to trucks, tugs, and emergency equipment

After several dramatic play sessions, reviewing the work of air controllers by reading a teacher-prepared chart or by dictating an experience chart

Drawing pictures of air controllers at work

Pupils continue to fly the small planes in dramatic play. During post-play discussion the pupils and teacher discuss the need for a second airport at which the pilots can land the planes and leave the airmail. The pupils decide to include a big airplane for passengers at this second airport.

4. Setting up a big airplane in the dramatic play area so pupil passengers can take a trip

Looking at a film

Listening to the teacher read one or more books about a trip on an airplane

Deciding which workers are needed in a dramatization of a trip: pilots, air controllers, a stewardess, a worker at a ticket counter

Sources of Information
and Comments

runways; toy field glasses, a table on which the air controller sits¹

Bagwell. This is an Airport,
p. 20
Sootin, Let's Go to an Airport,
p. 20

Suggested props: table on which air controller sits, earphones, and the round parts of old earphones to use as two-way radios; fire truck, tugs, fuel truck; masking tape runways, box for terminal building

Sample chart "Workers in the Control Tower" in this section of guide

An Airplane Trip by Jet

Pope. Your World, Let's Take an Airplane Trip
Shay. What Happens When You Travel by Plane

¹The children in the Frank Porter Graham Project decided that the air controller should sit on top of a table in dramatic play, in order to suggest the fact that he works in the tallest building at the airport.

Lessons and Activities

Deciding which props are needed for the dramatization of a trip on a plane; dramatizing the trip

Writing stories about a trip on an airplane

In the discussion of the dramatic play on the big airplane, the teacher guides the pupils to see the need for more information on workers who operate the plane, and who work at the airport.

5. Learning more about pilots

Listening to the teacher read one or more books on pilots

Looking at pictures of pilots in the cockpit of the airplane

Learning that pilots must know all about the controls, lights, and switches

Looking at one or more films which show pilots at work

Discussing the films; noting what the pilot says to the air controller and how the pilot tells passengers which part of the country the plane is flying over

After viewing An Airplane Trip by Jet, studying a large classroom map of the U. S.; coloring different states on outline maps of the U. S., so that pupil pilots will know the names of the states they are flying over

Sources of Information and Comments

Suggested props: tickets, table for ticket counter; cockpit prop, chairs behind the cockpit for pilots and passengers; pilots' hats; magaz'nes; table on which air controller sits, toy field glasses

Greene. I Want to Be a Pilot
Greene. Railroad Engineers and Airplane Pilots. What Do They Do?

Shay. What It's Like to Be a Pilot

Stanek. I Know an Airline Pilot

Colonius. At the Airport, pp. 24-25

Greene. A Trip on a Plane, p. 22

Jacobs. Airports, U. S. A., pp. 19, 23

Shay. What Happens When You Travel by Plane, pp. 12-13

An Airplane Trip by Jet
Airport Activities

Lessons and Activities

After viewing An Airplane Trip by Jet, listening to the teacher read one or more books about what the pilot tells the passengers (e.g., the altitude of the plane, the speed of the plane in miles per hour, the location of the plane)

Dramatizing how the pilot converses with the air controller and speaks to passengers; choosing a pilot, air controller, and passengers

Learning about the co-pilot and what he does (e.g., sits by the pilot, watches dials in the cockpit, watches the weather, sometimes flies the plane)

Listening to the teacher read about the flight plans that pilots must make before each flight

Learning what is in a flight plan (e.g., what route the pilot will fly, what stops he will make en route, how high he will fly, how much fuel he has, the times of arrival and departure, the weather forecast)

Deciding to dramatize the making of flight plans (e.g., going to the flight room, getting the weather forecast, looking at a large map of the U. S., deciding where the plane will fly, and tracing the course of the flight on the map)

Learning about the different kinds of work pilots do

Looking at slides of different kinds of planes

Sources of Information and Comments

Shay. What Happens When You Travel by Plane, p. 21
Stanek. I Know an Airline Pilot, pp. 37-38

Suggested props: cockpit prop, chairs in rows for pilots and passengers; pilot's hat; earphones, and the round parts of old earphones to use as two-way radios; an outline map of the U. S. on a clipboard for the pilot; table for the air controller, toy field glasses

Greene. Railroad Engineers and Airplane Pilots, What Do They Do? p. 51

Greene. I Want to Be a Pilot, pp. 23-24

Bowen. The Airport, Our Link to the Sky, pp. 28, 44-47

Jacobs. Airports, U. S. A., p. 18

Suggested props: table for flight room; weather map, map of the U. S.

Kinds of Airplanes

Lessons and Activities

Reading or listening to the teacher read one or more books about the different kinds of work pilots do (e.g., flying over forests and reporting fires, bringing help where there has been a flood or storm)

Learning about the work of the pilot of a B747, the biggest passenger plane

Learning that some planes don't carry passengers, but carry cargo or freight

Viewing films and learning about helicopter pilots and their work (e.g., spraying crops and trees with chemicals, putting in poles for power lines, patrolling traffic in cities, rescuing people who have fallen in the water, getting emergency equipment to the scene of accidents)

Looking at a picture of a helicopter in a book

Learning about the qualifications of pilots

Learning that pilots must be well and strong, and must get regular physical checkups from doctors

Dramatizing a pilot getting a physical checkup from a doctor

Learning that pilots and co-pilots must go to school

Reading or listening to the teacher read about the school curriculum (e.g., information about weather, how to fly a plane, what to say to the air controller, how to use a two-way radio, how to read maps)

Sources of Information and Comments

Greene. Railroad Engineers and Airplane Pilots. What Do They Do? pp. 46-47
Stanek. I Know an Airline Pilot, pp. 22-25

Shay. What It's Like to Be a Pilot

Bowen. The Airport, Our Link to the Sky, p. 32
Jacobs. Airports, U. S. A., pp. 28-32

Airplanes Work for Us
Billy's Helicopter Ride

Shapp. Let's Find Out about Airplanes, p. 38

Greene. I Want to Be a Pilot, pp. 12-13
Stanek. I Know an Airline Pilot, pp. 14, 20

Suggested props: doctor's kit, including eye chart, stethoscope, and other instruments; paper and pencil for prescriptions

Greene. Railroad Engineers and Airplane Pilots. What Do They Do? pp. 40-46, 50-52
Stanek. I Know an Airline Pilot, pp. 15-17, 20

Lessons and Activities

Deciding to start a school for pilots in dramatic play; discussing the props needed to dramatize a pilot's school

Inviting a pilot to class to tell about his work and how he was trained; getting information needed for dramatic play; writing thank-you letters

6. Learning about workers at the ticket counter

Learning that the ticket counter is in the terminal building; looking at pictures in books of the flight schedule board

Looking at a slide of passengers buying tickets

Looking at a filmstrip which shows a worker at a ticket counter

Looking at a film which shows a worker selling tickets and weighing the baggage

Looking at pictures in books of passengers buying tickets and of workers at the ticket counter

Making a form to be used for airplane tickets in dramatic play

Listening to the teacher read about the flight schedule board; looking at pictures in books of the schedule board; learning that the board shows arrival and departure times of flights

Filling in a ditto on a departure board, in preparation for writing departures
(continued)

Sources of Information and Comments

Suggested props: pilot's hats, small planes; cockpit prop and chairs for pilots; maps; earphones and round parts of old earphones to use as two-way radios; books on pilots and airports

Colonius. At the Airport, p. 4
Shay. What Happens When You Travel by Plane, pp. 2-3

Airport Workers. S.V.E. slide "Passenger Agents, Ticket Counter"

The AirportAirport in the Jet Age.

Encyclopaedia Britannica Educational Corporation

Bagwell. This Is an Airport, pp. 9-10

Colonius. At the Airport, p. 7

Sample form in this section of guide

Bagwell. This Is an Airport, p. 10

Colonius. At the Airport, pp. 4-5

Shay. What Happens When You Travel by Plane, p. 2

Sample form in this section of guide

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
on the blackboard during dramatic play; discussing A.M. and P.M. abbreviations ¹	
Looking at a large classroom map of the U. S. and deciding the destination of the flights in dramatic play	
Discussing the duties of workers at the ticket counter (i.e., giving information to passengers, writing flights on the departure board, filling in tickets, checking luggage, announcing the flights) ²	
Dramatizing duties of workers at the ticket counter and passengers buying tickets	Suggested props: blackboard for departure board, map of U. S.; play money, tickets
Dictating an experience chart about the duties of the workers at the ticket counter	
7. Learning about the work of the stewardess	
Looking at a film which shows the activities of the stewardess	<u>An Airplane Trip by Jet</u>
Listening to the teacher read a book about a stewardess	Greene. <u>I Want to Be an Airline Hostess</u> , pp. 4-11, 14, 20-24
Learning about the duties of the stewardess (e.g., fastening seat belts, serving food, helping people who are sick)	
Looking at pictures of the stewardess in books; discussing what the stewardess is doing in the pictures	Bagwell. <u>This is an Airport</u> , p. 29 Bower. <u>The Airport, Our Link to the Sky</u> , p. 56 Greene. <u>A Trip on a Plane</u> , pp. 20, 37, 39, 45, 47 Pope. <u>Your World, Let's Take an Airplane Trip</u> , pp. 15-16, 21, 27
	(continued)

¹In dramatic play in the Frank Porter Graham Project, pupils bought tickets for flights "leaving" on the big plane, and they were not concerned with the arrival times of the plane. Therefore, pupils listed departures rather than arrivals on the blackboard, and this board was referred to as a "departure board."

²In a real airport the worker at the ticket counter does not announce the flights. However, announcing flights is not enough work to constitute a job by itself during dramatic play. Therefore, in the Frank Porter Graham Project, the worker at the ticket counter was given this duty.

Lessons and Activities

Dramatizing the duties of a stewardess by placing chairs in two rows for an airplane, and choosing pupils for the following roles: passengers, stewardess, pilots

Deciding to start a school for stewardesses in dramatic play; discussing the curriculum (e.g., information on the cockpit and other parts of the plane; how to serve food on the plane, to take care of sick people, and to help passengers in other ways; what to do in an emergency)

Learning that to be a stewardess a girl must pass a health test; dramatizing the students in the school going to the doctor for a checkup

Inviting an airline stewardess to the class to tell about her job; asking her about her training; writing thank-you letters

Dictating an experience chart on the duties of a stewardess

The teacher observes that in dramatic play the pupil stewardess often "cooks" the food. The teacher decides that pupils need to set up an airport kitchen, and that they need information on workers who cook the food served on the airplane.

8. Learning about workers in the airport kitchen

Discussing how the stewardess does not cook the food, but serves it to passengers

Looking at pictures in books of workers in an airport kitchen, of food trucks, and of food being loaded onto planes

Sources of Information
and Comments

Shay. What It's Like to Be a Pilot, p. 22
Wilkinson. Come to Work with Us in an Airport, p. 24

Suggested props: paper plates, play dough for food, magazines, doll to represent baby; tickets for passengers; earphones for pilots

Greene. I Want to Be an Airline Hostess, pp. 12-16

Suggested props: doctor's kit including eye chart, stethoscope, and other instruments; paper and pencil for prescriptions

Sample chart in this section of guide

Bowen. The Airport, Our Link to the Sky, p. 31
Colonius. At the Airport, p. 12
Jacobs. Airports, U. S. A., p. 16
Shay. What Happens When You Travel by Plane, pp. 6-7

Lessons and Activities

Listening to the teacher read one or more books about the airport kitchen

Learning that the food served on the airplane is not cooked on the plane; that the food is prepared in a kitchen and that sometimes the kitchen is located in the airport; that the food is loaded onto trucks and brought to the airplane

Deciding to set up an airport kitchen, and to make food for the big airplane in dramatic play

Participating in a lesson on making play dough food; using play dough of different colors; making a display in the classroom of different kinds of play dough food

Reading a chart prepared by the teacher or dictated by pupils on the duties of workers in the airport kitchen in dramatic play

Discussing the need for a restaurant at the airport where passengers and their friends can eat, since sometimes the passengers have a long wait before they eat on the plane

9. Setting up a restaurant at the airport; discussing people who work there

Listening to the teacher read a book on a restaurant

Looking at a picture in a book of people eating at a restaurant in an airport

Discussing the books; deciding they need a cook, waitress or waiter, and cashier to work in the restaurant; deciding they also need tables, chairs, play dough food, a play stove and sink, menus, and a table or counter on which to prepare the food¹

Sources of Information and Comments

Bowen. The Airport, Our Link to the Sky, pp. 31-32

Colonius. At the Airport, p. 13

Jacobs. Airports, U. S. A., p. 16

Sample chart in this section of guide

Greene. I Want to Be a Restaurant Owner

Bowen. The Airport, Our Link to the Sky, p. 16

¹The waitress or waiter will also serve as cashier, since there is not enough work for one child to be just cashier during the dramatic play.

Lessons and Activities

Discussing the fact that men are often chefs in restaurants; looking at pictures of men chefs in a book

Discussing the different kinds of food served in restaurants in which the pupils have eaten

Participating in cooking experiences in the classroom, using a portable oven or the oven in the school cafeteria; making puddings, jello, applesauce, cookies, cake from mixes, and various other foods from simple recipes

Learning to read recipes; learning the arithmetic involved in the recipes

Discussing the fact that pupils won't really cook in the dramatic play sessions; making play dough food out of play dough of different colors

Learning that the waiter or waitress sets the tables; learning to set tables correctly

Making menus; discussing the different categories of food on a menu (e.g., beverages, soups, sandwiches, salads); deciding to make one general menu, although some pupils may choose to make a separate menu for breakfast, and a menu for lunch and dinner

Weaving place mats out of paper or yarn for the restaurant in dramatic play

Deciding to put flowers on the table in the restaurant; making flower holders out of orange juice cans covered with colored paper; making paper flowers

Coloring or pasting pictures for the restaurant waitress in dramatic play

Dramatizing passengers getting food at the airport restaurant; choosing the roles of cook, waitress or waiter, passengers; discussing why food must be served quickly at an airport restaurant¹

Sources of Information and Comments

Greene. I Want to Be a Restaurant Owner, pp. 12-13, 22

Suggested props: menus; play dough food, dishes and silverware, napkins; play stove and sink

¹In dramatic play in the Frank Porter Graham Project, the same "cooks" made food for the restaurant and for the airplanes. The airport kitchen was located by the restaurant and also served as the kitchen for the restaurant. There was not enough work for the airport kitchen cooks during dramatic play, if they just made food for the airplane.

Lessons and Activities

Sometimes pupil pilots crash during dramatic play. They complain that the planes are not operating correctly, or that they run out of fuel. The teacher decides to introduce lessons on the ground crew and other safety workers at the airport.

10. Learning about the ground crew

Looking at one or more films which show the activities of workers in the ground crew

Reading or listening to the teacher read about hangars in one or more books; looking at pictures of hangars in the books; learning about the work of mechanics who carefully check, repair, and service airplanes in a hangar (a garage for airplanes)

Learning about the air freight building and the workers who load freight onto planes

Learning that boxes and packages are called air freight or cargo

Looking at a film which shows air freight

Deciding to make air freight for small planes; sewing burlap or other heavy cloth together in 2" x 3", 2" x 4", 3" x 3", or 3" x 4" sizes; stuffing the cloth with cotton or other filling

Looking at pictures and reading books about workers in the ground crew and their trucks

Fuel trucks and workers putting fuel in planes

Sources of Information and Comments

Airplane Trip by Jet
Airport Activities

Airport in the Jet Age. Churchill Films

Airport in the Jet Age.

Encyclopaedia Britannica Films
Busy Airport

Airports. Realistic Visual Aids picture "Servicing Jet"

Bowen. The Airport, Our Link to the Sky, pp. 23-28

Colonius. At the Airport, pp. 22-23

Greene. A Trip on a Plane, pp. 18-19

Jacobs. Airports, U. S. A., pp. 34-40

Sootin. Let's Go to an Airport, pp. 14-18

Jacobs. Airport, U. S. A., pp. 26-32

Colonius. At the Airport, p. 27

Airplanes Work for Us

Bagwell. This is an Airport, pp. 22-23

Bowen. The Airport, Our Link to the Sky, p. 30

Colonius. At the Airport, pp. 10-11

Lessons and Activities

Mechanics giving a quick inspection to the plane parked on the ramp (the concrete area beside the terminal building)

Men scrubbing the planes parked near the terminal building

Workers loading packages and boxes (air freight), and mail onto planes

Tugs

Pictures of many trucks around the parked airplane

Discussing how workers in the ground crew have two-way radios in their trucks; how they receive instructions from the control tower so there won't be any accidents with planes and other trucks moving on the airfield

Dramatizing the work of the ground crew (e.g., washing and "servicing" planes in the hangar; putting fuel in the planes; bringing baggage, freight, and airmail in tugs and trucks, and loading them onto planes; receiving instructions from the control tower)

Making pictures or a mural of workers in the ground crew doing their jobs

11. Discussing safety workers at the airport

Describing mechanics in the ground crew and air controllers as safety workers

Discussing the workers who help in an emergency at the airport--workers in the fire station, first aid service or airport doctor's office

Sources of Information and Comments

Bagwell. This is an Airport, p. 22

Jacobs. Airports, U. S. A., p. 36

Bagwell. This is an Airport, p. 23

Sootin. Let's Go to an Airport, p. 13

Jacobs. Airports, U. S. A., pp. 26-33

Sootin. Let's Go to an Airport, pp. 10-14

Jacobs. Airports, U. S. A., p. 7
Airports. Realistic Visual Aids
picture of "Ramp Crew"

Sootin. Let's Go to an Airport, p. 20

Suggested props: small airplanes; hangar, rags; tugs, fuel trucks; baggage and freight made of cloth, letters; round parts of old earphones to use as two-way radios; table for the air controller, field glasses

Bagwell. This is an Airport, p. 20

Bowen. The Airport, Our Link to the Sky, p. 15

Sootin. Let's Go to an Airport, p. 44

Lessons and Activities

Looking at slides of airport workers, and discussing other workers who might be considered safety workers

Looking at a filmstrip and discussing safety workers; deciding that weathermen at the airport can be considered safety workers

12. Learning about the weather station at the airport and the weathermen who work there¹

Learning that in most big city airports there is a U. S. Government Weather Bureau where weathermen make weather forecasts, and weather maps of the entire country

Discussing why weather information is important to a pilot

Learning why rain, fog, snow, and storms may be dangerous to the pilot

Learning that when the pilot makes his flight plans, he studies weather maps and the weather forecast for the route he will fly; if a bad storm is predicted, he plans a safe course

Learning that if a pilot unexpectedly runs into a storm en route, he cannot change his course until he gets permission from a control tower

Learning that wind direction is important at an airport, because an airplane must take off and land into the wind

Sources of Information and CommentsAirport WorkersAir Safety

Barr. What Will the Weather Be?
p. 7

Bagwell. This is an Airport,
pp. 24-25

Bowen. The Airport, Our Link to the Sky, pp. 39-43

Colonius. At the Airport,
pp. 28-29

Sootin. Let's Go to an Airport,
pp. 22-26, 30-31

Bowen. The Airport, Our Link to the Sky, pp. 44-45

Jacobs. Airports, U. S. A.,
p. 18

Bowen. The Airport, Our Link to the Sky, p. 46

Sootin. Let's Go to an Airport,
pp. 30-31

¹This section is an example of how an occupational awareness program can correlate with the science program. Only a brief description of the lessons and activities are included here, since there are entire units on weather included in many science books and curriculum guides for primary grades.

Lessons and Activities

Learning that there are wind indicator dials in the control tower at the Raleigh-Durham Airport; that the air controller gives pilots information on wind for taking off and landing; that the control tower has direct communication with the weather station

Learning what the pilot must do to land in thick fog; learning about instrument landings

Bringing in weather forecast maps from the daily newspaper; noting symbols for showers, rain, and snow used on the maps; making a chart or bulletin board of the maps

Listening to the teacher read in one or more books about weather maps; looking at pictures of weather maps and weather symbols in the books

Keeping a daily weather chart: deciding the symbols to use for rain, snow, sun, clouds, wind; using these weather charts at the airport in dramatic play

Learning about weather instruments: thermometers (measure temperature); barometers (measure air pressure); rain gauges (measure quantity of precipitation); anemometers (measure wind speed); weather vanes (measure wind direction)

Looking at a filmstrip on how to read thermometers

Looking at a filmstrip which shows weather instruments at the weather station

Listening to a tape and doing a worksheet on weather instruments

Deciding to put weather instruments inside and outside the classroom (e.g., a barometer, an inside and an outside thermometer, a rain gauge, and a weather vane); deciding to take daily readings of the instruments

Sources of Information and Comments

Pictures of wind indicator dials in Wolfe. Let's Go to a Weather Station, p. 19, and in Trip to the Weather Station (filmstrip)

Greene. A Trip on a Plane, pp. 14-15

Sootin. Let's Go to an Airport, p. 36

Baker. I Want to Be a Weatherman, pp. 11-19, 28, 29
Barr. What Will the Weather Be?
pp. 22-23

Sample chart in this section of guide

Bowen. The Airport, Our Link to the Sky, p. 41
May. Weather, pp. 9-10, 15
Williams. I Know a Weatherman, pp. 31-35
Wolfe. Let's Go to a Weather Station, pp. 13-19

ThermometersTrip to the Weather StationWeather Instruments

Lessons and Activities

Participating in science lessons and experiments

Participating in science experiments on air, wind, fog, clouds, rain; reviewing why knowledge of these topics is important to pilots, and how pilots get instruction on weather during their training

Looking at a filmstrip which gives information on clouds, wind, rain, fog

Talking to weathermen and visiting the weather station as part of the field trip to the airport¹

Listening to the teacher read one or more books in preparation for visiting the weather station

Looking at filmstrips in preparation for the trip

Taking the trip and noting the instruments in the weather station; obtaining old weather maps from the weatherman

Noting the wind indicator dials in the weather station and in the control tower; noting that there is direct communication between the control tower and the weather station at the airport

Noting the weather maps and weather forecasts in the flight room in the airport

On return from the trip, deciding to set up a small weather station with weather maps

(continued)

¹In the Frank Porter Graham Project pupils briefly visited the weather station during their trip to the airport. There is an advantage in visiting the weather station as part of this field trip. Pupils will be able to see the relationship between the control tower, the flight room, and the weather station. However, some teachers may prefer to take a separate field trip to the weather station, so that pupils can spend more time there.

Sources of Information and Comments

Experiments found in science books used in local districts

We Learn about the Weather

See Number 14 in this section on the trip to the airport

Barr. What Will the Weather Be?
 Baker. I Want to Be a Weatherman
 Williams. I Know a Weatherman
 Wolfe. Let's Go to a Weather Station

Trip to the Weather Station
What Will the Weather Be?

Lessons and Activities

and weather instruments in the dramatic play area; deciding to use paper plates to make wind dials for the weather station and control tower

As the pupils and teacher learn more about the different buildings and workers in the airport, the teacher realizes that an airport is so complex that entire dramatic play sessions could be devoted to dramatization of the activities therein.

13. Discussing buildings at an airport; learning that an airport is like a miniature community

Reviewing what pupils have learned about a hangar, freight building, weather station, and terminal building

Listening to the teacher read in one or more books about the parts of an airport; looking at pictures in books

Learning that many airports have a hotel or motel and a fire station

Learning more about the terminal building--the main building in an airport; learning that besides the ticket counters, the terminal building includes: rent-a-car companies, a gift shop, a restaurant, a first aid station, book and magazine stands, a waiting room; in a large city airport the terminal building may also include a barber shop, a doctor's office, a bank, a post office branch, and a police station

Deciding that in some dramatic play sessions the entire dramatic play community will be turned into an airport¹

Sources of Information and Comments

Wind dials pictured in filmstrip, Let's Go to a Weather Station

Bagwell. This is an Airport, pp. 8-12, 14-15

Bowen. The Airport, Our Link to the Sky, pp. 13, 14, 16-22

Jacobs. Airports, U. S. A., pp. 12-13

Shay. What Happens When You Travel by Plane, p. 10

Suggested parts of the airport to include in dramatic play: a hotel or motel, fire station, weather station; a terminal building, including a waiting room, ticket counter, doctor's office, bank, post office, gift shop, newsstand, restaurant, airport kitchen, police station,
(continued)

¹The dramatic play community should be near completion (e.g., include a fire station, police station, bank, doctor's office, post office), before it is turned into a large airport for a few dramatic play sessions.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
	barber shop; an airfield with airplanes, runways, a fuel truck, food truck, and tugs; a hangar
14. Taking a field trip to study the different buildings, equipment, and workers at the airport	
Discussing the field trip as a research activity to get information for dramatic play	
Preparing for the field trip	
Viewing a filmstrip on the airport	<u>The Airport</u>
Viewing slides of workers at the airport	<u>Airport Workers</u>
As part of the preparation for the field trip, viewing filmstrips and listening to the teacher read books on the weather station	See p. 182 of the guide.
Taking the field trip and noting the buildings, equipment, and workers particularly relevant to dramatic play	<u>Checklist on trip in this section of guide</u>
On return from the field trip, discussing what needs to be added to the dramatic play airport; painting or coloring pictures of the trip to the airport	
15. Participating in a research lesson by reading books or viewing a filmstrip	Procedures for this lesson on pp. 24-28 of this guide
Discussing the need for this research lesson to determine if pupils are correctly portraying airport workers in their dramatic play	

NOTE

Throughout the study of airport workers, pupils have listened to the teacher read books, and many individual pupils have independently looked at books in their free time. This is the first research lesson on airport workers in which many pupils are reading books in a teacher-directed lesson. The teacher should not plan this lesson until pupils have participated in dramatic play and have had many concrete experiences on airport workers. These concrete experiences will help them bring meaning to the printed page in books and to the text on the filmstrips.

Lessons and Activities

Reading books and answering questions; looking at a filmstrip; if they finish early, drawing a picture of airport workers

Sharing what they have read in books or viewed in the filmstrip; deciding if there is anything new to add to the airport or to do as airport workers in dramatic play

Sources of Information and Comments

Sample questions on books in this section of guide

SAMPLE SPELLING WORDS

1. control tower
2. controller
3. airplane
4. hangar
5. terminal building
6. departure board
7. runway
8. tug
9. freight
10. cargo
11. pilot
12. stewardess
13. weatherman
14. weather station
15. airport

Sample chart to be
read before film

Film: An Airplane Trip by Jet

A boy and girl go on a trip.
They go on Flight 801.

Mechanics look at the engine.
Men put fuel in the airplane.
Men put luggage and mail on the airplane.

A man in the traffic control tower talks to the pilot.
"Flight 801, take off on Runway 2."

The pilot and co-pilot are in the cockpit.
The pilot says, "Flight 801 ready to taxi."

An air controller says, "Taxi down Runway 2."

A man waves his arms for the plane to take off.

The stewardess greets the passengers.
The stewardess tells them how to use oxygen masks.
The stewardess tells them to use seat belts.

The pilot talks to the passengers.
"This is Captain Smith. The weather is clear. We are flying at an altitude of 28,000 feet. Our flying time is just under 6 hours."

The stewardess gives food and magazines to the passengers.
She takes care of the children.

The pilot says, "We are about to cross the Continental Divide. We are flying over 8000 feet."

The pilot says, "We are flying over Lake Tahoe at 28,000 feet."
The pilot asks the control tower if he can land.

An air controller says, "Flight 801, fly over Sacramento at 11,000 feet or over."
An air controller tells Flight 801 to land.

Film: Airplanes Work for Us

The pilot says, "Flight 23 waiting for instructions to land."
A worker in the control tower says, "This is International Airport. You are cleared
to land on Runway 15. The wind is southwest."
The pilot says, "Flight 23 is approaching Runway 15."
A worker in the control tower says, "You are clear to land. Over."

Airplanes carry passengers.

Airplanes carry mail.

Airmail goes faster than other mail.

Airmail is taken off the planes and put on tugs.

Airmail is taken to a post office and sorted and delivered.

Airplanes carry freight.

A small birthday present, a large motor, a cat, and an elephant are all freight.

Some men fly small, private planes.

They must learn to use the switches and levers in the cockpit.

Helicopters fly over forests.

The pilots look for fires.

Men parachute from the helicopters to reach the fires quickly.

Helicopters can land in water.

They can rescue pilots whose planes have fallen in the water.

Airplanes go on weather patrols.

The pilots look for hurricanes and tornadoes.

They use radar to locate storms.

They report back to the weather bureau.

Helicopters can land almost anywhere.

Helicopters put in poles for power lines.

Airplanes dust crops.

They spray powder to kill insects.

Airplanes work for us.

Sample chart to be
read before film

Film: Airport Activities

The pilot is the captain of the plane
The co-pilot helps the pilot to fly the plane.

A pilot says, "Los Angeles Control Tower. United Flight Number 18 is ready to take off."

An air controller says, "United Flight Number 18. This is the Los Angeles Tower. You may take off, captain."

When a pilot wants to land he says, "Los Angeles Tower, American Flight Number 15 requests to land."

An air controller says, "American Flight Number 15, it is clear to land on Runway 25 at 0930."

0930 means 9:30 o'clock.

When the pilot is going to land, an air controller tells him about the wind.
When the plane lands, luggage, mail, and cargo are taken off on a conveyor belt.

Some airmail is put on other airplanes.

Some airmail is taken to the post office in the city.

Since the letters have already been cancelled, the postman delivers them.

A tug pulls the big plane to the hangar.

A mechanic looks at the plane.

Some men wash the plane outside the hangar.

We need runways.

We need numbers on the runways.

We need to name the airlines that will fly at our airport.

Sample chart to be
read before film

Film: Airport in the Jet Age (Churchill Films)

Helicopters are air taxis.

Helicopters carry people to the airport.

Passengers buy tickets and check luggage in the terminal building.

A voice on the loudspeaker says that the flight will leave at Gate 2.

A passenger looks at a chart and chooses his seat on the jet.

A truck takes fuel to the plane.

Another truck takes food to the plane.

The food was prepared in the airport kitchen.

There is a weatherman at the airport.

He must find out the direction of the wind.

He must forecast the weather.

The pilot must know about the wind and the weather, and how high to fly.

Tugs pull the baggage out to the plane.

A worker in the control tower tells the pilot when he can take off. "United Flight 84, you can take off now."

A worker in the control tower is an air traffic policeman.

Many people work at the airport.

What workers do we need in our airport?

Sample charts to be
read before films

Film: Airport in the Jet Age (Encyclopaedia Britannica Educational Corporation)

Mr. Stuart works in the control tower.
He is an air traffic controller.

Men in the control tower give pilots permission to taxi.
They give pilots permission to take off.
They give pilots permission to land.
"Winds southwest. Cleared to land on Runway 25."

Look at the equipment in the control tower.
Look at the lights.
Look at the earphones.
Look at the microphones.
What other equipment is in the control tower?

Many people work at the airport.
Fuel is put in the plane.
Mechanics check the jet engines.
A weather bureau sends out weather information.
Dinners are prepared in the airport kitchen for the airplanes.

The workers at the ticket counter sell tickets to passengers.
The workers at the ticket counter weigh the baggage.

Listen to the voice on the loudspeaker tell the passengers to get aboard the airplane.

The airport is a busy place.
Many people work there.

Film: Billy's Helicopter Ride

Helicopters do many different kinds of work.
Helicopters spray trees with chemicals.
Helicopters bring supplies to a barge on the ocean.
Helicopters lift telephone poles.
Police in helicopters patrol traffic in cities.
Helicopter pilots report fires to forest rangers.
What else do helicopters do?

Billy will take a ride in a helicopter.

Film: Busy Airport

David visits a big airport.

We depend on airplanes for airmail and air parcel post.

A dog is sent to David by air freight.

See the terminal building.

See the restaurant at the airport.

See the ticket counters.

See the jet planes.

See the runways.

See the hangars.

A hangar is a garage for airplanes.

The mechanics check the airplanes.

Fuel is put into the plane.

Food is put on the plane.

The food comes from the airport kitchen.

Sacks of mail are put on the airplane.

See the pilot in the cockpit.

The pilot looks at a map.

See the control tower.

The man in the control tower tells the pilot when to land and when to take off.

The man in the control tower says, "Taxi to Runway 5."

Sample charts prepared by the teacher or dictated by pupils

Workers in the Airport Kitchen in Dramatic Play

The workers in the airport kitchen work hard.
The workers in the kitchen must get some food ready before dramatic play starts.
They must get food to the airplane before it takes off.
They must get food ready for the restaurant.
They make the food out of play dough.
They buy the play dough at the store in our community.

Workers in the Control Tower

The control tower is the tallest building at the airport.

The workers in the control tower are called air controllers.
The air controllers can see the airport below and the sky above.

The air controllers:

1. tell pilots to taxi.
2. tell pilots when to take off and which runway to use.
3. tell pilots when to land and which runway to use.
4. tell pilots about the wind and weather.
5. talk to drivers of tugs and trucks on the ground and tell them when to get off the field near the runways.
6. call fire trucks if there is an emergency.

The Work of the Stewardess

The stewardess checks that passengers put on their seat belts when the airplane takes off and lands.

She tells passengers not to smoke when the airplane takes off and lands.

She shows passengers how to use the oxygen mask.

She serves food and drink.

She gives magazines to passengers.

She helps mothers with babies.

She takes care of children flying alone.

She helps sick people.

After passengers get off, the stewardess makes the airplane neat for the new passengers.

TRIP TO THE AIRPORT

1. hangar _____
2. terminal building _____
3. ticket counter _____
4. weighing luggage _____
5. departure board _____
6. Eastern Airlines _____
7. United Airlines _____
8. waiting room _____
9. restaurant _____
10. bank _____
11. control tower _____
12. runways _____
13. tugs _____
14. mail bags _____
15. cargo _____
16. fuel truck _____
17. food truck _____
18. gasoline station _____
19. pilot _____
20. stewardess _____
21. weather station _____
22. weather instruments _____
23. weather maps _____
24. flight room _____

Sample form to be used
in dramatic play

AIRPLANE TICKET

Name _____

Flight _____

You are going to _____.

The airplane will go at _____.

You will pay \$_____.

DEPARTURES¹

Flight 1 to New York Time 10 A.M.

Flight to Time

Flight to Time

Flight to Time

¹In the lesson the pupils look at the large classroom map and decide on the destination of the big airplane in dramatic play. The teacher or a pupil writes the flights on the blackboard "departure board," while the rest of the class fills in this form.

WEATHER CHART

	What time is it? Monday	Read the thermometer. What is the temperature? Tuesday	What kind of day is it? Wednesday
Thursday			
Friday			

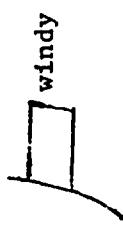
Key:



cloudy



sunny



windy



rainy



snowy

calm

Sample questions on books
for pupil research lesson

Bagwell, Richard, and Bagwell, Elizabeth. This Is an Airport

1. What does the clerk at the ticket counter do? page 10
2. What do the big boards show? pages 10, 11
3. What is the tallest building? page 17
4. Name some equipment in the control tower. page 18
5. What do the men in the control tower do? pages 18, 19, 20
6. Look at the picture. What does the stewardess do? page 28

Colonius, Lillian, and Schroeder, Glenn W. At the Airport

1. What do the boys see on the big schedule board in the terminal building? page 5
2. How can people buy tickets? pages 6, 7
3. What trucks did John and Don see near the plane? pages 11, 13
4. What is done to the airplane in a hangar? page 23
5. How does the weather station help pilots? page 29
6. What do workers in the control tower do? page 31

Greene, Carla. I Want to Be an Airline Hostess¹

1. Who takes care of Sue on the airplane?
2. What does the airplane hostess (stewardess) tell Sue to do with her seat belt?
3. What does the airplane hostess (stewardess) do on the plane?
4. What did Miss Kay learn at airlines school?
5. Why does Miss Kay get on the plane early?

Greene, Carla. I Want to Be a Pilot

1. What does Mike learn at the flying school?
2. Why does Mike go to the doctor?
3. What does Mike learn at the airline ground school?
4. Mike becomes a co-pilot. What does a co-pilot do?
5. Now Captain Mike is a pilot. What comes over the radio before take off?

Greene, Carla. Railroad Engineers and Airplane Pilots

1. What does a pilot learn in flying school' pages 40, 41
2. What does a flying forest ranger do? page 47
3. What does a co-pilot do? page 51
4. What do the men in the control tower tell Captain Smith? pages 55, 60
5. What does the pilot do? pages 60, 61

¹In some books the pages are not numbered. The teacher can put markers in these books to help pupils find the pages with the answers.

Sample questions on books
for pupil research lesson

Jacobs, Lou, Jr. Airports, U. S. A.

1. What is the tallest building at the airport? page 8
2. What must the crew do before take-off? page 18
3. Where do the traffic policemen for airplanes work? What are they called? page 20
4. What do the men in the control tower do? pages 8, 20
5. What does the controller ask the pilots to do if many planes are waiting to land? page 22
6. What do the controllers see on the radar screens? page 24
7. What is done to the plane in the hangar? pages 37, 38, 39, 40

Lewellen, John. The True Book of Airports and Airplanes

1. How long are some runways? page 7
2. What does the man in the control tower tell the planes? page 11
3. Look at the picture on page 12 and read page 13. What does the worker at the ticket counter do?
4. Look at the picture on page 17. What does the stewardess do?
5. Draw a picture of a worker at the airport.

Shapp, Martha, and Shapp, Charles. Let's Find Out about Airplanes

1. Do helicopters need runways? Explain. page 39
2. What do the men in the control tower tell the pilots? page 42
3. What do the pilot and co-pilot do? page 44
4. What does the stewardess do? page 46
5. Why does the pilot radio the control tower before landing? page 51

Shay, Arthur. What Happens When You Travel by Plane

1. What is in the airport kitchen?
2. What is in the airport?
3. What signs are inside the plane?
4. What does the stewardess do?
5. What happens when the plane lands?

Wilkinson, Jean, and Wilkinson, Ned. Come to Work with Us in an Airport

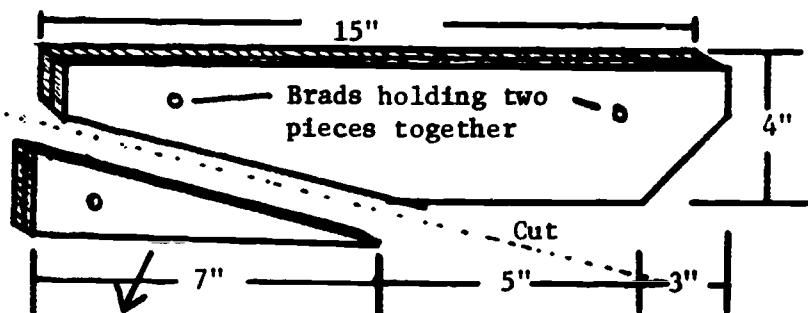
1. What does the porter do? pages 10, 11
2. What does the ticket agent do? pages 12, 13
3. Name some workers in the ground crew. pages 17, 19
4. What does a pilot do? pages 22, 23
5. What does a stewardess do? pages 24, 25
6. What does the air traffic controller do? pages 30, 31
7. What other kind of controller is in the control tower? page 33
8. What does the pilot learn from the weatherman? page 37

Filmstrip: The Airport

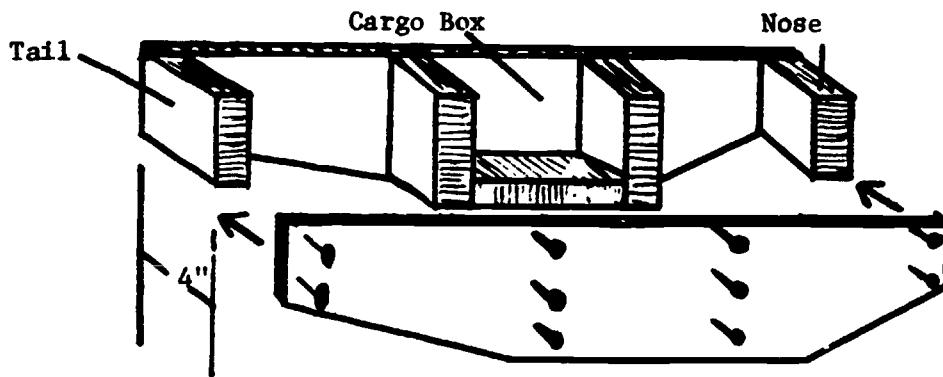
1. terminal building _____
2. ticket agent _____
3. departure board _____
4. airport store _____
5. airport restaurant _____
6. stewardess _____
7. pilot _____
8. ground crew _____
9. mechanic _____
10. weather maps _____
11. waiting room _____
12. control tower _____

CONSTRUCTION OF A CARGO PLANE

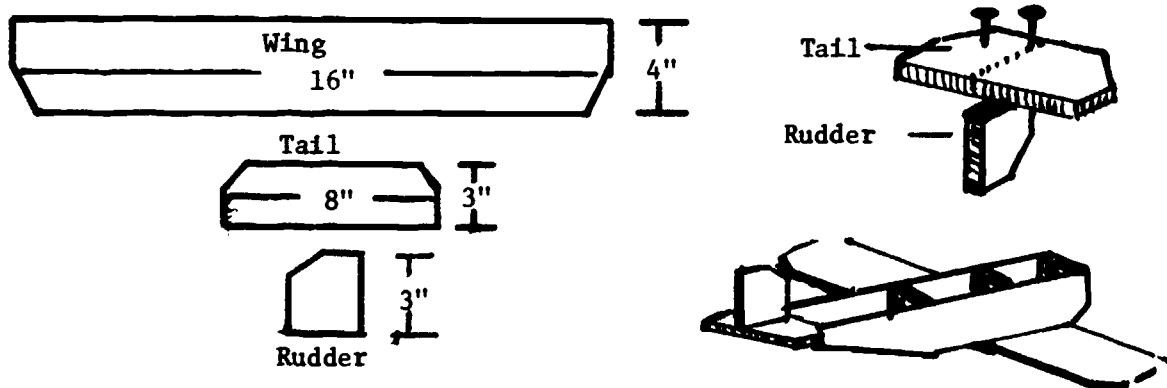
1. Take two pieces of $1/4"$ plywood approximately 15 inches long and nail them together with small brads. Cut them both at the same time to insure that both sides of the plane are equal in size and shape. Cut them in this manner:



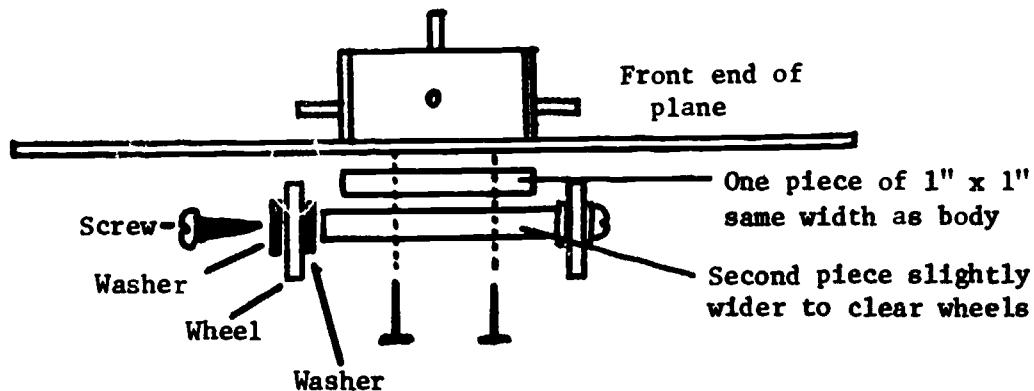
2. Remove the brads. Separate these two pieces of wood. They will form the main part of the body of the plane. The rest of the body is made by cutting short pieces of wood to form a cargo box between the sides of the plane. Also put two connector blocks at the nose and tail of the plane.



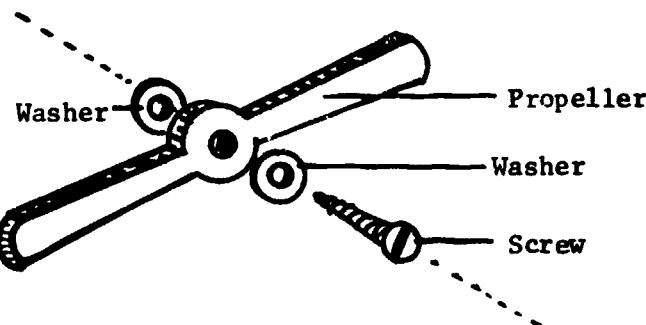
3. Cut the wing, tail, and rudder. Nail the rudder and tail together through the bottom of the tail. Nail the wings and tail onto the body of the plane.



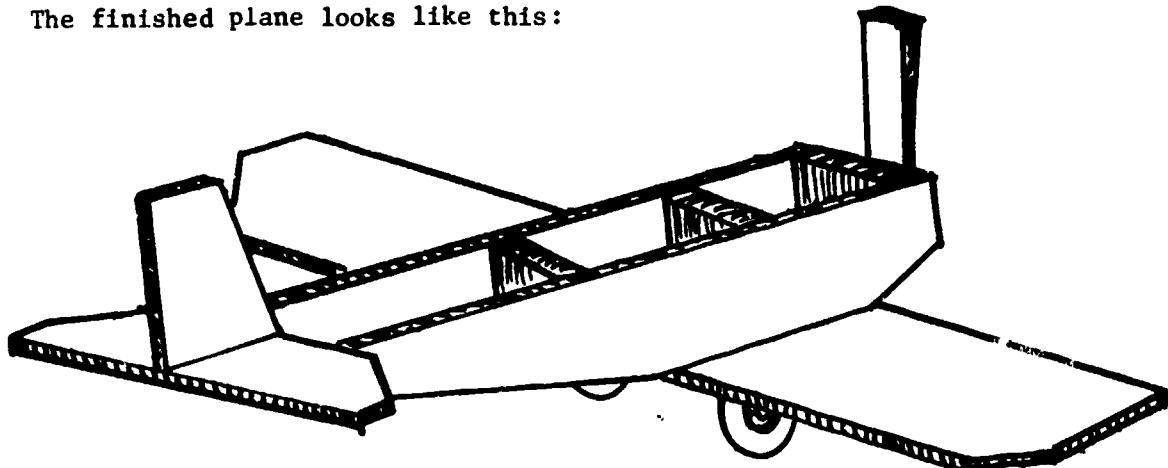
4. The wheels are attached by cutting two pieces of 1" x 1" stock to conform to the dimensions of the plane. Nail the pieces of 1" x 1" underneath the wing and attach the wheels. Always glue before nailing.



5. Make a propeller and attach to the front of the plane with a screw and washers.

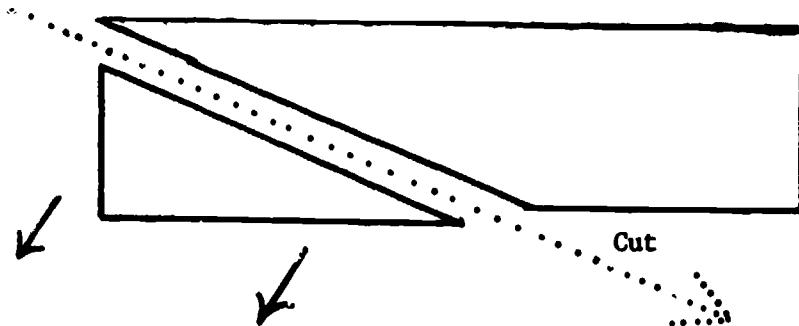


6. The finished plane looks like this:

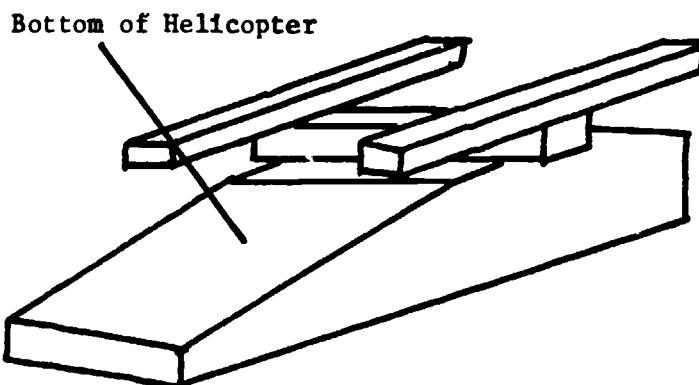


CONSTRUCTION OF A HELICOPTER

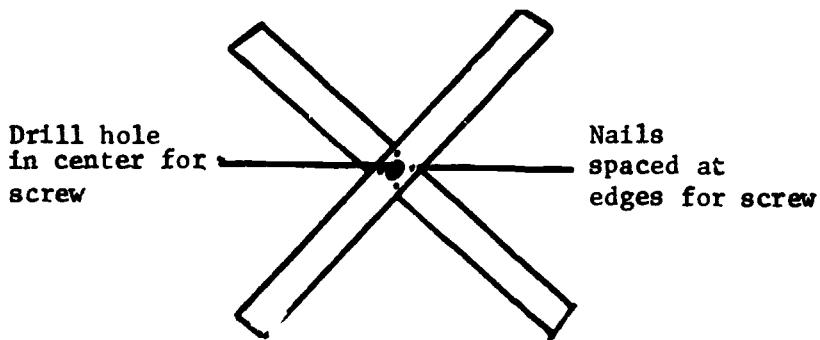
- Cut a piece of 2" x 2" stock 10 inches long. Cut one end at an angle to make the body of the helicopter.



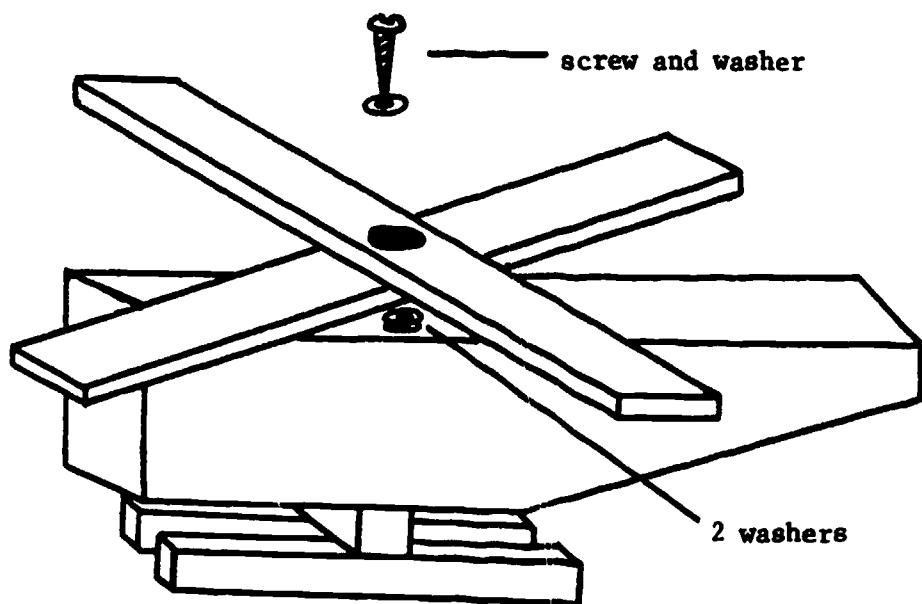
- Using 1" x 1" stock, cut three pieces 4 inches long. Make an "H" with these three pieces. Then nail the center of this "H" to the bottom of the helicopter.



- Cut two pieces of 1/4" plywood 1 inch wide and 10 inches long. Nail them together in an "X". This "X" will be the propeller, so leave a space for a screw in the middle.



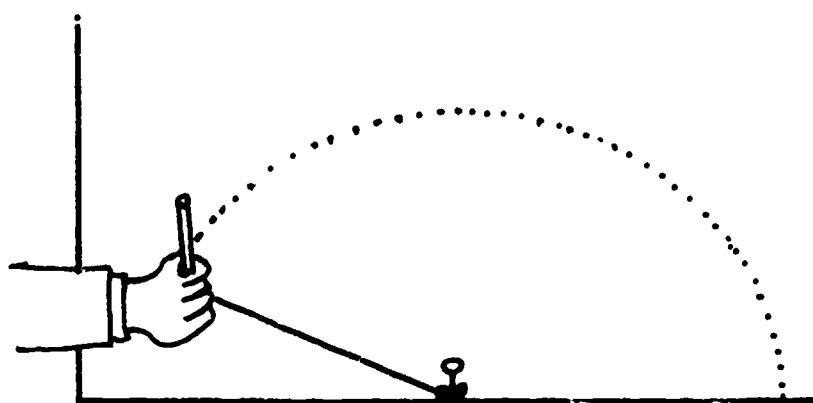
4. Screw this "X" onto the top of the helicopter. Put two or three washers between the "X" and the top of the helicopter to give the propeller clearance from the body, so that it can be turned.



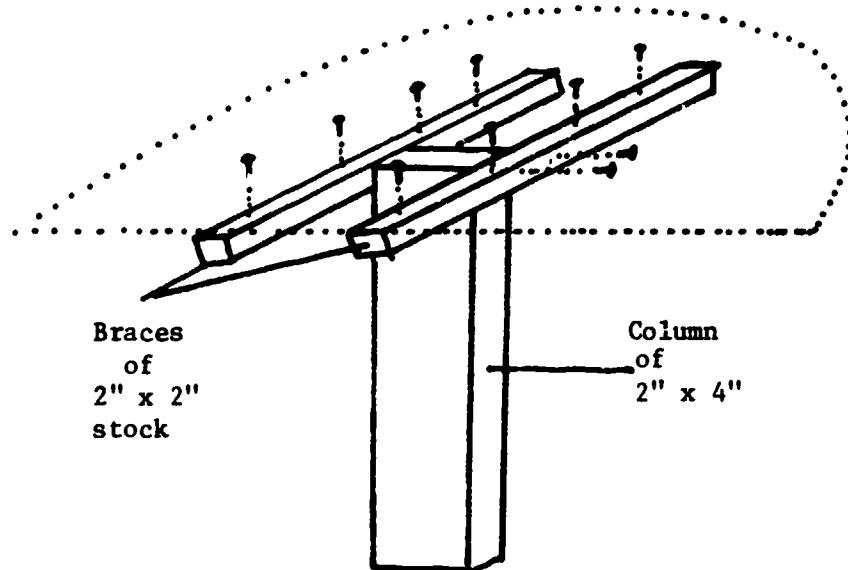
FINISHED HELICOPTER

CONSTRUCTION OF A COCKPIT OF AN AIRPLANE

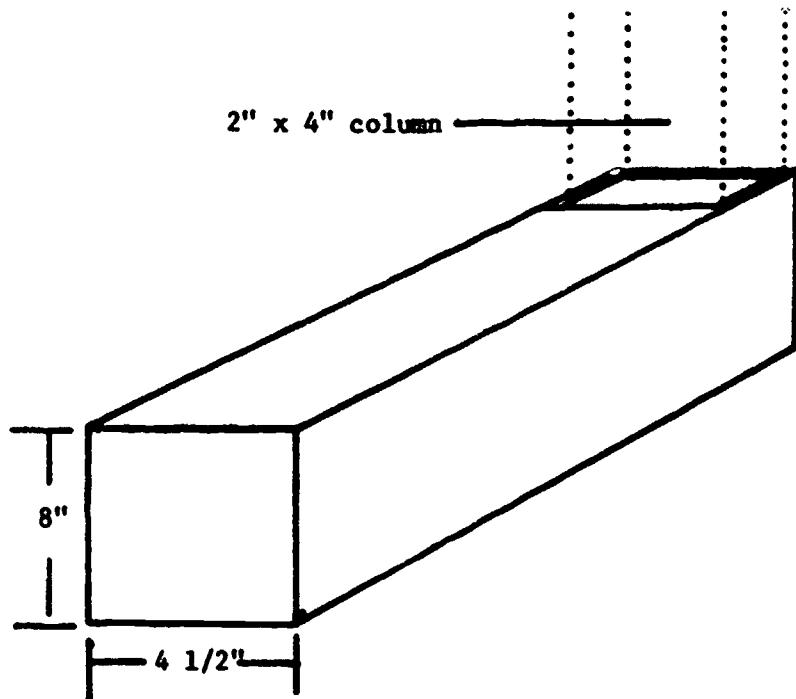
1. Cut a half circle of plywood a yard wide. (A perfect half circle can be made by driving a small nail into the center point of one end of the plywood. Loop a string around the nail and swing a pencil in an arc at the other end of the string to make the half circle).



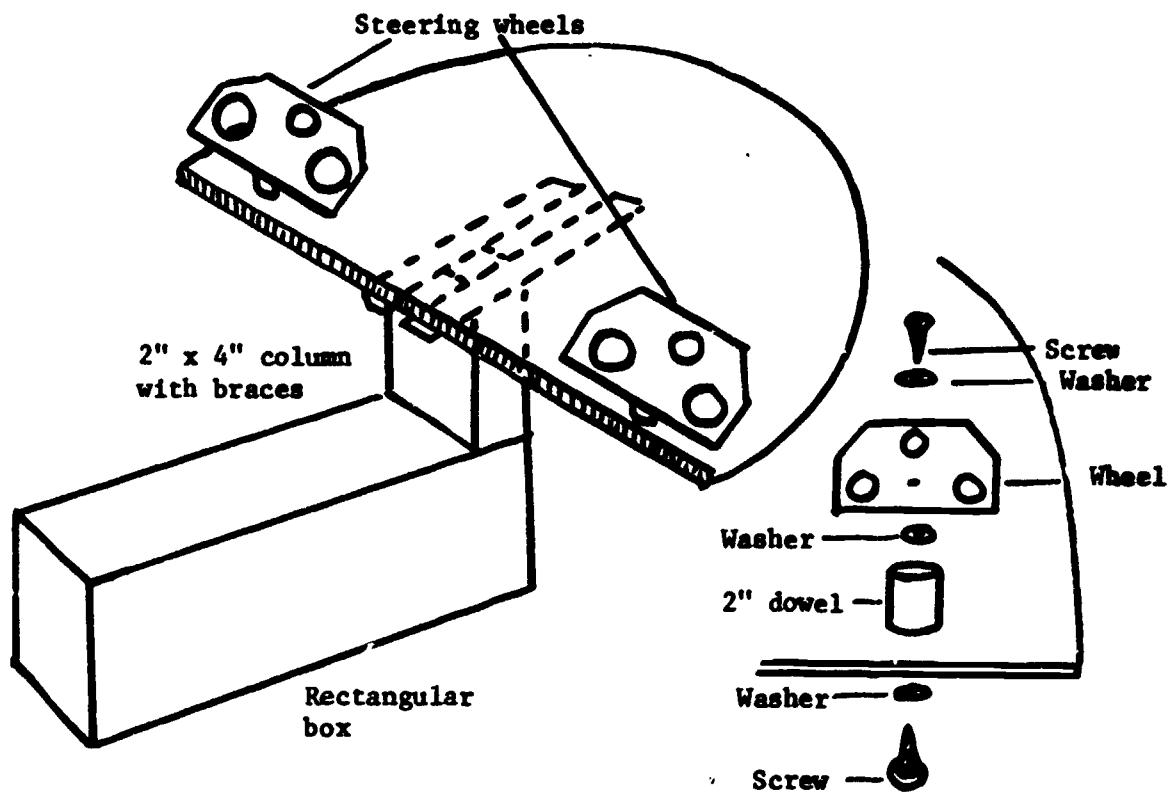
2. Cut out this half circle with a sabre saw. Nail it to a 2" x 4" column which has been cut at an angle and has braces attached. The length of this 2" x 4" column will determine the height of the airplane panel. The braces are made of 2" x 2" boards. The length of the braces is determined by the dimensions of the airplane panel.



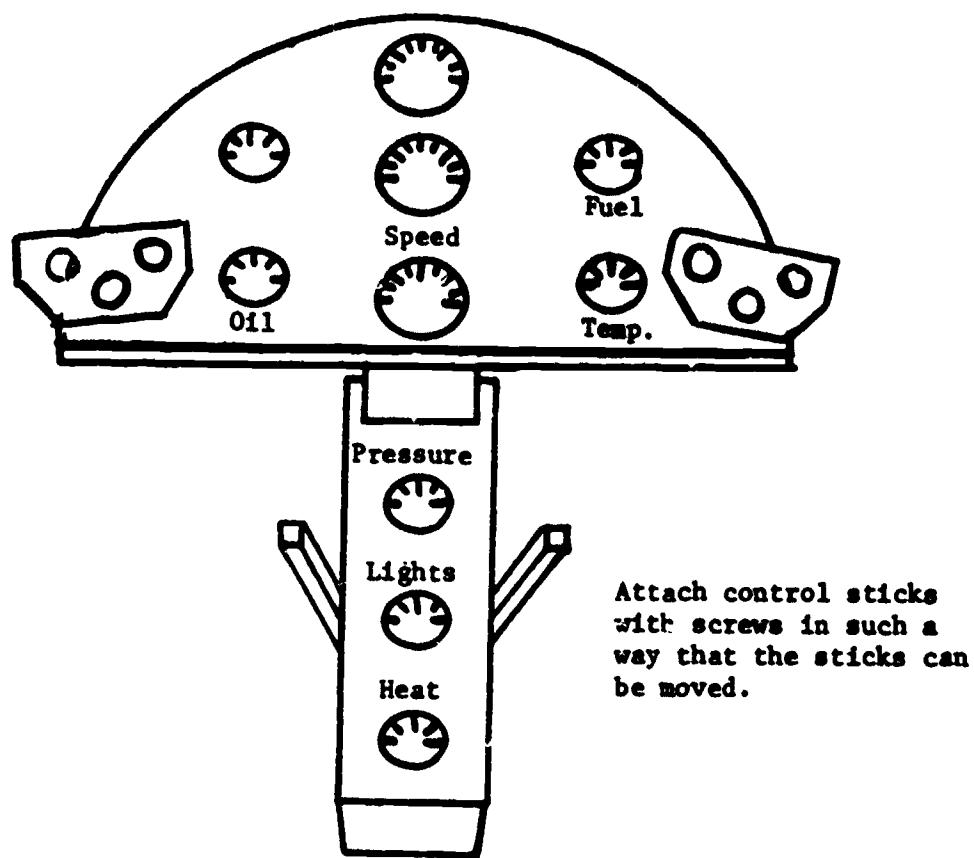
3. Make a rectangular box. Cut a hole at one end into which the 2" x 4" column with the braces will fit.



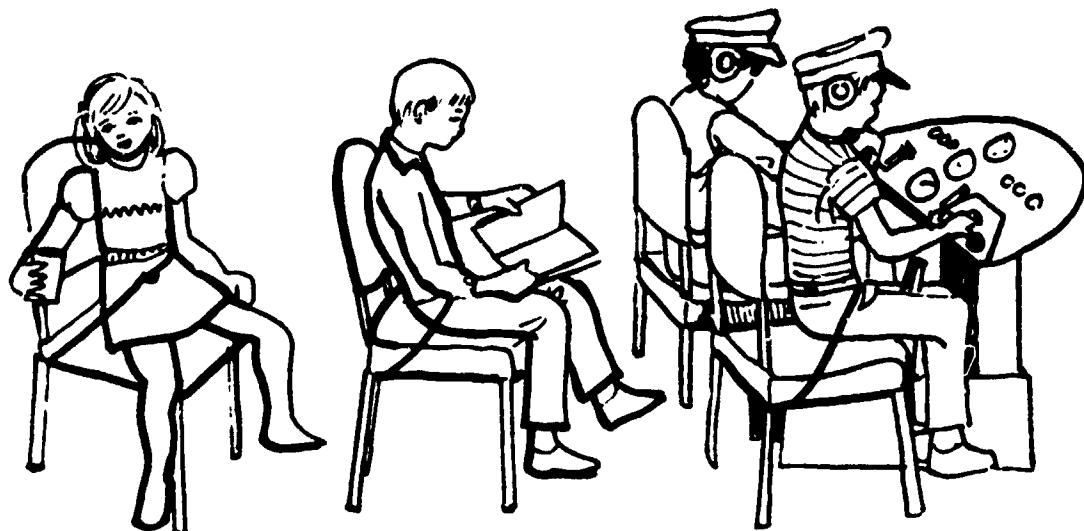
4. The unit will look this way when put together.



5. Draw some dials on the dashboard. Also attach wooden button molds, wheels, and bottle caps to represent other dials and indicators on the dashboard.

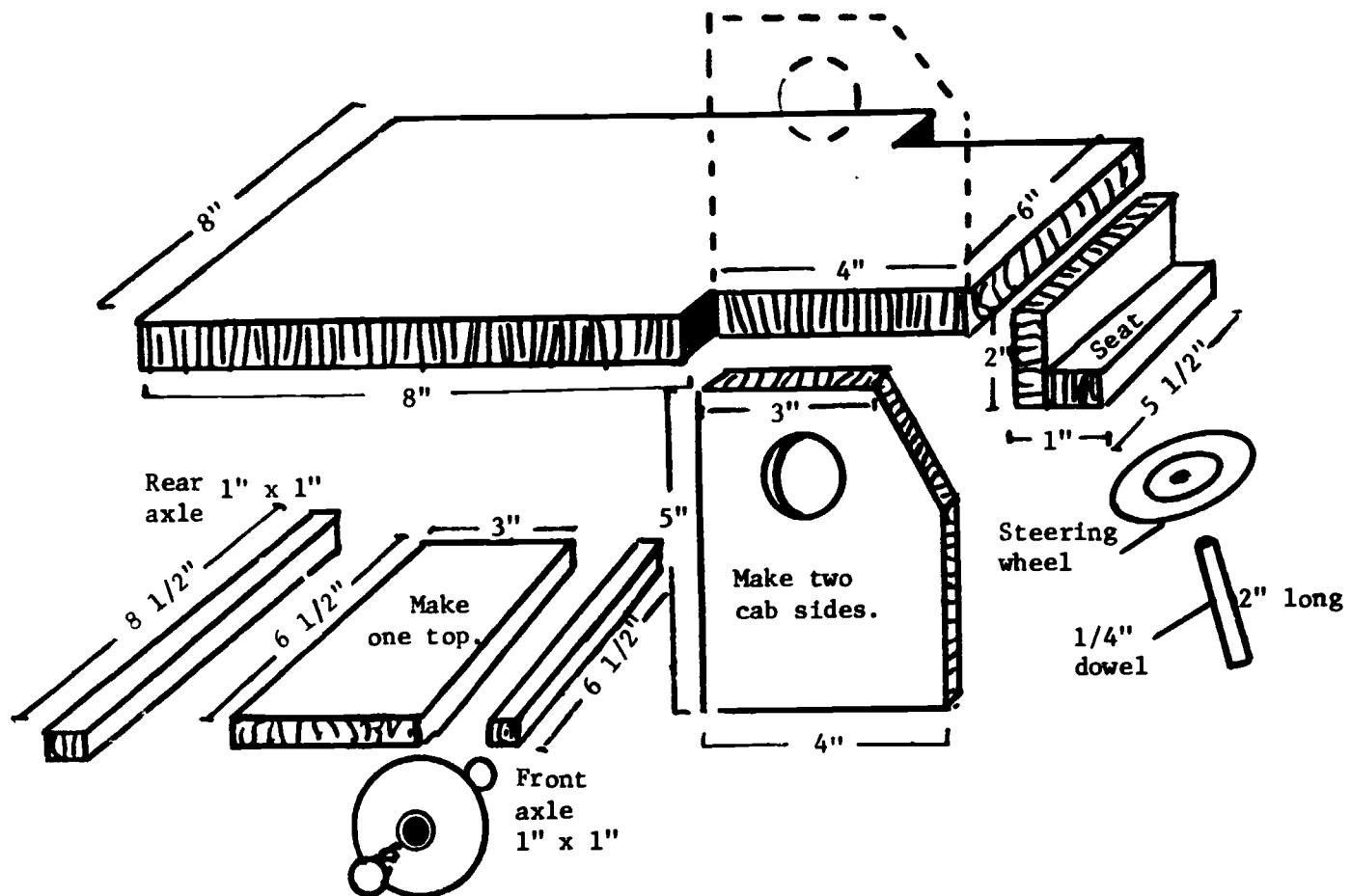


6. Put chairs behind the cockpit for pilots and passengers to sit during the dramatic play on the airport.

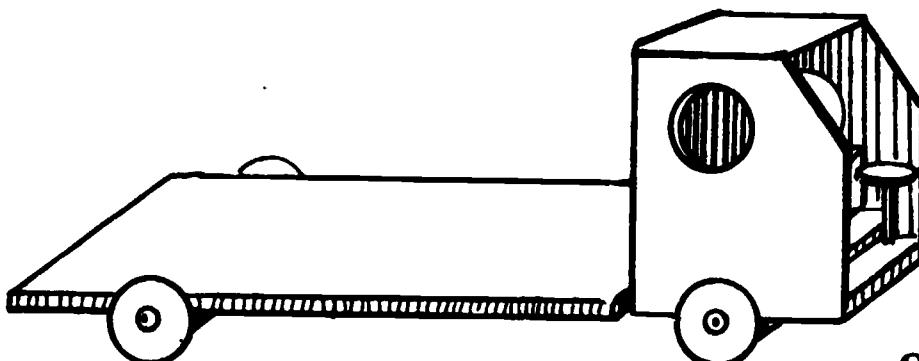


CONSTRUCTION OF A FUEL TRUCK

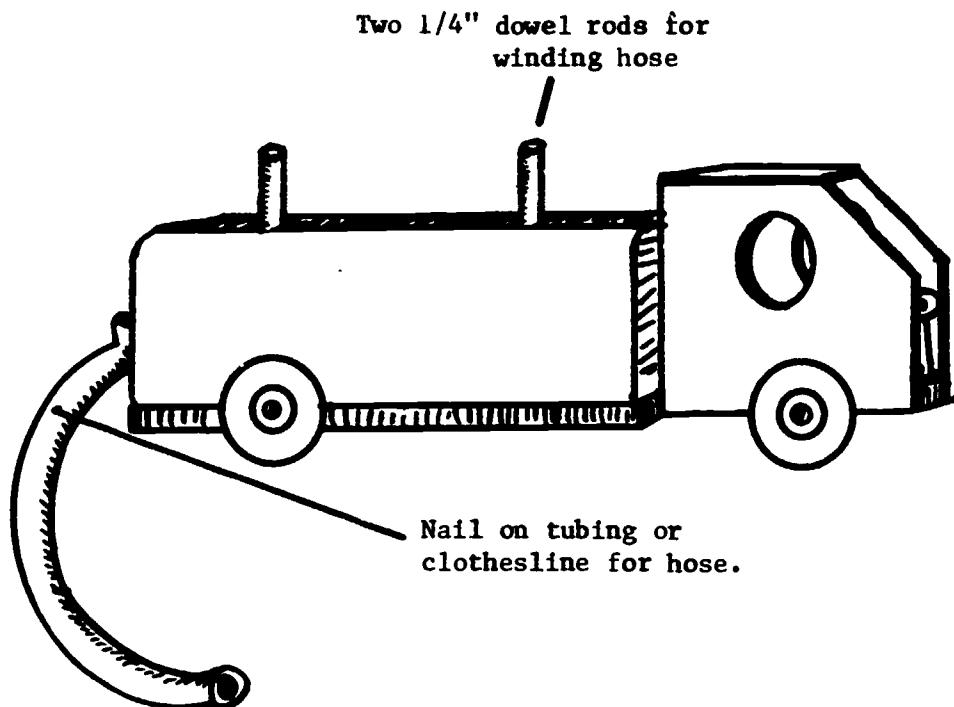
1. Make the bed and cab first. Cut a piece of 1" x 8" wood 12 inches long. At one end of this board cut out a section 1" x 4" from each side, leaving the end 6 inches wide. The cab will be put at this end. The sides and top of the cab are made of 1/4" plywood.



2. The assembled bed and cab of the truck look like this:

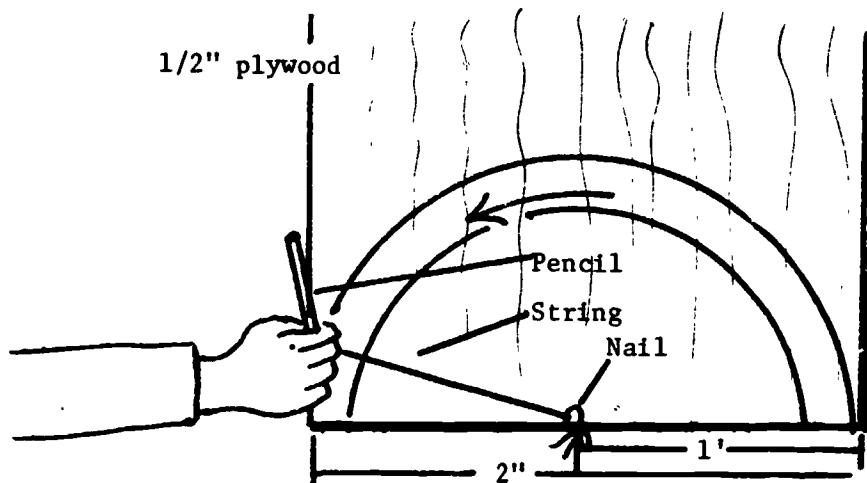


3. Cut a 2" x 4" to the appropriate length. Nail the 2" x 4" to the bed of the truck. Nail through the bottom of the truck. Plane or sand down the top edges and corners of the 2" x 4" so it assumes a rounded appearance to resemble a fuel truck. Nail a piece of rubber tubing or clothesline to the back or side of the fuel truck. Put 1/4" dowel rods on top of the truck to wrap the hose around when it is not in use.

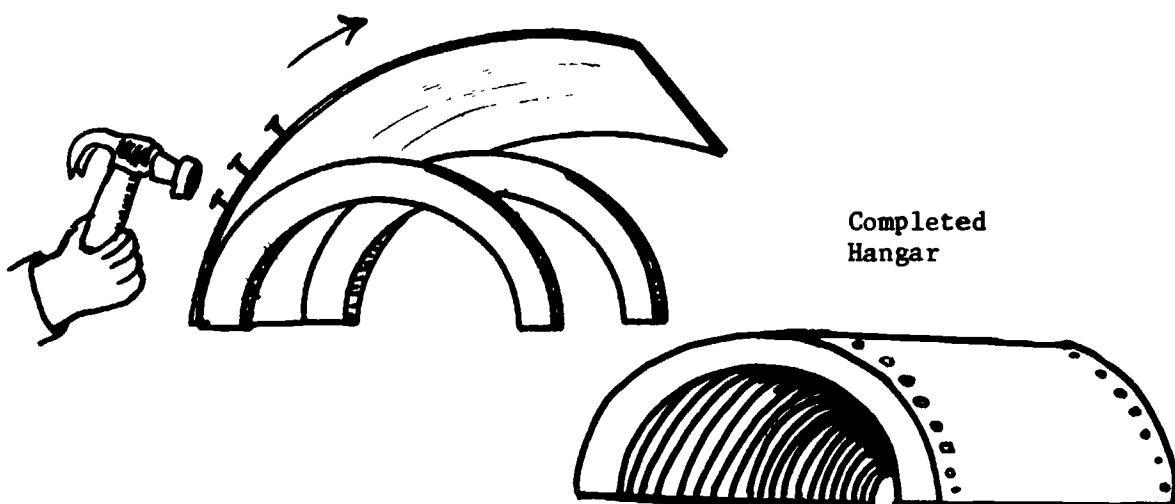


CONSTRUCTION OF A HANGAR

1. Make the hangar by cutting two plywood half circles and connecting them with a thin roof covering. The half circles are made by placing a nail in the center of the end of a piece of $1/2"$ plywood. Tie one end of the string around the nail and the other end around a pencil. Swing the pencil in a half circle with a one foot radius. Then shorten the string 3 inches and draw a smaller half circle with a 9 inch radius. Cut one plywood half circle and then make an identical half circle.

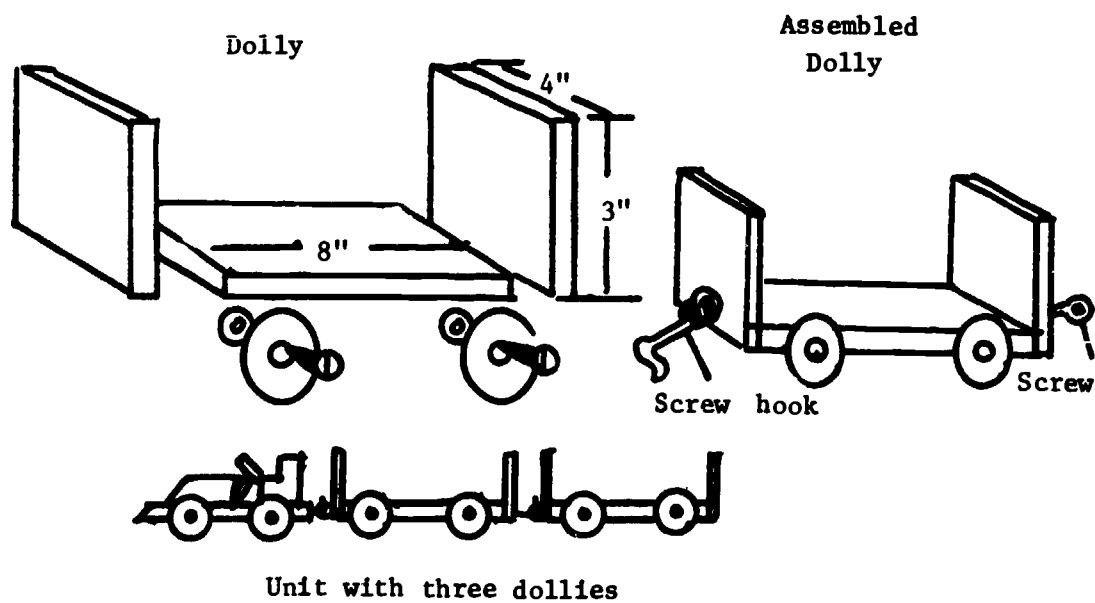
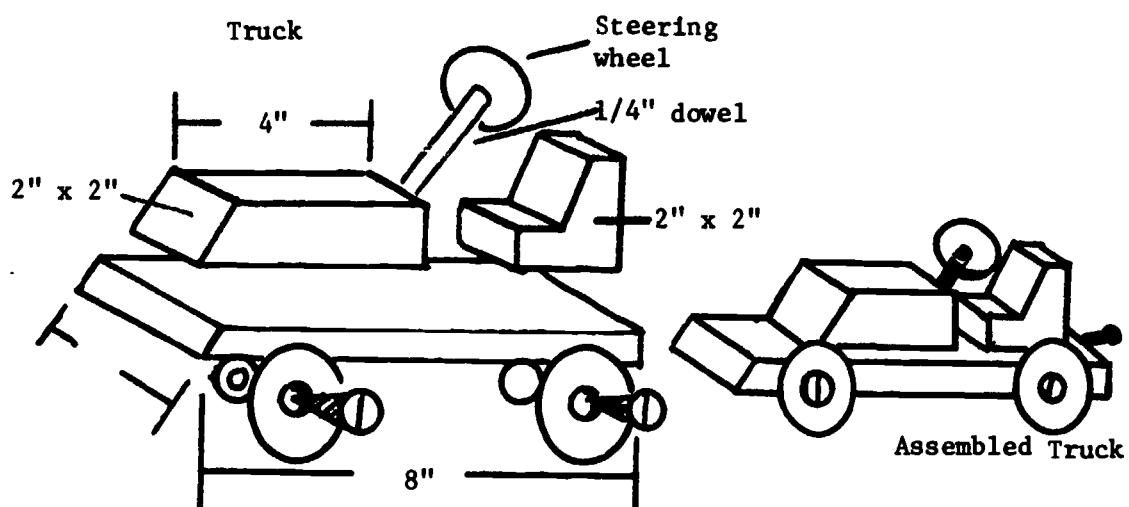


2. Cover the two half circles with thin plywood or cardboard that will bend easily with the curve. Start nailing the roof covering at one side of the plywood half circles and continue nailing over the top of the half circles to the other side. Apply glue before nailing. The completed hangar is about 2 feet wide and 2 feet long.



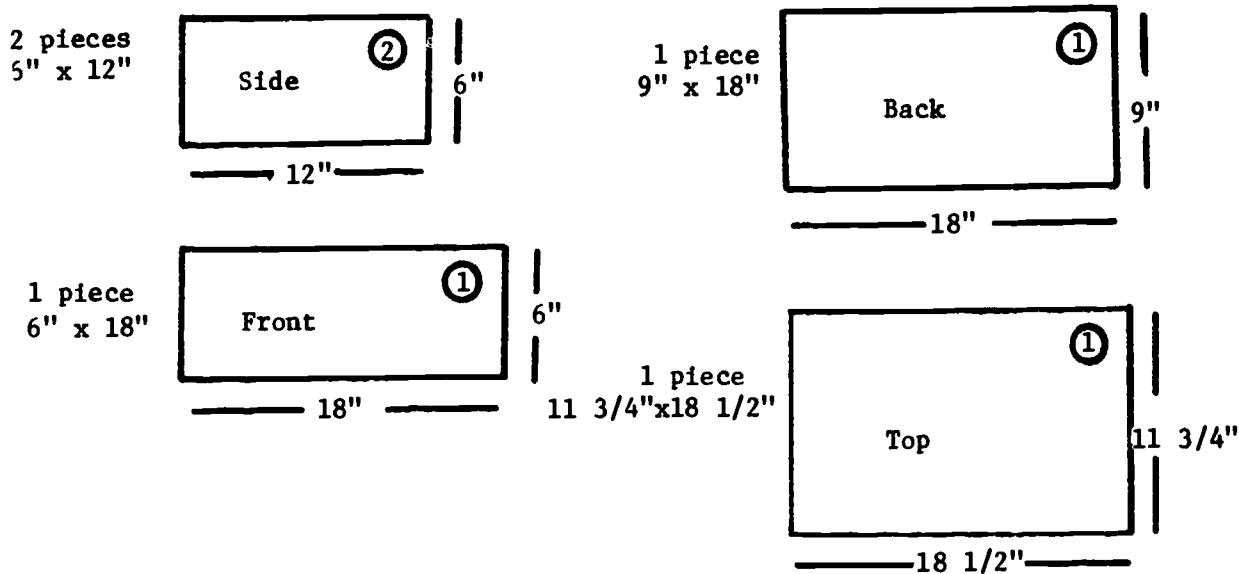
CONSTRUCTION OF TUGS FOR THE AIRPORT

The tug is essentially a truck pulling a series of dollies hooked together with screw eyes and hooks. The base for the truck and dolly are cut from 1" x 4" stock and are each 8 inches long. The motor section and seat of the tug are made from 2" x 2" stock cut to the dimensions shown below. The steering wheel is mounted on a piece of 1/4" dowel 3 inches long. This dowel is hammered into a 1/4" hole drilled in the base behind the motor. The wheels are attached with round head wood screws with washers on each side.

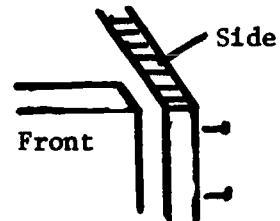


CONSTRUCTION OF A STOVE FOR THE AIRPORT KITCHEN AND RESTAURANT

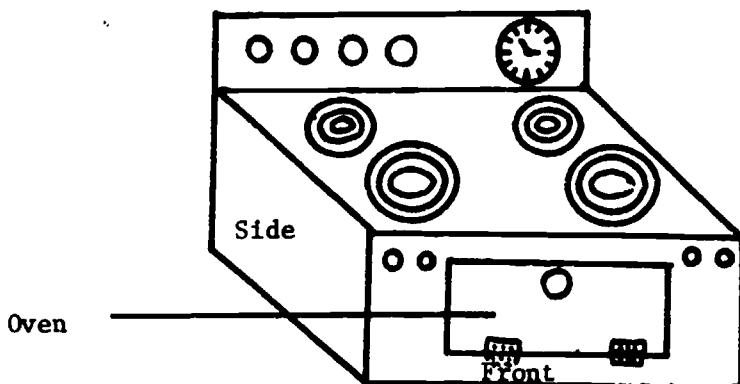
1. All parts are made of 1/4" plywood.



2. Using 1/2" brads, make a frame by nailing the two side pieces to the outside of the front and back ends.



3. Nail the top to this frame. Attach wheels, buttons, or bottle caps for control knobs. Draw round burners on the top. If an oven door is desired, cut a rectangle from the front end. Use this cut-out piece as an oven door, attaching it with metal or leather hinges.



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This filmstrip is too advanced for most primary pupils. It can be used as an independent activity with bright pupils.

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OCCUPATIONAL AWARENESS THROUGH DRAMATIC PLAY

A Curriculum Guide for Primary Grades

PART II

by LORETTA GOLDEN

Frank Porter Graham Child Development Center

December, 1973

Chapel Hill, North Carolina

Project funded by

Occupational Research Unit

North Carolina State Department of Public Instruction

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EXPLANATION OF PART II

Part II is a continuation of Part I of this curriculum guide. Before using Part II, teachers should read pages 3 to 67 in Part I, so that they will understand how to present dramatic play and the related lessons in an occupational awareness program.

In this guide the occupations are placed in a sequence to roughly correspond to the way occupations were added to the dramatic play community in the Frank Porter Graham Project. Some teachers may decide not to follow this sequence. Teachers are urged to let their pupils be creative in the development of their own dramatic play community.

. . .

WORKING in the BANK



DRAMATIC PLAY OF WORKERS IN THE BANK AND RELATED OCCUPATIONS

Dramatic Play of Workers in the Bank

1. Cashing checks
2. Cancelling checks
3. Taking deposits
4. Keeping records of money withdrawn and deposited in accounts
5. Counting money
6. Sorting paper money and coins into piles of the same denominations
7. Putting extra money in the vault
8. Guarding the vault and the rest of the bank

Dramatic Play of Workers in Two Occupations Related to the Bank--the U. S. Mint and the U. S. Bureau of Engraving and Printing

1. Making coins out of cardboard or tagboard
2. Writing denominations on coins
3. Making paper money (\$1, \$5, \$10)
4. Inspecting coins and paper money when they are made
5. Delivering money to bank

INTERACTION OF BANK WORKERS WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

1. Bank workers interact with other workers in the community as they transact business in the bank.
2. Bank workers interact with firemen when there is a fire or fire inspection at the bank
3. Bank workers buy groceries in the store.
4. Bank workers buy snacks in the store during their work break.
5. Bank workers take trips on the airplane.
6. Bank workers go to the restaurant.
7. Bank workers send their children to school.
8. Bank workers buy stamps, mail letters and packages in the post office.
9. Bank workers use police services.
10. Bank workers go to the hospital.
11. Bank workers go to traffic court if they get a ticket.
12. Bank workers go to the service station.

¹ The usual dramatic play lesson lasts from 15 to 25 minutes. If there are two or more workers in the bank, workers may have time to take a break and interact with workers in other occupations in the community.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE BANK AND RELATED OCCUPATIONS

Workers in the Bank

1. Table or desk
2. Play money (coins and bills)
3. Checks
4. Deposit slips
5. Checking account book to record deposits and withdrawals
6. Vault made out of wood or cardboard box
7. Small boxes inside vault to represent safe deposit boxes
8. Boxes with dividers for sorting checks and deposits
9. Paper and pencils

Workers in the U. S. Mint and the U. S. Bureau of Engraving and Printing

1. Paper cut to appropriate size for bills
2. Cardboard or tagboard for making coins (Coins can also be cut from dowel rods.)
3. Pencils or magic markers
4. Truck

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Pupils will be able to bring some of the props from home.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE BANK

As pupils participate in dramatic play, they will soon need money to buy food at the store and stamps at the post office. Instead of just giving pupils money for the dramatic play, the teacher sets up a table with play money for the bank. At first pupils are just given money by the teller. Some pupil bank tellers on their own write down the names of customers withdrawing money. When the teacher decides to introduce the study of the bank in her social studies program, she starts with the study of checks.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Learning about checks ¹	
Sharing experiences about their parents cashing checks	
Learning about cashing checks in a bank in order to withdraw money; looking at a picture in a book of a teller cashing a check	Baker. <u>I Want to Be a Bank Teller</u> , pp. 20-21
Learning about the value of a checking account	Williams. <u>I Know a Bank Teller</u> , pp. 32-33
Learning that money must be deposited in the bank before a check can be written	Baker. <u>I Want to Be a Bank Teller</u> , pp. 18, 20-21

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of workers in the bank. The lessons will not necessarily occur in the sequence presented here.

¹ In the Frank Porter Graham Project pupils cashed checks in the bank to get money from their accounts in order to make purchases. Some books discuss paying for items in stores with checks, but checks were not used in this way in this project. However, primary teachers should try using checks in this way in dramatic play, since some pupils observe their parents paying for purchases with checks.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Showing pupils a check used by the teacher in the real community; looking at the information on the check	Pupils also bring in checks their parents use.
Making a form for checks to be used in the dramatic play bank	Sample form in this section of guide.
Learning about writing the amount of money needed on a check (using dollar sign and decimal point)	See lessons in arithmetic books used in local district.
Listening to the teacher read that the bank cancels checks so that they can't be used again, and that the check may be stamped PAID or CANCELLED	Sootin. <u>Let's Go to a Bank</u> , p. 31 Williams. <u>I Know a Bank Teller</u> , p. 34
Looking at cancelled checks which pupils or the teacher bring in; finding that some checks are stamped with PAID, and some are stamped POSTED; some checks have small perforations in them	
Deciding how checks will be cancelled in the pupils' bank: deciding to use a paper hole puncher to make holes in the checks, or to have the teacher get a stamp made with PAID or CANCELLED on it ¹	
Comparing cancelling stamps at the post office with cancelling checks at the bank	
Dramatizing someone cashing a check in the bank; choosing a teller and customer at the bank	Suggested props: checks, play money

NOTE

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

¹ In the Frank Porter Graham Project the teacher had a stamp made with the word CANCELLED on it. The word POSTED is difficult for primary pupils to understand, but the word CANCELLED very clearly communicates what happens to the check.

Lessons and Activities

As pupils cash checks the teacher tells them that money must be deposited in the bank before any money can be withdrawn.

2. Learning about making deposits in the bank

Looking at a filmstrip which has a section on making deposits

Reading a chart on a film

Looking at a film which shows money being deposited in the bank

Listening to the teacher read about making deposits in a bank; looking at pictures in books

Looking at a deposit slip the teacher uses in a real bank

Making a form for deposits in the dramatic play bank

Receiving pay from the teacher for work in the dramatic play community

Filling out deposit slips for money received as pay

Dramatizing the depositing of pay in the bank; choosing a teller and customer

Learning that restaurants, stores, and other businesses deposit their money in the bank; sometimes the money is put in the Night Deposit slot

Deciding that workers in the store, restaurant, and other businesses in the dramatic play community should deposit money in the bank; deciding to put a box at the outside of the bank where money can be deposited if the bank is closed

Sources of Information and Comments

Let's Go to a Bank

Chart in this section of guide

Money in the Bank and Out

Baker. I Want to Be a Bank Teller, p. 18

Preston. Greenfield and Far Away, p. 31

Shay. What Happens When You Put Money in the Bank, p. 8

Sample form in guide

Suggested props: play money, deposit slips

Sootin. Let's Go to a Bank, p. 27

Williams. I Know a Bank Teller, p. 23

Lessons and ActivitiesSources of Information
and Comments

The teacher observes that some tellers write down the names of pupils cashing checks and making deposits in dramatic play, but that some tellers do not keep any records.

3. Learning that the bank keeps records

Listening to the teacher read from one or more books on how banks keep records; looking at pictures in books of records and of machines used by the bank to keep records (e.g., adding machines, computers)

After listening to the teacher read from the book by Wilkinson and looking at the pictures therein, deciding they will sort checks and deposits by each child's name, and place them in a box with dividers

Deciding they need a written record of deposits and withdrawals in their bank

Making a form to record withdrawals and deposits in their bank checking accounts

From the first day a bank is included in dramatic play, the teacher calls the bank workers "tellers." After pupils have participated in dramatic play for some time, the teacher decides to have more lessons on the duties of the tellers, and on the other workers in the bank.

4. Learning about various workers in the bank

Discussing the duties of the teller

Reading or listening to the teacher read from one or more books about the bank teller; looking at pictures in books

Baker. I Want to Be a Bank Teller, pp. 10-11, 17, 22-23
 Shay. What Happens When You Put Money in the Bank, p. 19
 Sootin. Let's Go to a Bank, p. 16
 Wilkinson. Come to Work with Us in a Bank, pp. 12-21
 Williams. I Know a Bank Teller, pp. 36

Sample form, "Bank Checking Account,"¹ in this section of guide

Baker. I Want to Be a Bank Teller, pp. 8, 14-27
 Shay. What Happens When You Put Money in the Bank, pp. 9-10
 Wilkinson. Come to Work with Us in a Bank, p. 11

¹ In the Frank Porter Graham Project, the teacher discovered that it was very difficult for many primary pupils to record withdrawals and deposits on this form. Teachers didn't insist that this form be filled out, but let the majority of pupils just write down the names of pupils and amounts deposited and withdrawn.

Lessons and Activities

Dramatizing the teller cashing checks, taking deposits, counting money; choosing a teller and bank customers

Dictating an experience chart on the work of the teller

Discussing workers in the bank other than the teller

Reading or listening to the teacher read from one or more books about workers in the bank; looking at pictures in books

Discussing various workers in the bank such as bank president, bank manager, file clerk, mail clerk, stock clerk, sorter, bookkeeper, bank guard, vault custodian; comparing sorter in bank to sorter in post office

Deciding that a bank manager and bank tellers are the main workers they need in their bank, but that since their bank is small, each of these workers will have several jobs, such as guard, file clerk, sorter, or bookkeeper

Making pictures or a mural of various workers in the bank

5. Learning about money

Looking at real coins; discussing the names of famous Americans whose pictures appear on coins (Lincoln--penny, Jefferson--nickel, Franklin Roosevelt--dime, Washington--quarter)

Learning that coins are made in a mint

Looking at pictures in books of the mint and how coins are made

Learning that an inspector in the mint examines the finished coins

Sources of Information and Comments

Suggested props: table or desks for bank; checks and deposit forms, play money

Chart in this section of guide.

Shay. What Happens When You Put Money in the Bank, pp. 11-15, 19

Wilkinson. Come to Work with Us in a Bank (entire book)

Rosenfield. Let's Go to the U.S. Mint, pp. 5-17, 36-38
Stanek. How People Earn and Use Money, pp. 14-16

Lessons and Activities

Learning that paper money is made in the Bureau of Engraving and Printing, and that the bills are inspected after they are printed

Deciding to have a U. S. Mint and a U. S. Bureau of Engraving and Printing in dramatic play, where coins and paper money are made; deciding to have an inspector who examines the coins when they are made

Participating in arithmetic lessons on coins of various denominations and on paper money (\$1, \$5, \$10)

Learning to use decimal points and dollar signs in writing down various amounts of money

Learning to count money

Participating in lessons on giving change; using play money for children to count; using some problems from dramatic play in the store, restaurant, and post office

6. Learning how the bank keeps money, records, and other valuables safe

Looking at films which show a vault and an armored truck

Reading or listening to the teacher read one or more books about vaults; looking at pictures of vaults in books

Deciding they need a vault in their bank; making a vault out of wood or a cardboard box

Deciding to sort the money before they put it in the vault

Learning that there are safe deposit boxes in the vault and that people put important papers and jewelry in safe deposit boxes they rent; deciding to put a few small boxes in the vault to be used as safe deposit boxes in dramatic play

Sources of Information and Comments

Stanek. How People Earn and Use Money, p. 17

See arithmetic books used in local district.

Bone for Spotty
Money in the Bank and Out

Baker. I Want to Be a Bank Teller, pp. 12-13

Shay. What Happens When You Put Money in the Bank, cover and pp. 12-15

Sootin. Let's Go to a Bank, pp. 20-24

Wilkinson. Come to Work with Us in a Bank, pp. 28-29

Shay. What Happens When You Put Money in the Bank, pp. 16-17

Sootin. Let's Go to a Bank, p. 26

Lessons and Activities

Looking at a picture of a bank guard

Learning that banks have alarm systems connected to local police stations

Learning that armored trucks transport money; looking at pictures in books of armored trucks

7. Learning about the differences between checking and savings accounts

Looking at one or more films that discuss savings and checking accounts

Discussing pupils' savings accounts in real banks in the community

Bringing in and sharing passbooks from the pupils' savings accounts

Learning about the school's savings program

Reading or listening to the teacher read one or more books about checking and savings accounts

Learning that people put money in the bank because it is safe there

Learning that banks pay interest on money in the savings accounts but not in the checking accounts

Learning that people keep money in the savings accounts for a long time, but that they withdraw money from their checking accounts right away

Discussing the need for checking accounts in the dramatic play bank to get money to make purchases during dramatic play

Sources of Information and Comments

Shay. What Happens When You Put Money in the Bank, p. 11

Sootin. Let's Go to a Bank, pp. 6-7

Sootin. Let's Go to a Bank, pp. 24-25

Wilkinson. Come to Work with Us in a Bank, pp. 26-27

Bone for Spotty
Money in the Bank and Out

Baker. I Want to Be a Bank Teller, pp. 7, 11, 18-21

Shay. What Happens When You Put Money in the Bank, pp. 1-9, 26

Sootin. Let's Go to a Bank, pp. 12-19, 28 (good teacher resource)

Stanek. How People Earn and Use Money, pp. 39-40

Williams. I Know a Bank Teller, pp. 10-11, 27-33

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Deciding to have checking accounts and not savings accounts in the dramatic play bank ¹	
8. Learning that banks loan money ²	
Reading or listening to the teacher read from a book on why people borrow money	Shay. <u>What Happens When You Put Money in the Bank.</u> pp. 20-25
Looking at a film and learning that a person who borrows money must pay back a little more than he borrows	<u>Money in the Bank and Out</u>
After the film, dramatizing a customer borrowing \$1.00 and paying back \$1.06 (amount shown in film); choosing a loan officer and a customer	Suggested props: table or desk for bank; play money
9. Taking a trip to the bank	
Before the trip looking at a filmstrip on the bank and/or listening to the teacher read a book on the bank	<u>Let's Go to a Bank</u> (filmstrip) Baker. <u>Want to Be a Bank Teller</u>
During the trip getting ideas for dramatic play by watching the teacher or another adult make a deposit and cash a check; noting the bank teller and other workers; looking at safe deposit boxes and the vault; finding out about bank records; looking in the bookkeeping department	Checklist on trip in this section of guide.

¹ With dramatic play there is a real need for checking accounts to get money to purchase needed items. There is less of a need in dramatic play for savings accounts where pupils save play money. Consequently, in the Frank Porter Graham Project pupils only had checking accounts. However, teachers will find more information on savings accounts in children's books, because children don't have checking accounts in real life.

² Loans were only briefly mentioned in the Frank Porter Graham Project, since the dramatic play bank did not loan money. A section on loans is included here, because some films and children's books on the bank do mention loans.

Lessons and Activities

After the trip writing thank-you letters or making pictures and writing stories; putting pictures and stories together into a book on the bank

Discussing the trip in terms of what they need in the bank for dramatic play

Sources of Information
and Comments

SAMPLE SPELLING WORDS

1. bank
2. vault
3. check
4. dollar
5. penny
6. armored car
7. cash
8. dollar
9. safe deposit box
10. money
11. deposit
12. teller

Film: Bone for Spotty

A dog buries a bone to save it.
People do not bury money to save it.
People save their money in a bank.

When you save money you deposit it in a bank.
The teller takes your deposit.
He puts your money in the vault.

You put your money in a savings account when you keep it in the bank for a long time.
The bank gives you interest if you keep your money in a savings account.

You put your money in a checking account when you want to take it out of the bank right away.

We will have checking accounts in our bank.

Film: Money in the Bank and Out

There are two kinds of accounts in a bank.
There is a checking account and a savings account.
If you want to put money in the bank for a long time, you put it in a savings account.
If you want to use the money right away, you put it in a checking account.
What kind of account do we have in our bank?

People who have money usually put it in a bank.
Putting money in a bank is making a deposit.
Big stores have lots of money to deposit in the bank.
Armored trucks bring the deposits from the big stores to the bank.
Do our store workers deposit money in the bank?

The bank has a vault.
Money is kept safe in the vault.
Do we have a vault in our bank?

Some people need to borrow money from the bank.
They need money to buy a car or build a house.
They get a loan from the bank.
If you borrow a dollar, you must pay interest to the bank.
The bank will make 6¢ from loaning you a dollar.
You must pay the bank back \$1.06.

A Teller

1. cashes checks.
2. cancels checks.
3. takes deposits for checking accounts.
4. keeps records.
5. counts money.
6. keeps money neat and in order.
7. puts money in the vault.

Trip to the Bank

We will visit the bank.

We will see bank tellers.

We will see our teacher cash a check.

We will see the check cancelled.

We will see our teacher deposit money.

She will fill out a deposit slip.

She will give the money and the deposit slip to the teller.

We will go into the vault.

We will see safe deposit boxes.

We will see where the money is kept.

Where else in the community is there a safe or vault?

OUR TRIP TO THE BANK

1. teller _____
2. cashing a check _____
3. making a deposit _____
4. cancelling a check _____
5. vault _____
6. safe deposit boxes _____
7. bags of money _____
8. bookkeeping department _____
(where accounts are kept)
9. office for loans _____
10. switchboard _____

CHECK

Date _____
\$ _____

Name _____

Bank Deposit

Name _____

Date _____

Sample form to be used
in dramatic play

BANK CHECKING ACCOUNT

Name: _____

Money you put in (deposits)	Money you take out or withdraw (checks)
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Date	\$	Date	\$
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BIBLIOGRAPHY ON WORKERS IN THE BANK

BOOKS

Easy Reading Level

- Baker, Eugene. I Want to Be a Bank Teller. Chicago: Children's Press, 1972.
- Preston, Ralph C.; McIntosh, Martha; and Cameron, Mildred M. Greenfield and Far Away, Lexington, Mass.: D. C. Heath and Co., 1964, p. 31.
- Wilkinson, Jean and Ned. Come to Work with Us in a Bank. Milwaukee, Wis.: Sextant Systems, Inc., 1971.
- Williams, Barbara. I Know a Bank Teller. New York: G. P. Putnam's Sons, 1968.

More Difficult Reading Level

- Cooke, David C. How Money Is Made. New York: Dodd, Mead and Co., 1962.
This book is not for primary children. It is a good teacher resource.
- Elkin, Benjamin. The True Book of Money. Chicago: Children's Press, 1960.
- Rosenfield, Bernard. Let's Go to the U. S. Mint. New York: G. P. Putnam's Sons, 1960.
- Shay, Arthur. What Happens When You Put Money in the Bank. Chicago: Reilly and Lee Co., 1967.
- Sootin, Laura. Let's Go to a Bank. New York: G. P. Putnam's Sons, 1957.
- Stanek, Muriel. How People Earn and Use Money. Chicago: Benefic Press, 1968.
- Wilcox, Louise, and Burks, Gordon. What Is Money? Austin, Tex.: The Steck-Vaughn Co., 1959.

FILMS

Bone for Spotty. American Bankers Assoc., n.d. 11 min., sd., color, 16 mm.
Available: Indiana U. \$5.90

Money in the Bank--and Out. Dimension Films and Churchill Films, 1964. 15 min.,
sd., color, 16 mm.
Available: U. of Ill. \$5.90

FILMSTRIPS

Let's Go to a Bank. G. P. Putnam's Sons, 1968. 42 fr., color, and phonodisc: 1 s., 12 in., 33 1/3 rpm., 12 min. (A Community Helper Filmstrip).

TAPES

How Much Change? Mincom Division 3M Co., 1968. 20 min., 3 3/4 I.P.S. (Wollensak Social Studies Series).

Let's Learn about Banking. Mincom Division 3M Co., 1968. 18 min., 3 3/4 I.P.S. (Wollensak Social Studies Series).

Subtraction: Dollar and Cents. Mincom Division 3M Co., 1968. 23 min., 3 3/4 I.P.S. (Wollensak Social Studies Series).

DRAMATIC PLAY OF WORKERS IN THE DEPARTMENT OF PUBLIC WORKS¹

Sanitation Workers

1. Picking up paper, rubbish (representing garbage, trash) from the floor in the dramatic play community
2. Straightening and cleaning up the dramatic play community

Workers on Streets and Roads

1. Repairing streets and roads with masking tape
2. Building new streets and roads (putting masking tape on the floor)²
3. Placing traffic signs along the streets and roads

¹In North Carolina various cities and incorporated towns have Departments of Public Works. The author of this guide questioned workers in the Department of Public Works in Raleigh and Chapel Hill. In both of these communities, this department includes sanitation workers (collection of garbage and trash) and street maintenance workers (repairing of streets, etc.). The responsibilities of the Department of Public Works may vary in different cities and towns in North Carolina, and teachers are urged to investigate the responsibilities of this department in their own town or city. If they live in a rural area, teachers should find out who has the responsibility for the maintenance of roads and collection of garbage and trash.

²In the Frank Porter Graham Project, workers from the Department of Public Works built new streets and roads with masking tape during dramatic play. In a real community, workers from the Department of Public Works do not actually build new streets. In Raleigh, the Engineering Division of the Department of Public Works is responsible for preparing the plans and specifications for the streets, for getting bids from contractors to build the streets, and for overseeing that the new streets are built correctly. In Chapel Hill the Department of Public Works is responsible for approving the plans for new streets and for inspecting the streets to see if they are built according to specifications. The teachers in the Frank Porter Graham Project felt that if workers from the Department of Public Works actually built new streets in dramatic play, the children were not really getting misinformation. Rather the pupils were learning to associate new streets with the Department of Public Works. As they grew older, the children would expand their knowledge and learn more of the details of the responsibility of the Department of Public Works for new streets.

INTERACTION OF WORKERS IN THE DEPARTMENT OF PUBLIC WORKS WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

1. Workers in the Department of Public Works interact with workers in other occupations who request more traffic signs, and who ask that certain streets and roads be repaired, and that new streets be built.
2. As workers in the Department of Public Works repair streets and build new roads, they may interact with policemen who are setting up detours for drivers.
3. As sanitation workers clean the community, they may interact with other workers.
4. Workers in the Department of Public Works cash checks, make deposits, and get change in the bank.
5. Workers in the Department of Public Works buy gasoline at the service station.
6. Workers in the Department of Public Works buy stamps, mail letters and packages in the post office.
7. Workers in the Department of Public Works buy groceries and other items in the supermarket.
8. Workers in the Department of Public Works take trips on the airplane.
9. Workers in the Department of Public Works go to the restaurant.
10. Workers in the Department of Public Works get physical examinations at the hospital.
11. Workers in the Department of Public Works go to traffic court if they get a ticket.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE DEPARTMENT OF PUBLIC WORKS

1. Masking tape
2. Traffic signs (e.g., yield sign, stop sign, speed limit sign)
3. Trucks for carrying masking tape and traffic signs
4. Brooms, dust cloths and rags, cleanser for cleaning community
5. Map of dramatic play community

¹Some of these interactions take place when the workers in the Department of Public Works are on duty. Other interactions (e.g., items 7, 8, 9, 10, 11) take place when a worker is on a break from his job or is off duty.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE DEPARTMENT OF PUBLIC WORKS

When the dramatic play community is first set up, the teacher puts only one short masking tape road and a few traffic signs on the floor. As pupils "drive" wooden cars and trucks in the community, they ask for more streets and roads and for more traffic signs. Also, some of the masking tape streets and roads are soon in need of repair.¹ Thus, the pupils see the need for a Department of Public Works in the community.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Listening to the teacher read one or more books about the duties of workers in the Department of Public Works	Newman. <u>About People Who Run Your City</u> , pp. 26-27 Wolfe. <u>Let's Go to a City Hall</u> , pp. 23-25
Learning from the books that workers in the Department of Public Works build new streets	
Learning that workers in this department repair streets	
Learning that other workers in this department clean streets	
Learning that some workers in this department collect garbage and trash	
Learning that workers in this department in some cities and towns place traffic signs where needed	

NOTE

In the Frank Porter Graham Project pupils made only a brief study of workers in the Department of Public Works. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play in the Department of Public Works.

¹ In this guide the terms "streets" and "roads" are used interchangeably in relation to the dramatic play community. The books, films, and filmstrips listed in this section discuss the Department of Public Works' responsibility for streets within city or town limits. When the author talked with workers in Departments of Public Works, she found that they too discussed their responsibility for most streets within the city or town limits. They also discussed the State Highway Commission's responsibility for state highways and for certain streets and roads. Because of the age of primary pupils, the teachers in the Frank Porter Graham Project did not plan lessons about the different responsibilities of the State Highway Commission and the Department of Public Works. In this project the workers in the Department of Public Works built all the streets and roads used by cars and trucks in the dramatic play community.

Lessons and Activities

2. Reading a chart on a film

Looking at a film which has a section on building new streets, and on repairing and cleaning streets

Learning through viewing the film that tax money pays for these services

3. Setting up a table in the dramatic play community for the Department of Public Works; including masking tape, traffic signs, trucks, dust cloths, cleanser, brooms as props in this center

4. Listening to the teacher read one or more books on building roads; looking at pictures in the books

Drawing a map of the dramatic play community; drawing a plan for the streets and roads on the map

Making new streets and roads in the dramatic play community by putting masking tape on the floor¹

Placing traffic signs on the streets and roads

5. Viewing a filmstrip in which workers in the Department of Public Works repair streets

Deciding that workers in the Department of Public Works in dramatic play will repair the streets and roads by picking up torn pieces of masking tape, and putting down new masking tape

6. Looking at a film which has a small part on sanitation workers (collection of garbage, cleaning streets, etc.)

Sources of Information and Comments

Chart in this section of guide

What Our Town Does for Us

Carlisle. About Roads

Greene. I Want to Be a Road-Builder

Zaffo. Building Your Super Highways

Street Maintenance CrewA Community Keeps Healthy

¹In the Frank Porter Graham Project masking tape was used for streets and roads. Some teachers may wish to make streets and roads in other ways, such as painting them on the floor.

Lessons and Activities

7. Looking at a filmstrip on sanitation workers (garbage and trash collectors)

Looking at another filmstrip which shows workers cleaning streets¹

8. Looking at flat pictures of sanitation workers

9. Listening to the teacher read parts of one or more books on sanitation workers

Deciding that the entire class will be sanitation workers at the end of each dramatic play session, picking up trash and generally cleaning the community²

Sources of Information and CommentsSanitation Department CrewStreet Maintenance Crew

Keeping the City Clean and Beautiful. S.V.E. pictures "City Refuse Incinerator," "Refuse Collection," "Sewer Cleaning," "Street Cleaning"

Cochrane. Let's Go to the Sanitation Department. pp. 9-12, 15-19, 32-35

Chapin. Clean Streets, Clean Water, Clean Air, pp. 2-12

SAMPLE SPELLING WORDS

- | | | | |
|-----------|-----------|-----------|---------------|
| 1. public | 3. street | 5. repair | 7. trash |
| 2. works | 4. roads | 6. new | 8. sanitation |

¹In some Departments of Public Works the street maintenance crew cleans the streets; in other departments the sanitation workers clean the streets. Teachers will find that different books give different information concerning exactly which workers do this job. In the Frank Porter Graham Project the teachers usually referred to the workers who clean the streets as sanitation workers.

²Since the teacher wants pupils to associate cleaning with sanitation workers, she can call pupils sanitation workers when they do general clean-up in the dramatic play community. Since a sanitation worker is a low status job in our society, in the Frank Porter Graham Project everyone was a sanitation worker at the end of dramatic play. If the teacher can get a carpet sweeper or vacuum cleaner, pupils will enjoy using it as a "street cleaning" machine.

Sample chart to be
read before film

Film: A Community Keeps Healthy

We need good food, clean water and clean air to keep healthy.
Many people in the community work to keep us healthy.

An inspector from the health department inspects the dairy to make sure everything
is clean.
Milk is tested by the health department.

A food inspector from the health department inspects produce in the wholesale
market.

A U. S. Government Inspector inspects cans, meat, and packages of food that we
buy in stores.

We must keep the places where we eat clean.
Inspectors inspect restaurants to see if they are clean.
We should inspect the restaurant in our community.

Workers in the community put chemicals in water to purify it.
The water is stored in tanks.
Men test the water to make sure it's pure.

Some inspectors inspect factories and automobiles so that the air will be kept
clean, and so there won't be much smog.

City workers clean streets.
The community pays people to collect garbage.
These workers are called sanitation workers.

Children get shots to keep from getting diseases.

What workers do we need in our community to keep us healthy?
What should these workers do?

Film: What Our Town Does for Us

The government makes money by taxing people.

Billy pays \$1.00 for a license tag for his bike.

The \$1.00 is a tax.

We all pay taxes.

Where do we pay taxes in our community?

Taxes pay for cleaning streets.

Taxes pay for repairing streets and putting in new streets.

Taxes pay for all the fire equipment.

Taxes pay for the firemen.

Taxes pay for water pipes.

Taxes pay for street lights.

Taxes pay for policemen.

Taxes pay for the police station.

Taxes pay for parks.

Taxes pay for repairing swings and for other playground equipment.

Taxes pay for the mayor.

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Easy Reading Level

Chapin, Cynthia. Clean Streets, Clean Water, Clean Air. Chicago: Albert Whitman and Co., 1970.

Greene, Carla. I Want to Be a Road-Builder. Chicago: Children's Press, 1958.

More Difficult Reading Level

Carlisle, Norman, and Carlisle, Madelyn. About Roads. Chicago: Melmont Publishers, Inc., 1965.

Cochrane, Joanna. Let's Go to a Sanitation Department. New York: G. P. Putnam's Sons, 1958.

Newman, Shirlee Petkin, and Sherman, Diane Finn. About People Who Run Your City. Chicago: Melmont Publishers, Inc., 1963, pp. 26-27.

Wolfe, Louis. Let's Go to a City Hall. New York: G. P. Putnam's Sons, 1958, pp. 23-25.

Zaffo, George J. Building Your Super Highways. New York: Garden City Books, 1957.

FILMS

A Community Keeps Healthy. Abram D. Murray and Film Associates of Calif., 1960. 10 min., sd., color, 16 mm.

Available: U. of Ill. \$4.05.

What Our Town Does for Us. Coronet Instructional Films, 1955. 10 min., sd., color, 16 mm.

Available: U. of Ill. \$4.05.

FILM LOOP

Sanitation Workers. Popular Science Publishing Co., Inc., 1967. 4 min., color, 8 mm. (Community Workers Series).

FILMSTRIPS

Sanitation Department Crew. McGraw-Hill Book Co., 1959. 38 fr., color.
(Community Helpers Set Two).

Sanitation and the Sanitation Workers. Eye Gate House, Inc., 1961. 43 fr.,
color. (Workers for the Public Welfare).

Street Maintenance Crew. McGraw-Hill Book Co., 1959. 38 fr., color.
(Community Helpers Series #2).

PICTURES

Keeping the City Clean and Beautiful. Chicago: Society for Visual Education,
1966. 4 color pictures, 13 x 18 in.

WORKING in the POLICE DEPARTMENT



DRAMATIC PLAY OF WORKERS IN THE POLICE DEPARTMENT¹

1. Participating in police roll call and inspection inside the police station
2. Directing traffic
3. Helping pupils cross streets on their way to school
4. Using a helicopter to observe traffic
5. Giving tickets to drivers who break traffic laws
6. Giving safe driving awards
7. Walking or driving a police car on a beat, and checking that shops, stores, banks, houses, and other buildings are safe
8. Working as a dispatcher in the communication division of the police station and taking calls for policemen; sending out police cars in answer to the calls
9. Finding lost children
10. Going to an accident; calling for an ambulance; giving first aid before the ambulance comes; calling for a tow truck
11. Testifying in traffic court
12. Directing traffic in fires
13. Taking fingerprints for identification purposes of workers in different occupations in the community
14. Participating in police school as a student or teacher
15. Talking about police work to pupils in the dramatic play school

INTERACTION OF WORKERS IN THE POLICE DEPARTMENT WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY²

1. The dispatcher interacts with workers in various occupations as he takes calls in the police station.
2. As policemen walk their beats or ride patrol cars, they check the safety of banks and other buildings, and often interact with the workers therein.
3. Policemen call the hospital for an ambulance in an accident.
4. Policemen call the service station for a tow truck in an accident.
5. Policemen take fingerprints of workers in other occupations, for identification purposes.
6. As policemen direct traffic, they interact with workers in other occupations.
7. Policemen give traffic tickets and safe driving awards to workers in various occupations.

¹Television and movies emphasize the policemen's work in relation to crime. Young children in their first dramatic play of policemen often portray them as arresting citizens, dragging them into the police station, and putting them in jail. After observing such dramatic play, the teachers in the Frank Porter Graham Project decided to help pupils form a more positive concept of policemen's work by emphasizing the safety aspects, rather than the work with criminals. Therefore, all of the dramatic play and classroom activities in this guide focus on the safety aspect of the policemen's work. The teachers in the Frank Porter Graham Project told the pupils that their community would be an ideal community and have no crime.

²Most of these interactions take place when the policemen are on duty. Some interactions (e.g., items 13, 14, 15, 16) take place when a policeman is on a break from his job or off-duty.

8. When policemen testify in traffic court, they interact with the workers in the court.
9. Policemen direct traffic in a fire and thus interact with some of the firemen putting out the fire.
10. Policemen interact with school employees as they talk about police work to the pupils.
11. Policemen get physical examinations in the hospital.
12. Policemen deposit money and cash checks in the bank.
13. Policemen buy groceries and other items in the store.
14. Policemen take trips on the airplane.
15. Policemen go to the restaurant.
16. Policemen send their children to school.
17. Policemen buy stamps, mail letters and packages in the post office.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE POLICE DEPARTMENT

1. Hats
2. Police cars
3. Clipboards to hold tickets and safe driving awards
4. Walkie-talkies or two-way radios (Round pieces of old earphones can be used.)
5. Whistles
6. Hand lens
7. Badges
8. Ink pad for taking fingerprints
9. Traffic signs (A sign can be made out of wood or cardboard, nailed to a piece of dowel, and attached to a plywood base.)
10. Toy telephone
11. Toy first aid kit
12. Map of dramatic play community
13. Police helicopter

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Some pupils will be able to bring some of the props from home. Directions for constructing a police car and police helicopter are found in this section of the guide.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS IN THE POLICE DEPARTMENT

As pupils "drive" small wooden cars in dramatic play, they sometimes crash into other cars and buildings. There is also much speeding. The teacher and pupils discuss what happens when there are crashes and speeding in a real community. The pupils soon see the need for a police station and policemen to help with traffic problems.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Setting up a police station in the dramatic play area	Deciding which props are needed in beginning dramatic play of policemen (e.g., hats, badges, police cars, paper, pencils)
2. Learning about the work of policemen in traffic	Discussing the need for traffic rules and laws Learning to identify road signs by color and shape, and learning the meaning of different road signs Looking at pictures of road signs that the teacher has drawn or cut out of magazines
	Looking at pictures of road signs in a book Drawing pictures of road signs and of drivers obeying the signs; making a bulletin board display of the pictures
	Funk. <u>I Read Signs</u>

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of workers in the police department. The lessons will not necessarily occur in the sequence presented here.

Lessons and Activities

Looking at pictures of policemen observing or directing traffic

Reading or listening to the teacher read one or more books about how policemen observe and direct traffic and give tickets

Learning how policemen observe traffic by standing in the street, or by riding on a motorcycle, or in a police car or helicopter

Dramatizing a policeman standing in the street and directing traffic; also dramatizing policemen using a helicopter and a police car to observe traffic; choosing the roles of policemen, drivers, and pedestrians

Discussing why policemen give tickets (e.g., to prevent accidents)

Dramatizing a policeman giving a ticket to a driver who is breaking a traffic law (e.g., speeding or not obeying a road sign)

Deciding to make a form for a ticket to be used in dramatic play

Discussing what policemen do in accidents; discussing how policemen have helped in accidents pupils have been in or observed

Sources of Information and Comments

Police Department Helpers. S.V.E. pictures "Crossing Guard and Patrol Boy" and "Traffic Control Officer"

Chapin. Squad Car 55, pp. 20-21

Lattin. Peter's Policeman, p. 5

Shapp. Let's Find Out about Policemen, p. 7

Chapin. Squad Car 55, pp. 20-21

Greene. What Do They Do? Policemen and Firemen, pp. 15-21

Robinson. On the Beat, pp. 14-15

Suggested props: road signs, police hats, police car, helicopter, passenger cars

Suggested props: police hat, police car, passenger car, road signs, paper, pencil

Sample form in this section of guide

NOTE

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

Lessons and Activities

Reading a chart on a film

Looking at a film which shows how policemen help in a hit-and-run accident

Looking at flat pictures and pictures in books of policemen helping in accidents

Dramatizing a policeman helping in an accident (e.g., giving first aid, calling for an ambulance, and for a tow truck if needed); choosing a policeman, drivers of passenger cars, an ambulance driver, a driver of the tow truck from the service station

While observing the dramatic play, the teacher notes that many pupils are speeding just to get tickets. The teacher decides to introduce the idea of safe driving awards to make the job of policemen more positive.

3. Discussing safe driving awards

Deciding to have an "ideal" community in which policemen give safe driving awards as well as tickets

Making a safe driving form to be used by policemen in dramatic play

Dramatizing a policeman giving a safe driving award to a driver who obeys the traffic laws; choosing a policeman and a driver

As the teacher observes, she notes that the dramatic play of policemen is still of limited scope, and that pupils evidence a lack of knowledge of the many ways policemen help in a community.

4. Learning more about how policemen help people

Sources of Information and Comments

Chart in this section of guide

The Policeman

Police Department Helpers. S.V.E.
picture "Administering First Aid"

Chapin. Squad Car 55, pp. 9, 27
Greene. I Want to Be a Policeman, p. 23

Greene. What Do They Do? Policemen and Firemen, p. 25

Shapp. Let's Find Out about Policemen, pp. 18-19

Suggested props: road signs, police hat, police car, passenger cars, ambulance, toy first aid kit, tow truck

Sample form in this section of guide

Suggested props: road signs, passenger car, police car, police hat, safe driving form

Lessons and Activities

Discussing how policemen have helped the pupils and teacher

Looking at one or more films to learn about the many ways policemen help in a community

Looking at one or more filmstrips to find out how policemen help

Looking at flat pictures and pictures in books of ways policemen help people

Reading or listening to the teacher read one or more books about the ways policemen help

Learning that in addition to helping in accidents and with other traffic problems, policemen keep people from pushing and getting hurt in crowds; that they find lost children; that they check houses when people are away; that they look for stolen cars and lost bikes; that they break up fights or try to keep people from fighting; that they help people who are sick or hurt; that they give directions

Learning that policemen and firemen work together; that policemen direct traffic when there is a fire, and keep people from getting too close to the fire

Sources of Information and Comments

The Policeman
Policemen--Day and Night
Protecting Lives and Property

The Policeman (chart on this filmstrip in this section of guide)
Our Police Department

Police Department Helpers. S.V.E. picture set
 Pictures throughout the following books:
 Brown. Someone Always Needs a Policeman
 Chapin. Squad Car 55
 Greene. What Do They Do?
Policemen and Firemen
 Lattin. Peter's Policeman
 Robinson. On the Beat
 Shapp. Let's Find Out about Policemen

Brown. Someone Always Needs a Policeman, the entire book
 Chapin. Squad Car 55, pp. 4-8, 14-19, 22-23, 26-32
 Robinson. On the Beat, pp. 2-12, 16-19, 35-41
 Shapp. Let's Find Out about Policemen, pp. 4-27, 37-40
 Stanek. How Rules and Laws Help Us, pp. 26-28

Lessons and Activities

Discussing information in books, films, filmstrips, and other audio-visual materials on how policemen help

Using this information to dramatize some of the ways policemen help (e.g., finding lost children, checking houses when people are away, giving directions, helping a sick person or someone who is hurt); choosing policemen, a dispatcher, a child, a mother, a driver asking for directions, a person who pretends he's sick or hurt

Dramatizing how a policeman directs traffic in a fire; choosing a fireman, policeman, drivers

Dictating an experience chart on "Some Ways Policemen Help Us"

Drawing pictures and making a book on "How Policemen Help Us"

Making a mural on "How Policemen Help Us"

5. Learning how policemen patrol their beats in the community

Discussing the meaning of the word "beat;" defining "beat" as a route or an area to which policemen are regularly assigned, which they patrol, and for which they provide police services

Reading or listening to the teacher read one or more books about policemen patrolling their beats

Discussing why policemen patrol their beats--to keep the community safe

Sources of Information and Comments

Suggested props: tables or desks for houses and other buildings in the community; toy telephones, round parts of old earphones to use for two-way radios; toy first aid kit; police hats, police cars, passenger car and road signs; masking tape on floor for roads

Suggested props: police hat, police car, passenger cars, road signs, fire truck

Sample chart in this section of guide

Chapin. Squad Car 55, pp. 4-8, 10, 19

Greene. What Do They Do?
Policemen and Firemen, pp. 13, 20

Miner. Policemen and Firemen, p. 18

Shapp. Let's Find Out about Policemen, pp. 28-33

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Discussing how some policemen walk beats to check that stores, banks, houses, and other buildings are safe	
Discussing how some policemen ride in patrol cars to check that the community is safe, to watch out for accidents, for drivers who have car trouble, etc.	
Discussing how some policemen patrol in helicopters to check traffic, to look out for fires, to observe people swimming, etc.	
Learning that some policemen patrol in boats on lakes and rivers to help people in trouble and to make certain that people obey the safety rules	
Listening to a record and looking at a picture of squad car officers talking on a two-way radio to police headquarters	<u>Police Department Helpers.</u> S.V.E. record with section on "Squad Car Officers"; used with <u>Police Department Helpers.</u> S.V.E. picture "Squad Car Officers"
Looking at pictures in books showing how policemen call the station using two-way radios or police boxes on the street	Greene. <u>I Want to Be a Policeman</u> , p. 10 Greene. <u>What Do They Do? Policemen and Firemen</u> , pp. 14, 23 Robinson. <u>On the Beat</u> , p. 18 Sootin. <u>Let's Go to a Police Station</u> , pp. 21, 23
Dramatizing policemen walking or riding on their beats and calling the police station; choosing policemen and a dispatcher	Suggested props: police hats, police cars, round parts of old earphones to use as two-way radios; desks and tables to represent different buildings in the community
Drawing pictures of the different ways policemen patrol their beats; adding these pictures to the book they made on "How Policemen Help Us"	
6. Learning that policemen work at night	

Lessons and Activities

Looking at a film

Reading or listening to the teacher read one or more books about policemen working at night; looking at pictures in books

Discussing other helpers in the community who work at night (e.g., firemen, hospital workers, etc.)

Drawing pictures of policemen working at night; adding the pictures to the book pupils made on "How Policemen Help Us"

As the teacher observes, she notes that no pupil policemen stay in the police station during dramatic play. They all go out into the community to work.

7. Learning about the work of the dispatcher who stays in the police station

Learning about the communications division in the police station and the work of the dispatcher in taking calls and in sending out police cars

Reading books or listening to the teacher read one or more books about the work of the dispatcher; looking at pictures of the dispatcher in these books

Practicing how to call the police station; using information in Squad Car 55 in discussing the information a person should give the dispatcher (e.g., name, address)

Practicing how the dispatcher answers the telephone, saying "police station," and not "hello"

Dramatizing the dispatcher's work in answering calls from citizens and in sending out police cars to help (e.g., a mother calling that her child is lost and the dispatcher sending out a police car to find the child; a citizen calling about an accident and the dispatcher sending a policeman to the scene of the accident)

Sources of Information and Comments

Policemen--Day and Night

Robinson. On the Beat, p. 44
Shapp. Let's Find Out about Policemen, pp. 38-39

Chapin. Squad Car 55, p. 13
Greene. What Do They Do? Policemen and Firemen, p. 26
Miner. The True Book of Policemen and Firemen, p. 25
Shay. What It's Like to Be a Policeman, p. 11

Chapin. Squad Car 55, p. 11

Suggested props: tables or desks for buildings in the community; toy telephones and round parts of old earphones to use for two-way radios; police cars and passenger cars; road signs; toy first aid kit; police hats

Lessons and Activities

Deciding that pupil policemen will take turns working as the dispatcher and staying in the police station during dramatic play

Discussing the need for a map of the community in the dispatcher's office

Looking at a film on maps

Deciding to make a map of the dramatic play community for use by the dispatcher; putting the map in the police station for dramatic play

8. Learning about the squad room in the police station, and how policemen have roll call and inspection and receive instruction before they begin their daily duties

Listening to a record, and looking at a picture of roll call

Reading or listening to the teacher read one or more books about roll call and inspection

Dramatizing roll call and inspection in the squad room; choosing a sergeant and several police officers

9. Learning about police officers who do not wear uniforms (police detectives)

Discussing what detectives do in the police station and in the community (e.g., find lost children)

Reading the text and looking at a picture of a detective in a book

10. Learning about fingerprints

Sources of Information and CommentsWhat Is a Map?

Police Department Helpers. S.V.E. record with section on "Roll Call"; used with Police Department Helpers. S.V.E. picture "Roll Call"

Shay. What It's Like to Be a Policeman, p. 8
Sootin. Let's Go to the Police Station, pp. 6-13

Suggested props: police hats, police badges, paper and pencil for tickets, or clipboards with paper for tickets

Miner. The True Book of Policemen and Firemen, p. 20

WORKING in the POLICE DEPARTMENT



Lessons and Activities

Looking at flat pictures and pictures in books

Making a list of tools and equipment of policemen; deciding which tools and equipment to add to the police station in dramatic play

Drawing pictures of police tools and equipment (e.g., pictures of badges, whistles, motorcycles, tickets, police cars, helicopters, handcuffs, clubs); labeling pictures and making a book of the pictures

14. Inviting a policeman to come to school to talk to the class

Examining his badge and equipment

-- Looking at his police car

Listening to him tell about his work

Watching him take fingerprints of some pupils

Asking questions to get information needed for dramatic play

Showing the policeman the police station used in dramatic play

15 Learning that policemen's salaries are paid out of tax money

Receiving pay from the teacher during a social studies lesson¹

Sources of Information and Comments

Police Department Helpers. S.V.E. picture set

Greene. What Do They Do? Policemen and Firemen, pp. 4-5
Miner. The True Book of Policemen and Firemen, pp. 22-23

Sootin. Let's Go to a Police Station, p. 11

¹ To avoid quarreling and conflict with pupils, in the Frank Porter Graham Project the teacher paid each child the same amount of money for work in the community.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Filling out deposit slips during the lesson in order to deposit salaries in the bank	
Discussing other jobs in the community paid by tax money (e.g., firemen, mayor, librarian, teacher)	
Deciding to charge taxes at the store in dramatic play; discussing other places in dramatic play where taxes should be charged (e.g., restaurant, service station)	
Briefly mentioning other ways of collecting taxes in a community (e.g., income tax, property tax)	
16. Participating in a research lesson using books or filmstrips	
Discussing the need for this research lesson to determine if pupils are correctly portraying policemen in their dramatic play	Procedures for this lesson on pp. 24-28 of guide
Reading books and answering questions or looking at a filmstrip and marking a checklist; drawing pictures of firemen and their activities, if they finish early	Sample questions on books in this section of guide
Sharing what they have read in books and seen in the filmstrip; deciding if there is anything new to add to the police station or to do as policemen in dramatic play	
NOTE	
<p>Throughout the study of policemen, pupils have listened to the teacher read books, and many individual pupils have independently looked at books in their free time. This is the first research lesson on policemen in which many pupils are reading books in a teacher-directed lesson. The teacher should not plan this lesson until pupils have participated in dramatic play and had many concrete experiences on policemen. These concrete experiences will help them bring meaning to the printed page in books and to the text on the filmstrips.</p>	

SAMPLE SPELLING WORDS

1. police
2. policemen
3. station
4. car
5. beat
6. helicopter
7. badge
8. direct
9. traffic
10. ticket
11. speeding
12. fingerprint
13. dispatcher

Sample charts to be
read before films

Film: The Policeman

There is a hit and run accident.
A child gets the license number of the car.
Police investigate the accident.
Police take fingerprints.

Police walk beats.
Some police patrol in cars.
Some police patrol in boats.
Some police patrol in helicopters.

Police stop fights.
Police find lost people.
Police direct traffic.

Some police work at night.

Film: Policemen: Day and Night

Some police work in the day.
Some police work at night.

Some police walk their beats.
Some police ride in patrol cars.

There is a radio in each police car.
The policemen talk to the dispatcher in the police station.

When a call comes for help, the dispatcher calls the police car closest to the trouble.
The dispatcher says, "Car 16, Car 16. 102 East Third Street. Investigate the alley in the rear."

Men go to school to be police.
They study laws.
They take fingerprints.
They learn to be good drivers.
They learn to ride motorcycles.
They exercise to keep physically fit.

Police help in accidents.
Police give the injured first aid.
Police direct traffic.
Police give tickets to drivers who do not drive well.
Police help in fires.
Police keep cars from coming too close to the fire.
Police keep crimes from being committed.
Police keep us from getting in trouble.

Film: Protecting Lives and Property

How does a city protect the lives of people and the things that are important to them?

Police help find lost dogs and lost children.

Police keep us safe by enforcing traffic laws.

Police help us in accidents.

Police see that the ambulance comes quickly from the hospital.

Guards work inside a bank to protect the money.

Firemen look in alleys for things that will catch on fire.

Firemen protect us by putting out fires.

The city health department tries to prevent sickness.

Nurses give us shots to keep us from getting the flu.

Workers in the city health department work to keep disease from spreading.

People need good clean air to breathe.

Health inspectors work to see that our air is clean.

We need pure water to drink.

City health workers test the water to see that it's pure.

City taxes pay for policemen and firemen who protect us.

City taxes pay for parks, libraries, and museums.

Film: What is a Map?

A map is like a picture.

Betty makes a map of her room.

This map is a plan of the room.

Do we need a map of our community in our police station?

What will we put on the map?

Sample chart to be
read before filmstrip

Filmstrip: The Policeman

Jack and Nancy are lost.
They see a policeman.

Policemen help lost children.
Policemen take fingerprints.
Policemen direct traffic.
Policemen check that cars are safe.
Policemen give first aid.
Policemen work all night.
Policemen help us in many ways.

How Policemen Help Us

1. They direct traffic.
2. They keep the cars away from fires.
3. They give first aid.
4. They stop speeders and give tickets.
5. They find lost children and other people.
6. They investigate crimes.
7. They keep our houses safe.
8. They check cars to see that they are safe.
9. They check bicycles.
10. They help sick people and old people.
11. They help us cross the street.
12. They take fingerprints.
13. They help in accidents.
14. They give directions.

Some Ways Policemen Help Us¹

Police go to accidents.

Police make accident reports.

Police give tickets to drivers who speed.

Police give tickets to drivers who go through stop signs.

Police give tickets to drivers who park too long.

Police work hard.

Police keep our city safe.

Randall, David, and Leon were policemen in dramatic play.

David was police chief.

They went to accidents at the airport.

They went to accidents on the road.

They gave tickets.

They were good policemen.

We need accident reports at the police station.

We need tickets at the police station.

¹In one dramatic play in the Frank Porter Graham Project, the teacher observed that some pupils did not remember the lessons on what policemen do. This chart was prepared as a review. Instead of the teacher making the chart, pupils could dictate a similar chart.

Sample chart prepared by the
teacher or dictated by pupils

Trip to the Police Station

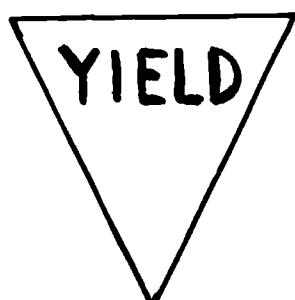
We will see the room where people pay for tickets if they speed.
We will see the courtroom where people plead not guilty.
We will see how fingerprints are taken.
We will see the dispatcher who answers the phone calls and sends out police cars.
The dispatcher is in a room with this sign on the door:

COMMUNICATION DIVISION

Can you show what the dispatcher does?

TRIP TO POLICE STATION

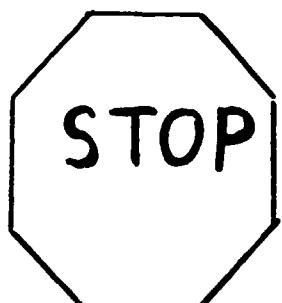
1.



—

6. policeman _____

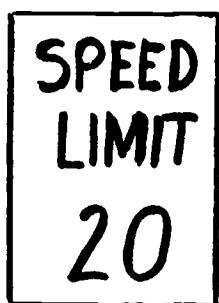
2.



—

7. place where you pay
for tickets if you
go too fast _____

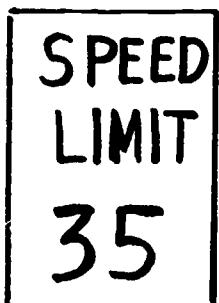
3.



—

8. place where you pay
for parking tickets _____

4.



—

11. COMMUNICATION
DIVISION
where dispatcher
sits _____

5. court

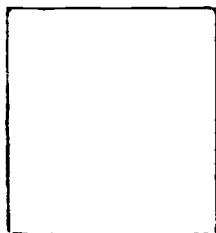
—

12. squad room _____

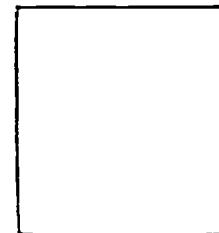
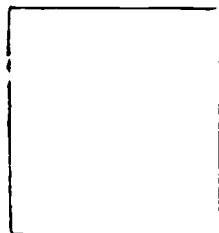
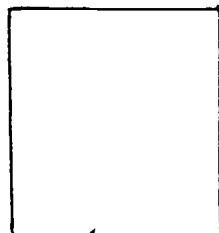
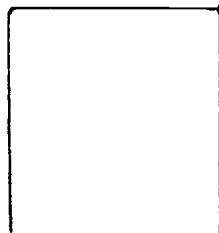
Sample form for taking fingerprints
in dramatic play

FINGERPRINTS

Right Hand



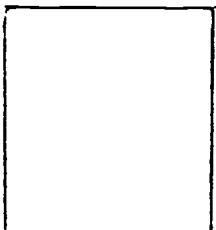
thumb



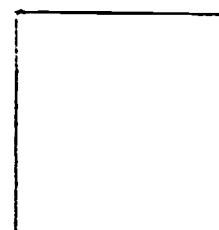
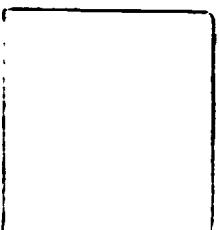
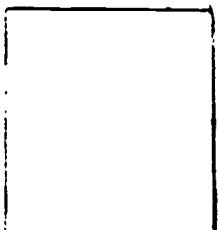
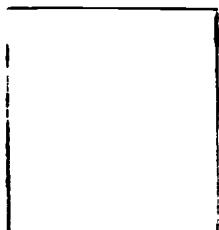
little finger

Name _____

Left Hand



thumb



little finger

Name _____

TRAFFIC TICKET

I. Name of person getting ticket

2. What did he do?

(a) Went too fast _____

(b) Went through stop sign _____

(c) Drove off roads _____

(d) Did not obey policeman _____

(e) Knocked down traffic sign _____

Policeman _____

Date _____

Sample form for dramatic play

SAFE DRIVERS OR WALKERS¹

Boys	Girls
1. Tom _____	1. Sally _____
2. Sam _____	2. Susan _____
3. Dick _____	3. Jane _____
4. Bill _____	4. Mary _____
5. Doug _____	5. Sara _____
6. Johnny _____	6. Jackie _____
7. Jack _____	7. Lori _____
8. Tim _____	8. Missy _____
9. Jim _____	9. Lisa _____
10. Matt _____	10. Shannon _____
11. Eric _____	11. Kay _____
12. Jeff _____	12. Rose _____
13. Bobby _____	13. Gigi _____
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

¹ The names of every boy and girl in the class are listed on the form. During dramatic play, pupil policemen check the names of safe drivers or walkers.

SAFE DRIVER OR WALKER AWARD

_____ is a safe driver or
walker in the Frank Porter Graham
community.

Policeman

Date

Chapin, Cynthia. Squad Car 55¹

1. Why did someone call the police about Mr. Sandy's store?
2. What do policemen do when a family is on a trip?
3. What do policemen do in an accident?
4. When do you call the police?
5. What do you tell the police when you telephone them?
6. How do police boats help us?
7. What do women police do?
8. What do the police learn in police school?

Dillon, Ina K. About Policemen

1. What do policemen learn at police school? pages 6, 8
2. What do traffic policemen do? pages 10, 12
3. What do motorcycle policemen do? pages 14, 16
4. How do policemen in patrol cars help us? pages 20, 22
5. What do harbor policemen do? page 24
6. What do police in helicopters do? pages 26, 28

Greene, Carla. I Want to Be a Policeman

1. How does a policeman help Jack?
2. How tall must a policeman be?
3. How old must he be?
4. What does a man do to be a policeman?
5. What does a policeman learn in school?

Greene, Carla. What Do They Do? Policemen and Firemen

1. What does a traffic policeman do? pages 15, 16, 17
2. What does a policeman give a driver who goes too fast? page 19
3. What do police in helicopters do? pages 20, 21, 22
4. What do police do in accidents? pages 23, 24, 25
5. What must a policeman learn to do? page 28

¹ In some books the pages are not numbered. The teacher can put markers in these books to help children find the pages with the answers.

Sample questions on books
for pupil research lesson

Lattin, Anne. Peter's Policeman

1. What does Officer Green do in the morning?
2. What does Officer Green do when people are out of town? pages 15, 16
3. Why did Officer Green give the man a ticket? page 18
4. How does Officer Green help Susie? pages 24, 25

Lenski, Lois. Policeman Small

1. Name 3 things a policeman does.
2. What does Policeman Small do when a car goes too fast?
3. What does Policeman Small do when there is an accident?

Miner, Irene. The True Book of Policemen and Firemen

1. Look in the box on page 10. How tall must policemen be?
2. How do policemen help us? pages 14, 15
3. What are some things a policeman learns at police school? pages 16, 17
4. Name some things policemen do. pages 18, 19
5. Look at page 22 and page 23. Draw some policeman's tools.

Shapp, Charles, and Shapp, Martha. Let's Find Out about Policemen

1. How does the policeman help boys and girls cross the street? pages 6, 7
2. Why do policemen go to fires? pages 12, 13
3. How did the policemen help the lost boy? pages 14, 15, 16, 17
4. What do policemen do for the man in the accident? pages 18, 19
5. What did the policeman do when the car went too fast? pages 22, 23
6. What do policemen do in the helicopter? pages 32, 33
7. What do policemen learn in school? pages 34, 35, 36, 37

Robinson, Barry, and Dain, Martin J. On the Beat

1. How do poli help people? (Read the first ten pages in book)
2. When does a liceman give tickets?
3. What does a 'iceman learn in school to earn his badge?

Williams, Barbara. I Know a Policeman

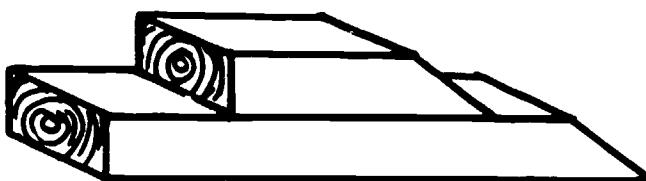
1. Name some jobs policemen do. page 14
2. What do policemen do in helicopters? pages 18, 19
3. What does the young man (the rookie) learn in police school? pages 28, 29, 34
4. What do police women do? page 39

CONSTRUCTION OF A POLICE CAR

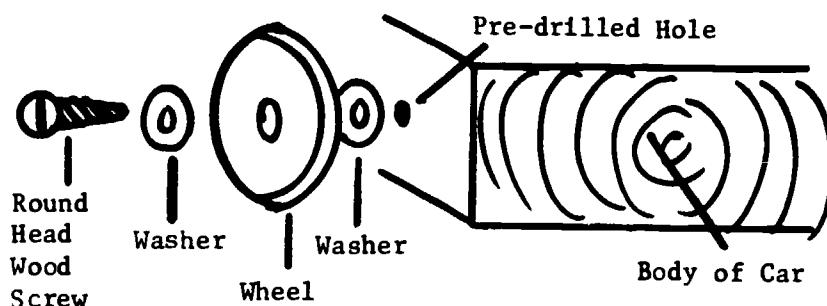
1. Take a 2" x 4" board approximately 11 inches long. Cut off about 3 inches with an angular cut.



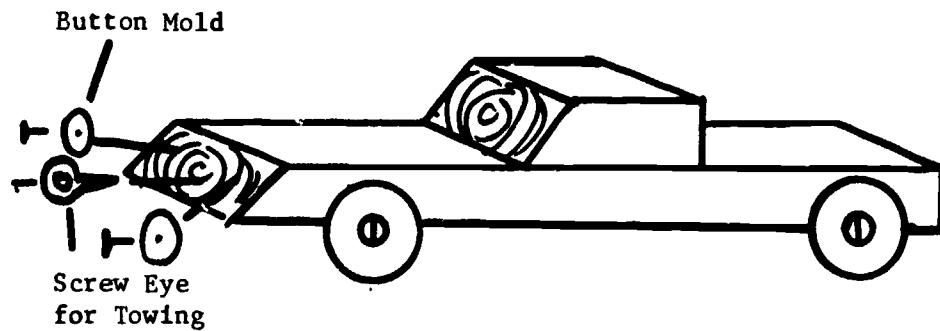
2. Glue the smaller piece of wood on top of the larger piece so that the angles from the cut slant in the same direction. Nail them together.



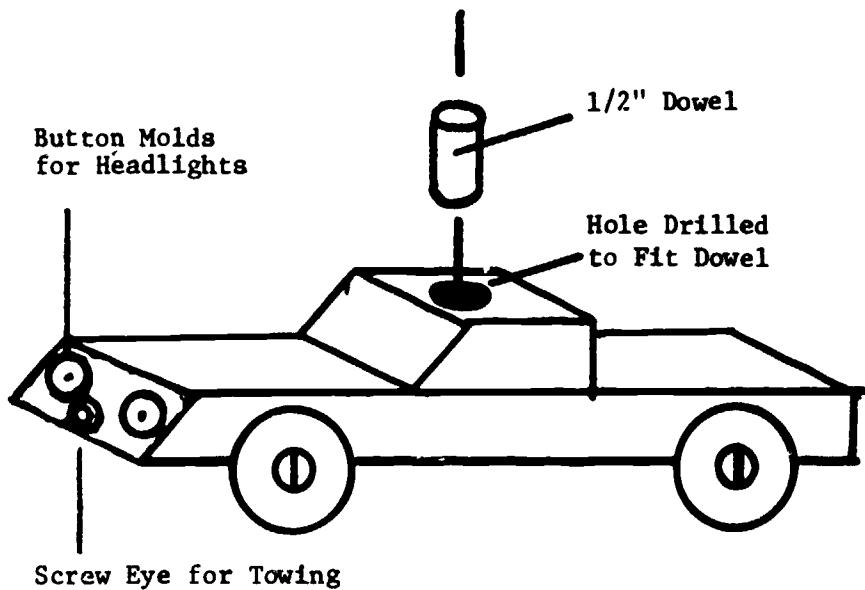
3. Put on the wheels with a round head wood screw with two washers.



4. Attach button molds at the front end of the car to represent headlights. Put a screw eye at the front end so that the car can be lifted by a tow truck.

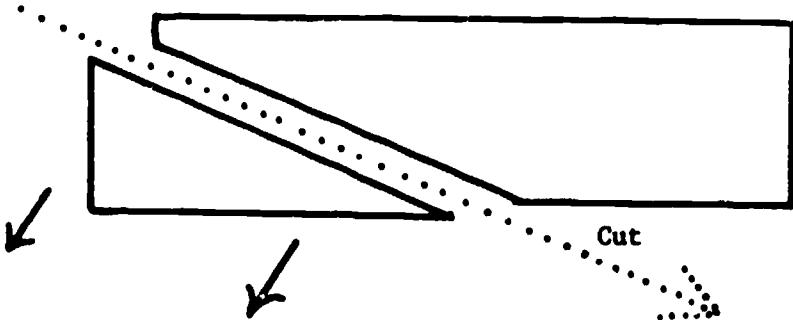


5. Put a signal light on top of the car. Cut a piece of 1/2" dowel about 1/2 inch long. Glue the dowel on top of the police car.

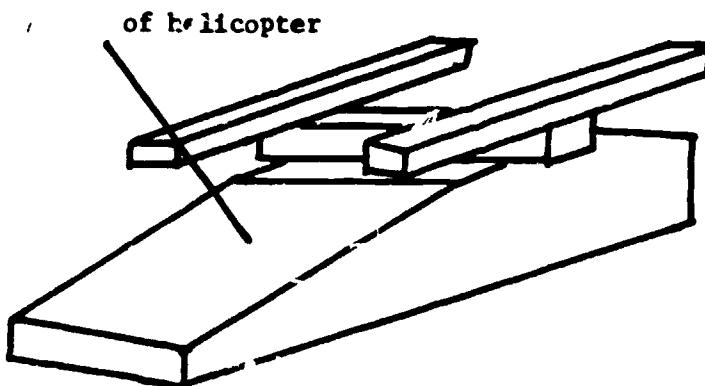


CONSTRUCTION OF A POLICE HELICOPTER

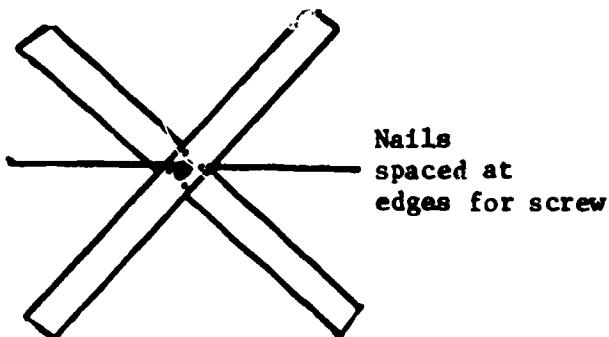
- Cut a piece of 2" x 2" stock 10 inches long. Cut one end at an angle to make the body of the helicopter.



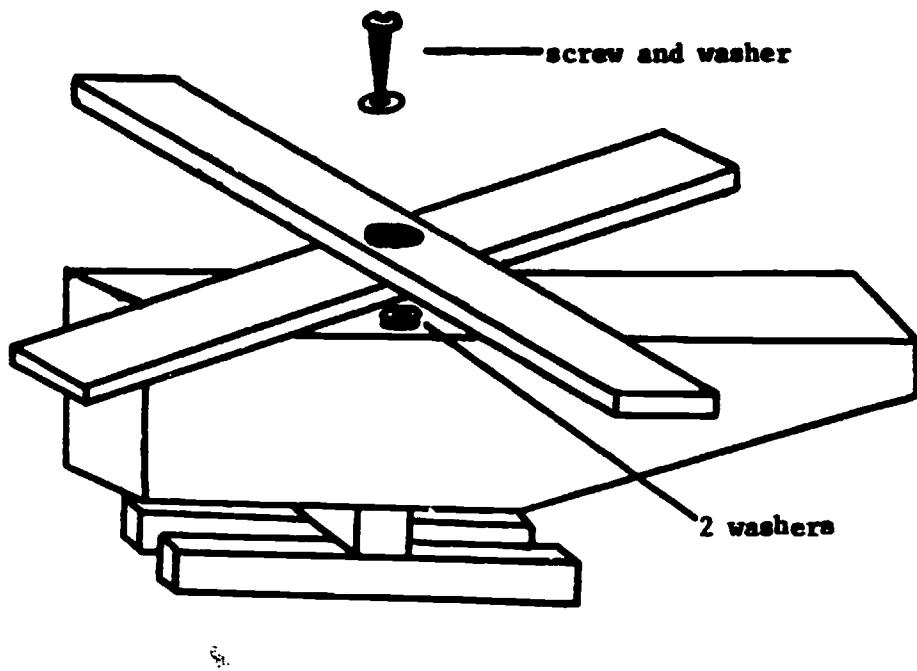
- Using 1" x 1" stock, cut three pieces 4 inches long. Make an "H" with these three pieces. Then nail the center of this "H" to the bottom of the helicopter.



- Cut two pieces of 1/4" plywood 1 inch wide and 10 inches long. Nail them together in an "X." This "X" will be the propeller, so leave a space for a screw in the middle.



4. Screw this "X" onto the top of the helicopter. Put two or three washers between the "X" and the top of the helicopter to give the propeller clearance from the body, so that it can be turned.



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16 min., sd., color, 16 mm.
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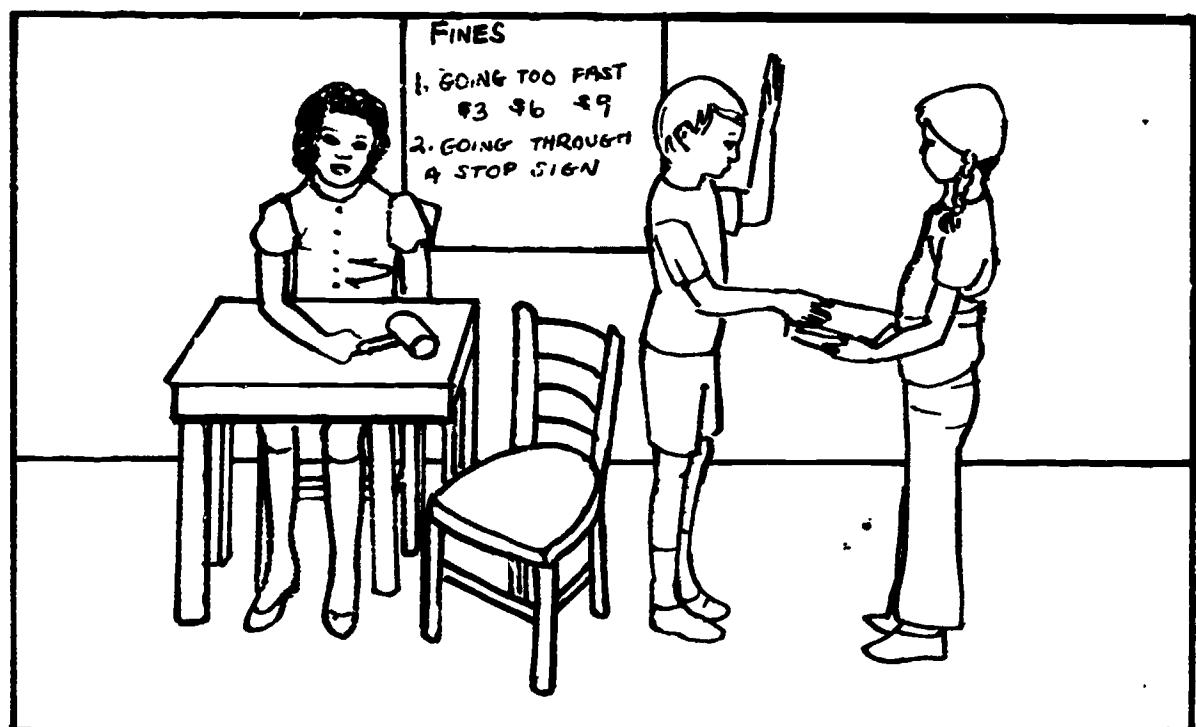
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~~REDACTED~~

WORKING in TRAFFIC COURT



DRAMATIC PLAY OF WORKERS IN TRAFFIC COURT¹

1. Calling the court to order (bailiff)
2. Keeping order in the courtroom at all times (bailiff)
3. Giving the defendant the oath to tell the whole truth and nothing but the truth (court clerk)
4. Questioning the defendant and witnesses (judge)
5. Listening to the testimony of the defendant and witnesses (judge)
6. Deciding if the defendant is guilty or not guilty (judge)
7. Deciding what the punishment will be, if a person is guilty (judge)
8. Taking fines from people who have been found guilty (court clerk)

INTERACTION OF WORKERS IN TRAFFIC COURT WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY²

1. Workers in traffic court interact with other workers who appear in court because they received traffic tickets.
2. Workers in traffic court interact with policemen who issued the traffic tickets and testify in court
3. The court clerk deposits money from fines in the bank.
4. Workers in traffic court buy gasoline at the service station.
5. Workers in traffic court buy groceries and other items in the supermarket.
6. Workers in traffic court take trips on the airplane.
7. Workers in traffic court go to the restaurant.
8. Workers in traffic court get physical examinations at the hospital.
9. Workers in traffic court buy stamps, mail letters and packages in the post office.

¹The teachers in the Frank Porter Graham Project decided not to include attorneys in the court, since the role was too difficult for primary pupils to dramatize. Also, since this was a traffic court, there was no jury--only a judge, bailiff, and court clerk.

²Since the policemen in the Frank Porter Graham Project usually gave only a few tickets, there were only a few court cases during most dramatic play sessions. Therefore, the court workers were usually off duty for a few minutes during each dramatic play, and they had time to interact with workers in various occupations in the community.

PROPS FOR DRAMATIC PLAY OF WORKERS IN TRAFFIC COURT

1. Table or desk for judge
2. Gavel
3. Bible
4. U. S. flag
5. Traffic tickets
6. Chart of fines
7. Chairs

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN TRAFFIC COURT

As policemen give traffic tickets in dramatic play, there is a need for traffic court.

Lessons and Activities

1. Looking at pictures of a court in a book

Noting in the pictures the judge, the defendant, and a man taking the oath to tell the truth

Noting a flag in one of the pictures; deciding to put a flag in the dramatic play court, since the court is part of the government

2. Listening to the teacher read or paraphrase parts of one or more books about a city court

3. Reading a chart the teacher has prepared on "Court Procedure"

Practicing taking the oath to tell the whole truth and nothing but the truth; discussing why the Bible is used in taking the oath

4. Dramatizing a session of traffic court as a lesson in the classroom: following the "Court Procedure" chart in the dramatization; using tickets issued in dramatic play; choosing the roles of judge, bailiff, court clerk; asking the policemen who issued the tickets to be witnesses¹

Sources of Information and Comments

McCarthy. Let's Go to a Court, pictures on cover and on pp. 9, 24

Newman. About the People Who Run Your City, pp. 42-43
Wolfe. Let's Go to a City Hall, p. 39

Chart in this section of guide

Suggested props: gavel, Bible, traffic tickets

NOTE

In the Frank Porter Graham Project pupils made only a brief study of workers in traffic court. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play in traffic court.

¹Many court sessions are held as lessons in the classroom to prepare pupils for the court cases in dramatic play.

Lessons and ActivitiesSources of Information
and Comments

5. Setting up a traffic court in the dramatic play community; including a desk or table, chairs, flag, Bible, and gavel as props
6. Deciding they need fines for persons who are found guilty by the judge; learning that the N. C. state legislature sets the minimum and maximum fines for traffic violations, and that the judge decides on the exact fine to be paid

Pretending they are members of the state legislature; making a list of traffic violations in the dramatic play community; deciding on minimum and maximum fines for these violations; making a chart of fines for the court in the dramatic play community

Sample chart in this section of guide

7. Having more sessions of traffic court as lessons in the classroom; using the tickets issued by policemen in dramatic play for the cases; having the judge use the chart of fines to establish fines for persons found guilty

8. Learning from the teacher that the guilty person pays his fine to the court clerk; dramatizing the paying of fines

9. Taking a trip to traffic court; staying for only a short time, but noting the judge, flag, witnesses, etc.¹

Sample checklist in this section of guide

10. On return from the trip, reading a chart the teacher has prepared about the trip

Chart in this section of guide

Dramatizing some cases which they saw in court and which the teacher described on the chart

¹A trip to traffic court is difficult for primary pupils, and would not be taken if pupils did not include a court in their dramatic play community. In the Frank Porter Graham Project second graders were taken to traffic court. Upon return from the trip, the teacher asked pupils to dramatize some of the cases they observed. These second grade pupils gave evidence of understanding much of what had happened in court.

SAMPLE SPELLING WORDS

1. court
2. flag
3. judge
4. case
5. clerk
6. witness
7. Bible
8. truth
9. guilty
10. fine

Court Procedure

Bailiff: "Hear ye, hear ye, hear ye. The court of Frank Porter Graham Community is now in session with the honorable judge, _____, presiding. Will the court please stand?"

Judge: "Be seated. Will the clerk call the first case?"

Court Clerk: "Frank Porter Graham Community versus _____."

Judge: "_____ to the stand."

Court Clerk: "Please put your right hand on the Bible.

"Do you solemnly promise to tell the truth, the whole truth, and nothing but the truth, so help you God?"

Defendant: "I do."

Judge: "You have been charged with _____. How do you plead, guilty or not guilty?"

Defendant: "_____."

Fines for Court

1. Going too fast
 \$3 \$6 \$9
2. Going through a stop sign
 \$5 \$7
3. Driving off the roads
 \$3 \$5
4. Not obeying a policeman
 \$2 \$5
5. Knocking down traffic signs
 \$3 \$5

Trip to Court

We went to traffic court.

We saw the judge, court clerk, and bailiff.
We saw a policeman in court.

We heard people plead guilty and not guilty.

A woman was charged with driving without a license tag.
She pleaded guilty.
She told the judge the tag fell off.
The judge did not fine her.

A man was charged with driving 35 miles per hour in a 20 mile zone.
He pleaded guilty.
The judge fined him \$10.
To whom did the man pay the \$10?

COURT

1. judge _____
2. court clerk _____
3. lawyers _____
4. defendant _____
5. guilty _____
6. not guilty _____
7. witness _____
8. fine _____
9. policeman _____
10. flag _____



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Newman, Shirlee, and Sherman, Diane. About the People Who Run Your City. Chicago: Melmont, 1963, pp. 42-43.

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WORKING in the DOCTOR'S OFFICE and HOSPITAL



DRAMATIC PLAY OF WORKERS IN THE DOCTOR'S OFFICE AND HOSPITAL¹

Dramatic Play of a Doctor

1. Examining patients
2. Talking to patients; asking patients questions
3. Using play or real doctor's tools (e.g., a stethoscope to listen to the heart; a rubber hammer to test reflexes; eye chart)
4. Putting bandages on patients; changing bandages
5. "Writing" prescriptions
6. Looking at X-rays
7. Putting casts on the patient's legs or arms (using old casts; using masking tape to put the casts on the patients)
8. Washing hands before each patient

Dramatic Play of a Nurse

1. Weighing and measuring patients
2. Giving eye examinations
3. Giving "shots" with a toy shot needle
4. Making appointments
5. Keeping records for the doctor
6. Bringing play dough lunches to the patients
7. Reading to the patients
8. Putting bandages on the patients; changing bandages
9. Giving pretend medicine to patients
10. Making the patients comfortable
11. Washing babies (dolls)
12. Taking care of babies (dolls)
13. Helping the doctor in any way the nurse can

Dramatic Play of a Dietician

1. Planning meals for patients
2. Making a display of various play dough foods

¹In the Frank Porter Graham Project the teachers observed that the dramatic play in the doctor's office and hospital was not as detailed and complete as in some other centers. Really authentic and detailed dramatic play of workers in the doctor's office and hospital would require some medical knowledge, which primary pupils do not have. However, the children can play sufficiently well to provide the "medical services" needed by citizens of the dramatic play community. As the pupils participate in social studies lessons, they gain information (e.g., what to say to a patient during a physical examination) which facilitates the dramatic play.

Dramatic Play of a Laboratory Technician

1. Looking through toy microscopes at "slides" of "blood" samples

Dramatic Play of an X-Ray Technician

1. Taking "pretend" X-rays

Dramatic Play of a Pharmacist

1. Filling the doctor's prescriptions by putting "pretend" medicine in empty medicine or pill bottles

Dramatic Play of an Occupational Therapist

1. Teaching patients to weave

Dramatic Play of a Physical Therapist

1. Helping patients learn to use crutches

Dramatic Play of an Ambulance Driver

1. "Driving" the ambulance to the scene of the accident
2. Helping the patient get back to the hospital (i.e., helping the patient walk back, since the ambulance is a small toy prop)

INTERACTION OF WORKERS IN THE DOCTOR'S OFFICE AND HOSPITAL WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

1. Doctors and nurses interact with workers in other occupations as they give them physical examinations.
2. Workers in the doctor's office and hospital interact with workers in other occupations as they help the sick and injured.
3. Some hospital workers interact with workers in the supermarket as they buy food, band-aids, and other supplies needed for their work.
4. Ambulance drivers interact with policemen at the scene of an accident.
5. Some doctors interact with workers at the airport as they take airplane trips to medical meetings.
6. Workers in the doctor's office and hospital interact with firemen when there is a fire or fire inspection at their place of work.
7. Workers in the doctor's office and hospital buy gasoline at the service station.
8. Workers in the doctor's office and hospital deposit money, cash checks, and get change in the bank.
9. Workers in the doctor's office and hospital go to the restaurant.
10. Workers in the doctor's office and hospital send their children to school.
11. Workers in the doctor's office and hospital go to traffic court if they get tickets.
12. Workers in the doctor's office and hospital buy stamps, mail letters and packages in the post office.
13. Workers in the doctor's office and hospital use police services.

¹Some of these interactions (e.g., items 9, 10, 11, 12) take place when the workers in the doctor's office or hospital are off duty.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE DOCTOR'S OFFICE AND HOSPITAL

General Props for the Doctor's Office and Hospital

1. Desk or table
2. Chairs for the waiting room
3. Band-aids
4. Gauze, adhesive tape, bandages
5. Cot or mat on the floor for the bed for the examining area
6. Clipboard, paper for medical records
7. Paper, pencils for writing prescriptions
8. Scale for weighing patients; yardstick for measuring patients
9. Eye chart
10. Children's books about doctors and hospitals for the "medical library"
11. TV scroll viewer, children's games and toys for the children's playroom in the hospital

Doctor

1. Toy doctor's kit with eye chart, stethoscope, shot needle, etc.
2. Real doctor's tools (e.g., stethoscope, otoscope, rubber hammer) obtained from a doctor
3. Doctor's jacket (man's white shirt)
4. Surgical masks for children obtained from a local hospital
5. Band-aids
6. Gauze, adhesive tape, bandages
7. Old X-rays obtained from a local hospital
8. Old casts brought in by pupils or obtained from a local hospital

Nurse

1. Cap
2. Nurse's uniform (man's white shirt)
3. Clipboard, paper for keeping records
4. Eye chart
5. Toy shot needle
6. Gauze, adhesive tape, bandages
7. Scale, yardstick for weighing and measuring patients
8. Play dough food, dishes
9. Books for reading to patients
10. Empty medicine bottles for giving medicine to patients
11. Dolls (to represent babies)

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Pupils will be able to bring some of the props from home. Directions for constructing an ambulance or rescue squad truck are found in this section of the guide.

Dietician

1. Play dough
2. Dishes
3. Display of different types of play dough food

Laboratory Technician

1. Toy microscope
2. Paper for "glass slide;" red crayon to color "blood" sample on "glass slide"

X-Ray Technician

1. Box painted gray, or another prop to represent an X-ray machine
2. Old X-rays obtained from a local hospital

Pharmacist

1. Empty medicine and pill bottles obtained from parents or from pharmacists

Occupational Therapist

1. Looms
2. Yarn or loops for weaving

Physical Therapist

1. Crutches

Ambulance Driver

1. Ambulance

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE DOCTOR'S OFFICE AND HOSPITAL

As pupils "drive" their cars in the community, there are crashes. Hence, there is soon a need for a doctor's office.¹

Doctor's Office

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Setting up a small doctor's office in the dramatic play area	Suggested props: tables, desks, play doctor's kit with doctor's tools such as a stethoscope, toy "needle" for shots, eye chart
Using a table or desks for the examining area; chairs for the waiting room	
Dramatizing a doctor examining a patient	
2. Learning about the doctor examining a patient	

As the teacher observes the dramatic play in the doctor's office, she notes that pupils need more information on what a doctor does in examining a patient. The teacher also notes that pupils need to know more about other activities of the doctor which can be included in dramatic play.

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of workers in the doctor's office and hospital. The lessons will not necessarily occur in the sequence presented here.

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

¹ In the dramatic play in the Frank Porter Graham Project, a small doctor's office was set up first. Gradually this doctor's office expanded into a hospital.

Lessons and Activities

Reading charts on films

Looking at one or more films in which a doctor examines a patient

Looking at a filmstrip in which a doctor examines a patient

Looking at a flat picture of a doctor examining a patient

Reading or listening to the teacher read one or more books about children being examined by the doctor; looking at pictures in books

Learning what a doctor says to a patient during an examination, and the questions the doctor asks (e.g., "Take a deep breath, and let it out slowly"; "Open wide and say AH"; "Do you have headaches or earaches?")

Looking at doctor's tools (stethoscope, shot "needle," and eye chart in play doctor's kit; otoscope, rubber hammer, and other instruments obtained from doctor)

Reading or listening to the teacher read one or more books about the doctor's tools and equipment (stethoscope to listen to heart; otoscope to examine ears; eye chart and light to examine eyes; tongue depressor to use in examining throat; rubber hammer to test reflexes; blood pressure cuff); looking at pictures of doctor's tools in books

Talking about the doctor giving a prescription; looking at related pictures in books

Learning about doctors giving shots

Sources of Information and Comments

Charts in this section of guide

The Doctor
Community Hospital

The Doctor

Hospital Helpers. S.V.E.
picture "Doctor Examining Patient"

Froman. Let's Find Out about the Clinic, pp. 23-34

Greene. Doctors and Nurses, What Do They Do? pp. 22-23, 29-31, 36-39, 42-43

Greene. I Want to Be a Doctor, pp. 4-9

Lerner. Michael Gets the Measles, pp. 16-17

Pope. Your World, Let's Go to the Doctor's Office, pp. 19-30

Froman. Let's Find Out about the Clinic, pp. 26-35, 43

Greene. Doctors and Nurses, What Do They Do? pp. 26-27

Pope. Your World, Let's Go to the Doctor's Office, pp. 21, 23-29

Rowland. Let's Go to a Hospital, pp. 6-9

Shay. What It's Like to Be a Doctor, p. 2

Froman. Let's Find Out about the Clinic, p. 37

Greene. Doctor's and Nurses, What Do They Do? pp. 33-34, 62

Froman. Let's Find Out about the Clinic, pp. 40-41

Lessons and ActivitiesSources of Information
and Comments

Inviting a doctor to the class

Telling him about dramatic play and the need for information on how a doctor examines a patient

Looking at the instruments in the doctor's bag

Watching the doctor examine a child in the class (e.g., eyes, ears, nose, throat, chest, and back of child); noting the instruments he uses; listening to the questions he asks the child and what else he says to the child

Making another dramatization of a doctor giving an examination to a patient (using more doctor's instruments than in the first dramatization; knowing more what to say to the patient; writing a prescription)

Suggested props: table, desk; eye chart; paper and pencil for writing prescriptions; play doctor's kit and any instruments obtained from doctors (e.g., stethoscope, reflex hammer, otoscope)

Drawing pictures of a doctor examining a patient

3. Learning how doctors must go to school and how they receive training (e.g., they must learn about the body, and how to make people well.)

Greene. I Want to Be a Doctor, pp. 12-18
 Greene. Doctor's and Nurses, What Do They Do? pp. 12-17
 Shay. What It's Like to Be a Doctor, pp. 4-6

Deciding to have an intern (a student doctor) in dramatic play; deciding that the intern will work with and learn from an "older" doctor

Deciding to put a library of books about doctors and hospitals in the dramatic play center, since doctors continually read and learn

Picture of medical library in Collier. Danny Goes to the Hospital, p. 25

Learning that doctors go to meetings to learn more about caring for sick people; deciding that in dramatic play the doctor should take an airplane trip to a meeting

Greene. Doctors and Nurses, What Do They Do? p. 41

Lessons and Activities

4. Listening to the teacher read a book about the doctor making a home visit

Deciding that in dramatic play the doctor should visit the homes

After a few dramatic play sessions in the doctor's office, pupils complain that the doctor is too busy and that he needs more help.

5. Learning about the nurse who works in the doctor's office

Learning what the nurse does in a doctor's office (e.g., helps the doctor keep records and makes appointments; weighs and measures the patients; gives eye examinations; gives shots; gives other help the doctor needs)

Dramatizing the activities of the nurse working in the doctor's office; choosing pupils to be a nurse, doctor, and patient¹

Learning that many nurses also work in a hospital

6. Learning that in a large town a doctor may have other helpers in his office besides a nurse (e.g., receptionist, lab technician, X-ray technician)

Viewing a filmstrip

7. Learning that there are different kinds of doctors, such as a pediatrician (a children's doctor) and a surgeon

Learning that many doctors work in a hospital

As pupils learn that many doctors and nurses work in a hospital, and as there continue to be many crashes in the community, the doctor's office is expanded into a hospital. The teacher plans lessons to give pupils information about the parts of the hospital and about the many workers in the hospital.

Sources of Information and Comments

Lerner. Michael Gets the Measles, pp. 12-21

Pope. Your World, Let's Go to the Doctor's Office, pp. 21, 23
Schima. I Know a Nurse, pp. 18-19

Suggested props: scale for weighing and measuring; eye chart and shot "needle" from play doctor's kit; clipboard with paper for keeping records; table, desks for examining area; chairs for waiting room

Doctor's Office Workers

¹ The teacher urges both boys and girls to choose the roles of nurses and doctors in dramatic play.

HospitalLessons and Activities

1. Viewing films to get information on the different workers in a hospital (e.g., receptionist, nurse, doctor, surgeon, intern, anesthesiologist, cook, dietician, lab technician, X-ray technician)

2. Reading or listening to the teacher read one or more books on the hospital

Finding out which workers, rooms, and equipment are needed in a hospital, so pupils can plan their dramatic play hospital

3. Looking at a filmstrip to get an overview of the many workers in a hospital

4. Reading or listening to the teacher read about the admissions clerk in the hospital; looking at pictures in one or more books

Learning that the admissions clerk writes down the patient's name, address, and age

Deciding to have an admissions clerk in dramatic play who writes down the patient's name

5. Looking at a flat picture of dieticians

Listening to the teacher read about a dietitian; looking at pictures in books

Learning that a dietitian plans diets for patients

Learning that a dietitian works with cooks and other kitchen helpers to see that the food is cooked and served correctly, and that each patient gets the right tray

Sources of Information and CommentsCommunity Hospital
The Hospital

Collier. Danny Goes to the Hospital

Rowland. Let's Go to a Hospital
Shay. What Happens When You Go to the Hospital

Weber. Elizabeth Gets Well

Hospital Workers

Collier. Danny Goes to the Hospital, pp. 4-5

Rowland. Let's Go to the Hospital, pp. 16-17

Wilkinson. Come to Work with Us in a Hospital, pp. 10-11

Hospital Helpers. S.V.E.
picture "Dieticians Check Food Trays"

Meeker. How Hospitals Help Us, pp. 12-13

Wilkinson. Come to Work with Us in a Hospital, pp. 20-21

Lessons and Activities

Looking at pictures of cooks and other helpers in the hospital kitchen

Learning about the kinds of food people need to keep well (i.e., vegetables and fruits; breads and cereals; milk and milk foods; meat, fish, and eggs); drawing pictures of these foods and making a book of pictures or a bulletin board display

Deciding to have a dietitian and a cook in the dramatic play hospital; making a display of play dough food for this hospital

6. Reading or listening to the teacher read in one or more books about the lab technician; looking at pictures of lab technicians in books¹

Learning that a lab technician or nurse takes a small sample of blood from the patient's finger; that the lab technician puts the blood on a glass slide and studies it under a microscope

Deciding to have a lab technician in the dramatic play hospital; deciding that the lab technician will study paper "slides" covered with red crayon marks (representing blood) under the microscope²

7. Looking at a picture of an X-ray technician and X-ray machine

Reading or listening to the teacher read one or more books about the work of the X-ray technician; looking at pictures in
(continued)

¹ There is not enough work for a child to be just a lab technician during dramatic play. Therefore, in the hospital one child may have several jobs, such as a nurse, lab technician, dietitian, physical therapist. Another child may be a doctor, X-ray technician, ambulance driver, pharmacist.

² In the Frank Porter Graham Project pupils thought of the idea of using paper with red crayon marks to represent the slides of blood samples.

Sources of Information and Comments

Collier. Danny Goes to the Hospital, pp. 19-20

Meeker. How Hospitals Help Us, p. 13

Rowland. Let's Go to a Hospital, p. 31

Information about food in health or science books used in local school district

Kay. Let's Find Out about the Hospital, pp. 30-33

Rowland. Let's Go to a Hospital, pp. 18-19

Shay. What Happens When You Go to the Hospital, pp. 14-15

Wilkinson. Come to Work with Us in a Hospital, p. 25

Suggested props: microscope from play doctor's kit; paper for "glass slides"; red crayon to color "blood" on "glass slides"

Hospital Helpers. S.V.E.
picture "Preparing Patient for X-Ray"

Collier. Danny Goes to the Hospital, pp. 8-9

(continued)

Lessons and Activities

books of the X-ray technician, the X-ray machine, and X-ray photographs

Learning that the X-ray technician operates a big X-ray machine that takes pictures of the inside of the body; that many patients have a chest X-ray to determine if their lungs are healthy; that many patients have X-rays to determine if any of their bones are broken; that the technician gives the X-rays to the doctor to study

Deciding to have an X-ray technician in the dramatic play hospital; deciding that the technician will "take an X-ray" of the patient and that the doctor will study the X-rays

8. Learning about the pharmacy in the hospital and the pharmacists who work there²

Noting that the pharmacist is one of the hospital workers briefly shown in a film viewed by the class

Reading or listening to the teacher read in one or more books about the pharmacist in a hospital; looking at the pictures in the books

Learning that the pharmacist mixes, tests, and stores medicines and pills, and fills the doctors' prescriptions for patients in the hospital

Sources of Information and Comments

Kay. Let's Find Out about the Hospital, pp. 24-25

Meeker. How Hospitals Help Us, pp. 23-25

Rowland. Let's Go to a Hospital, pp. 20-21

Shay. What Happens When You Go to the Hospital, pp. 16-17

Wilkinson. Come to Work with Us in a Hospital, pp. 26-27

Suggested props: a box painted gray to represent an X-ray machine; old X-rays obtained from a hospital¹

The Hospital

Meeker. How Hospitals Help Us, p. 11

Wilkinson. Come to Work with Us in a Hospital, pp. 22-23

¹ Some second graders have drawn pictures of bones to represent X-rays. These pictures can be used in dramatic play, if old X-rays are not available at the hospital.

² The teacher should not expect children to be able to define words such as "pharmacist," "lab technician," "dietician," etc. However, the teacher should use the correct words in referring to these jobs. For example, she can ask, "Who will be the nurse, dietician, and lab technician in dramatic play today?" Pupils will learn the meaning of these words if they have experiences with concrete props associated with the jobs. The teacher should make signs such as "pharmacist," "lab technician," "dietician," and put these signs on the boxes or shelves containing the props for these jobs, or on a table or wall by the props in the dramatic play area.

Lessons and Activities

Learning that there are pharmacists who work in drug stores who fill doctors' prescriptions

Deciding to have a pharmacy and pharmacist in the dramatic play hospital; putting empty medicine bottles in the pharmacy; deciding that the pharmacist will fill the doctors' prescriptions with "pretend" medicine in the medicine bottles

9. Looking at a picture of an occupational therapist and reading about the therapist

Learning that the occupational therapist teaches patients hobbies such as weaving and woodworking to strengthen muscles in their hands and arms, and to keep patients busy and happy

Deciding to have an occupational therapist in the dramatic play hospital who will teach patients how to weave

Participating in a lesson where pupils learn to weave on small looms; putting several looms in the dramatic play hospital for the occupational therapist to use

10. Looking at a picture of a physical therapist

Listening to the teacher read about the physical therapist; looking at a picture in the book

Learning what a physical therapist does: plans exercises for patients, helps them to use muscles that have been hurt, helps them learn to use crutches and braces and to walk correctly

Learning that a room for physical therapy is like a small gym with walking bars, bicycles, and a small pool

Deciding to have a physical therapist in the dramatic play hospital who will help patients learn to use crutches

Sources of Information
and Comments

Froman. Let's Find Out about the Clinic, pp. 36-37

Greene. Doctors and Nurses, What Do They Do? p. 34

Suggested props: empty medicine and pill bottles obtained from pharmacists or from parents

Wilkinson. Come to Work with Us in a Hospital, pp. 28-29

Hospital Helpers. S.V.E.
picture "Physical Therapist"

Wilkinson. Come to Work with Us in a Hospital, p. 31

Suggested props: old crutches obtained from parents or a hospital

Lessons and Activities

11. Looking at a picture of ambulance drivers

Reading or listening to the teacher read one or more books about the ambulance driver; looking at pictures in the books

Learning that a doctor sometimes rides in the ambulance to the accident

Deciding to have an ambulance driver in dramatic play who goes to the accident (Usually the same child who is a doctor also takes the job of ambulance driver, since there is not enough work for an ambulance driver to do during dramatic play.)

12. Learning about the nurse who works in the hospital

Looking at a flat picture of a nurse and nurse's aide taking care of a patient

Viewing a film on the work of the nurse in a hospital

Dramatizing the work of the nurse that was shown in the film (e.g., bringing lunch to a patient, giving a hair ribbon to a girl patient, helping a patient walk around, taking a footprint of a baby); choosing a nurse and girl patient for the dramatization, and using a doll for the baby

Learning more about the duties of a nurse; reading or listening to the teacher read from one or more books about the duties of a nurse (e.g., helping the doctor examine patients, giving medicine to patients, changing bandages, making patients comfortable, taking the patient's temperature and counting his pulse, weighing patients,

(continued)

Sources of Information and Comments

Hospital Helpers. S.V.E.
picture "Ambulance Helpers"

Greene. Doctors and Nurses,
What Do They Do? pp. 18-20
Kay. Let's Find Out about the Hospital, p. 5

Suggested props: ambulance, play doctor's kit; big stretcher obtained from Federal Surplus or other source; passenger cars, road signs¹

Hospital Helpers. S.V.E.
picture "Nurse and Aide"

The Nurse

Suggested props: desks or table for bed; play dough food; hair ribbon; doll, ink pad and paper for taking footprints

Greene. Doctors and Nurses,
What Do They Do? pp. 50-61
Greene. I Want to Be a Nurse,
pp. 7, 12-19, 24-27
Meeker. How Hospitals Help Us,
pp. 26, 30-31, 33-34, 36-37
Rowland. Let's Go to a Hospital,
pp. 24-28, 38-39
(continued)

¹ Primary pupils are not concerned about size differences in props. For example, they will not be concerned that the ambulance is small, but that the stretcher is life-size.

Lessons and Activities

bringing food to patients, taking care of babies, helping the doctor keep records)

Participating in another dramatization of the duties of a nurse, using the new information gained from books and pictures

Learning that a person must receive training to be a nurse; reading or listening to the teacher read from one or more books about the nurse's training

Learning that the student takes classes and learns about the body, diseases, and medicines, and that this student nurse works in a hospital and learns how to care for sick people

Inviting a nurse to class to tell pupils about her job and how she was trained; watching the nurse bathe a real baby

After the nurse's visit, dramatizing the bathing of a baby

Coloring pictures of the nurses performing various duties; making a mural or a book of the pictures

13. Learning about the work of doctors who are surgeons

Looking at a picture of surgeons operating

Looking at a film about a child who has an operation to remove his tonsils

Listening to the teacher read one or more books about surgeons and children who have operations

Sources of Information and Comments

Shay. What Happens When You Go to the Hospital, pp. 3-12, 18, 20, 22-25

Wilkinson. Come to Work with Us in a Hospital, pp. 32-37

Suggested props: same props listed above with addition of scale for weighing and measuring; gauze and adhesive tape for making bandages; clipboard for doctor's records; play doctor's kit

Greene. I Want to Be a Nurse, pp. 10-26

Greene. Doctors and Nurses, What Do They Do? pp. 48-49

Rowland. Let's Go to a Hospital, p. 33

Schima. I Know a Nurse, pp. 23-28

Suggested props: doll, diaper; washcloth, soap, towel, wash basin

Hospital Helpers. S.V.E. picture "Surgical Group Operating"

Community Hospital

Chase. A Visit to the Hospital Collier. Danny Goes to the Hospital

Rowland. Let's Go to the Hospital (continued)

Lessons and Activities

Paying special attention to the fact that doctors are careful to be very clean during an operation; noticing pictures of the surgical masks the doctors and nurses wear during operations

Deciding to get surgical masks for the dramatic play hospital; deciding that the doctors should pretend to wash their hands between patients in dramatic play

14. Learning about the pediatrician, a doctor who specializes in treating children

Reading about a doctor who is becoming a pediatrician

Learning about pediatrics--the place where children stay in a hospital; looking at pictures of the children's playroom and the TV, toys and games provided for children

Looking at a picture of a nurse playing a game with children

Deciding to make a TV scroll viewer and some games for the dramatic play hospital; deciding the nurse should play games with child "patients" during dramatic play

15. Learning about an orthopedist

Discussing pupils' experiences with broken bones and casts

Looking at pictures of an orthopedist, a doctor who is interested in bones and who sets them in plaster casts

Deciding to have an orthopedist in the dramatic play hospital; using the old casts supplied by the teacher and parents

Sources of Information and Comments

Shay. What Happens When You Go to the Hospital

Chase. A Visit to the Hospital, pp. 64-66

Collier. Danny Goes to the Hospital, pp. 28-29, 31

Kay. Let's Find Out about the Hospital, p. 28

Surgical masks for children obtained from N. C. Memorial Hospital

Shay. What It's Like to Be a Doctor, pp. 8-10

Collier. Danny Goes to the Hospital, pp. 14-15

Kay. Let's Find Out about the Hospital, pp. 34-39

Shay. What Happens When You Go to the Hospital, pp. 6-7

Greene. Doctors and Nurses. What Do They Do? p. 53

Preston. Greenfield and Far Away, p. 62

Shay. What It's Like to Be a Doctor, p. 11

A cast can also be obtained from the hospital on the field trip

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
16. Taking a trip to a hospital	
Discussing the field trip as a research lesson to gain information to improve the hospital and activities of the hospital workers in dramatic play	
Reviewing a filmstrip of hospital workers they hope to see on the trip	<u>Hospital Helpers</u>
Taking the field trip and noting workers and rooms in the hospital; watching a cast being put on one of the pupils; taking the cast back to school for dramatic play	Checklist on trip to the hospital in this section of guide
Getting surgical masks and paper doctor and nurses' caps from the hospital to use in dramatic play	Obtained in the Frank Porter Graham Project from N. C. Memorial Hospital
Painting or coloring pictures on return from the trip to the hospital; making a book or mural about hospital workers	
17. Participating in a research lesson using books or a filmstrip	
Discussing the need for this research lesson to determine if pupils are correctly portraying hospital workers in their dramatic play	Procedures for this lesson on pp. 24-28 of guide
Reading books and answering questions; looking at a filmstrip and marking a checklist; drawing a picture of hospital workers if they finish early	Questions on books and checklist for filmstrip in this section of guide
Sharing what they have read in books and viewed in the filmstrip	
Deciding if there is anything new to add to the hospital or to do as hospital workers in dramatic play	

NOTE

Throughout the study of the doctor's office and hospital workers, pupils have listened to the teacher read books, and many individual pupils have independently looked at books in their free time. This is the first research lesson on the doctor's office and hospital workers in which many pupils are reading books in a teacher-directed lesson. The teacher should not plan this lesson until pupils have participated in dramatic play and had many concrete experiences on the doctor's office and hospital workers. These concrete experiences will help them bring meaning to the printed page in books and to the text on the filmstrips.

SAMPLE SPELLING WORDS

1. hospital
2. doctor
3. intern
4. nurse
5. bandage
6. shot
7. accident
8. ambulance
9. cast
10. surgical
11. operation
12. cast
13. medicine
14. examine

Film: Community Hospital

The doctor looks at Stephen's throat.
The doctor feels his head.
Stephen needs his tonsils out.
Stephen goes to the hospital to get his tonsils out.

Many people work in the hospital.
A receptionist tells people where they will stay in the hospital.

There is a playroom for children in the hospital.
There are games for children.

Stephen has a roommate.
Stephen's bed goes up and down.
Every patient wears a band on his wrist with his name on it.

Stephen has a blood test.
The laboratory technician looks at his blood through a microscope.

Stephen pushes a button for the nurse.
The nurse brings orange juice to Stephen.

Stephen has his tonsils out.
The cooks work in the kitchen in the hospital.
Stephen eats lots of ice cream.

The fireman has a checkup.
The grocer looks at his new baby.

Film: The Doctor

The doctor examines a boy.
He uses a stethoscope to listen to the boy's heart.
The doctor looks at his throat.

The doctor always washes his hands before he sees the next patient.
The doctor vaccinates a baby.

The doctor goes to the hospital to see Betty.
Betty has a broken arm.
An X-ray technician takes an X-ray of her arm.
The doctor looks at other patients in the hospital.

The doctor goes to a sick child's home.
The child has measles.
The doctor makes a prescription for the child.

Doctors are very busy.
They help us.

Film: The Hospital

Laurie is going to the hospital.

Many workers in the hospital will help her and other patients.

A nurse will bring food to Laurie and other children.

The nurse knows about every patient's illness.

The nurse keeps a record of every patient's illness.

Doctors depend on nurses.

An X-ray technician takes an X-ray of a boy who was in an accident.
A cast is put on the boy's leg.

An intern takes Laurie's blood pressure.

A lab technician takes blood from Laurie's finger.

The lab technician looks at the blood under a microscope.

The surgeon takes out Laurie's appendix.

An anesthesiologist helps Laurie so she will have no pain during the operation.

The pharmacist gets medicine for Laurie and other patients.

The dietitian sees that Laurie gets the right food.

Many workers help Laurie in the hospital.

Film: The Nurse

The nurse helps the patient in bed.

She raises or lowers the bed.

She gives lunch to the patient.

She gives orange juice to the patient.

The nurse gets a hair ribbon for a girl patient.

She puts the hair ribbon on the girl.

The nurse helps a patient get out of bed and walk around.

The nurse makes the bed.

An orderly helps put the patient back in bed.

The nurse sits by the patient while he sleeps.

The nurse takes care of little babies.

She takes footprints of the babies.

The nurse is very busy.

What will our nurse do in our hospital?

TRIP TO HOSPITAL

1. Emergency Only _____
2. Reception and Information _____
3. Waiting room _____
4. Pediatric clinic _____
5. Playroom _____
6. Bathing a baby _____
7. Nurse _____
8. Eye chart _____
9. Physical therapy _____
10. Physical therapist _____
11. Tank room _____
12. Gym _____
13. Orthopedic clinic _____
14. Examining room _____
15. Cast _____
16. Occupational therapy _____
17. Kitchen _____
18. Dietician _____
19. Doctor _____
20. Pharmacy _____

Sample questions on books
for pupil research lesson

Froman, Robert. Let's Find Out about the Clinic

1. What happens in the waiting room? page 17
2. What does the doctor do when he examines you? pages 25, 26, 27, 28, 29, 30, 31
3. Why did he take a sample of your blood? page 29
4. What does the nurse do? page 33
5. What is a prescription? page 37
6. Why does the doctor give you a shot or medicine before you are sick? pages 38, 40

Greene, Carla. Doctors and Nurses, What Do They Do?

1. What must a doctor know about? pages 12, 13, 14
2. How long does it take to be a doctor? page 15
3. What does a young doctor do? pages 17, 18, 19
4. List the things a doctor has in his bag. pages 26, 27
5. What does Doctor Jones say to Johnny, Jane, and Bob? pages 29, 30, 31
6. What does the doctor do for Bill? pages 38, 39
7. Why do doctors go to meetings? page 41

Greene, Carla. I Want to Be a Doctor¹

1. What does the doctor do to the children?
2. What does Jim hear?
3. What does the doctor learn at school?
4. What does the young doctor do in the hospital?
5. What must the doctor pass?

Greene, Carla. I Want to Be a Nurse

1. What does Jane's doll need?
2. What must a girl do in the hospital to become a nurse?
3. What does she learn about food?
4. What does she get if she learns her lessons?
5. Do some nurses work at night?
6. Draw a picture of a nurse working in the hospital.

¹In some books the pages are not numbered. The teacher can put markers in these books to help the children find the pages with the answers.

Sample questions on books
for pupil research lesson

Kay, Eleanor. Let's Find Out about the Hospital

1. What must cars do when they see the red flashing light and hear the siren of an ambulance? page 5
2. Name three kinds of doctors. page 12
3. Name some people that help doctors and patients. pages 14, 16
4. Why do doctors and nurses wear masks over their mouths and noses? page 28
5. What do technicians in the laboratory do? pages 30, 32, 33
6. What does the hospital have for children? pages 36, 38, 39

Meeker, Alice M. How Hospitals Help Us

1. Name three hospital workers. pages 8, 9
2. What is the name of the man who takes care of the medicines? page 11
3. What is the name of the worker who works with food? page 12
4. What do interns do? pages 20, 22
5. What does an X-ray picture show? page 25
6. What does the nurse do? pages 31, 34, 37
7. Which doctor has the medicine to make people sleep? page 42

Rowland, Florence. Let's Go to a Hospital

1. What does Dr. Silver do when he examines you? pages 6, 7, 8
2. What does the clerk at the Admission Office ask you? page 16
3. What does the laboratory technician do? pages 18, 19
4. Why does the technician take an X-ray? page 20
5. What does the nurse do? pages 23, 24, 25, 26, 27, 28, 29
6. Name some other hospital workers.

Shay, Arthur. What Happens When You Go to the Hospital

1. What do Karen's parents fill out when Karen comes to the hospital?
2. Why do hospitals use wristbands?
3. What does a hospital have for children?
4. Why is Angelo in traction?
5. What do nurses do?
6. What does the lab technician do?
7. The doctor removed Karen's tonsils in the _____ room.

Sample questions on book
for pupil research lesson

Wilkinson, Jean, and Wilkinson, Ned. Come to Work with Us in a Hospital

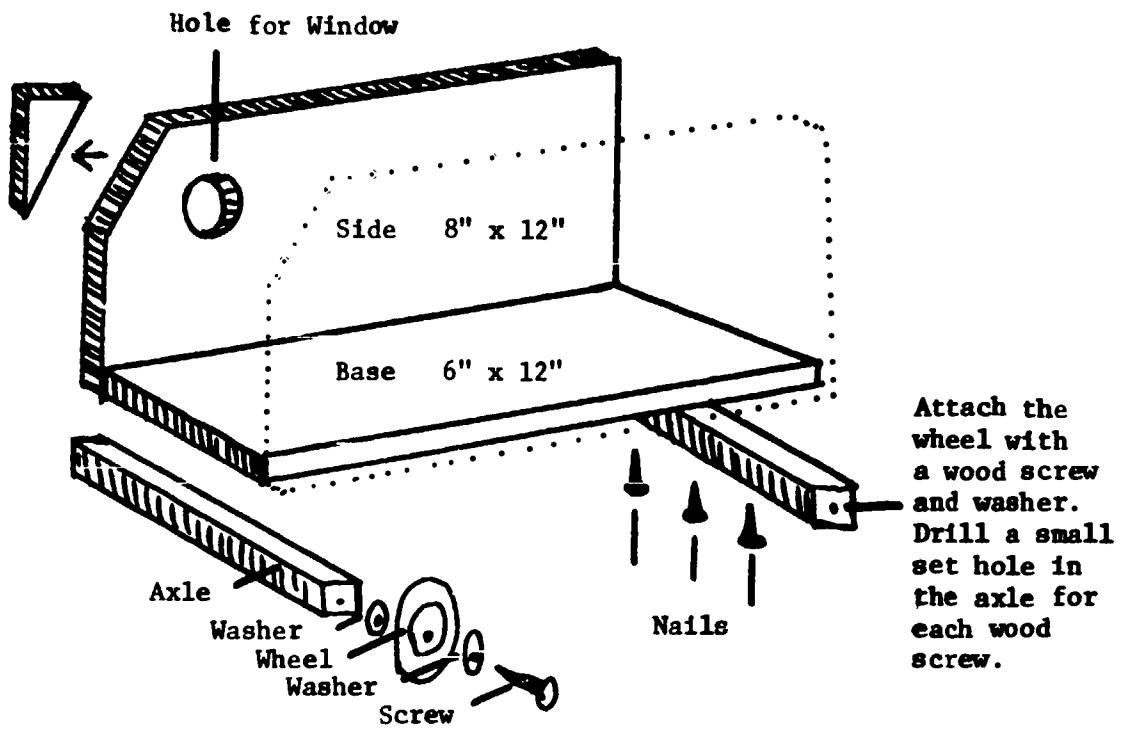
1. What does the admitting clerk do? page 11
2. Who plans the patients' meals? page 21
3. What is the boy's job in the picture on page 22? What does he do? page 23
4. We call a medical technologist a lab technician.
What does the medical technologist do? page 25
5. The _____ takes pictures through the skin. page 27
6. What does the occupational therapist do? page 29
7. What does a physical therapist do? page 31
8. Name two kinds of nurses. What do they do? pages 33, 35
9. What does a doctor do? pages 40, 41

Filmstrip: Hospital Workers

1. nurse _____
2. ambulance driver _____
3. workers who clean _____
4. orderly _____
5. intern _____
6. x-ray technician _____
7. dietician _____
8. surgeon _____
9. nurse's aide _____
10. pharmacist _____
11. lab technician _____

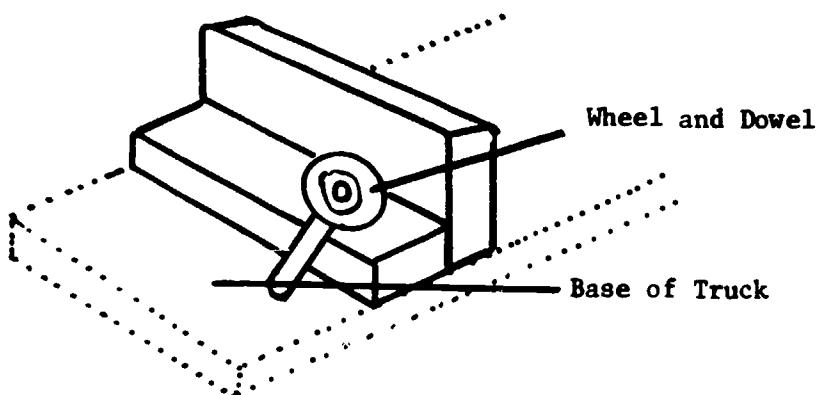
CONSTRUCTION OF AMBULANCE OR RESCUE SQUAD TRUCK

1. For the base of the truck cut a piece of 1" stock 6 inches by 12 inches. For the sides cut two pieces of 1/4" plywood 8 inches by 12 inches. Cut an angular corner from each of the side boards. The three boards will form the main body of the truck. Drill window holes before assembling. Use brads and glue to assemble this unit.



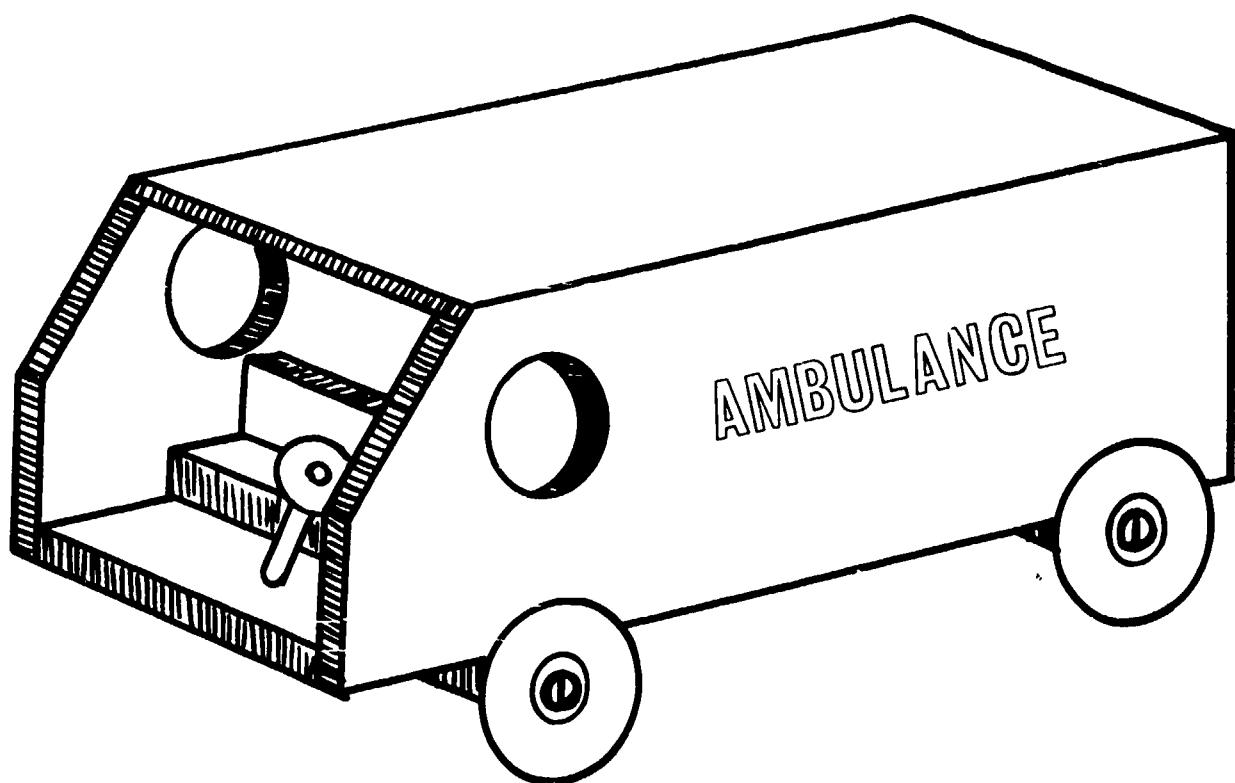
2. Cut two axles from 1" x 1" stock.

3. Make the seat of the truck from two pieces of 1" x 2" nailed edge to edge. For the steering wheel drill a 1/4" hole in the floor of the truck. Drive a piece of 1/4" dowel into this hole. Attach a button mold to the dowel for the steering wheel.



4. For the top of the truck cut a piece of 1/4" plywood 6 1/2 inches by 10 inches. Use brads and glue to attach the top to the sides of the truck. For the back door attach a piece of wood with leather or metal hinges.

5. The finished truck looks like this:



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- Greene, Carla. Animal Doctors, What Do They Do? New York: Harper and Row, 1967.
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This book is not for primary children, but can be used as a teacher resource.

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- The Doctor. Encyclopaedia Britannica Films, Inc., 1947. 11 min., sd., bw.,
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Available: Indiana U. \$3.15.
- The Hospital. Encyclopaedia Britannica Films, Inc., 1966. 11 min., sd.,
color, 16 mm.
Available: Indiana U. \$5.50.
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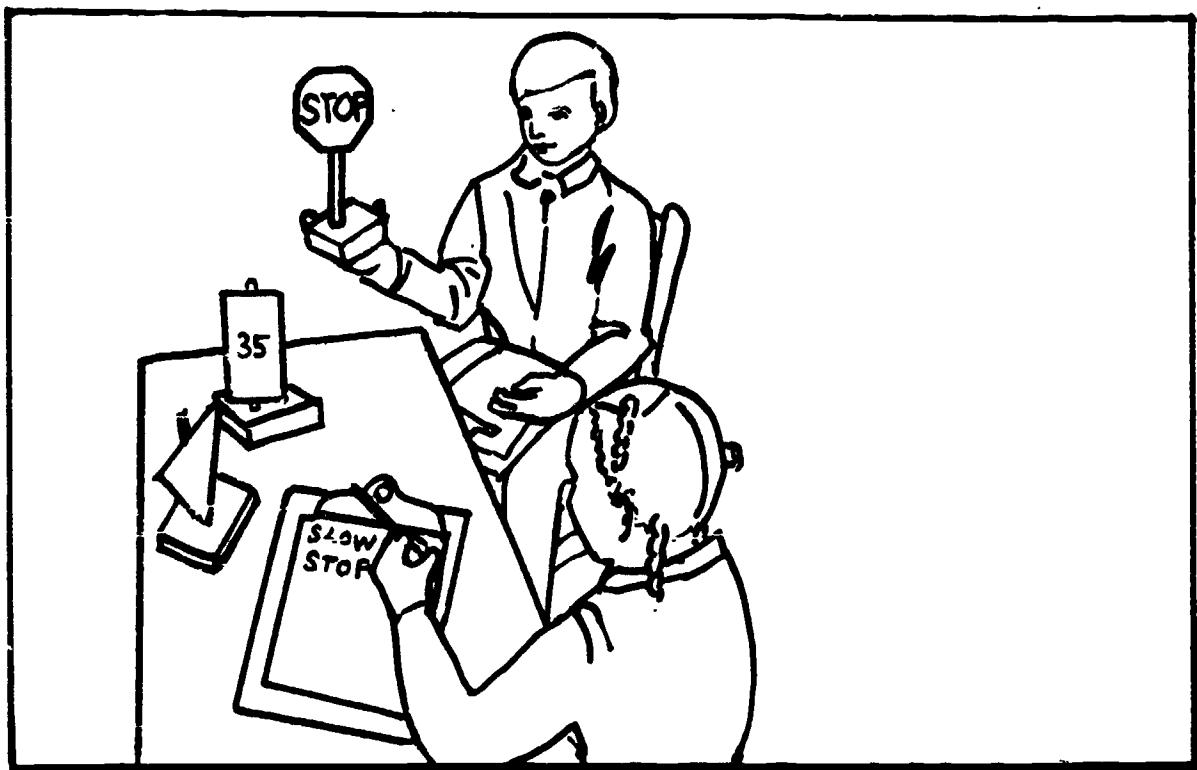
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WORKING in the DEPARTMENT of MOTOR VEHICLES





TAKING A SIGN TEST FOR THE DRIVER'S LICENSE

DRAMATIC PLAY OF WORKERS IN THE DEPARTMENT OF MOTOR VEHICLES

1. Giving the road test
2. Giving the sign test
3. Giving the written law test
4. Issuing drivers' licenses
5. Issuing license tags or plates for the cars in the dramatic play community
6. Keeping a record of the numbers of the license tags sold to citizens in the dramatic play community

INTERACTION OF WORKERS IN THE DEPARTMENT OF MOTOR VEHICLES WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

1. Workers in the Department of Motor Vehicles give tests for the driver's license to workers in various occupations.
2. Workers in the Department of Motor Vehicles issue drivers' licenses to workers in various occupations.
3. Workers in the Department of Motor Vehicles issue license tags to workers in the community.
4. Workers in the Department of Motor Vehicles help policemen who need the names of the owners of cars with certain license tag numbers.
5. Workers in the Department of Motor Vehicles interact with firemen when there is a fire or fire inspection at their place of work.
6. Workers in the Department of Motor Vehicles deposit money, cash checks, and get change in the bank.
7. Workers in the Department of Motor Vehicles buy stamps, mail letters and packages in the post office.
8. Workers in the Department of Motor Vehicles buy gasoline at the service station.
9. Workers in the Department of Motor Vehicles buy groceries and other items in the supermarket.
10. Workers in the Department of Motor Vehicles take trips on airplanes.
11. Workers in the Department of Motor Vehicles go to the restaurant.
12. Workers in the Department of Motor Vehicles send their children to school.
13. Workers in the Department of Motor Vehicles get physical examinations at the hospital.
14. Workers in the Department of Motor Vehicles use police services.
15. Workers in the Department of Motor Vehicles go to traffic court if they get a ticket.

¹ Some of these interactions (items 1, 2, 3, 4, 5) take place when the workers in the Department of Motor Vehicles are on duty. The other interactions take place when a worker is on a break from his job or is off duty.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE DEPARTMENT OF MOTOR VEHICLES¹

1. Written law test
2. Traffic sign test
3. Clipboard for examiner to use in giving the road test
4. Drivers' licenses
5. Tagboard license tags
6. Traffic signs (These signs can be purchased or made out of wood or cardboard.)
7. Passenger cars
8. Masking tape for roads

¹Directions for constructing a passenger car are found in this section of the guide.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS
IN THE DEPARTMENT OF MOTOR VEHICLES

Since pupils drive cars in the dramatic play community, there is a need for a Department of Motor Vehicles to issue drivers' licenses.

Lessons and Activities

1. Learning that each person in a community must get a driver's license in order to drive

Learning that a person must be 16 in order to get a driver's license

Reading a teacher-prepared chart on the tests a person must pass in order to get a driver's license

Looking at a book of traffic laws and regulations, which people in North Carolina study in preparation for the written law and sign tests

Discussing traffic laws and why they are needed in the real community; discussing which traffic laws are needed in the dramatic play community

2. Deciding that there will be a Department of Motor Vehicles in dramatic play, and that a pupil examiner will give a sign test, a written law test, and a road test to each pupil¹

Reading the "Test on Traffic Laws" prepared by the teacher; practicing taking this written test

Sources of Information
and Comments

Chart "How to Get a Driver's License" in this section of guide

Book on traffic laws and regulations obtained from Dept. of Motor Vehicles in N. C.

Sample "Test on Traffic Laws" in this section of guide

NOTE

In the Frank Porter Graham Project pupils made only a brief study of workers in the Department of Motor Vehicles. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play in the Department of Motor Vehicles.

¹In the Frank Porter Graham Project second graders were able to serve as examiners in the Department of Motor Vehicles, and to give the various tests for a driver's license to individual pupils. In preparation for taking these tests in dramatic play, the teacher planned lessons on the tests in which the entire class participated.

Lessons and Activities

Practicing taking the "Test on Traffic Signs," with the teacher asking questions about the various signs, and pupils marking the correct sign on a ditto (e.g., the sign that is an octagon, the sign that is a triangle, the sign that means slow down and let other cars go by)

Dramatizing what a driver does when he sees various signs (e.g., yield sign, stop sign, school sign)

Discussing the road test and what the driver must do in the road test

Dramatizing a road test; choosing the roles of an examiner and a driver getting a license

Setting up a table for the Department of Motor Vehicles in the dramatic play area; putting the test on traffic signs and the written law test on the table; putting masking tape for roads, and traffic signs on the floor near the table

3. Looking at the teacher's driver's license; noting the information on the driver's license (e.g., name, birthdate, sex, race, color of hair, color of eyes)

Deciding what information to include on the driver's license issued in the Department of Motor Vehicles in dramatic play

Participating in a lesson to fill out the form for the driver's license; deciding to issue a driver's license to each pupil after he passes the tests in dramatic play

NOTE

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

Sources of Information and Comments

Sample "Test on Traffic Signs" in this section of guide

Suggested props: masking tape roads, traffic signs, passenger cars

Suggested props: passenger cars, masking tape for roads, traffic signs; clipboard for examiner; form signifying whether driver has passed or failed the tests (form in this section of guide)

After the lesson, the teacher prepares a form for the driver's license to be issued in dramatic play

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
4. Learning about license tags for cars	
Looking at license tags on cars parked near the school	
Making rubbings of the license tags on cars (i.e., putting a piece of paper on a license tag, and rubbing over the paper with the side of a crayon, thus making a picture of the tag); making a bulletin board display or book of these rubbings	
Reading a teacher-prepared story on license tags	Sample story in this section of guide
Making license tags for the cars in dramatic play; using tagboard cut to the appropriate size	
"Selling" the license tags to pupils in the class; putting the tags on the cars used in dramatic play	
Making a list of the numbers on the license tags sold to the pupils; putting the list in the Department of Motor Vehicles in the dramatic play community ¹	

SAMPLE SPELLING WORDS

1. license
2. driver
3. tag
4. road test
5. written law test
6. car
7. automobile
8. motor vehicle

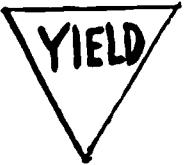
¹In the Frank Porter Graham Project policemen would sometimes find cars that were parked on the roads. The policemen would find the names of pupils who owned the cars by looking up the license tag numbers in the Department of Motor Vehicles.

Sample chart prepared by the
teacher or dictated by pupils

How to Get a Driver's License

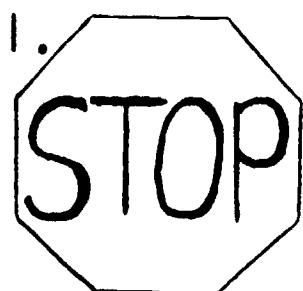
To get a driver's license you must go to the Department of Motor Vehicles.
You must pass a written law test.
You must pass a sign test.
You must pass a road test.
Then you can get a driver's license.

Test on Traffic Laws

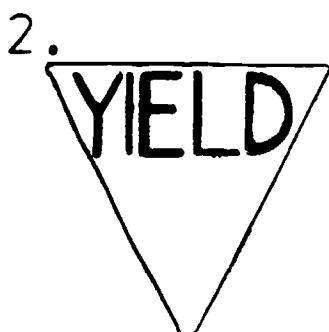
1. A yield sign has 6 sides. yes no
2. You must drive fast by a school. yes no
3. You stop at this sign.
 yes no
4. You must drive slow by a school. yes no
5. You can drive if you do not have a license. yes no
6. Trucks should go faster than cars. yes no
7. You must take a road test to get a driver's license. yes no
8. You must stop at this sign.
 yes no
9. A stop sign has 4 sides. yes no
10. You go fast at this sign.
 yes no

Sample test to be
used in d^r - tific play

TRAFFIC SIGN TEST¹



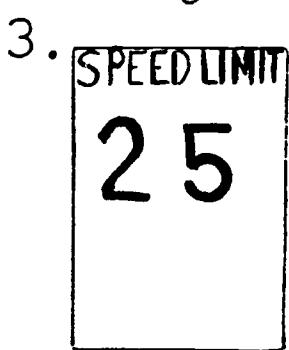
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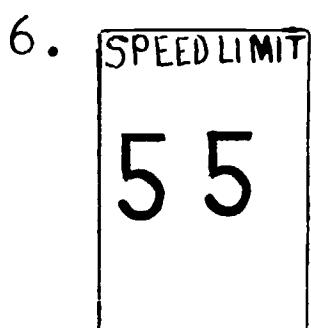
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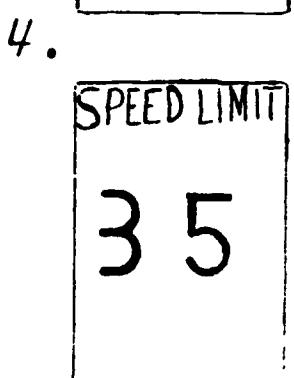
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¹The examiner asks appropriate questions about the various traffic signs pictured on the test. For example, "Which sign is an octagon? Which sign is a triangle? Which sign means slow down and let other cars go by?" To answer each question, the person taking the test puts a mark to the right of the correct sign.

RECORD OF TESTS FOR THE DRIVER'S LICENSE

Name _____

1. Written law test (passed _____
(failed _____)

2. Road test (passed _____
(failed _____)

3. Sign test (passed _____
(failed _____)

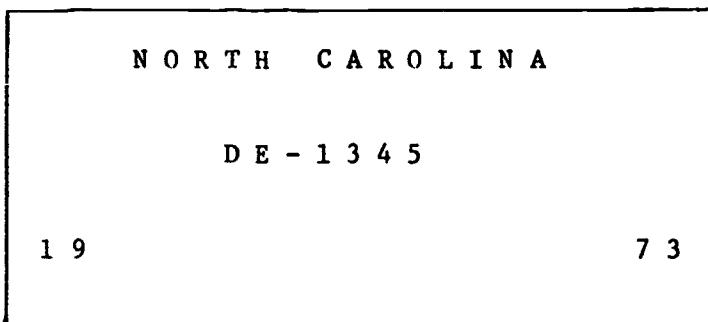
A driver's license has been given
to this person yes _____
no _____

Name of Examiner

License Tags¹

If you have a car, you must buy a license tag each year.

The license tag is put on the back of the car.

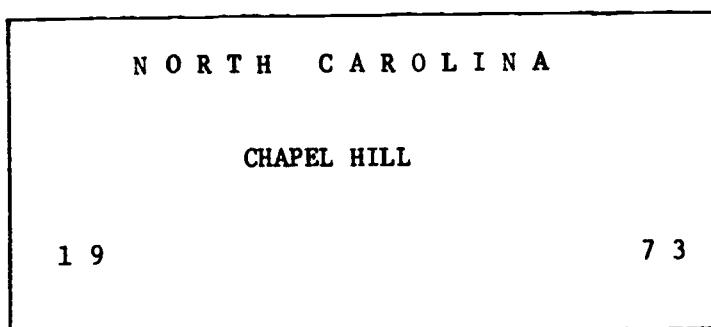


The name of the state is on the license tag. The year 1973 is on the license tag.

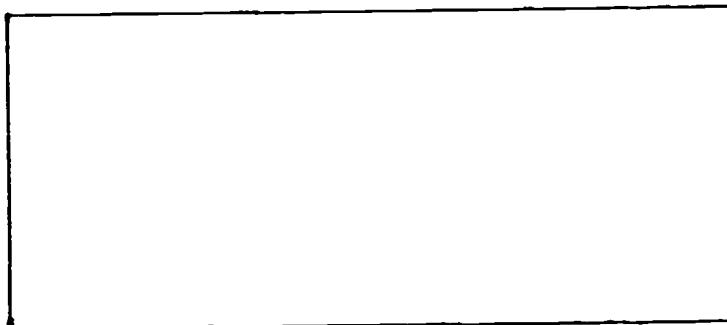
Each person has different letters and numbers on his tag. In Raleigh there is a record of the numbers and letters on each tag. Why?

¹The teacher can make copies of this story for the pupils to read.

On the front of the car, there is a tag with the name of the city or town in which the person lives.

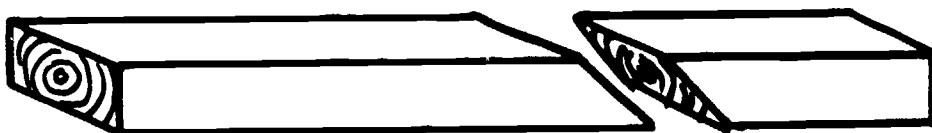


We will make license tags for our cars in dramatic play. What letters and numbers will we put on the license tags?

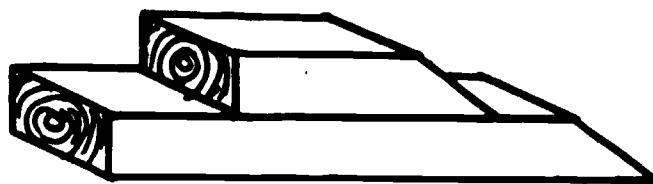


CONSTRUCTION OF A PASSENGER CAR

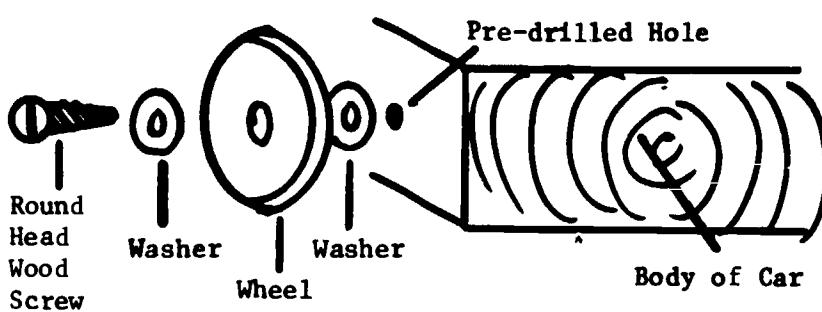
1. Take a 2" x 4" board approximately 11 inches long. Cut off about 3 inches with an angular cut.



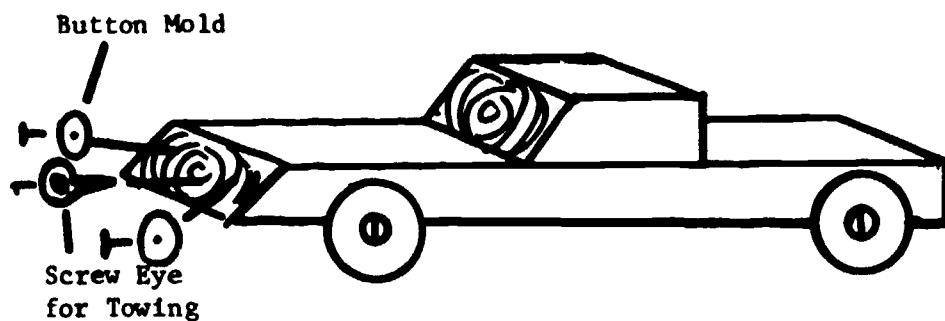
2. Glue the smaller piece of wood on top of the larger piece so that the angles from the cut slant in the same direction. Nail them together.



3. Put on the wheels with a round head wood screw with two washers.



4. Attach button molds at the front end of the car to represent headlights.
Put a screw eye at the front end so that the car can be lifted by a tow truck.



BIBLIOGRAPHY ON WORKERS IN THE DEPARTMENT OF MOTOR VEHICLES

The teachers in the Frank Porter Graham Project did not find any books or audio-visual materials for primary pupils on workers in the Department of Motor Vehicles. However, some primary books, such as those listed below, do discuss traffic rules and laws and include pictures of traffic signs. Also, some books listed in the bibliography on policemen discuss obeying traffic laws and signs.

BOOKS

Easy Reading Level

Funk. I Read Signs. New York: Holiday House, 1962.

Pitt, Valerie. Let's Find Out about the City. New York: Franklin Watts, Inc., 1968, pp. 26-29

Stanek, Muriel. How Our Government Helps Us. Westchester, Ill.: Benefic Press, 1969, pp. 6, 27.

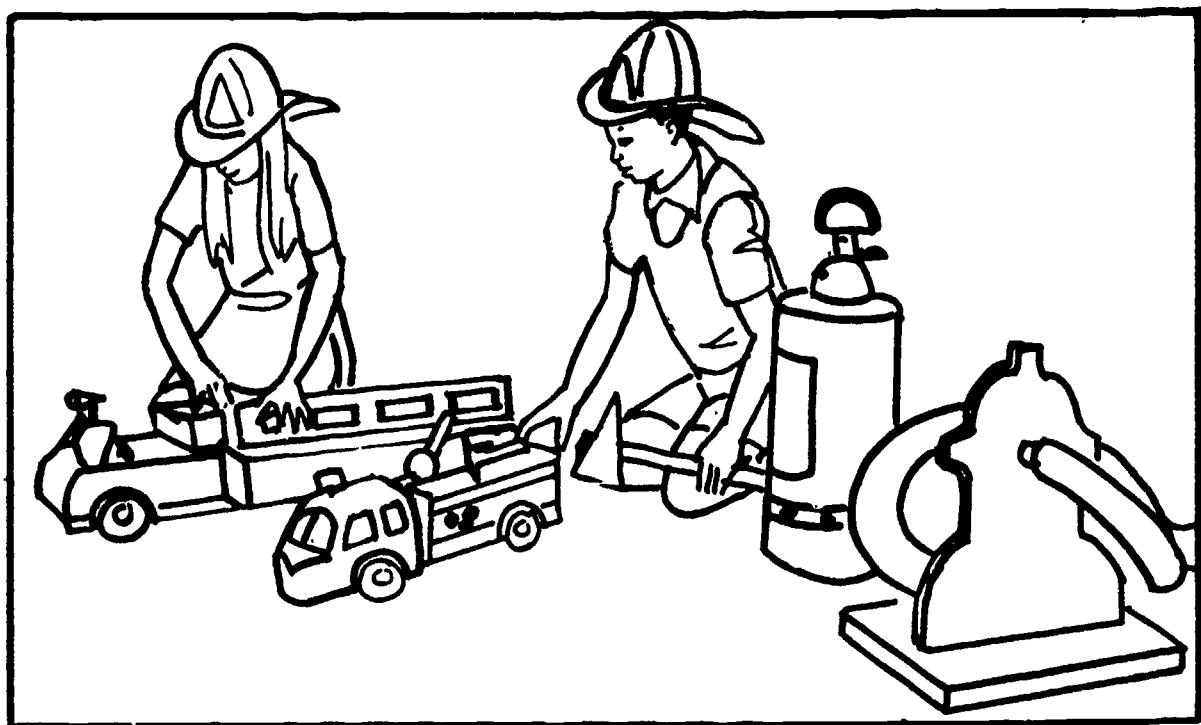
Stanek, Muriel. How Rules and Laws Help Us. Westchester, Ill.: Benefic Press, 1969, pp. 24, 37-39.

Difficult Reading Level

Traffic Law and Highway Safety, Drivers' Handbook. Raleigh: North Carolina Department of Motor Vehicles, latest edition.

This book is not for primary pupils but is a good teacher resource.

WORKING in the FIRE DEPARTMENT



DRAMATIC PLAY OF WORKERS IN THE FIRE DEPARTMENT

1. Using rags to clean the tools and equipment (including the fire trucks), and the fire station
2. Answering the telephone at the fire station
3. "Driving" trucks to the fire; sounding a bell or making a sound to represent a siren on the way to the fire
4. Putting the hose on the hydrant
5. Using the hose to put out the fire
6. Getting people out of the burning building
7. Using a broom and mop to clean up after the fire
8. Taking trucks back to the station after a fire and cleaning the tools and equipment
9. Inspecting houses and other buildings to prevent fires (e.g., checking that the exits are clear, that there are no papers or rags around to start a fire, and that the iron is turned off at the house)
10. Going to the dramatic play school and telling pupils what to do to prevent fires; holding fire drills at the school
11. Cooking play dough food at the fire station
12. Pretending to eat the play dough food
13. Washing dishes
14. Studying (i.e., reading books about the fire station and the work of firemen)
15. Going to class to learn to be better firemen (i.e., listening to another fireman talk about the tools and equipment, and about what firemen do at fires)
16. Participating in recreational activities at the fire station (e.g., reading, playing games such as checkers, looking at TV)
17. Sleeping at the fire station

INTERACTION OF WORKERS IN THE FIRE DEPARTMENT WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY¹

1. The dispatcher interacts with workers in various occupations as he takes calls in the fire station.
2. Some firemen interact with policemen who are directing traffic and keeping people away from the fire.
3. Firemen interact with school employees as they hold fire drills at the school, and as they talk to pupils about fire prevention.
4. Firemen get check-ups at the hospital.
5. Firemen buy groceries and other items at the store.
6. Firemen deposit money, cash checks, and get change in the bank.

¹Since firemen work at the fire station for 24 hours at a time, some of these interactions (e.g., items 6, 7, 8, 9, 10) take place when the firemen are off duty.

7. Firemen take trips on the airplane.
8. Firemen go to the restaurant.
9. Firemen buy stamps, mail letters and packages in the post office.
10. Firemen go to traffic court if they get tickets.
11. Firemen buy gasoline at the service station.

PROPS FOR DRAMATIC PLAY OF WORKERS IN THE FIRE DEPARTMENT

1. Pumper truck
2. Hook and ladder truck
3. Chief's car
4. Fire ambulance
5. Bells for "siren" on fire trucks
6. Bell for fire alarm at the fire station
7. Fire hydrant (constructed out of wood or out of dowel rods attached to a plywood base)
8. Old fire extinguisher (obtained from Federal Surplus in Raleigh)
9. Hose (narrow rubber tubing or vacuum cleaner hose)
10. Axes made out of cardboard
11. Paper cups for air masks
12. Firemen's hats
13. Firemen's boots (pupil's old rain boots)
14. Toy telephone
15. Round parts of old earphones to represent radios in the dispatcher's office and in the fire trucks
16. First aid kit
17. Map of dramatic play community for dispatcher's office
18. Checker game, TV scroll viewer, and books for recreational activities
19. Clipboard for fire inspector
20. Dishes, pots and pans, play dough for cooking
21. Stove, sink
22. Small pillows for sleeping
23. Blackboard, chalk, books on the fire station and firemen for classes
24. Rags for cleaning equipment
25. Mop and broom

NOTE

Each teacher will not need to obtain every prop listed here. Each teacher should decide which props her particular pupils need in their dramatic play. Pupils will be able to bring some of the props from home. Directions for constructing a pumper truck and hook and ladder truck are found in this section of the guide.

SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF WORKERS IN THE FIRE DEPARTMENT

As pupils participate in dramatic play and related lessons on the airport, they learn that there are firemen who work there to put out fires on airplanes. As the pupils participate in dramatic play and related lessons on policemen, they learn that policemen and firemen work together. Indeed, in the Durham, N. C. police station, calls for the fire department come into a central communications center located in the police station. Thus, in their post-play discussions pupils frequently express the need for a fire station in the dramatic play community.

Lessons and Activities

1. Adding firemen and a fire station to the dramatic play community

Looking at a filmstrip as an introduction to the study of firemen

Listening to the teacher read a book on firemen and the fire station

Getting a wooden box for the fire station; deciding they need fire trucks and a chief's car

2. Learning more about the different kinds of trucks and cars at the fire station, and the work of the firemen who ride on them

Looking at flat pictures of the pumper truck, the hook and ladder truck, and the fire ambulance

Sources of Information and Comments

The Firemen

Pope. Your World, Let's Visit the Fire Station or Shapp. Let's Find Out about Firemen

Fire Department Helpers. S.V.E. pictures "Engine Company," "Truck Company," and "Firemen with Equipment"

NOTE

No teacher is expected to teach all of the lessons and activities nor use all of the films and books included in this section. EACH TEACHER WILL CHOOSE THE LESSONS AND MATERIALS HER PARTICULAR PUPILS NEED. These lessons precede or follow the dramatic play. The children will participate in dramatic play at least once a week, and the teacher will plan some lessons and activities for the other days she has social studies. The purpose of these lessons is to give pupils information needed for effective play. As pupils gain more information their play will become more involved, and they will portray more of the activities of workers in the fire department. The lessons will not necessarily occur in the sequence presented here.

Lessons and Activities

Looking at a filmstrip which shows the trucks and work of the men in the Hook and Ladder Company, the Engine Company, and the ambulance driven by the rescue crew

Looking at a filmstrip which shows the fire chief's car, a pumper truck, a hook and ladder truck, and a searchlight truck for night fires

Reading or listening to the teacher read one or more books on trucks and cars at the fire station; looking at pictures in the books

Sources of Information and CommentsFire Department WorkersPolicemen and Firemen

Buchheimer. Let's Go to a Fire House, pp. 8-25

Collier. A Visit to the Firehouse, pp. 22-27

Greene. What Do They Do? Policemen and Firemen, pp. 44-49, 55

Williams. I Know a Fireman, pp. 19-25, 28-36

As teachers look at materials on the fire department, they will find that trucks and other equipment are sometimes called by different names in the various sources. For example, a hook and ladder truck may be called a ladder truck, an aerial truck, or an aerial ladder truck in books and audio-visual materials. The differences in nomenclature may be due to the difference in the dates when the various materials were published. The differences in nomenclature may also be due to the fact that the authors obtained their information from fire departments in different cities. Fire departments in large cities often have equipment not found in small cities and towns. Teachers should check with their local fire department and use the nomenclature used by that department in presenting the information to pupils.

The following general information on trucks may be helpful to teachers in presenting pictures, books, films, and filmstrips to pupils:

Men on the pumper truck are called hosemen and belong to the Engine Company. (In some children's materials it is called a Pumper Company. A "company" refers to a truck, its equipment, and the men who ride on it.) The job of the hosemen is to put out the fire. The pumper truck carries hoses, water, and a pump. The hosemen attach one hose to a fire hydrant and carry another hose to the fire. Water flows from the fire hydrant into the pumper truck and then is pumped through a fire hose to put out the fire. In some big city fire departments there is a separate hose truck that accompanies the pumper truck. The hose truck carries a large amount of hose which, if needed, is hooked to the pumper truck.

Firemen who ride on the hook and ladder truck are called truckmen or ladder men. They belong to the Truck Company (sometimes called the Hook and Ladder Company). The truck carries an aerial ladder which is hydraulically operated and can be extended up to 100 feet to reach high buildings. Some materials for children refer to this truck as an aerial truck or aerial ladder truck. The first job of the truckmen is to rescue people trapped in the buildings. They also ventilate the building by opening windows and chopping holes in the roof.

The firemen who ride on the fire ambulance give first aid to fire victims and may take them to the hospital. These firemen are sometimes called the rescue crew.

Lessons and Activities

Deciding they need a hook and ladder truck, a pumper truck, an ambulance or rescue truck, and a chief's car in their fire station; using the trucks in dramatic play

As the teacher observes the first dramatic play with the fire trucks, she notes that pupils need more information on the procedure used in putting out fires.

3. Learning about the procedure firemen follow in putting out fires

Reading charts on films

Charts in this section of guide

Looking at films

The Fireman
The Fireman!

Looking at filmstrips

Our Fire Department
Policemen and Firemen

Looking at a flat picture

Fire Department Helpers. S.V.E.
picture "Fighting the Fire"

Reading or listening to the teacher read one or more books; looking at the pictures in the books; learning what happens when there is a fire:

Greene. What Do They Do?
Policemen and Firemen,
pp. 42-60

A call comes into the fire station and the alarm sounds.

Hefflefinger. About Firemen,
pp. 22-30

Miner. The True Book of
Policemen and Firemen,
pp. 36-45

(continued)



Lessons and Activities

Firemen slide down the pole.

Firemen jump on the trucks and finish putting on their coats, helmets, and boots while the trucks take off.

The chief's car goes first.

The pumper truck goes before the hook and ladder truck.

The sirens sound as the chief's car and trucks go to the fire.

At the fire the chief gives directions to the firemen.

Firemen from the pumper truck put the hose on the fire hydrant and start fighting the fire.

Firemen from the ladder truck rescue people from the building, using ladders and a net, if necessary.

Firemen from the ladder truck let out smoke from the building by chopping a hole in the roof or breaking open a window.

Policemen keep people and traffic away from the fire.

Sometimes firemen put on air masks and go inside the building to rescue people and put out the fire.

If necessary, the rescue crew gives first aid to victims of the fire.

When the fire is out, the salvage crew uses mops and brooms to clean up.

The fire trucks go back to the fire station, and the firemen clean and inspect their equipment.

Sources of Information and Comments

Pope. Your World, Let's Visit the Fire Station, pp. 19-31

Preston. Greenfield and Far Away, pp. 80-82

Shapp. Let's Find Out about Firemen, pp. 6-28, 34-35

Lessons and Activities

Discussing additional props they need in dramatic play to put out fires: suggesting they need bells for the fire alarm at the station, bells for the siren on the trucks and chief's car; fire hats, an ax, a fire hydrant; a first aid kit for the rescue crew; a broom and mop for the salvage company

Deciding that policemen should help keep people and traffic away from the fires in dramatic play

Making pictures or a mural about what happens when firemen put out the fire

4. Discussing how some people use the telephone to call the fire station about a fire; some use the fire alarm boxes on the street

Looking at a filmstrip which shows a fire alarm coming by phone to the fire station, and another alarm coming from a fire alarm box

Looking at a flat picture of a fireman taking a telephone call about a fire

Reading books or listening to the teacher read one or more books on how calls come into the fire station; looking at pictures in books

Learning that when someone pulls the handle of a fire alarm box, a bell rings a certain number of times in the fire station; that the firemen can tell by the number of rings the location of the fire alarm box

Learning that when someone pulls the handle of a fire alarm box, a machine at the fire station also punches holes in a ticker tape; that the number of holes in the tape tell the firemen the location of the fire alarm box

Sources of Information and Comments

A fire hydrant to fit the narrow rubber hose can be made out of a piece of dowel attached to a plywood base.

Our Fire DepartmentFire Department Helpers. S.V.E.
picture "Answering a Call"

Collier. A Visit to the Firehouse, pp. 8-15
Pope. Your World, Let's Visit the Fire Station, p. 18
Shapp. Let's Find Out about Firemen, pp. 5-6
Shay. What It's Like to Be a Fireman, p. 18
Williams. I Know a Fireman, pp. 8, 26-27

Lessons and ActivitiesSources of Information
and Comments

Learning that someone must be on duty at all times to take calls at the fire station; that in small stations the firemen take turns answering the calls; that in larger fire departments one person called a dispatcher answers the calls; comparing the dispatcher in the police station with the dispatcher in the fire station

Learning that the room where the calls come in is sometimes called the communication center, and that there is a map of the community in this room

Learning that fire trucks have a radio through which firemen communicate with the dispatcher in the fire station and with firemen on other fire trucks

Deciding that in dramatic play the person who takes calls will be referred to as a dispatcher

Deciding to make a map of the dramatic play community for use in the fire station

Dramatizing a person calling on the phone to report a fire, and the dispatcher sending out a fire truck; choosing the roles of a dispatcher, a fireman, a citizen calling in to report a fire

Suggested props: firemen's hats, fire truck, telephones, round parts of old earphones to represent radios in the dispatcher's office and in the fire truck; table or desk to represent building on fire in the community

5. Learning more about the tools and equipment firemen need, to determine if more equipment is needed to put out fires in dramatic play

NOTE

The dramatizations in this section are part of the social studies lessons to prepare pupils for dramatic play. They involve only a few pupils with the rest of the class observing. These dramatizations give pupils ideas for the spontaneous dramatic play in which every child has a job and there is no audience.

Lessons and Activities

Looking at a flat picture and naming the tools and equipment included therein

Looking at pictures in books of firemen's tools and equipment

Reading or listening to the teacher read in one or more books a description of the various tools and equipment

Dictating a list to the teacher of firemen's tools and equipment, such as:

trucks	net	telephone
siren	stretcher	radio
hose	first aid kit	microphone
nozzle	mop	pole
fire hydrant	broom	coat
ladder	oxygen tank	helmet
ax	fire extinguisher	badge
hook	fire alarm box	boots
		air mask

Making pictures of the tools and equipment of firemen; putting the pictures in a book or making a mural

Discussing whether or not they need any more equipment or tools for putting out fires in dramatic play; deciding they have most of the equipment they need; deciding to put a piece of dowel in the wooden box fire station to serve as a pole; deciding to get an old fire extinguisher from Federal Surplus in Raleigh and to bring in old rain boots to represent the firemen's boots

Sources of Information and Comments

Fire Department Helpers. S.V.E.
picture "Firemen with Equipment"

Collier. A Visit to the Firehouse, pp. 4-11, 14-15, 22-38

Greene. What Do They Do? Policemen and Firemen, pp. 6-7, 41-42

Miner. The True Book of Policemen and Firemen, pp. 31-32

Pope. Your World, Let's Visit the Fire Station, pp. 6-8, 12-13, 25, and other pictures throughout the book

Buchheimer. Let's Go to a Fire House, pp. 7-37, 42-43

Williams. I Know a Fireman, pp. 16-40

As pupils dictate, the teacher writes the list on the blackboard, and later transfers it to a chart.

Lessons and ActivitiesSources of Information
and Comments

As the teacher observes the dramatic play she notes that the firemen go to one fire after another all day long. They rarely stay in the fire station.

6. Learning that a fireman works for 24 hours at a time; learning what he does at the fire station during the time there is no fire

Looking at a film which shows what firemen do when there is no fire

Looking at a filmstrip which shows firemen cleaning and later participating in recreational activities

Looking at a flat picture

Reading books or listening to the teacher read one or more books; looking at pictures in books

Learning that firemen participate in the following activities when they are not putting out fires:

cleaning the trucks, other equipment, and the fire station

cooking and eating

going to classes, studying and training to be better firemen

participating in recreational activities (TV, reading, games)

sleeping

Deciding to add props to the fire station so firemen can participate in activities other than putting out fires; suggesting the following props: a play stove and play sink, pots and pans, dishes, play dough for cooking and eating; rags for cleaning equipment; checkers and a TV scroll viewer for recreational activities; blackboard, chalk, and books on the fire station for the firemen's classes; small pillows for sleeping

The Fireman!

Our Fire Department

Fire Department Helpers. S.V.E.
picture "Sleeping Quarters"

Hefflefinger. About Firemen,
pp. 12-20

Miner. The True Book of
Policemen and Firemen,
pp. 26-29

Pope. Your World, Let's Visit
the Fire Station, pp. 11-12,
14-15

Shapp. Let's Find Out about
Firemen, pp. 31-32

Williams. I Know a Fireman,
pp. 44-45

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Making a TV scroll viewer for a recreational activity for firemen	
Dictating an experience chart on what firemen do during the day	Sample chart in this section of guide.
7. Learning that firemen spend time teaching people about fire prevention	
Looking at a flat picture	<u>Fire Department Helpers.</u> S.V.E. picture "Fire Safety Instruction"
Looking at a filmstrip with a section on fire prevention	<u>Our Fire Department</u>
Reading or listening to the teacher read one or more books about the fire inspector and how firemen work to prevent fires	Buchheimer. <u>Let's Go to a Fire House</u> , p. 43 Greene. <u>I Want to Be a Fireman</u> , pp. 24-28 Lattin. <u>Sparky's Fireman</u> , p. 13 Preston. <u>Greenfield and Far Away</u> , pp. 86-91 Williams. <u>I Know a Fireman</u> , pp. 5-7
Deciding that the firemen in dramatic play should do the following:	
hold fire drills at the dramatic play school	
go to the dramatic play school and teach children to put out camp fires and not to play with matches	
serve as fire inspectors who inspect the different buildings in the dramatic play community and check that the exits are kept clear at all times, that there are no rags or paper around that could start fires, and that the play iron is turned off in the house	Suggested props: clipboard and paper for fire inspection
Participating in science lessons on the use of water, sand, and chemicals in extinguishing fire, and the effect of oxygen on fire	See science books in local district.

Lessons and Activities

8. Learning about the firemen's duties that are not related to fires

Reading or listening to the teacher read one or more books

Learning that firemen help people get out of locked rooms; that they use ladders to get pets down from high places; that they send fire ambulances to take people to the hospital quickly; that they use their emergency inhalator equipment to help people with breathing difficulties or heart attacks

9. Learning that it takes much training and practice to be a fireman

Looking at films which show firemen practicing and training

Viewing filmstrips

Looking at a flat picture

Reading or listening to the teacher read one or more books on the qualifications and training of firemen

Learning the following information:

Men must pass a physical examination and tests to be firemen.

Men learning to be firemen are called rookies.

Firemen have frequent training and practice in putting out fires, using equipment, saving lives, and facing emergencies.

Deciding that one fireman will be a rookie in dramatic play; deciding to have training and practice for firemen during dramatic play

Sources of Information and Comments

Lattin. Sparky's Fireman,
pp. 7-10

Shay. What It's Like to Be a Fireman, pp. 9-10

The Fireman
The Fireman!

Policemen and Firemen
Our Fire Department

Fire Department Helpers. S.V.E.
picture "Rope Drill"

Greene. I Want to Be a Fireman,
pp. 18-23

Hefflefinger. About Firemen,
pp. 6-8

Lattin. Sparky's Fireman,
pp. 17-18

Miner. The True Book of
Policemen and Firemen,
pp. 10-13, 26

Preston. Greenfield and Far Away,
p. 85

Pope. Your World, Let's Visit
the Fire Station, pp. 14-15

Shapp. Let's Find Out about
Firemen, pp. 38-39

Shay. What It's Like to Be a
Fireman, pp. 14-17

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
Dramatizing a fireman getting a physical checkup from a doctor	Suggested props: doctor's kit with doctor's tools
10. Taking a trip to the fire station	
Discussing the field trip as a research lesson to gain information to improve the fire station and activities of the firemen in dramatic play	
Listening to the teacher read a book on a trip to the fire station; looking at pictures in the books	Collier. <u>A Visit to the Firehouse</u> or Pope. <u>Your World, Let's Visit the Fire Station</u>
Taking the field trip and noting the rooms in the fire station, the fire trucks, the tools and equipment, and the activities of the firemen	Sample checklist on field trip in this section of guide
Discussing their dramatic play of firemen in terms of the information learned on the field trip	
Doing math problems related to information learned at the fire station	Sample math problems in this section of guide
Painting or coloring pictures on return from the fire station; making a mural of the fire station and firemen	
11. Participating in a research lesson using books or a filmstrip	

NOTE

Throughout the study of the workers in the fire department, pupils have listened to the teacher read books, and many individual pupils have independently looked at books in their free time. This is the first research lesson on workers in the fire department in which many pupils are reading books in a teacher-directed lesson. The teacher should not plan this lesson until pupils have participated in dramatic play and had many concrete experiences on the fire department. These concrete experiences will help them bring meaning to the printed page in books and to the text on the filmstrips.

Lessons and Activities

Discussing the need for this research lesson to determine if pupils are correctly portraying firemen in their dramatic play

Reading books and answering questions, or looking at a filmstrip and marking a checklist; drawing a picture of firemen and their activities, if they finish early

Sharing what they have read in books and seen in the filmstrip; deciding if there is anything new to add to the fire station or to do as firemen in dramatic play

12. Learning that firemen's salaries are paid out of tax money

Receiving pay from the teacher during a social studies lesson

Filling out deposit slips during a lesson in order to deposit their salaries in the bank

Discussing other jobs in the community paid by tax money (e.g., policemen, mayor, librarian, teacher)

Sources of Information and Comments

Procedures for this lesson on pp. 24-28 of guide

Questions on books and checklist for filmstrip in this section of guide

Preston. Greenfield and Far Away, p. 79

SAMPLE SPELLING WORDS

- | | |
|-----------------|--------------------------|
| 1. fire | 8. hook and ladder truck |
| 2. station | 9. siren |
| 3. rescue | 10. net |
| 4. hose | 11. alarm |
| 5. pole | 12. helmet |
| 6. slide | 13. boots |
| 7. pumper truck | 14. ax |

Film: The Fireman

Tom Briggs works at the fire station.
The fire marshall inspects the day shift.
Tom is tillerman and steers the back of the big aerial ladder truck.
The truck is so long it needs two men to drive it.

The firemen inspect the fire equipment every day.
They practice what they must do in fighting fires.
They carry hoses to the roof of the building.
They practice saving a man's life who is overcome by smoke.
They practice lifesaving with a life net.

A policeman sees a fire.
He calls in an alarm.
Firemen slide down the pole.

The fire chief's car goes first.
The two engine companies follow.
The big aerial ladder truck is last.
The aerial truck has a ladder that goes high in the air.

Fire trucks go faster than the speed limit.
Policemen stop traffic for the fire trucks.
Firemen drive very carefully, even though they drive fast.

Firemen connect the hose to the fire hydrant.
Firemen put hand ladders up to the second floor.
They put the aerial ladder up.
A fireman uses an ax on the attic to let out smoke.
Firemen with smoke masks go inside the building to see that all the fire is out.

On the way back to the station, trucks do not need to use the siren.

Sample chart to be
read before filmFilm: The Fireman!

What are firemen really like?
Where do firemen eat?
How do firemen live?

Firemen live for 24 hours at the fire station.
At the beginning of the day the firemen stand in line.
The captain gives them orders for the day.

Firemen clean the fire station every day.
They clean all of their equipment.
They clean the fire trucks.
They clean and care for the motors of the trucks.
They scrub and dry the hose.

The fireman's helmet is shaped to protect him from falling wood and from fire and water.

Firemen cook and eat at the fire station.
They sleep there.

Firemen go to classes at the fire station.
They study maps of the community.
They practice first aid.
They have a ladder and hose drill.
Firemen learn about street signs.

You can report a fire by telephone.
You can hit a fire alarm box.

When there is a fire, firemen get out of bed and slide down the pole.
When they get to the fire, they think of saving lives first.
They attach the hose on the pump truck to the hydrant.
The firemen put out the fire.
Then the salvage company cleans up.

The firemen clean the fire trucks when they get back to the station.
They scrub and dry the hose.
Now they are ready to put out another fire.

Sample charts prepared by the
teacher or dictated by pupils

Sample Math Problems at the Fire Station

At the fire station we found out the pumper truck weighs 3 tons.
How many pounds does the pumper truck weigh? (Hint: 1 ton = 2,000 pounds)

The fire hose is 1,500 feet long.
How many yards long is it? (Hint: 3 feet = 1 yard)

Using the small hose, the pumper can pump 100 gallons of water in 1 minute.
How many gallons can it pump in 5 minutes? 10 minutes?
When the big hose is used, 250 gallons can be pumped in 1 minute.
How many gallons can it pump in 5 minutes?

What Firemen Do During the Day

Firemen stay at the station for 24 hours.
They clean the fire station in the morning.
They clean and repair the trucks in the morning.
They wash the chief's car.

They cook their lunch.
After lunch they go to class.
They stay in class until 5 P.M.

They cook dinner.
They watch TV.
They sleep in the fire station.
Some days they go to fires.

TRIP TO THE FIRE STATION

1. ladder truck _____
2. pumper or engine company truck _____
3. ax _____
4. hose _____
5. dispatcher or radio man _____
6. maps _____
7. tape from fire alarm boxes _____
8. pole men slide down _____
9. siren _____
10. kitchen _____
11. bedroom _____
12. boots and trousers by the beds _____
13. practicing for fires _____
14. cleaning equipment _____

Sample questions on books
for pupil research lesson

Barr, Jene. Fire Snorkel Number 7¹

1. What are two words in the picture dictionary?
2. What does the fire marshall ride in?
3. What does the fireman put on the man who can't breathe?
4. What do smoke jumpers do?
5. What do firemen do to keep fires from starting?
6. What are two fire rules?
7. What happens after every fire?

Brown, Rosalie, and Brown, Bill. The Forest Firemen

1. Where does the lookout man work?
2. What do the siren and red lights mean?
3. What do Forest Firemen do?
4. Where do sparks hide?
5. What does the wind blow the spark into?
6. Where do the animals go?

Greene, Carla. I Want to Be a Fireman

1. Name the vehicles (trucks and cars) that go to fires.
2. What three things do firemen do at fires?
3. What four things do firemen learn at school?
4. What does the fire inspector do?
5. What tools and equipment are in the pictures?
6. Draw some tools and equipment of the fireman.

Greene, Carla. What Do They Do? Policemen and Firemen

1. Why does a fireman wear a gas mask? page 40
2. Which fire truck must be steered by two men? page 48
3. What are two ways firemen rescue people from fires? pages 51 and 52
4. What does the rescue crew do? page 55
5. What four things will firemen do when the fire is out? page 59
6. Why do the firemen clean the hoses and trucks after every fire? page 60
7. What tools and equipment are in the pictures?
8. Draw some tools and equipment of the firemen.

¹ In some books the pages are not numbered. The teacher can put markers in these books to help children find the pages with the answers.

Heffelfinger, Jane, and Hoffman, Elaine. About Firemen

1. What must firemen be? page 4
2. Men learning to be firemen are called _____.
What do they learn at the training tower? page 6
3. Why do they go to school? page 8
4. What do the firemen do at the station? pages 10, 12, 14, 16, 17
5. What does the salvage crew do? page 28
6. Name some equipment and tools firemen use to fight fires. pages 24, 26, 28, 30
7. Draw some tools and equipment of the firemen.

Lattin, Anne. Sparky's Fireman

1. Name some ways firemen help people besides putting out fires. pages 8, 9
2. What did the fireman check at Jack's house? page 13
3. Name some things Jack saw at the firehouse. Do they have a map?
What do the lights show? pages 16, 17
4. Look at the picture of how firemen practice saving people. page 18
5. Draw some tools and equipment of the fireman.

Miner, Irene. The True Book of Policemen and Firemen

1. What does a fireman learn at school? pages 26, 27
2. What does a fireman do at the fire station? pages 28, 29
3. What fire car or truck goes to the fire first? page 37
4. Name some kinds of fire trucks. pages 38, 39
5. Draw some fireman's tools. pages 31, 32

Shapp, Martha, and Shapp, Charles. Let's Find Out about Firemen

1. What does the fireman on duty do? pages 6, 7
2. What do firemen put on? pages 10, 11
3. What do sirens tell people to do? page 12
4. Where is the hose put? picture on page 17
5. What does the fire chief tell firemen? page 19
6. What is the first duty of firemen? pages 20, 22, 23
7. Why do firemen use gas masks? page 27
8. Do firemen work at night? page 31
9. What do firemen do between fires? pages 32, 33
10. What do firemen learn at school? pages 38, 39
11. What tools and equipment are in the pictures?
12. Draw some tools and equipment of the firemen.

Sample questions on books
for pupil research lesson

Shay, Arthur. What It's Like to Be a Fireman

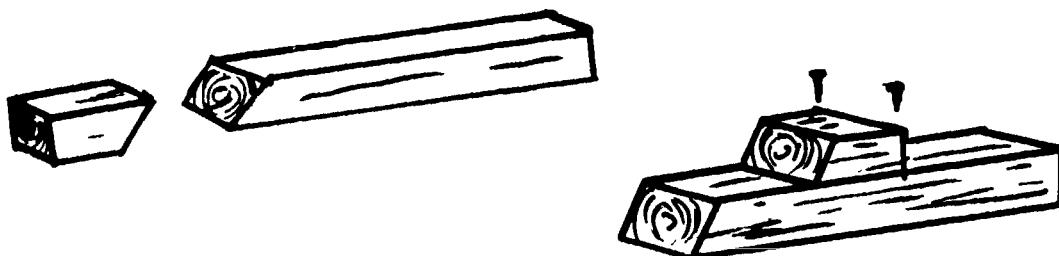
1. What is the first job?
2. What do more people die from?
3. Where does the water come from?
4. Why do firemen put holes in the roof?
5. How long do firemen work?
6. What do firemen do in their kitchen?
7. What do firemen learn at school?
8. What is the snorkel used for?
9. What tools and equipment are in the pictures?
10. Draw some tools and equipment of the firemen.

Filmstrip: Policemen and
Firemen

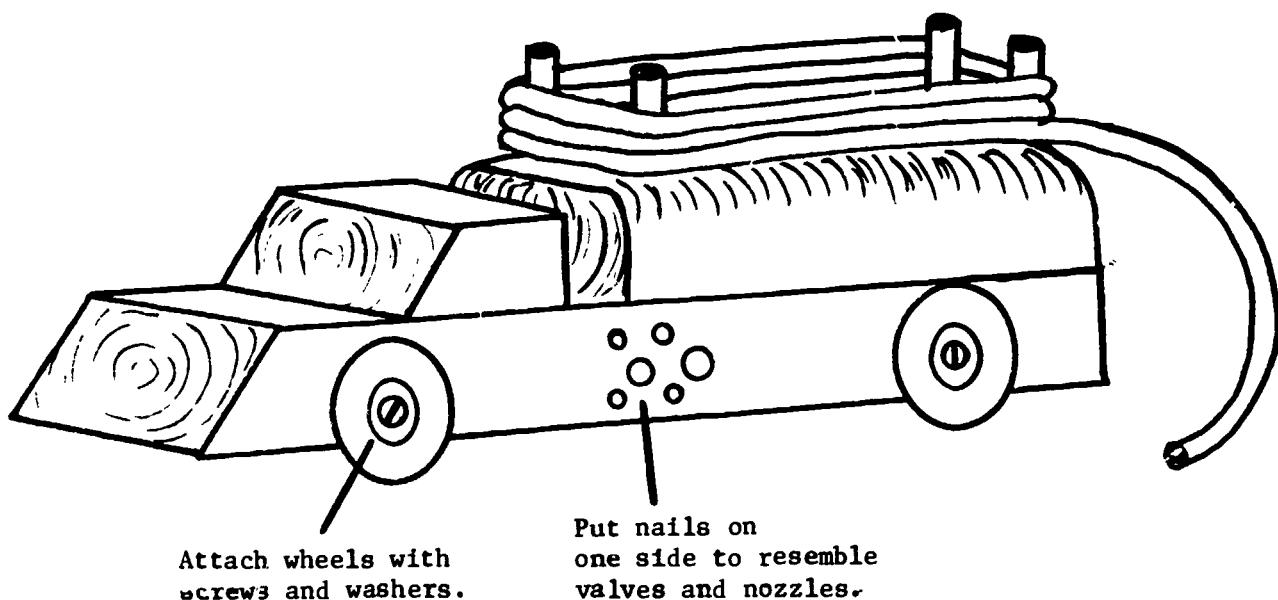
1. well and strong _____
2. honest and brave _____
3. homes and cities safe _____
4. schools _____
5. works 24 hours _____
6. keeps station clean _____
7. get people out _____
8. chief's car goes first _____
9. ladder truck _____
10. net _____
11. slide _____
12. save things near fire _____

CONSTRUCTION OF A PUMPER TRUCK¹

1. Cut two inches at an angle from the end of a 12 inch 2" x 4". Turn this 2 inch piece of wood around and glue and nail it to the top of the longer piece. This forms the cab and body of the truck.



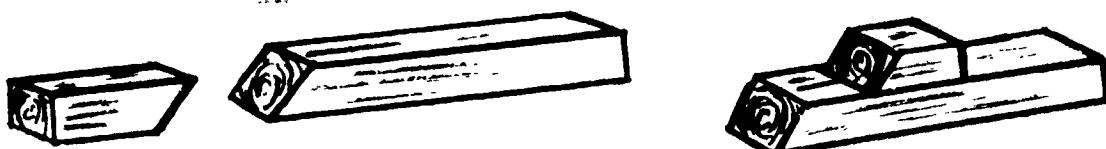
2. Cut another piece of 2" x 4" slightly shorter than the rear of the truck. Plane or sand down the top edges so they assume a rounded appearance. Nail the 2" x 4" to the back of the truck flush with the rear end. Leave a slight space between the 2" x 4" and the cab. Drill four 1/4" holes--one at each corner of this rounded 2" x 4". Sink 1" pieces of dowel into these holes and wrap the hose around them. Drive chrome or brass nails into the side of the truck to resemble the valves and nozzles on the side of the pumper truck. The finished pumper truck will look like this:



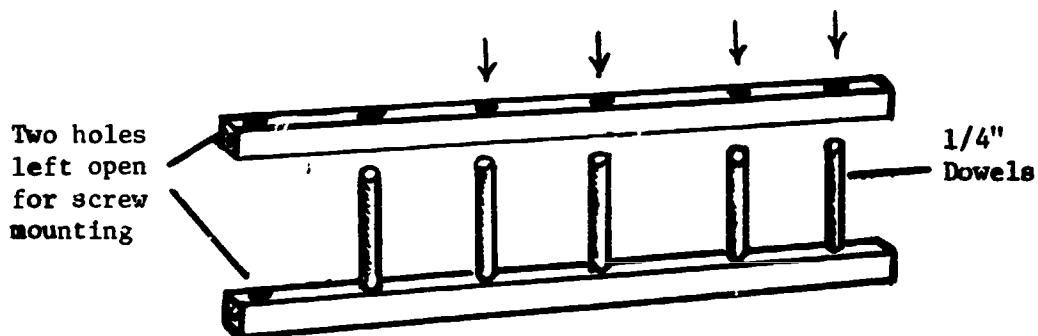
¹ This truck is not constructed exactly like an authentic pumper truck. Rather, it will suggest a pumper truck for dramatic play.

CONSTRUCTION OF A HOOK AND LADDER FIRE TRUCK

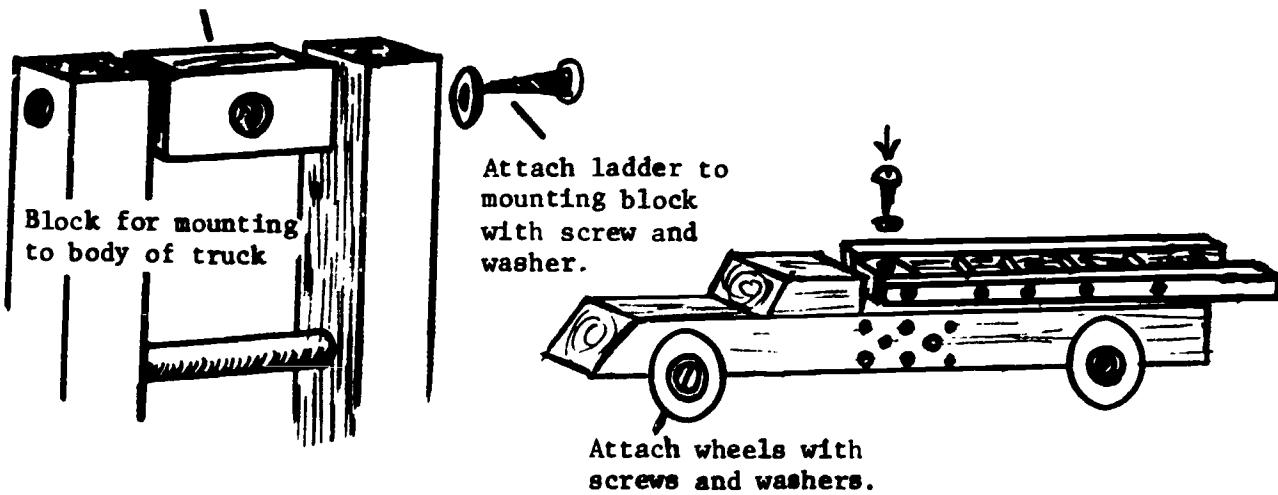
- Cut three inches at an angle from the end of an 18 inch 2" x 4". Turn this short piece around and glue and nail it to the top of the longer piece. This forms the cab and body of the truck.



- Make the ladder by clamping or tacking two pieces of 1" x 1" together and drilling 1/4" holes at two inch intervals. Separate the two pieces of 1" x 1" and join them with small pieces of dowel cut to the width of the truck.



- Mount the ladder to the truck by screwing one end of the ladder to a small block of wood. Then screw this block of wood to the cab of the truck. This allows the ladder to rise and fall and pivot in any direction. Put a washer beneath this small block to make it turn easier.



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- Brown, Ralalie, and Brown, Bill. The Forest Firemen. New York: Richard M. Powers, 1954.
- Buchheimer, Naomi. Let's Go to a Fire House. New York: G. P. Putnam's Sons, 1956.
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Shay, Arthur. What It's Like to Be a Fireman. Chicago: Reilly and Lee, 1971.

Williams, Barbara. I Know a Fireman. New York: G. P. Putnam's Sons, 1967.

FILMS

The Fireman. 2nd Ed. Encyclopaedia Britannica Educational Corporation, 1954.
11 min., sd., bw., 16 mm.
Available: U. N. C. \$3.00

The Fireman! Tompkins Films, 1950. 12 min., sd., color, 16 mm.
Available: U. of Ill. \$3.85.

FILM LOOP

The Fireman. Popular Science Publishing Co., Inc., 1967. 4 min., color, 8 mm.
(Community Workers Series).

FILMSTRIPS

Fire and Fire Fighters. Eye Gate House, Inc., 1961. 41 fr., color.
(Workers for the Public Welfare).

Fire Department Workers. Society for Visual Education, Inc., 1971. 45 fr.,
color, and phonodisc: 1 s., 12 in., 33 1/3 rpm., 12 min. (Community
Workers and Helpers, Group 2).

The Fireman. Centron Corporation, Inc., 1953. 42 fr., color. (Community
Helpers Series)

Firemen at Work. Curriculum Films, Inc., 1951. 29 fr., color. (Community
Workers).

Hook and Ladder, the Fire Department Story. Troll Associates, 1969. 41 fr.,
color.

Let's Go to a Firehouse. G. P. Putnam's Sons, 1968. 42 fr., color, and
phonodisc: 1 s., 12 in., 33 1/3 rpm., 12 min. (A Community Helper
Filmstrip).

Our Fire Department. Encyclopaedia Britannica Films, 1955. 50 fr., color.
(Community Services).

Policemen and Firemen. Society for Visual Education, Inc., 1960. 33 fr., color.
(True Book Community Helpers Series).

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PICTURES

Fire Department Helpers. Chicago: Society for Visual Education, Inc., 1965.
8 color pictures, 15 x 21 in.

TAPE

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WORKING on the NEWSPAPER



DRAMATIC PLAY OF WORKERS ON THE NEWSPAPER¹

1. Interviewing various workers in the community (reporter)
2. Writing stories about events in the community, such as fires, traffic accidents, construction of new buildings (reporter)
3. Drawing cartoons for the newspaper (cartoonist)
4. Preparing newspaper advertisements on the supermarket (worker in the advertising department)
5. Taking pictures with a play or real camera of people in the news in the community (photographer)
6. Selling newspapers (newsboy)

INTERACTION OF WORKERS ON THE NEWSPAPER WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY²

1. Reporters interview workers in various occupations.
2. Reporters interact with other workers when they go to fires, traffic accidents, and other events in the community in order to get news for articles they are writing.
3. Photographers take pictures of workers in various occupations.
4. Newsboys sell newspapers to workers in various occupations.
5. Workers on the newspaper interact with firemen when there is a fire or fire inspection at the newspaper office.
6. Workers on the newspaper deposit money, cash checks, and get change in the bank.
7. Workers on the newspaper buy gasoline at the service station.
8. Workers on the newspaper take trips on the airplane.
9. Workers on the newspaper buy groceries and other items in the supermarket.
10. Workers on the newspaper go to the restaurant.
11. Workers on the newspaper send their children to school.
12. Workers on the newspaper get physical examinations at the hospital.
13. Workers on the newspaper go to traffic court if they get a ticket.
14. Workers on the newspaper use police services.
15. Workers on the newspaper buy stamps, mail letters and packages in the post office.

¹The study of the newspaper is really too advanced for most primary children. In the Frank Porter Graham Project second graders participated in some dramatic play on the newspaper, but a detailed study of the newspaper is best suited for older pupils.

²Some of these interactions take place when the workers on the newspaper are on duty. Other interactions (e.g., items 9, 10, 11, 12, 13) take place when a worker is on a break from his job or is off duty.

PROPS FOR DRAMATIC PLAY OF WORKERS ON THE NEWSPAPER

1. Newsprint or other paper to be used in making the newspaper
2. Pencils, magic markers, crayons
3. Play or real camera to take pictures

**SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF
NEWSPAPER WORKERS**

Some pupils mail letters in each dramatic play session. The teacher includes a toy telephone as one of the props in each new center added to the dramatic play community. When the community is almost completely developed, the teacher plans a lesson in which pupils discuss the different ways they communicate in dramatic play. During one of these lessons the teacher and pupils decide to start a newspaper.¹

Lessons and Activities

1. Discussing the ways pupils communicate in the dramatic play community (e.g., by telephone, letter, face-to-face conversations); learning more about other ways of communicating

Reading charts on films

Looking at films on different ways of communicating (e.g., by radio, television, newspaper)

Looking at a filmstrip on ways of communicating

Reading or listening to the teacher read one or more books about the many ways of communicating

Making pictures of different ways of communicating

Deciding to start a newspaper in the dramatic play community

2. Looking at films on the newspaper

**Sources of Information
and Comments**

Charts in this section of guide

Communication and the Community
Cities and Communication: Keeping
the Community Informed

News Travels

Miner. The True Book of
Communication
Preston. Greenfield and Far
Away, pp. 104-130

A Newspaper Story
Newspaper Serves Its Community

NOTE

In the Frank Porter Graham Project pupils made only a brief study of newspaper workers. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play of newspaper workers.

¹In the Frank Porter Graham Project the newspaper office was not added until the community was almost completely developed, so that the reporters would have enough events to write about (e.g., activities in the city council, police department, fire department).

Lessons and Activities

3. Listening to the teacher read one or more books about newspaper workers

Sources of Information and Comments

Greene. I Want to Be a News Reporter

Preston. Greenfield and Far Away, pp. 104-110

Wilkinson. Come to Work with Us in a Newspaper

4. Setting up a newspaper office in the dramatic play community

Deciding to have a reporter, cartoonist, "photographer," worker in the advertising department, newsboy; deciding to have each worker on the newspaper do several jobs in dramatic play

5. Discussing how reporters interview people

Deciding to interview the principal and some other workers in the school; making a list of questions to ask these school workers (e.g., questions about their children, pets, sports, and foods they like to eat)¹

Making a list of questions to ask pupil workers interviewed in the dramatic play community

6. Participating in lessons in which pupils make newspaper advertisements for the supermarket in the dramatic play community

7. Participating in lessons in which pupils make cartoons for the newspaper

SAMPLE SPELLING WORDS

- | | | | |
|--------------|--------------|------------|------------|
| 1. newspaper | 3. interview | 5. newsboy | 7. picture |
| 2. reporter | 4. article | 6. cartoon | 8. camera |

¹ Many young primary pupils find it difficult to interview adults. However, in the Education Improvement Program in Durham, the author sent second and third graders to interview adult workers in the school. The author also sent a list of questions to each adult to be interviewed, and asked this adult to help the reporters with spelling. In the Frank Porter Graham Project many second graders interviewed pupil "workers" in the dramatic play community, and wrote articles on these interviews.



Film: Cities and Communication: Keeping the Community Informed

Carol has kittens to sell.

How can she communicate with people in the community?

She can talk to them (word of mouth).

She can advertise.

Carol makes a poster.

She puts the poster in the supermarket.



Carol can communicate through television and radio.

She decides that the newscaster will not tell about her cat over TV or the radio.

Carol can communicate through a newspaper.

A reporter writes an article about the kittens.

Carol can communicate by letter.

Carol can communicate by telephone.

How do we communicate in our community?

- by talking to each other
- by writing letters
- by telephoning
- . by advertising our store
- by reading our newspaper

How else can we communicate?

Film: Communication and the Community

A community is tied together by communication.

How do people communicate?
by radio?
by telephone?
any other way?

There is a grass fire on a farm.
The farmer's telephone is not working.
A police car drives by.
The policeman calls police headquarters.
He uses his two-way radio.
The police dispatcher calls the fire station.

Fire trucks go to the fire.
Firemen use their two-way radios to communicate with the fire department.
A helicopter flies over the fire.
A man in the helicopter tells the fire department if the fire is spreading.

The fire department calls the police.
Police cars go to the fire to direct traffic.
The police department calls the hospital for ambulances.

People turn on their television sets to learn about the fire.

How did all the people in the film communicate?

Film: Newspaper Serves Its Community¹

A baby elephant is coming on an airplane to live in the zoo in our community.

The city editor is the boss.
He sends a reporter to the airport.
He sends a photographer to take pictures.

The reporter writes a story about the elephant.
Some reporters write about schools.
Some reporters write about baseball.
Some reporters write about the President.

There are secretaries working at the newspaper office.
Cartoonists make comic strips.
Artists make advertisements for stores.
Who else works at the newspaper office?

Who will work at our newspaper?
What will they do?

Film: A Newspaper Story²

Susan Scott was lost in the woods.
Some scouts found her.

How did the article get in the newspaper?
Joe, the photographer, took pictures.
Charlie, the reporter, wrote the article.
Who else works at the newspaper?
What happens to the article Charlie wrote before it gets in the newspaper?

Do we need a newspaper in our community?
Who will work on our newspaper?
What will we put in our newspaper?

The Visual Aids Service of the University of Illinois recommends that this film be shown to pupils in the intermediate grades of the elementary school through high school. However, the teacher may want to show the first few minutes of this film to primary pupils. This chart refers only to the first part of the film.

²See footnote 1.

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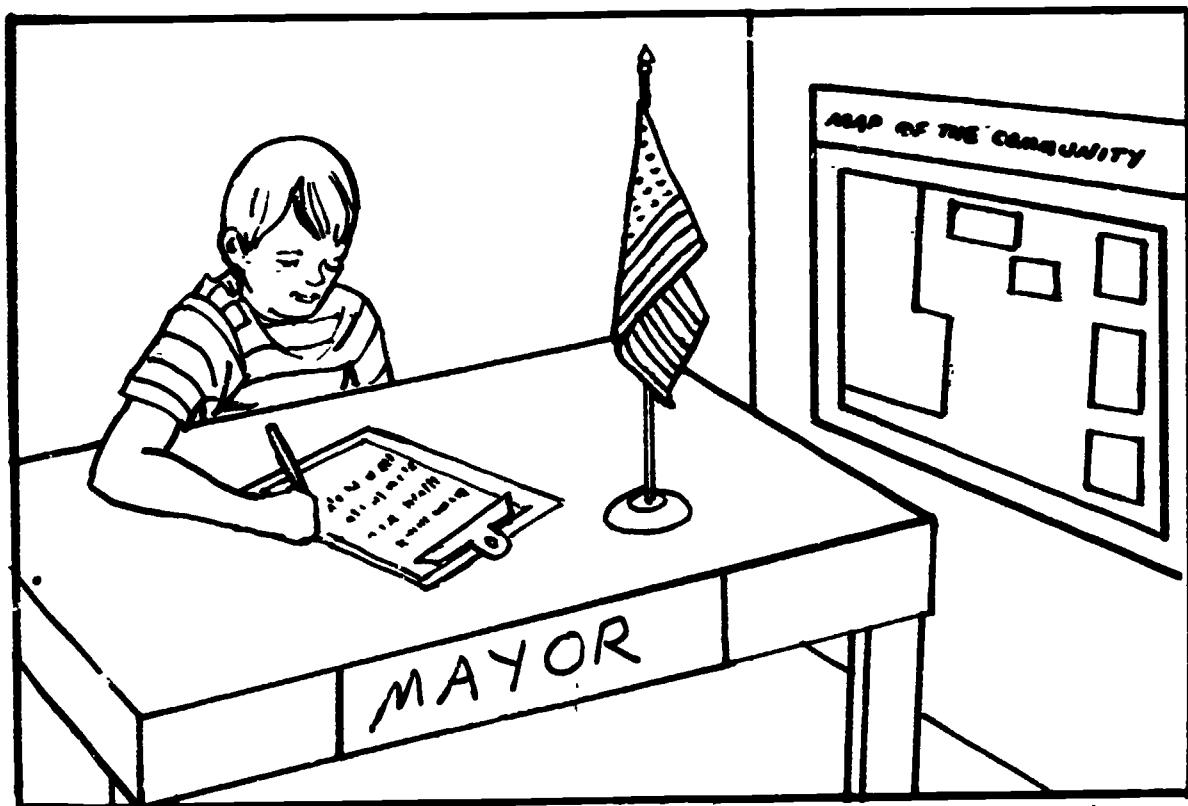
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12 in., 33 1/3 rpm., 12 min.

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WORKING as MAYOR and MEMBERS of CITY COUNCIL



DRAMATIC PLAY OF MAYOR AND MEMBERS OF CITY COUNCIL¹

Dramatic Play of Mayor²

1. Leading city council meetings and discussing problems in the community with council members
2. Walking around the dramatic play community to see if there are any problems or anything that needs to be improved
3. Writing speeches in which the mayor tells what he (or she) wants to do for the community³

Dramatic Play of the City Council

1. Meeting with the mayor and discussing the problems in the community⁴
2. Making laws or rules for the community

INTERACTION OF MAYOR AND MEMBERS OF CITY COUNCIL WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY

As the mayor walks around the community to see if there are any problems, he interacts with workers in various occupations.

Since the mayor and members of city council hold other jobs during part of each dramatic play session, they interact with workers in other occupations in the course of performing these jobs.

¹In some towns or cities the city council is called a Board of Alderman. Each teacher should use the name given to these city officials in her community.

²Since the dramatic play community is small, the mayor has another job during dramatic play.

³Not all primary pupils will want to write speeches. In the Frank Porter Graham Project, a few mayors voluntarily wrote speeches during dramatic play.

⁴Many city council meetings are held as lessons in the classroom, as explained in the "Lessons and Activities" section. Since young primary children hold short city council meetings during dramatic play, the council members can also hold other jobs.

PROPS FOR DRAMATIC PLAY OF MAYOR AND MEMBERS OF CITY COUNCIL

1. Table or desks
2. Chairs
3. Flag
4. Map of dramatic play community

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SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY OF THE
MAYOR AND MEMBERS OF CITY COUNCIL

The pupils participate in a few lessons on government when they study about taxes in the store, and workers (e.g., policemen, firemen) who are paid by tax money. Toward the end of the development of the dramatic play community, the teacher decides to introduce more lessons on city government, focusing on the mayor and members of city council.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Looking at a filmstrip on what the mayor does	<u>What is a Mayor?</u>
Learning that the mayor makes sure the town is a good place to live (e.g., that it has a good fire department, police department, judge, hospital, schools, sanitation department, playground)	
Learning that a mayor works hard to make the town an even better place to live	
Learning that the city council works with the mayor; and that the mayor and city council make new rules and laws	
2. Reading a chart on a film	Chart in this section of guide
Viewing a film on children writing a petition to the mayor and city council for a new ball field	<u>Cities and Government: Governing Our Local Community</u>
3. Listening to the teacher read or paraphrase parts of books about the mayor and city council; looking at pictures in these books ¹	Stanek. <u>How Our Government Helps Us</u> , pp. 4, 5, 7, 8, 11, 17 Stanek. <u>How Rules and Laws Help Us</u> , pp. 23-25 (continued)

NOTE

In the Frank Porter Graham Project pupils made only a brief study of the mayor and city council. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play of the mayor and city council.

¹ Some books on government are too difficult for young primary pupils to understand. In reading to the pupils, the teacher may decide to paraphrase parts of these books.

Lessons and Activities

Learning from the books that the mayor and city council make laws for the community

Discussing the laws needed in a community

4. Voting for a mayor for the dramatic play community

Listening to the teacher read or paraphrase parts of books on voting, election campaigns, and candidates' speeches

Learning that a person must be 18 to vote

Deciding that the pupils who have been nominated for mayor may give speeches, if they wish, on what they will do to improve the community

5. Participating in lessons in which the entire class serves as the city council with the mayor presiding; discussing problems in the community

Dictating a chart about the city council

Deciding that a few pupils may choose to be in city council during dramatic play

Sources of Information and Comments

Williams. I Know a Mayor, pp. 12-19

Wolfe. Let's Go to a City Hall, paraphrase pp. 6-13, p. 40

McCarthy. Let's Go to Vote, paraphrase pp. 17, 23

Stanek. How Our Government Helps Us, p. 5

Sample charts "City Council Meeting" and "Our Mayor and City Council," dictated by pupils, in this section of guide

¹ It is difficult for many young primary pupils to hold a long city council meeting during dramatic play. In the Frank Porter Graham Project some second graders held other jobs and then met in a short city council meeting for the last few minutes of dramatic play. Also, the teachers in this project held classroom lessons in which the entire class served as members of the city council. Because the pupils had participated in many concrete experiences in dramatic play, they were able to discuss the problems in their community.

In the Education Improvement Program in Durham, the author noted that mature third graders were able to participate in city council meetings which lasted for the entire dramatic play session.

Lessons and Activities

6. Learning from a book that the government makes its money by taxing people

Looking at a film on taxes; learning from the film that taxes pay for the mayor

Dictating a chart on paying taxes

Sources of Information and Comments

Stanek. How Our Government Helps Us, p. 18

What Our Town Does for Us

Sample chart "Tax" in this section of guide

SAMPLE SPELLING WORDS

1. mayor
2. city council
3. vote
4. election
5. rules
6. laws
7. tax

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Film: Cities and Government: Governing Our Local Community

Andy is captain of a ball team.
The team needs a ball field.

Andy talks to his dad.
His dad has a service station.
Dad pays the men who work for him with money he makes selling gasoline.
Dad tells Andy to ask the city government for a ball field.

The mayor and city council are part of the city government.
The mayor is in charge of the city.
The city council makes the laws.
Fathers and mothers vote for the mayor and city council.

The city government has men working for it.
Policemen and firemen work for the city government.
The city pays policemen and firemen with tax money.
The city government uses tax money to build a police station and fire station.
People pay taxes when they buy food and clothes.

Andy and the team write a petition:

"All children need a ball field."

Citizens sign the petition.
The boys take the petition to city hall.
The mayor and city council decide to spend tax money for the ball field.

Film: What Our Town Does for Us

The government makes money by taxing people.

Billy pays \$1.00 for a license tag for his bike.
The \$1.00 is a tax.
We all pay taxes.
Where do we pay taxes in our community?

Taxes pay for cleaning streets.
Taxes pay for repairing streets and putting in new streets.

Taxes pay for all the fire equipment.
Taxes pay for the firemen.

Taxes pay for water pipes.
Taxes pay for street lights.

Taxes pay for policemen.
Taxes pay for the police station.
Taxes pay for parks.
Taxes pay for repairing swings and for other playground equipment.

Taxes pay for the mayor.

City Council Meeting

Tommy is our mayor.
He will meet with the city council.

At the last council meeting we said we needed parking lots.
We said we needed better roads.
We said we needed to sell clothes at the store.
Do we have other problems in our community?

Our Mayor and City Council

We have a mayor.
Elicia is our mayor.
We voted for her.
We pretended we were 18 years old when we voted.
You must be 18 to vote for mayor.

We have a city council.
Our city council helps our mayor make rules and laws.
Our city council and mayor discuss the problems and needs in our community.

At our last council meeting we said we have a parking problem in our community.
Alan said the meat prices are not right in our community.
What other problems and needs do we have in our community?

Tax

We will pay tax at our store.
We will pay 2¢ tax when we buy food and other things at the store.
Frozen orange juice costs 10¢.
Tax is 2¢.
How much will we pay for the orange juice?

We will pay 2¢ tax at the restaurant.
We will pay 2¢ tax at the service station.
We will use the tax money to pay for the mayor, the librarian, the policemen,
and the firemen.

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Williams, Barbara. I Know a Mayor. New York: G. P. Putnam's Sons, 1967.

More Difficult Reading Level

McCarthy, Agnes. Let's Go to Vote. New York: G. P. Putnam's Sons, 1962.

Wolfe, Louis. Let's Go to a City Hall. New York: G. P. Putnam's Sons, 1958, pp. 6-15, 36, 40-44.

FILMS

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Available: Indiana U. \$4.25.

What Our Town Does for Us. Coronet Instructional Films, 1955, 10 min., sd., color, 16 mm.
Available: U. of Ill. \$4.05.

FILMSTRIP

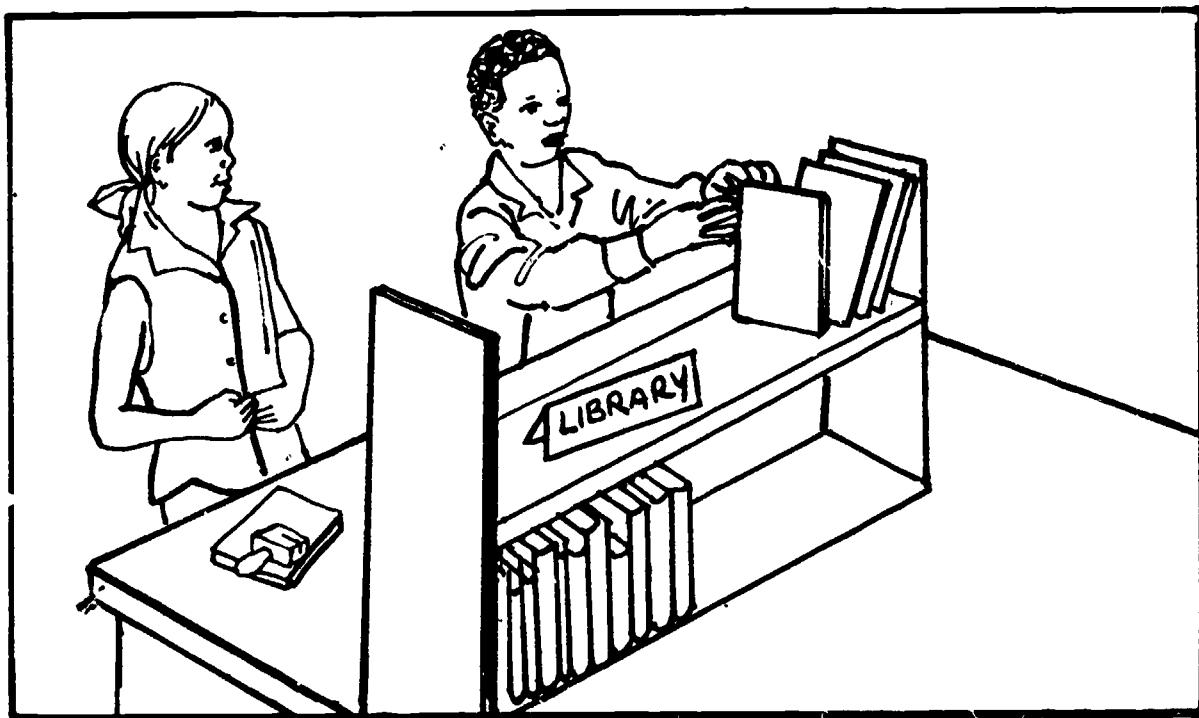
What is a Mayor? Troll Associates, 1969. 40 fr., color. (Learn about Filmstrip Library).

TAPE

A Mayor and What He Does. Troll Associates, 1971. 10 min. (Talking Cassette Encyclopedia #6).

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WORKING in the LIBRARY



DRAMATIC PLAY OF WORKERS IN THE LIBRARY

1. Sorting books into simple categories (e.g., animals, fairy tales, science)
2. Arranging books on shelves; making labels that give the names of the categories
3. Making a simple card catalogue (i.e., putting the title and author of the books on 3" x 5" cards and putting the cards in a box)
4. Pasting a library pocket in the back of each book
5. Making a library card to put in the pocket of each book; writing the author and title of the book on each card
6. Stamping the name of the dramatic play library on the back of each book
7. Making posters or book jackets to publicize various books
8. Helping boys and girls find books to read in the library
9. Checking out books; asking each person to sign his name on the card in the back of the book he checks out; filing this card in a box
10. Preparing to read some stories orally to children in the library
11. Going to the dramatic play school and reading some stories to the pupils there
12. Using tape to mend torn books
13. Using the filmstrip projector or viewer to show filmstrips

INTERACTION OF WORKERS IN THE LIBRARY WITH WORKERS IN OTHER OCCUPATIONS IN THE COMMUNITY

1. Workers in the library interact with people in different occupations who use the services of the library.
2. Workers in the library interact with the teacher when they read books to pupils in the dramatic play school.
3. Workers in the library interact with firemen when there is a fire or fire inspection at the library.
4. Workers in the library deposit money, cash checks, and get change in the bank.
5. Workers in the library buy groceries and other items in the supermarket.
6. Workers in the library buy gasoline at the service station.
7. Workers in the library buy stamps, mail letters and packages in the post office.
8. Workers in the library take trips on the airplane.
9. Workers in the library go to the restaurant.
10. Workers in the library get physical examinations at the hospital.
11. Workers in the library use police services.
12. Workers in the library go to traffic court if they get a ticket.

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PROPS FOR DRAMATIC PLAY OF WORKERS IN THE LIBRARY

1. A table, and shelves or bookcases
2. Published books, and books the pupils have written
3. Stamp with the name of the dramatic play library; an ink pad
4. Crayons and paper for making posters or book jackets to publicize the books
5. Library pockets
6. 3" x 5" cards
7. A box for the card catalogue
8. Paste
9. Filmstrips and filmstrip projector or viewer
10. Cushions for sitting on the floor and reading books
11. A box for filing cards from books that have been checked out

**SUGGESTED CLASSROOM LESSONS AND ACTIVITIES RELATED TO DRAMATIC PLAY
OF LIBRARY WORKERS**

As pupils play in the dramatic play community, they mention that they need some recreational facilities. The pupils and teacher decide to set up a library. The teacher plans lessons so that pupils will learn more about the duties of librarians.

<u>Lessons and Activities</u>	<u>Sources of Information and Comments</u>
1. Setting up a library in dramatic play; using a table or desk for the librarian, and a bookcase or shelves for the books	
Choosing children's books and newspapers (i.e., <u>Weekly Reader</u>) for the dramatic play library	
2. Looking at filmstrips to learn about the duties of librarians, and the activities in the library	<u>Librarian</u> <u>Library Workers</u> <u>Our Library</u> <u>The Public Librarian</u>
Learning about the different workers in the library (e.g., the head librarian, reference librarian, children's librarian, adult's librarian, clerks)	
Deciding to have one person do the work of several librarians and clerks in the dramatic play library	
3. Listening to the teacher read one or more books on the library and the duties of librarians	Colonius. <u>At the Library</u> Greene. <u>I Want to Be a Librarian</u>
4. Going to the school library; talking to the librarian about her duties	
Looking at the books in the school library; noting the pocket and card in each book; noting the name of the school that has been stamped in the back of each book	
Noting how the books have been divided into categories on the shelves	

NOTE

In the Frank Porter Graham Project pupils made only a brief study of library workers. Consequently, this section is one of the eight sections of the guide written in brief form. Teachers will think of other lessons and activities needed to prepare their pupils for dramatic play in the library.

Lessons and ActivitiesSources of Information
and Comments

Looking at the card catalogue

5. Discussing what to write on the cards to be put in the pockets in books in the dramatic play library; deciding to put the author's name and the title of the books on the cards

Practicing writing titles and authors' names on cards; leaving most of the cards to be filled out during dramatic play

6. Discussing how to make a simple card catalogue for the dramatic play library (e.g., putting titles of books and authors' names on cards and putting the cards in a box)

7. Discussing how the books were divided into categories in the school library; deciding the categories of books to be used in their dramatic play library (e.g., animals, space travel, fairy tales)

Making a list of these categories to be used as a guide for the librarian in the dramatic play library

8. Being authors and writing books for the dramatic play library; putting library pockets and cards in the back of the books they have written

Planning an authors' day; inviting an adult author to come to the school and tell about the books he has written; showing the adult author the books the pupils have written

9. Participating in a lesson in which pupils practice making posters and/or book jackets publicizing books; making a display of these posters and book jackets

10. Practicing how to open a new book, so as not to damage the binding

11. Discussing the characteristics of a good oral reader; practicing audience reading in preparation for the librarian reading books to pupils in the dramatic play library and school

Lessons and ActivitiesSources of Information
and Comments

12. Learning how to operate the filmstrip projector and filmstrip viewer in preparation for showing filmstrips in the dramatic play library

13. Dictating an experience chart on the duties of a librarian

Sample chart in this section of guide

14. Learning that taxes pay for the library and the librarian

Information given in filmstrip
Our Library

SAMPLE SPELLING WORDS

1. book
2. library
3. librarian
4. sort
5. stamp
6. reading
7. catalogue
8. filmstrip
9. shelf
10. shelves
11. title
12. author

Duties of a Librarian

1. She buys books, newspapers, and magazines for the library.
2. She puts pockets and cards in the books.
3. She stamps the name of the library on the book.
4. She sorts the books on the shelves.
5. She helps children choose books to read.
6. She checks out books to children.
7. She reads books to children.
8. She makes posters and displays to advertise the books.
9. She mends torn pages in books.

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Colonius, Lillian, and Schroeder, Glenn W. At the Library. Chicago: Melmont Publishers, Inc., 1967.

FILM LOOP

The Public Librarian. Popular Science Publishing Co., Inc., 1967. 4 min., color, 8 mm. (Community Workers Series).

FILMSTRIPS

The Librarian. Jam Handy Organization, 1956. 28 fr., color. (Our Neighborhood Helpers #6).

Librarian. Long Filmslide Service, 1951. 32 fr., color. (Community Helpers, Series #2).

Library Workers. Society for Visual Education, 1971. 46 fr., color, and phonodisc: 1 s., 12 in., 33 1/3 rpm., 12 min. (Community Workers and Helpers, Group 1).

Our Library. Encyclopaedia Britannica Films, Inc., 1955. 45 fr., color. (Community Services).

