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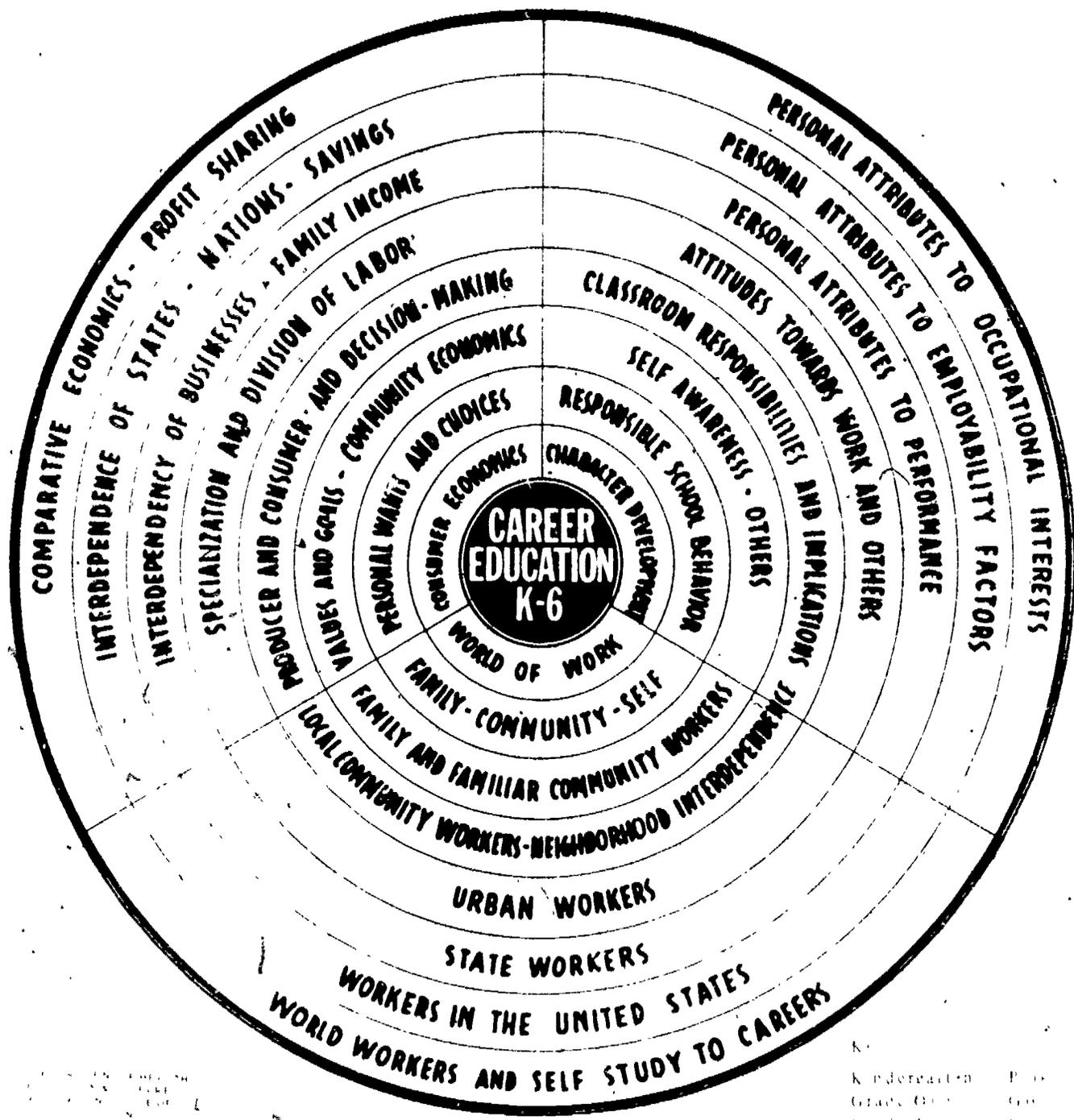
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ABSTRACT

The elementary level career education instructional materials are arranged by grade level. Separate sections are devoted to each level and include an overview of the curriculum with objectives, activities, and resources (speakers, on-site visits, audio visuals, books, and kits) for each subject area covered. Emphasizing career awareness, each section's objectives deal with the world of work and character development. Subject areas for the kindergarten level cover family, community, and self. In the first grade, expanding emphases are applied to country, school, families and community, map and globe use, transportation, Washington, D.C., and great Americans. Grade two stresses neighborhood interdependence, and national communities (historical, military, apple growing, forest growing, steel making, and rural). The making of America and the metropolitan community are topics treated in grade three, while agriculture and the land, industry and man, and mass production are studied in grade four. Four world views (ancient, Greek and Roman, medieval, and Middle East) are considered in fifth grade, while western expansion, new world and Eurasian cultures, the industrial revolution, and Latin America are examined at the sixth grade level. Consumer economics is discussed at appropriate complexity levels beginning with second grade. Not all resource information is complete. Three brief appendixes list additional activities and two forms. (MDW)

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7



K	Kindergarten	P	Post
1	Grade One	6	Grade Six
2	Grade Two	7	Grade Seven
3	Grade Three	8	Grade Eight
4	Grade Four	9	Grade Nine
5	Grade Five	10	Grade Ten

# Lawrence Career Education

U.S.D. # 497, Lawrence, Kansas

# LAWRENCE UNIFIED SCHOOLS

DISTRICT 497 • LAWRENCE, KANSAS

1973 - 1974

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## PREFACE

Beginning in July, 1970, federal and state funds were allocated to Lawrence U.S.D. #497 for the development of a career education program. These funds were directed to Lawrence as the rural-urban site of the Kansas program with Clay Center providing the rural site and Kansas City providing the urban setting.

Basically the Lawrence program has followed the model established by the U.S. Office of Education with awareness at the elementary level, exploration at the junior high level and preparation at senior high. As the program has developed, three basic components have become recognized as being vital within the context of the career education emphasis. These components are world of work, the total occupational development of the individual, self-development, becoming knowledgeable of oneself in order to achieve self-acceptance and personal fulfillment and consumer - economics, development of consumer and decision-making skills.

At the elementary level the emphasis is on awareness about careers called "The World of Work". The objectives were to provide children with many opportunities to learn about and to appreciate the significance of many occupations in order to give them a broad base from which to later make a career decision. This has been done through several different methods: (1) Resource speakers into the classroom to tell about their jobs, (2) Tours into businesses and industries to observe jobs in action, (3) Activities which provide insight into different occupations.

The elementary teachers were assisted in this program by

1. Elementary education consultant
2. Consumer-Economics education consultant
3. Materials resource consultant

The program has been carried out quite successfully. Because it can be worked into any discipline that involves the elementary curriculum a variety of activities have been done in the classrooms.

In search for means of continuing Career Education as a vital part of elementary education in Lawrence, we have determined that it must be included as a specific part of the existing curriculum.

Social Studies is the study of people, their environment, their time in space and history, political division, and major industrial and agricultural productions of the various peoples. Into this area Career Education fits perfectly and seems to be a natural part of the study. Comparisons of careers or occupations within the northern, southern, eastern and the western hemispheres can be profitably studied. Also, comparisons can be made of occupations in countries who have advanced technology with those who are antiquated.

As we consider Career Education, we discover that here is the vehicle to carry Social Studies out of the area of the least liked subject to a vital, vibrant subject alive to the possibilities of today and tomorrow.

The committees have suggested the following activities, materials and suggestions for your consideration and use. They hope these materials will be of assistance to the inexperienced and experienced teacher alike.

Respectfully,  
[Signature]

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## KINDERGARTEN OBJECTIVES

### World of Work

1. Recognize and identify the jobs to be done in a school.
2. Recognize and identify the jobs to be done in a home.
3. Identify and appreciate some civic and professional services in a community.
4. Recognize skills and/or desires within one's self that would relate to jobs in the school, home and/or community.
5. Recognize and comprehend the importance of self and other family members in school, home and/or community.
6. Recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom.
7. Begin to appreciate and comprehend the element of choice as a consumer.

### Character Development

1. Learn to assume responsibility within the classroom.
2. Comply with school standards of behavior.
3. Listen to and follow directions for doing various jobs in the classroom.
4. Encourage positive attitudes toward all work at home and at school.

# OVERVIEW OF KINDERGARTEN CURRICULUM

## FAMILY, COMMUNITY AND SELF

### My School in the World of Work

1. What kind of work do we do at school?
  - a. Lessons
  - b. Helpers
  - c. Clean Up
  - d. Self Care
2. How do we work together at school?
  - a. Rules we must follow to help each other get work done
  - b. Respecting the rights of others
3. How do we divide work at school?
  - a. Helpers for each job
4. Who are the other people who work at my school?
  - a. Teachers
  - b. Principal
  - c. Nurse
  - d. Secretary
  - e. Social Worker
  - f. Psychologist
  - g. Speech Therapist
5. Who does the work to make my school comfortable?
  - a. Electricity
  - b. Water
  - c. Heat

### A Story About Me in the World of Work

1. The work I do at school
  - a. Do I do the best I can on my lessons?
  - b. Am I a good helper?
  - c. Can my teacher depend on me to do my jobs?
  - d. Do I help make my classroom a better place for everyone to work in?
2. The work I do at home
  - a. The work I do to help my family is
  - b. The work I do with my brothers or sisters is

- c. Do I remember to do my jobs at home without being reminded?
- d. How can I help take care of my pet?

### 3. When I grow up I want to be a (n) \_\_\_\_\_

### My Family are a Part of the World of Work

1. The work my father does
2. The work my mother does.
3. Some other people that work in my family
4. The work my family do to help me

### The Consumer Goods and Services my Family needs from the World of Work

1. Home  
Builder, painter, carpenter
2. Food  
grocery store, butcher, mailman, bakery, fruit and vegetable market
3. Clothing  
tailor, shoe repair, stores, cleaners, laundromat
4. Communication  
mailman, paper boy, telephone, TV repair
5. Protection  
fireman, policeman
6. Services  
trash collector, gardner, baby sitter, plumber, electrician
7. Transportation  
bus driver, train engineer, pilot, taxi driver, mechanic, service station
8. Health  
dentist, doctor, nurse, pharmacist
9. How does my family buy goods and services?

### Choices in the World of Work

1. As a consumer I must make choices
2. How can I be a producer?

## MY SCHOOL IN THE WORLD OF WORK

OBJECTIVES: The student should recognize and identify the jobs to be done in a school.

### CURRICULUM.

My school in the World of Work

What Kind of work do we do at School?

1. Lessons
2. Helpers
3. Clean Up
4. Self Care

How do we work together at school

1. Rules we must follow to help each other get work done
2. Respecting the rights of others

How do we divide work at school?

1. Helpers for each job

Who are the other people who work at my school?

1. Teacher
2. Principal
3. Nurse
4. Secretary
5. Social Worker
6. Psychologist
7. Speech Therapist

Who does the work to make my school comfortable.

1. Electricity
2. Water
3. Heat

### Activities

#### Activities

1. Tour of room, restroom and exits
2. Discussion of work-what it means to work at school
3. Tour of school buildings-discuss special places that will be used, such as the gymnasium, library, nurses office, etc
4. Ask the custodian to take the children to the basement or place of heating, cooling and water to discuss things that make the school comfortable
5. Set up helpers chart to divide work
6. Set up centers, as places to learn skills, such as math, writing, science, art and reading
7. Discuss rules of room and rules of school. Use in experience charts
8. Why do we have rules? Every place that people work have rules

#### Art

1. Art book project titled "My School"
  - p1-This is how my school looks on the outside.
  - p2-I was frightened of ..... when I first came to school.
  - p3-Here is my teacher
  - p4-I have a new friend named.....
  - p5-This is what I like to do best in school.
  - p6-I like to help..... in school.

#### Bulletin Boards

1. "Thank You" Children draw pictures of those people they want to thank for making the school experience possible and pleasant. Divide pictures with large, bright colored yarn. Can also use yarn for large letters THANK YOU in center

#### Music

1. Walk, Walk, Walk to School
2. This is the Way we go to School (traditional Mulberry Bush tune)

9. Tale of The School - The Gingerbread man helped the students find out about the jobs in the school. The teacher baked a gingerbread man cake and left him with the school cook to bake. When they came back the next day to get him, he was gone, but he left a note behind such as,

He, Ha, Ha,

Hee Hee, Hee

I'm not here

As you can see

Walk as quietly as you can

To the Principal's Office, etc.

To see if you can find me

The Gingerbread man

So they slipped (great site effect) to the next place in order to not scare him away. At each stop they heard his different school job. When they got back to their room there was their Gingerbread man!

Pat Johnson, New York Elementary

## MY SCHOOL IN THE WORLD OF WORK, Continued

### Resources

#### Speakers

1. Ask principal, secretary, nurse, librarian to come in and talk about their work.
2. Have parents come to classroom and tell about rules at their jobs.
3. Ask a policeman to come and discuss rules to and from school.

#### Audio Visuals

1. Knowing Our School\*Encyclopedia Britannica  
Going To School  
Our Room In School  
A New Friend At School  
Helpers At School  
School Rules  
Our School In the Community
2. Getting Along in School\*Coronet  
Being on Time  
Doing Things For Yourself  
Taking Care of Things  
Working With Others  
How Quiet Helps  
Listening and Following Directions

#### Books

1. About School Helpers\* Childrens Press
2. I Want to be a Secretary\* Childrens Press
3. I Want to be a Teacher\* Childrens Press
4. I Want to be a Librarian\* Childrens Press
5. I Know a Teacher
6. Miscellaneous books in your library about the first day of school

\*Available at New York School

## A STORY ABOUT ME IN THE WORLD OF WORK

- OBJECTIVE** The students should recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom
- The student should recognize skills and/or desires within oneself that would relate to jobs in the school, home and/or community

### CURRICULUM

#### A Story About Me in the World of Work:

The work I do at school

1. Do I do the best I can on my lessons?
2. Am I a good helper?
3. Can my teacher depend on me to do my jobs?
4. Do I help make my classroom a better place for everyone to work in?

The Work I do at Home

1. The work I do to help my family is .....
2. The work I do with my brothers or sisters is .....
3. Do I remember to do my jobs at home without being reminded
4. How can I help take care of my pet?

When I grow up I want to be a (n) .....

#### Activities

##### Activities

1. Pantomime "What I Want to Be When I Grow Up".
2. Use thread spool family members as described in Art projects a and b to role play with doll house

##### Art

1. Make family members for doll house using thread spools and pipe cleaners. Decorate to depict family members with material scraps, yarn, and miscellaneous trimmings
2. Make doll house of boxes, with picture furniture pasted on walls
3. Draw picture of "What I Want to Be When I Grow Up"
4. Cut out people pictures from magazines. Finish picture by placing person in environment of an occupation
5. Draw 2 or 3 ways I help my family at home

##### Pattern Boards

"The Work I do at Home" Pictures of family, pet, job at home

#### Resources

##### Speakers

1. Ask older brothers or sisters in school to join the kindergarten child in discussion of the work they do in their family.

##### On-site Visits

1. Visit classmate's home (s) and child could tell and show others his jobs at home such as pets, gardening etc. Take along older brother or sister to compare the differences

##### Audio Visual

1. Developing Your Personality\* Encyclopedia  
Thinking for yourself Britannica  
More than one friend  
Living new things  
Leaders and followers  
Promises are made to keep  
Enjoying today
2. Guidance Stories\* Encyclopedia Britannica  
Sharing with others  
Playing fair  
Sticking to your job  
New friends-good friends  
One kind of bravery

## A STORY ABOUT ME IN THE WORLD OF WORK, Continued

### Resources

3. Making Friends\* Bailey Film Associates  
How do you rate at home?  
How do you rate at school?  
How do you rate with your friends?
4. The Lollipop Dragon\* SVE  
How the Lollipop Dragon Got His Name  
Working together  
Avoiding litter  
Care of property  
Taking turns  
Kindness to animals
5. How Do I Learn\* Scholastic  
Who's Afraid  
Who's Next  
Making mistakes  
Figuring things out  
Do you forget?

### Books

1. I Want to be a ..... (Series) Childrens Press

### Kits

1. DUSO Kit, with Puppets\* American Guidance Services, Inc  
(Developing Understanding of Self and Others)
2. Focus On Self Development\* SRA

## MY FAMILY IS A PART OF THE WORK WORLD

- OBJECTIVES:** The student should recognize and identify the jobs to be done in a home  
The student should recognize and comprehend the importance of self and other family members in school, home and community

### CURRICULUM

My Family is a Part of the World of Work  
The work my father does  
The work my mother does  
Some other people that work in my family  
The work my family do to help me

#### Activities

##### Activities

1. Role playing in house keeping center.
2. In discussion of occupations, emphasize the importance of all workers and interdependence of people

##### Art

1. Draw pictures of ways my family helps me.

##### Bulletin Boards

1. Photographs and or pictures of mother and father at work

#### Resources

##### Speakers

1. Ask mothers and fathers to talk about their job-using specific tools or equipment, wearing special clothing, and using special vocabulary of the job when in the classroom

##### On-site Visits

1. Follow a parent at work one day

##### Audio Visual

1. What Else Do Fathers Do? and Just What Do Mothers Do? - Educraft
2. Family Members at Work\* - SVE

## CONSUMER GOODS MY FAMILY NEEDS FROM THE WORLD OF WORK

OBJECTIVE. The students should identify and appreciate some civic and professional services in a community

### CURRICULUM

#### The Consumer Goods and Services My Family Needs from the World of Work

##### Home

Builder, real estate, painter, carpenter

##### Food

Grocery store, milkman, bakery, etc

##### Clothing

Tailor, shoe repair, stores, cleaners, laundromat

##### Communication

mailman, paper boy, telephone,

TV repair

##### Protection

fireman, policeman

##### Activities

###### Activities

- 1 Go through a newspaper with the group showing the types of things that can be found--preparing for bulletin boards
- 2 Discuss duties of paper boy getting his papers, bringing the paper to your home every night and collections.
- 3 Use hand puppets from Art (a) to role play occupations.
- 4 Use hats from Art (b) to role play occupations
- 5 Place chairs in rows and aisles to simulate transportation vehicles. Role play transportation occupations and passengers. Can wear hats to coincide with specific transportation vehicle

###### Art

- 1 Make hand puppets depicting men and women in different occupations from small paper sacks
- 2 Make hats depicting men and women in different occupations. If no patterns are available for realistic shaped hats, very simple hats can be made from a single head band with front piece attached. Such as a red head band and large red firemans emblem attached to the front, white head band with a large white nurses emblem

##### Services

trash collector, gardner, baby-sitter

plumber, electrician

##### Transportation

Bus driver, tram engineer, pilot, taxi driver, mechanic, service station

##### Health

dentist, doctor, nurse, pharmacist

How does my family but goods and services?

3. Make traffic lights from red, green and yellow circles pasted on a large black rectangle. Role play with these.
4. Trace around a child on brown wrapping paper. Let children draw uniforms or special clothing, add a special tool in the hand, ect., to depict an occupation.
5. Transform boxes, toilet tissue rolls, tinker toys, building blocks and misc. objects into items of transportation

##### Resources

###### Speakers

- 1 Ask a carpenter or builder to bring tools, blue prints and etc. Supply wood scraps for miniature building projects. Speak to the class and form interest groups
- 2 Plan with parents to come and tell about his or her occupation. Try to do a miniature activity involving the occupation. Baker bake bread

###### On-site Visits

- 1 Take a walk through a shopping center to see many kinds of stores. Plan ahead of time to visit one particular store, talk to the owner, and make an actual purchase
- 2 Take a trip to the fire station that would service the neighborhood of your school. Wear fireman hats from Art project (b)
- 3 Take a trip to the police station. Walk to the nearest park that has a transportation object, train, plane, fire engine

## CHOICES IN THE WORLD OF WORK

**OBJECTIVES** The students should begin to appreciate and comprehend the element of choice as a consumer

### CURRICULUM

#### Choices in the World of Work

As a consumer I must make choices  
How can I be a producer?

#### Activities

##### Activities

1. Set up a store and let children earn play money and then decide what they want to spend their money on . . . three 5 cent items and one 10 cent item . . . or save for one big 25 cent item
2. Go through process of setting up a kool aid stand  
Produce the goods.  
Perform the service (selling)  
Consume the goods.  
Discuss labor and capital

#### Resources

##### On-site Visits

1. Buy a pumpkin or Christmas tree together
2. Go window shopping.
3. Have each child grocery shop / with parents.

## KINDERGARTEN MAP AND GLOBE SKILLS

OBJECTIVES. The students should recognize land and water masses on globe.

### Activities

1. Make a large outline of land and water masses. Children can fill in mosaic brown and blue construction paper. Then pass it to the second grade to put continents on it and identify land masses, poles and equators.

# CONSUMER GOODS MY FAMILY NEEDS IN THE WORLD OF WORK, Continued

## Activities

### Bulletin Boards

Communication Children may bring newspaper photographs interesting to the group for sharing or group discussion. Place on bulletin board.

### "I Know Someone Who Is A"

Add small experience stories to photos or pictures.

### Music

#### Traditional Mulberry Bush Tune

This is the way we build a house,  
build a house build a house

This is the way we build a house,  
so early in the morning

(Do actions of builder, carpenter,  
painter)

This is the way we put out our fires,  
put out our fires, put out our fires

This is the way we put out fires,  
so early in the morning

(Do action of fireman)

This is the way we pick up trash,  
pick up trash pick up trash

This is the way we pick up trash,  
so early in the morning.

(Do actions of fireman)

Let children make up verses and  
actions

## Resources

### Books

I Want to be (Series)

Childrens Press

I Want to be a Baker

I Want to be a Dentist

I Want to be a Doctor

I Want to be a Fireman

I Want to be a Mechanic

I Want to be a Nurse

I Want to be a Pilot

I Want to be a Policeman

I Want to be a Postman

I Want to be a Taxi Driver

I Want to be an Engineer

I Want to be

Come to work With Us In  
House Construction

About (Series)

Childrens Press

About the Engineer of a Train

About the Friendly Helpers

Around Town

About the Friendly Helpers for

Health and Safety

About Jerry and Jimmy and  
the Pharmacist

About the Pilot of a Plane

About the Policeman

About the Postman

The True Book of Policemen  
and Firemen

Let's Look Ahead

## CONSUMER GOODS MY FAMILY NEEDS FROM THE WORLD OF WORK, Continued

### Resources

#### Audio Visuals

1. Our Neighborhood Workers\* Eyegate  
The Baker  
Our Neighborhood Laundry  
The Butcher  
The Fruit and Vegetable Store
2. Some Neighborhood Helpers\* Eyegate  
The Neighborhood Doctor  
The Neighborhood Nurse  
The Neighborhood Pharmacist  
The Automobile Service Station
3. World of Work Pre-Vocational  
Filmstrips\* Edu-craft Mail Delivery
4. Community Workers and Helpers\* SVF  
School Workers  
Library Workers  
Supermarket Workers  
Doctors Office Workers  
Department Store Workers  
Hospital Workers  
Fire Department Workers  
Television Workers
5. Traveling In and Out of Our City\* SVE  
The Airport  
The Railroad  
The Bus Station
6. Transportation\* Bailey Film Associates  
What You'd See at the Airport  
Who Works at the Airport  
What You'd See at the Railroad Terminal  
Who Works at the Railroad Terminal  
What You'd see at the Bus Terminal  
Who Works at the Bus Terminal

## FIRST GRADE: OUR COUNTRY OVERVIEW OF THE CURRICULUM

### OBJECTIVES:

#### World of Work

1. Identify the familiar workers in each neighborhood.
2. Recognize that parents in their occupations are also community helpers.
3. Recognize that being a student is his present career.
4. Recognize that people have more than one job.
5. Relate basic skills of communication and computation to familiar occupations.
6. Comprehend the need for rules in the home and school.

#### Character Development

1. Learn to assume responsibility in the classroom.
2. Evaluate interdependency of workers when everyone has an assigned job.
3. Recognize that not all people have the same abilities or interests.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Develop an awareness of one's own self-worth.
6. Learn to assume responsibility for one's own and other's property.
7. Develop an appreciation of the value of all occupations.
8. Learn to make a rational decision when faced with several choices.

### OVERVIEW OF CURRICULUM

1. We Live in Our Country
2. School: A Social Institution
3. Families and the Community
4. Map and Globe
5. Transportation
6. Washington D.C.
7. Great Americans

## WE LIVE IN OUR COUNTRY

### OBJECTIVES: Home and Family

1. Children should be able to explain the roles of various family members.
2. Children should understand that roles vary from family to family. (One mother may work in an office--another may babysit in the home--still another may be a house wife only.)
3. Children should understand that the work of a family is divided among its members on a rational basis: skills, time available, maturity, etc.
4. Children should understand that families live in different types of homes for a variety of reasons: economic, size of family, room for hobbies, convenience

### Activities

1. Bulletin Boards  
Make houses and put family members on it with a list of what each does at home.
2. Make cut-out figures of family members.  
Tape lists of jobs on them.
3. Take a large washing machine box to make the shell of a house. Children can pick an occupation to help build house such as plumbing, roofing, carpenter flooring, etc.
4. Art  
Make a family book with a section for jobs done by each member.
5. Role-playing  
Have the class divide up into "Families". Assign roles to everyone. Have the children decide who will perform what tasks. How did they decide--on what basis: age, strength, skill amount of time at home.

### Resources

#### Resource Speakers

1. Use parental involvement.
2. Ask a building contractor to visit.

#### On-site Visits

1. Take a walk around the area. Note the different types of homes. This trip may require a bus trip if the area is too homogenous. Follow up this trip with a discussion of reasons for choosing one type of home over another.
2. Visit work with father or mother. (pages 10-13 in pupil book.)
3. Arrange to visit a home building contractor at work.

#### Audio Visuals

1. Appreciating Our Parents--Coronet
2. Our Family Works Together--Coronet
3. Am I Trustworthy?--Coronet
4. Five Families and Five Children--Scholastic

#### Books

1. Little Golden Book of Houses by Elsa Jane Werner. Copyright 1955 by Golden Press, Inc.
2. Growing Up With Daddy by Wilson Christopher New York: Lothrop, Lee, & Shepard 1957
3. A House for Everyone. by Betty Miles. New York. Knopf 1958
4. Family Helpers by Elaine Hoffman and and Jane Hefflefinger Chicago: Childrens Press, 1954
5. Let's Play House. by Lois Lenski. New York: Morrow, 1956

6. Silly Mother, by Lois Duncan.  
New York: Dial, 1962
7. Jay's Big Job, New York  
Morrow, 1959
8. About Family Helpers, Elaine  
Hoffman Los Angeles: Melmont  
Publishers, 1954
9. Our working world. Families  
Teacher Resource Guide SRA 1973

\*Available at New York School

## SCHOOL: A SOCIAL INSTITUTION

- OBJECTIVES: Children should be able to name several workers and what they do at school  
Children should be able to give reasons for rules at school.  
Children should know what their role is at school.

### Activities

Get various types of tools or props associated with each school workers job: secretary, pen and pad; cook, tray; nurse, bandage or thermometer

Bulletin Board.  
School helpers and names.

Art  
Make booklets about school workers.

Refer to kindergarten school-helper activities.

### Resources

#### Resource Speakers

1. Ask principal, secretary, nurse, librarian to come in and talk about their work.
2. Have parents come to classroom and tell about rules at their jobs.
3. Ask a policeman to come and discuss rules to and from school.

#### Audio Visual

Developing Your Personality\* Encyclopedia  
Thinking for yourself Britannica  
More than one friend  
Trying new things  
Leaders and followers  
Promises are made to keep  
Enjoying today

#### Guidance Stories\* Encyclopedia Britannica

Sharing with others  
Playing fair  
Sticking to your job  
New friends--good friends  
One kind of bravery  
Taking care of your things

#### Making Friends\* Bailey Film Associates

How do you rate at home?  
How do you rate at school?  
How do you rate with your friends?

#### The Lollipop Dragon\* SVE

How the Lollipop Dragon  
Get His Name  
Working together  
Avoiding litter  
Care of property  
Taking turns  
Kindness to animals

#### How Do I Learn\* Scholastic

Who's Afraid  
What's Next  
Making Mistakes

#### Getting Along\*Kindle (series of filmstrips)

## FAMILIES AND THE COMMUNITY

OBJECTIVES: Children should be able to list needs of a family that must be met by those outside the family.

Children should understand that many jobs are necessary for a community to survive. They should be able to list the most crucial ones. (police, fire, trash, doctor, etc.)

### Activities

1. Set up a model of their neighborhood--either flat or cut outs or 3-D on a table. Label factories, stores, restaurants, homes, schools, parks, etc. Put names on children's homes.

### Poems

1. "Neighborhoods" by Leon Trachtman  
Why are all the ants together  
At their anthill in the woods?  
They like to live with one another  
In their little neighborhood.  
Why does the honeybee believe  
That life inside his hive is good?  
It is where his friends all live,  
It's his little neighborhood.  
People aren't very different  
From these insects. They will go  
To live and be near other people  
That they like and that they know.  
So everyplace around the world,  
From arctic ice to tropic shores,  
People work and people live  
In neighborhoods, like mine and yours.

### Music

1. "Here We Are Together", This Is Music, Page 13
2. "Friendly Town", Meeting Music, Page 26

### Resources

#### Resource speakers

1. Any Community Helpers.

#### On-Site Visits

1. Take a walk around the neighborhood to locate businesses.
2. Visit any community services

#### Audio Visuals

1. Our Neighborhood Workers\* Eyegate  
The Baker  
Our Neighborhood Laundry  
The Butcher  
The Fruit and Vegetable Store
2. Some Neighborhood Helpers\* Eyegate  
The Neighborhood Doctor  
The Neighborhood Nurse  
The Neighborhood Pharmacist  
The Automobile Service Station
3. World of Work Pre-Vocational Filmstrips\*  
Edu-craft
4. Community Workers and Helpers\* SVE  
School Workers  
Library Workers  
Supermarket Workers  
Doctors Office Workers  
Department Store Workers  
Hospital Workers  
Fire Department Workers  
Television Workers
5. Traveling In and Out of Our City\* SVE  
The Airport  
The Railroad  
The Bus Station
6. Transportation\* Bailey Film Associates  
What You'd See at the Airport  
Who Works at the Airport  
What You'd See at the Railroad Terminal  
Who Works at the Railroad Terminal  
What You'd See at the Bus Terminal  
Who Works at the Bus Terminal

#### Books

1. I Want to Be (Series)\* Childrens Press
2. About (Series)\* Childrens Press

## MAP AND GLOBE SKILLS

**OBJECTIVES:** Children should be able to list several kinds of jobs that require an understanding of maps.

Children should understand the need for map skills in everyday living.

### Activities

1. Make a map of the classroom. Have children locate their desks or other objects.
2. Instruct in directional vocabulary by a small scale of a room or have a table with objects on it. Have the children draw it.
3. Make a map of the classroom. Locate desks and other objects.
4. Map the school and neighborhood after walking and observing.

### Resources

#### Resource Speakers

1. Have a truck driver in to explain how and why maps are necessary to his occupation.
2. Taxi-driver
3. Send a map to the pizza hut or any delivery service and have them make a delivery to your class.

#### On-Site Visits

1. Bus station
2. Train station
3. Airport-local

### Resources, continued

#### Audio Visuals

1. "Air Travel", Stillfilm, Inc
2. "Airplanes at Work", Curriculum Films
3. "Freight Trains at Work", Curriculum Films
4. "Ships", Stillfilm, Inc.
5. "Railroad and the Homes We Live In", Association of American Railroads
6. "Transportation in the Past", Encyclopedia Britannica
7. "Railroads and the Food We Eat", Association of American Railroads
8. "The Iron Horse", Pictorial Events Classroom Press
9. "Railroads at Work", Association of American Railroads
10. "Bus Driver", Young American Films, Inc.

#### Books

1. ABC of Cars and Trucks\*Anne Alexander Garden City, NY, Doubleday, 1956
2. Big Wheels, Little Wheels\*Jene Barr Chicago? Albert, Whitman, 1955
3. I Want to be a Space Pilot\*Carla Greene Chicago; Childrens Press, 1961
4. I Want to be a Train Engineer\*Carla Greene Chicago; Childrens Press, 1956
5. I Want to be a Truck Driver\*Carla Greene Chicago; Childrens Press, 1956
6. I Want to be a Bus Driver\*Carla Greene Chicago; Childrens Press, 1956
7. I Want to be a Pilot\*Carla Greene Chicago, Childrens Press, 1964
8. I Want to be an Airplane Hostess\* Carla Greene Chicago; Childrens Press, 1961

## THE IMPORTANCE OF TRANSPORTATION

**OBJECTIVES:** Children should be able to list several occupations that are connected with transportation in their community.

Children should be able to give several reasons for the importance of transportation to their community and families.

Children should be able to classify occupations in transportation according to whether it occurs on land, in the air, or on the water.

### Activities

1. Make a collage of transportation.
2. Take a bus trip around the community. Discuss the jobs that make the trip possible.
3. Using classroom furniture, set up the inside of an airplane (or any other transportation service) for role playing.
4. Give each child a box of odds and ends to make any vehicle.
5. Cut out a picture of a vehicle from a magazine and have the children complete the surroundings with crayon.

### Resources, continued

#### Resource Speakers

1. Parental involvement
2. Ask a moving van lines to bring out the truck.

#### On-Site Visits

1. Car-body and maintenance shop.
2. Train depot.
3. Airport
4. Trucking lines

#### Audio Visuals

1. Traveling in and out of Our City\*Coronet
2. Transportation\*Bailey Film Associates
3. Air Travel\*Stillfilm, Inc.
4. Airplanes at Work\*Curriculum Films
5. Freight Trains at Work\*Curriculum Films
6. Ships\*Stillfilm, Inc.
7. Railroad and the Homes We Live In\* Association of American Railroads
8. Transportation in the Past\* Encyclopedia Britannica
9. Railroads and the Food We Eat\* Association of American Railroads
10. The Iron Horse\*Pictorial Events Classroom Press
11. Railroads at Work\*Association of American Railroads
12. Bus Driver\*Young American Films, Inc.

#### Books

1. ABC of Cars and Trucks\*Anne Alexander Garden City, NY; Doubleday, 1956
2. Big Wheels, Little Wheels\*Jene Barr Chicago, Aibert, Whitman, 1955
3. I Want to be a Space Pilot\* Childrens Press
4. I Want to be a Train Engineer\* Childrens Press
5. I Want to be a Truck Driver\*Childrens Press

## LAWS FOR OUR COUNTRY PEOPLE OF WASHINGTON D.C.

- OBJECTIVES:** Children should be able to list occupations found in Washington but not in local community.  
Children should be able to describe the jobs of Congressman, Judge, President, etc. in simple terms.  
Children should understand that rules are necessary for everyone at home, school, work, on the road. And that in a democracy everyone helps make the rules.

### Activities

1. Rules for our Room--have children make them up.
2. Set up a simple mock election.
3. Set up an area for current events and bring articles and pictures of government people in the news.

### Resources

#### Resource Speakers

1. Local congressional representatives

#### On-site Visits

1. Tour State Capitol
2. Visit polling places

#### Audio-Visual

1. Newspaper and magazines
2. TV specials and the news (video-tape)

## LAWS OF OUR COUNTRY PEOPLE OF WASHINGTON D. C.

**OBJECTIVES:** Children should be aware of jobs that were available in the era of Washington or Lincoln that are no longer needed.

Children should be aware of several occupations from this era that are still needed.

Children should understand that occupations are constantly changing, becoming more specialized.

### Activities

1. Children can bring in old and new tools to compare.
2. Kansas now and then mural.

### Resources

#### Resource Speakers

1. Have a barber come in to class and explain what he does. Compare with the past function as a part-time dentist, surgeon, barber, and wig maker.

#### On-site Visits

1. Visit independent grocery and supermarket to compare.
2. Kansas Historical Society.

#### Audio-Visual

1. Then and Now in the U.S.\*  
Encyclopedia Britannica

#### Books

1. Living in Places Near and Far\*  
NY McMillan, 1962 How the  
Pioneers Lived
2. George Washington
3. Abraham Lincoln
4. Clara Barton
5. Amos Fortune
6. Our Working World  
Neighborhoods\*SRA
7. Little House in the Big Woods\*  
Laura Ingalls Wilder

**SECOND GRADE COMMUNITY WORKERS**  
**NEIGHBORHOOD INTERDEPENDENCE**

**World of Work**

1. Recognize that being a student is his present career
2. Recognize that career selection may be based on a hobby
3. Identify some of the attitudes, knowledge and skills needed to perform these occupations
4. Begin to recognize that individuals need special training for most careers
5. Recognize that positions are related within job families

**Character Development**

1. Learn to assume responsibility for classroom jobs and recognize how this relates to workers success
2. Recognize that not all people have the same abilities or interests
3. Learn to appreciate the values of schools and home jobs
4. Recognize the value of all occupations.
5. Recognize that learning is a continuous process in all occupations

**Consumer-Economics**

1. Learn to identify with role of producer and consumer
2. Become familiar with concept of supply and demand
3. Begin to learn to evaluate information available in decision making.
4. Learn to make value comparisons with coins
5. Expand on development of concept of taxes as a way of providing education, postal services, police and fire protection, etc.
6. Begin to recognize the concept of saving as a way to reach financial goals.

**OVERVIEW OF CURRICULUM**

**My Community**

1. My Place in the Community
2. Areas of the Community
3. People of the Community
4. Work of the People
5. Government in the Community
6. Private and Public Services

**Communities of the U.S.**

1. Historical Community
2. Military Community
3. Apple Growing Community
4. Forest Growing Community
5. Steel Making Community
6. Rural Community

## OUR COMMUNITY

### OBJECTIVE 1

- OBJECTIVES The student should begin to locate himself in time and space as to.
- 1 Where Do We Live? pages 2-6 The Earth and Directions
  - 2 North America is Our Continent page 12
  - 3 My State page 17
  - 4 Where Do You Live? pages 24-31
  5. Your Address Tells Where You Live page 35

#### Activities

- 1 Discuss what people are called who study the globe. (Cartographer)
- 2 Take a ball of clay and mark the Equator, North and South poles and continents
3. Make a map of the earth on paper
- 4 Discussion of the pictures:
  - a. Are any of the communities in the pictures the size of Lawrence?
  - b. What kind of buildings do you find in each picture?
  - c. What jobs would you find in each picture?
- 5 Prepare simple maps of Lawrence, Kansas and route to school.
- 6 Prepare Bulletin Board: Where I Live.
- 7 Discuss different jobs in the post office shown in the picture on page 34
- 8 Each child can make own house and build community to learn address
- 9 Treasure hunts to teach mapping skills

#### Resources

##### Resource Speakers

1. Someone who uses compass for work
  - a. Forester
  - b. Sailor
  - c. Scout Master
  - d. Pilot
  - e. Cartographer
  - f. Have someone from Haskell talk about Indians today.
  - g. Someone from the Kansas Historical Society could tell about the state of Kansas and some interesting places to visit in Kansas.

##### On-site Visits

- 1 Visit the post office and its systems to get mail to parts of the world

##### Audio Visual

- 1 Workers for the Public Welfare Eyegate  
The Post Office and Postal Workers

##### Books

1. I Want To Be A Postman\*  
Childrens Press
- 2 Let's Go To A Post Office\*  
Let's Go Series
- 3 I Know a Postman\*  
Putnam

All books and filmstrips, including Our Working World used in this guide can be found at the at New York School

## OUR COMMUNITY

### OBJECTIVE II

OBJECTIVES Students should recognize that it is important to learn about a community including the cultural environment.

#### Activities

1. For question 2 look at an aerial photo of Lawrence.
2. For question 8 make a booklet-"Kinds of Work in Lawrence". At end put work their own parents do
3. For question 5 have children make booklet about "Kinds of Houses In Lawrence"- with a picture of their own house at the end.
4. For question 11 use the following books  
About Books--Childrens Press--primary  
People Who Run Your City
5. For question 10 have the children bring newspaper clippings showing their favorite recreational places in Lawrence

#### Resources

Resource Speakers  
J. Farmer

#### On-site Visits

1. Tour various types of residential areas in Lawrence
2. Trip to a farm

#### Audio Visuals

1. Appropriate film strips in school

#### Books

1. Appropriate books in library

## OUR COMMUNITY

### OBJECTIVE III

OBJECTIVES The student should recognize that a community has many diverse parts including the:

1. Residential Areas pages 64-69
2. Commercial Areas pages 73-75
3. Recreational Areas pages 80-81

#### Activities

1. Homes--owned or rented Ask students if their parents rent or own the house they live in? Cut out houses of construction Paper: Red Rented  
Green: Owned  
Make a display of students homes titled "Our Homes--Owned or Rented"
2. Compare shopping center to downtown commercial area.
3. Make booklets of kinds of services each type of commercial area.
4. Set up "grocery store" with empty food boxes, cans, and jars with labels. Have "clerks" affix prices on the goods. Let someone ring up sales on the cash register and others make change.
5. When playing "I am Thinking" game on page 79 of teachers manual, name jobs found in commercial areas visited.
6. Interview storekeepers when on tours to find out about business and job.
7. Discuss why commercial area is separate from residential area.
  - a. Stores alltogether
  - b. Too busy for many people to live there
  - c. High prices where land is zoned for business
8. The children can assemble a display entitled "People Who Give Us Fun"
9. Discuss workers in a theater, bowling alley, Putt Putt Golf Course

#### Resources

##### Resource Speakers

1. Zoning officer to explain zoning map
2. Store owner--speak about importance of having his business near other stores
3. Fred DeVactor, Recreational Department
4. Swimming instructor or Red Cross Life-saving instructor

#### Resources, continued

##### On-site Visits

1. Take walking tour of shopping center in your neighborhood.
2. Take walking tour of commercial area downtown.
3. Interesting shopping centers to visit out of town are  
White Lakes in Topeka  
Metcalf South in Kansas  
City (Johnson County)
4. Walk to park near school.
5. Take trip to zoo (Swope Park in Kansas City or Gage Park in Topeka)
6. Visit a toy store, hobby shop, or sports center to list the many goods which workers produce to give us recreation. The teacher may want to explain to the guide before the visit that the children are looking for vocations associated with leisure time so that the guide may point out vocational implications of the goods displayed.
7. Visit a bowling alley to see how automatic pin setter works

##### Audio Visuals

1. Our Neighborhood Worker--Eyegate
  - a. The Baker
  - b. The Neighborhood Laundry
  - c. The Butcher
  - d. The Banker
  - e. The Watchmaker and Jeweler
  - f. The Fruit and Vegetable Store
2. Community Workers and Helpers--SVE
  - a. Supermarket Workers
  - b. Department Store Workers
3. Big City Series--Eyegate
  - a. Fun and Recreation in Big City
4. Workers for the Public Welfare--Eyegate
  - a. Recreation, Park and Playground Workers
5. Community Workers and Helpers--SVE
  - a. Television Workers

## OUR COMMUNITY

### OBJECTIVE IV

**OBJECTIVES** The student should recognize that workers from all over the world help make our community a better place.

#### People in Your Community:

Americans Come From All Over the World  
pages 97-99

Moving page 103

People Need Other People pages 104-105

Dividing Up the Work page 106

Money and Work page 110

The Areas In A Community and the Work of  
the People pages 112-113

#### Activities

1. If there are any foreign children in the class that have moved to the United States from another country have them tell about adjustment to this country. (If not perhaps a foreign student from K.U. could speak.)
2. Find out how many of the children in the room have moved from one community to another or just from one residential area to another in the same town. Discuss the reasons why people move and then make a list entitled "Why People Move".
3. Discuss why all people don't work. Some suggested reasons may be:
  - a. small children
  - b. retired
  - c. too young
  - d. lack of skills
  - e. poor attitudes
  - f. health
4. Have each child find out work of a job in the community and role-play it.
5. Role play making choices as to how money should be spent. Perhaps have "white elephant" sale of things children bring to school. Set prices and give money (play) for things done in the room. Let the children realize that if what they want costs

#### Activities, continued

more than something they would be less satisfied with, they will have to work harder or perhaps save money until the day that their special object goes on sale.

6. List the workers found in each business or cultural area.

#### Music

1. Play recording of music from different countries to demonstrate the ethnic variety of big city neighborhoods.

#### Resources

##### Resource Speakers

1. Have someone from a Moving Van Company come to talk to the group about their job. Atlas Van Lines, North American Van Lines
2. Have a retired person talk about his part in the community

##### On-site Visits

1. Go to Rusty's IGA (Hillcrest) to see assembly line at work. After returning make a paper house assembly line

##### Books

1. The Chinatown Neighborhood, page 69  
Kwan Ti, page 70 in Our Working World (SRA)

## OUR COMMUNITY

### OBJECTIVE A

**OBJECTIVES** The students should recognize that many occupations must be involved for the smooth functioning of the community and that change is inevitable in a community.

Private Services In A Community pages 122-123

Public Services In A Community pages 124-125

People Pay Taxes pages 126-129

### Activities

1. To bring out the elements that go to make up a neighborhood, the class can construct a movie about the neighborhood as follows. The children draw pictures of people who live in the neighborhood, or children playing together, different kinds of houses, parks, the school, stores, a fire truck or police car and other things that they feel are important and that they can draw. Pictures for the movie should then be chosen to give the best composite picture of the neighborhood, at least some of each child's pictures should be used so that all the children will have a feeling of participation. The selected pictures should then be pasted in a predetermined order on a long strip of wrapping paper or similar material. This picture sequence should be attached to and rolled about a dowel or roller, and the free end attached to a second roller. The rollers are inserted into holes cut in the top and bottom of the large cardboard box near its front corners. The paper is rolled from one roller to the other, displaying the pictures in sequence. Such a movie can be called "A Neighborhood Is Made Up of Land, Buildings, and People", and the class can compose a narrative to be read as the pictures are being shown.

2. To help the children understand the role of the fireman in protecting the neighborhood, read the story "Jimmy and the Fireman" on page 180 in Our Working World (SRA). Afterward the following questions can be discussed:

### Resources

#### Resource Speakers

1. City Planner
2. Someone to tell what Lawrence used to be like and how changes came about
3. Have the principal come in and talk about school rules.
4. Councilman
5. Policeman
6. Mayor
7. National Guard
8. Serviceman
9. Sheriff
10. Reformed Prisoner
11. Highway Patrol
12. Dental Assistant
13. TV Repairman
14. Plumber
15. Sign Painter
16. Ambulance driver
17. Sanitation department tell about where the garbage collectors take the garbage. Also tell about land fill area for individuals to take things to near Lawrence.

#### Audio Visual

1. Know Your School\*Encyclopedia Britannica School Rules
2. WOW Pre-Vocational Filmstrip\* Educraft Mail Delivery
3. Big City Series\*Eyegate Police Protection in Big City Fire Protection in Big City Public Utilities in Big City
4. Workers For The Public Welfare\* Eyegate Education and the Teacher Sanitation and the Sanitation Workers Transportation and the Transportation Workers The Library and the Librarian

## OUR COMMUNITY

### Activities, continued

- Why aren't the firemen always working? Is it important that they stand by day and night? Why do neighborhoods usually share the services of a fire department? (If they put their tax money together, they can have a bigger and better fire department with more equipment than if each neighborhood had its own little fire department. In case of large fires, a bigger fire department is needed).
- 3 Draw pictures of what it would be without public services and what it is like with them.
  - 4 Have the children take turns being a policeman doing the following:
    - a Helping children across the street
    - b Putting up a "Slow" sign close to the school
    - c Directing traffic at an intersection where the signal light is not working
    - d Patrolling a residential section of town in a patrol car.
  - 5 Discuss what would happen if no one collected garbage in the city.
  - 6 To emphasize the importance of government services, the children can act out sociodramas showing what would happen if a number of these services did not exist. For example, people could not find their way at night because of poor lighting; or they would fall into holes where the roads weren't paved; or fires would spread uncontrolled. The value of damage suffered would be far greater than the amount of taxes paid for these services.
  - 7 To discover how a neighborhood would suffer if there were no taxes, read the story "Claytown" on page 122 of Our Working World (SRA). The story shows how difficult it would be to maintain good education for all if only those people who have children in school would pay for the costs of maintaining it. After reading the story, the class can discuss what would happen if only those who could afford private tutors or private schools could get an education.

### Resources, continued

5. Some Neighborhood Helpers\*Eyegate  
The Neighborhood Doctor  
The Neighborhood Nurse  
The Neighborhood Pharmacist  
The Neighborhood Optometrist  
The Neighborhood Barber  
The Neighborhood Beautician  
The Neighborhood Automobile Service Station
  - 6 The Neighborhood Community\*  
Encyclopedia Britannica "Places We All Own"
  7. Fundamentals of Economics\*  
Eyegate  
Money  
Taxes
  8. Knowing Our School\*  
Encyclopedia Britannica  
Our School In The Community
  9. The Town Community\*  
Encyclopedia Britannica  
How Our Town Grew  
The Future of Our Town
  - 10 The City Community\*  
Encyclopedia Britannica  
Keeping The City Alive
- Books
- 1 I Know Series\*Putnam  
Mayor  
Policeman
  2. Let's Go Series\*Putnam  
To A City Hall  
To a Police Station
  - 3 I Want To Be Books\*Childrens Press  
Animal Doctor  
Beauty Operator  
Dentist  
Doctor  
Mechanic  
Nurse
  - 4 Poems  
See pages 41 "A Happy Neighborhood" and 44 "Neighborhoods" in Our Working World (SRA).

## HISTORICAL COMMUNITY

### OBJECTIVE I.

OBJECTIVES. The students should recognize the contributions the Indians have made to our culture. page 37

#### Activities

1. Compare hunting today
  - a. Weapons
  - b. Animal Supply
  - c. Licencing
2. Bulletin Board or time line on development of hunting

#### Resources

##### Resource Speakers

1. Haskell student
2. Father who hunts

##### On-site Visits

1. Natural History Museum, K.U.
2. Visit old West Lawrence

### OBJECTIVE II

OBJECTIVES. The students should compare the kinds of worker they had in early America with the jobs now available. page 57

#### Activities

1. Do a bulletin board on how to care for personal possession "We Care"

#### Resources

##### Resource Speakers

1. Waiter or waitress
2. Antique dealer
3. Furniture dealer
4. Sherrif

##### On-Site Visits

1. Newspaper Office
2. Local sherrif's office and jail

### OBJECTIVE III

OBJECTIVES. The student should recognize that wigmakers and weavers are still important today. pg 81

#### Activities

Make a handmade item from leather or yarn

Read Stories from Neighbors at Work, S.R. A

- a. The Glassmakers
- b. Betsy's New Hat

#### Resources

##### Resource Speakers

1. Paula Oldehoeft, Lawrence School of Hairstyling
2. Weaver, KU Department 864-3919
3. Susie Sheldon, Yarn Barn
4. John Garcia, U.S.D. 497

##### On-Site Visits

1. Yarn, Barn
2. Crewel Cupboard
3. Leather Shop
  - a. Primarily Leather
4. Visit Lindsborg, Kansas to see craftsman at work

## HISTORICAL COMMUNITY

### OBJECTIVE IV

OBJECTIVES. The students should become aware that Bootmakers are still used today, page 84

#### Resources

##### Resource Speakers

1. Bootmaker
  - a. Speaker from "Primarily Leather"

##### On-site Visits

1. Tour of Primarily Leather

##### Audio Visuals

1. The Shoemaker\*Eyegate

### OBJECTIVE V

OBJECTIVES. The students should recognize that Bakers are a vital part of our community, page 85

#### Activities

1. Bake bread or some other baked goods

#### Resources

##### Resource Speakers

1. Mr. Hayden-retired baker
2. Darlene Crisp-Cake decorator

##### On-site Visits

1. Rusty's IGA
2. Daylight Doughnuts

##### Audio-Visuals

1. The Baker

##### Books

1. I Want to Be a Baker\*  
Childrens Press

### OBJECTIVE VI

OBJECTIVES. The students should realize that Blacksmiths can still be found page 86

#### Resource Speakers

1. Speaker from the Stables
2. Blacksmiths
  - a. Gordon Kay
  - b. Michael Chew

## HISTORICAL COMMUNITY

### OBJECTIVE VII

OBJECTIVES The students should realize that other Crafts can be a hobby now a job later

#### Activities

1. Make candles in paper cups
2. Do simple tatting
3. Do simple quilling

#### Resources

##### Resource Speakers

1. Speaker from KU Department of Silversmithing 864-3074
2. Speaker from KU Department of Weaving 864-3919
3. Speaker from Crewel Cupboard on tatting and or quilling
4. Haskell Department of Arts and Crafts

**A MILITARY COMMUNITY**  
**FORT BRAGGS, NORTH CAROLINA**

**OBJECTIVES.** The students should become aware of the special training needed by military men.  
The students should be provided with information about how training in military work can be used later in the world of work

**Activities**

1. Suggested military training that can later be used as careers in the world or work are as follows  
Communication and transportation  
Pilot  
Underwater Work  
Cook  
Map Making  
Radio Repair  
Mechanic  
Medic

**Resources**

**Resource Speakers**

1. Speaker from Air Force Recruiting Office 842 Mass 843-3000
2. U.S. Army Recruiting Office  
107 West 7th 843-0465
3. National Guard  
RFD# 842-7133
4. Navy Reserve Officers Training Corps  
115 Military Science-KU UN4-3161

**On-Site Visits**

1. Forbes Air Force Base, Topeka
2. Fort Leavenworth

**Audio-Visuals**

1. The Wonderful World of Vocational Opportunities\* Eyegate  
Automobile Mechanic  
TV and Radio Repair  
Cook  
Medical Assistant

**Books**

1. I Want To Be Books\*  
Children's Press primary  
I Want To Be A Mechanic  
I Want To Be A Truck Driver  
I Want To Be A Ship Captain  
I Want To Be A Space Pilot
2. About Books\* Childrens Press  
About The Captain of A Ship  
About The Pilot of A Plane

## AN APPLE-GROWING COMMUNITY: YAKIMA, WASHINGTON

OBJECTIVES The students should become aware of workers involved in growing and harvesting fruit.

### Activities

1. Have a tasting party
  - Try frozen apples
  - dried apples
  - canned apples
  - fresh applesEnd it by having a piece of apple pie
2. Make applesauce at school
3. Make apple butter
4. Johnny Appleseed play

### Resources

#### Resource Speakers

1. Invite bee keeper to speak to children about importance of bees in fruit growing and tell about what he does  
Mr. P. Everett Sperry--843-1639  
He is extremely busy in the spring.
2. Crop spraying agent. Contact Erhart Flying Service, Inc. - 843-2167

#### On-site Visits

1. Davenport Orchard east of Lawrence on highway 10
2. Reese's Apple Orchard  
Hi-way 24- Topeka, Kansas

#### Audio-Visuals

1. The American Farmer and Our Food Supply \*Evegate
  - a. Fruit Farming

#### Books

1. Johnny Appleseed

## A FOREST-PRODUCTS COMMUNITY: CROSSETT, ARKANSAS

**OBJECTIVES** The students should become aware of jobs involved in forestry work.

The students should have knowledge of goods produced from the forest-- wood and paper, and to learn to evaluate the proper use of these goods in relation to preserving our forest.

The students should be aware of the part they must play in preserving our natural resources in wooded areas, especially around Lawrence

### Activities

1. Have children bring examples of paper products to display.
2. Make bulletin board about products made from trees.

### Resources

#### Resource Speakers

1. Invite a local contractor to speak to the students about the various types of wood used in building houses
2. Mr. Wayne Replogle--843 6741  
Forest Ranger at National Park each summer could give fine talk about his job

#### On-site Visits

1. Mount Hope Nursery--843-2335 or Pence Garden Center--843-2004 to see pine tree or evergreen seedlings growing
2. Visit one of the lumber yards in Lawrence to see plywood and compare to other woods. Also find out how lumber yards get their wood.
3. Take a trip to Natural Environmental Reserve. Contact Dr. Henry Fitch at UN4-4541 KU
4. Visit the Natural History Museum at KU to specifically observe animals in natural habitat.

#### Audio-Visuals

1. America At Work Our Natural Industries\*Eyegate  
a. Lumbering
2. Forest and Forest Products\*Bailey Film Associates  
a. Plywood Industry  
b. Paper Industry Paper Mill  
c. Paper Industry Trees in Forest

#### Books

1. I Want To Be A Forester\*Childrens Press
2. About The Foresters\*Childrens Press

## A STEEL-MAKING COMMUNITY. PITTSBURG, PENNSYLVANIA

- OBJECTIVES**
- The students should become aware of jobs involved in steel making
  - The students should gain knowledge of goods produced from steel and the raw materials (coal, limestone, iron ore) needed to make the steel
  - The students should understand the importance of salvaging steel scrap in order to conserve our natural resources.

### Activities

1. Read the story "Dan's Day at the Factory" found on page 159 of *Our Working World* (SRA). After talking about the many things that Dan learned, the children might think up new or improved products that they would like factories to produce. Each child might write a short composition describing the product and tell why he thinks it would sell.

### Resources

#### Resource Speakers

1. Any children whose fathers or mothers work in factories can tell about their parents job. Have them come and tell about it.

#### On-Site Visits

1. Visit a bicycle repair shop in Lawrence. Find out how to care for their bicycles to keep them in proper operating condition.
  - a. Bill's Bike Shop 200 Haskell 843-1291
  - b. Ride-On Bike Shop 1401 Mass 843-8484
2. Fleetwood Homes of Kansas Manufacturerers 807 E. 29th 841-2600
3. Home Queen Inc. RFD 3 842-3236
4. Auto Salvage in North Lawrence Kiew Motor & Salvage Co. 843-6444

#### Audio-Visuals

1. Consumer Educ. Basic Economics Encyclopedia Britannica
  - a. Living and Work Without Money
2. America At Work - Our National Industries\*Eyegate
  - a. Coal Mining
  - b. Iron and Steel
3. Our Working World Level 3
  - a. The City - Marketplace - Goods and Services
4. The Wonderful World of Work - Career Opportunities\*Eyegate
  - a. Sheet Metal Worker

#### Books

1. Come to Work With Us! A Toy Factory\*Childrens Press
2. I Want to Be A Coal Miner\* Childrens Press, Inc.

#### Media

1. Our Working World Level 2
  - a. Factory In The Neighborhood

## RURAL COMMUNITY

### OBJECTIVE I

**OBJECTIVES** The students should recognize the small town neighborhood as having the same basic workers as that of the big city.

#### Activities

1. To demonstrate that people who live in a small town neighborhood have less choice of jobs or commodities than people in a larger city, the teacher may
  - a. show a big city and small town newspaper and compare sections
  - b. show yellow pages of telephone directories and compare
2. Cut out pictures from magazines to show the downtown areas of small towns. Make a display titled "The Downtown Center in a Small Town".
3. Discuss whether small towns have large apartment buildings.
4. Read poem "City Child" page 75 (SRA) Our Working World. Afterwards the class should discuss the characteristics of the city and country, as described in the poem. These can be listed in two columns, labeled "City" and "Country" on a large chart. Or half the class may draw or paint pictures showing city characteristics while the other half draws country characteristics. These pictures can be assembled in an exhibit labeled-

#### CHILDREN LIVE

In The Country

In The City

#### Resources

##### Resource Speakers

1. Crop Duster

##### On-Site Visits

1. Grain elevator
2. Feed and grain store
3. Farm machinery store
4. Watch harvesting fall crops or planting spring crops
5. Take a hay ride
6. Visit several types of farms small grain, dairy, sheep, poultry, etc
7. Chicken hatchery

##### Books

1. A Carol For The Mayor\*Rebecca Candell in Along Friendly Roads by E. A. Betts and C. M. Welch, pages 221-227 NY American Book Company, 1958

## RURAL COMMUNITY

### OBJECTIVE II

OBJECTIVES The students should recognize the variety of occupations connected with the business of farm communities. page 19

Concepts which can be included:

1. The importance of the farmer
2. The dignity of the farmers work
3. The importance of doing his job well
4. The importance of cleanliness
5. Relate this to the importance of doing our work well at school

#### Activities

1. Bulletin Board on products using.
  - a. Soy Bean Oil
  - b. Corn Oil
2. Hatch eggs in the incubator
3. Have classroom display with toy farm implements students bring. Have them explain use
4. Churn Butter
5. Make bread
6. Each child may make a book of activities he has done
7. Make a cooperative thank you book for the farmer and one for the bus driver.
8. To demonstrate that farmers are important producers because they raise most of our food and many raw materials for factories, have the class make a list of farm products. They can also make drawings of the "Farm Products Many Kinds of Food and Raw Materials."

#### Resources

##### Resource Speakers

1. Farmer
2. Hatchery Worker
3. Auctioneer
4. Douglas County Extension Agriculture Agent (843-7058) to talk about types of farms around Lawrence. What raw materials they produce for factories
5. 4-H members to tell how young people on farms try to learn better ways of growing plants and raising livestock. Also what 4-H does and why it is important. Explain how city children can belong too

##### On-site Visits

1. Co-op
2. Cattle Feed Lot
3. Hatchery
4. Environmentally controlled pig farm
5. International Harvester Dealer
6. Meat Market-Lehr's Wholesale Meat Market
7. Dairy Farm

##### Audio-Visuals

1. The Farmer and Our Food Supply  
E 22376  
The American Farmer  
Animals on the Farm  
Milk on the Farm  
Wheat and Bread  
Corn for All  
Dairy Farming  
Cattle Raising  
Fruit Farming  
Truck Farming

## RURAL COMMUNITY

### Activities

#### RICH WHITE BATTER BREAD

- 1 package active dry yeast
- 1/2 cup warm water
- 1/8 tsp. ground ginger
- 3 tbsp. sugar
- 1 can (13 oz) undiluted evaporated milk
- 1 tsp. salt
- 2 tbsp. salad oil
- 4 to 4 1/2 cups unsifted regular all-purpose flour
- butter or margarine

Disolve yeast in water in a large mixer bowl. blend in ginger and 1/2 tsp. sugar. Let stand in a warm place until mixture is bubbly, about 15 minutes. Stir in remaining 2 tbsp. sugar and the milk, salt and salad oil. With mixer on low speed, beat in flour 1 cup at a time, beating very well after each addition. Beat in last cup of flour with a heavy spoon. add flour until dough is very heavy and stiff but too sticky to knead. Place dough in a well-greased 2 pound coffee can or divide into two well greased 1 pound coffee cans. Cover with well-greased plastic can lids. Freeze if you wish

To Bake Let covered cans stand in warm place until dough rises and pops the plastic lids, 45 to 60 minutes for one pound cans, 1 to 1 1/2 hours for 2 pound cans. If frozen, let dough stand in cans at room temperature until lids pop. this takes 4 to 5 hours for 1 pound cans, 6 to 8 hours for the 2 pound size. Discard lids and bake in a 350° oven for 45 minutes for the one pound cans, 60 minutes for 2 pound cans. Crust will be very brown, brush top lightly with butter. Let cool for 5 to 10 minutes, on a cooling rack, then loosen crust around edge of can with a thin knife, slide bread from can and let cool in a upright position on a rack

### Resources

#### Music

1. My Picture Book of Songs  
Spot page 13  
The Puppy Next Door page 13  
Tony's Pony page 23  
Grandpa's Farm page 57
2. The Magic of Music  
Baby Chicks page 104  
Five Fat Turkeys page 55  
See the Little Ducklings page 91
3. Making Music Your Own  
Animal Sounds page 103  
Baa, Baa, Black Sheep page 116  
Come Up, Horsey page 44
4. This Is Music  
I Wish I Were a Farmer page 79  
The Farmer and His Friends page 90  
Evening Songs page 80  
Horsey Horsey page 129  
The Little Pig page 64  
Mister Duck and Mister Turkey page 96  
Over in the Meadow page 38  
Six Little Ducks page 63  
My Old Dan page 62

#### Books

1. I Want To Be Books\*Childrens Press
2. About the Farm Helpers\*Childrens Press
3. Here Comes The Bus\*Carolyn Haywood  
NY Morrow, 1963 (Jonathan Mason  
learns several things about rural living)
4. Neighbors at Work-Eight Farms\*  
SRA-Our Working World pages 100-103
5. The Farmer and His Cows\*Floethe  
Scribners
6. Come to the Farm\*Ruth Tensen  
The Reilly and Lee Company
7. The Animals of Friendly Farm\*Marjorie  
Hartwell. Wilcox & Follett Co
8. Brown Cow Farm\*Ipear, Dahlov  
Doubleday & Co
9. Children on a Farm\*Encyclopedia  
Britannica True to Life Books  
Britannica Books, Meredith Press
10. Egg to Chick\*Selsam Harper & Row

## THIRD GRADE

### Career Education Objectives

#### World of Work

1. Study and identify business and occupations and the interdependency of each.
2. Explore potential careers that develop from hobbies.
3. Compare and contrast job opportunities in the marketplace.
4. Analyze the changing nature of career opportunities.
5. Examine the health and safety standards for workers in various occupations.
6. Recognize that similar jobs can be done in different businesses.
7. Analyze the contribution each worker makes to a given industry or business.
8. Recognize that basic skills developed in school have a direct relationship to preparation for the world of work.

#### Self-Development

1. Assume responsibility for classroom jobs and evaluate one's performance.
2. Analyze factors related to a worker's personal success.
3. Demonstrate acceptance of responsibility or self by moving within the school facility without supervision.
4. Analyze attitudes toward work at home and at school.
5. Develop realistic goals in light of interest and abilities (Highly).
6. Develop healthy attitudes toward success and failure.
7. Develop healthy attitudes toward change in our society.
8. Emphasize the interdependency of workers in our society.
9. Recognize that workers have worth with their own talents, interests, and personalities.
10. Analyze the effects of automation on the economy.
11. Recognize that the technology of automation is a way to the thing to organize the economy to make more competent workers.
12. Analyze the effects of business and industry on the economy.
13. Analyze the effects of specialization and division of labor on the quality of products produced.
14. Analyze the effects of automation on the quality of products produced.
15. Analyze the effects of automation on the quality of products produced.

### Curriculum overview

1. The Making of Our America
    - Colonial America
    - Anglo-America Before the Europeans Came
    - Slave Men Come to the New World
    - Making New Homes in Anglo-America
    - The Colonies Become a Nation
    - The French and Indian War
    - The War for Independence
    - The New Nation
  2. The Nation Begins
    - Settling Mid-America
    - Settling the Far West
    - The Great Plains
    - The Far North
  4. Industry and Cities in Anglo-America
    - The End of Slavery
    - Industry Grows in Anglo-America
    - Cities Grow in Anglo-America
- #### The Metropolitan Community
1. What This Book Is About
  2. Spaceship Earth
  3. Our Environments
  4. A Story About the City of Progress
  5. Metropolitan Communities
  6. The Parts of a Metropolitan Community
  7. The People of a Metropolitan Community
  8. City Services
  9. Government in the Metropolitan Community
  10. Government and Freedom
  11. The Problems of People
  12. Our Own Metropolis

# THE MAKING OF OUR AMERICA

## PART I COLONIAL AMERICA

### CHAPTER I ANGLO-AMERICA BEFORE THE EUROPEANS CAME

**OBJECTIVE I** The students should realize that the globe represents our earth, shows location of land masses and water masses, and that people who make their livings drawing maps are called cartographers, pages 3-5

The students should realize that many people use maps in their daily occupations for travel and recreation, and as a quick source of information.

#### Activities

1. Identify all land masses and the continents
2. Name the four oceans Pacific, Atlantic, Arctic and Indian Oceans and locate.
3. Show cardinal directions.
4. Cut silhouettes of continents from colored paper. Have children make a globe by putting continents on ball (or balloon) in relative positions and identify continents by name. Add names of oceans.
5. Identify Equator and Poles--North and South
6. Identify hemispheres--Eastern and Western, Northern and Southern,
7. Discuss cartographers, geographers, explorers, traders, rulers, ship builders, and their contributions to explorations.
8. Bulletin Board  
Collect many types of maps  
Map of school  
Historical Kansas                      City, State, K.U.  
Explorers Routes                      United States  
Colonial U.S.                              World  
Indian Tribes in Kansas              Recreation Maps  
Topographical Maps                      Population  
Political Maps                              Product  
Physical Maps                              Road Maps  
Stat Chart  
Discuss legends, symbols, colors, scale
9. List people using maps in their jobs. Tell how and why. What kind of maps
10. Study city map. Use the coordinates to locate specific buildings and areas. Identify building sites from the map legend. Mark location by pasting color coded squares of paper on city map--locate city hall, churches, schools, shopping areas, parks, child's home

#### Resources

##### Audio-Visuals

- Maps and Globes Broken Arrow
- What is Geography K.U.S.E.I.M.C.
- Review symbols, natural features

##### Books

1. City maps are obtainable from the city manager's office (Chamber of Commerce)

\*Available at New York School

# THE MAKING OF OUR AMERICA

## PART I COLONIAL AMERICA

### CHAPTER I ANGLO-AMERICA BEFORE THE EUROPEANS CAME, Continued

OBJECTIVE II: The students should recognize that our environment includes physical and cultural features and that man changes his environment--intentionally and incidentally.

The students should realize that the Early Americans provided all their own basic needs food, clothing, shelter, from materials in the environment, so they had to be self-sufficient. pages 9-13

#### Activities

1. Cultural features, those made by man, are made to help man meet his needs. Discuss the types of cultural features in the area.  
Which were developed intentionally?  
Which were developed incidentally?  
Can you think of any which may have developed accidentally?
2. The Eurasians traveled across the land bridges. Discuss the reasons some stopped in the Alaskan region, south. Discuss the major occupational classifications, Southeastern Farming tribes, Northeastern Woodsmen, Subarctic Hunters
3. Discuss the fact that Woodland Indians used wood and furs for many items that the Plains Indians used buffalo skins, and bones. Indians, as others, used materials immediately available for clothing, food and shelter. Desert Indians built homes of sun dried clay
4. Have children prepare booklets about each type of Indian--show occupations, housing, clothing, etc. (individual or groups working with each.) games, toys
5. List Indian names of towns, counties,-- Topeka, Eudora, Wakarusa, Kansas, .
6. List Indian names for items in our vocabulary-- teepee, succotash, wigwam, . .
7. Discuss similarities and differences in our ways of life today.
8. Discuss ways we are independent today.
9. Make collage of catalog pictures of items used long ago and of other of those not existing then that are considered necessities now

#### Resources

##### Resource Speakers

1. Have Haskell Indian students speak and show articles peculiar to their own tribes.

##### Audio-Visuals

1. Transparencies Indians (Broken Arrow)
  - a. Shelter
  - b. Clothing
2. Indian Art, (filmstrip) ( Broken Arrow)
3. Indian Games (filmstrip) (Broken Arrow)

##### Books

1. Indians are Pioneers Follett--Working Together--Unit 6
2. World Book Indian article
3. ABC Book of Early America Eric Sloan
4. Colonial Living Edwin Tunis

## THE MAKING OF OUR AMERICA

### PART I COLONIAL AMERICA

#### CHAPTER II BRAVE MEN COME TO THE NEW WORLD

**OBJECTIVE** The students should recognize that sailors, merchants, explorers, rulers all have some of the same goals for explorations. Their purposes in searching may vary.

##### Activities

1. Identify the homeland of the Vikings
2. Read about Eric the Red  
Read about Leif Ericsson
3. Locate Norway, the home of the Vikings
4. Build model, or draw Viking ships.
5. Discuss
  - a. Merchants sell their goods for enough to pay for them to obtain them and bring them to market
6. Bring samples of spices and display on map indicating source. Indicate routes which the traders must have followed to obtain the spices
7. Bring samples of silk, silkworm, cocoon, and story of silk
8. List skills and jobs probably necessary on ships and in strange lands.
9. Discuss the variety of reasons for which explorers search out new lands
10. Look at transparencies showing the routes of the explorers and the lands claimed by them for their rulers. What occupations suit these lands? Why?
11. Discuss the fact that these are all individuals with the same basic needs. The first which must be met are the need for food and drink, next clothing, then, shelter.
12. Discuss the ways in which each group meets its needs. Do they bring all their own supplies, or do they plan to supply themselves on the trip?
13. Make riddles or crossics about explorers
14. Discuss why a city grows--do children predict Quebec will grow? Why? Climate? Water? Travel Routes? What needs of men will be met there? What needs of the city must be met? Government, transportation, housing, training of the workers

##### Resources

###### Audio-Visuals

1. Transparencies: Explorers, French English, Dutch, Spanish (Broken Arrow)

###### Books

1. Teacher's Guide--pages 37-38
2. The Vikings: C. A. Burland
3. Columbus Story: Alice Dalgliesh

# THE MAKING OF OUR AMERICA

## PART I. COLONIAL AMERICA

### CHAPTER III MAKING NEW HOMES IN ANGLO-AMERICA

OBJECTIVE The students should recognize that a company is a group of people working together to make money.

The students should recognize that Early Americans had to be a "Jack of All Trades!"

#### Activities

1. List companies in our town today and the purposes they serve.
2. List companies setting in New World. The purposes behind them.
3. Compare John Smith rulers for Jamestown Colony with Hudson's Colony and others
4. Discuss trade centers, farming centers, forts
5. Define share cropping and discuss ways in which needs were met.
6. Discuss Tobacco as a crop, why profitable? (relate to supply and demand)
7. Discuss occupations related to colonial government
8. Write If I were coming to America on the Mayflower I would bring . . . . . because.
9. Write a diary Days in the life of a colonial child or a story of an event in the life of a colonial child. What responsibilities.
10. List craftsmen needed in colonial times-- choose one to write about or make a bulletin board showing pictures of their occupations.
11. Teachers Guide--page 39 has excellent activity suggestions, especially last 5.

#### Resources

##### Resource Speakers

1. Tobacco Store Owner

##### Audio-Visuals

1. Picture Sets. Everyday Life in the Colonies

##### Books

1. Colonial Life World Book
2. Child Life in Colonial Days, Earle, Alice Morse
3. Teamwork in Colonial Days, Pulney, Walter K.

# THE MAKING OF OUR AMERICA

## PART I COLONIAL AMERICA

### CHAPTER III MAKING NEW HOMES IN ANGLO-AMERICA, Continued

**OBJECTIVE.** The students should recognize that in early days the whole family worked long hard hours to provide basic needs example: clothing from field (or animal) to cloth took many steps and many hours. Colonists worked together and lived near one another to help one another

#### Activities

1. Make pipe stem or paper dolls dressed to represent people in colonial community-- using tools of the day or performing "typical tasks".
2. Discuss transportation of colonial days-- how different? why? how powered?
3. Discuss and make samplers
4. Compare education, occupations of men and women, children's responsibilities.

#### Resources

##### Audio Visuals

1. Then and Now in the United States\*  
Encyclopedia Britannica  
Along the Main Street of the East  
In the Appalacian Mountains

# THE MAKING OF OUR AMERICA

## PART I. COLONIAL AMERICA

### CHAPTER IV. LIVING IN COLONIAL AMERICA

OBJECTIVE: The students should recognize that all tasks were necessary for good family life. Children learned by watching and by doing.

#### Activities

1. Build copy of early settlements to be able to explain planning and positioning of buildings.
2. Compare colonial villages with southern plantations.
3. Compare Northern and Southern colonies. How are they like? How are they different?
4. Make a chart of jobs necessary to make clothes in colonial times.
5. Twist sheep's wool into yarn-- if possible have someone come in with a spinning wheel. Weave yarn or rags into cloth or rugs.
6. Sew cloth scraps into doll quilt.
7. Discuss soap making.
8. Discuss cooking, preservation of food
9. Prepare meal which could have been prepared in colonial times in ways they would have had them
10. Discuss the "convenience foods".
11. Discuss candlemaking--make candles--compare dipping with molds

#### Resources

##### Resource Speakers

1. Yarn Barn
2. K.U. Weaving Department
3. Oletha Blevins, Home Economist, Douglas County Extension Office

##### Audio-Visuals

1. Then and Now in the U.S.\*  
Encyclopedia Britannica  
In the Old South  
In the Cotton Belt

##### Books

1. Historical Community, Grade 2  
Allyn-Bacon

## THE MAKING OF OUR AMERICA

### PART II. THE COLONIES BECOME A NATION

#### CHAPTER I; THE FRENCH AND INDIAN WAR

#### CHAPTER II; THE WAR FOR INDEPENDENCE

#### CHAPTER III; THE NEW NATION

**OBJECTIVES** The students should recognize that many different types of people and occupations were important for settling the nation:

Hunters and trappers were important to colonial life

Soldiers became more important as conflict continued

Religious occupations were basic in settling the colonies

Government (representative type) implies that the people be informed about activities in the nation.

The students should realize that taxes help pay many of the nation's bills.

#### Activities

1. Discuss need for furs
2. Discuss explorations helped by hunters and trappers familiar with the country.
3. Discuss and list needs of armies, methods of acquiring materials-who pays and why.
4. Compare fighting techniques of English, French, Indian
5. Find pictures of flags and uniforms.
6. Discuss the Boston Tea Party.
7. Discuss the Patriots--were they rebels?
8. Discuss or debate. "should Colonists be taxed to help pay for an army they didn't want?"
9. Discuss who should collect taxes and how should they be used?
10. Make collage of "tax purchased" items--schools, streets, etc
11. Have students discuss the 3 divisions of government. Write about them. List qualifications of good representatives: justices, administrators. Pick the division in which they would like to work and have them tell (or write) why they think they're suited for the position. Campaign. Discuss elections--compare with appointments.
12. Teachers Edition pages 100-101  
Page 102 has good activities suggested
13. Teachers Edition--page 116--last activity

#### Resources

##### Resource Speakers

1. Local Representative
2. Military Officer
3. Politician

##### Books

1. Our Working World\*SRA  
Lesson 7 & 8 pages 132-145
2. Neighborhoods at Work \*  
SRA

## THE MAKING OF OUR AMERICA

### PART III. THE NATION EXPANDS

#### CHAPTER I. SETTLING MID-AMERICA

OBJECTIVE: The students should recognize the need for individual responsibility in the efficient functioning of the society.

##### Activities

1. Have students develop pioneer village from Lincoln Logs. Put in roads, necessary businesses and services.
2. Through discussion have the class decide what necessary articles would be needed on the frontier. Have students make or bring these. Set up display table.
3. Let students make replicas of actual frontier articles.
4. Plant corn in the room in a container. Compare growth with and without fish for fertilizer.
5. Discuss Comparisons between how it was done during pioneer times and how work gets done today.
6. Have students role play jobs needed in the community then and now.

##### Resources

###### Resource Speakers

1. K. U. Museum of Natural History
2. Gunsmith-Kincaid Gun Shop
3. Primarily Leather
4. Indian
5. Craftsman
6. Canoeist

###### Audio-Visuals

1. Houses of Long Ago\*  
Encyclopedia Britannica
2. America At Work\*Eyegate  
Commercial Fishing
3. America At Work\*Eyegate  
Lumbering

###### Other Materials

1. Historical Community, Grade 2 \*  
Allyn Bacon

###### Songs

1. The Erie Canal
2. Old Man River

## THE MAKING OF OUR AMERICA

### PART III THE NATION EXPANDS

#### CHAPTER II SETTLING THE FAR WEST

**OBJECTIVE** Students should recognize and develop an appreciation for the various difficulties or hardships encountered by the pioneers.

##### Activities

1. Have students develop their own telegraph code.
2. Write a diary of a wagon train trip for five days.
3. Have students develop skit involving
  - a. Night in wagon train
  - b. Setting up wagon train camp
  - c. Discovering gold

##### Resources

###### Resource Speakers

1. Salvation Army Chaplain
2. K.U. Museum of Natural History
3. Trapper
4. Telegraph operator
5. Taxidermist
6. Railroad Worker

###### Field Trip

1. Railroad Station
2. Norm Leary--Prairie Grasslands

###### Audio Visuals

1. In California Then and Now  
In the United States\*  
Encyclopedia Britannica
2. Who Works at the Railroad Terminal  
What You'd See at the Railroad Terminal  
Transportation Series\*Bailey Film

###### Books

1. Lewis and Clark, Grade 1  
Booklet and filmstrip\*  
Allyn-Bacon series

## THE MAKING OF OUR AMERICA

### PART III. THE NATION EXPANDS

#### CHAPTER III. THE GREAT PLAINS

#### CHAPTER IV. THE FAR NORTH

OBJECTIVE The students should recognize the occupation of the farmer is still a very necessary one today.

#### Activities

1. Have students compare homes of today with those of the pioneers.
2. Have students compare the way homes are built today with the way the pioneers built theirs.
3. Take a railroad map of today and find where major cattle towns were then and determine whether the towns are of much importance today.

#### Resources

##### Resource Speakers

1. Well Digger
2. Mr. Swearingen, K U Museum of Natural History
3. Farmer
4. Forester--Douglas County Extension Office

##### Audio-Visuals

1. On the Great Plains  
Then and Now in the United States\*  
Encyclopedia Britannica
2. Houses of Long Ago  
Men Who Build Our Houses  
Shelter\*Encyclopedia Britannica
3. Wheat for Bread  
The American Farmer and Our Food Supply\*  
Eyegate
4. Building For Millions  
America at Work\*Eyegate

Books Little House on the Prairie  
Laura Ingalls Wilder

# THE MAKING OF OUR AMERICA

## PART IV INDUSTRY AND CITIES IN ANGLO-AMERICA

### CHAPTER I THE END OF SLAVERY

**OBJECTIVE** Students should develop an appreciation and respect for all men and the price paid for freedom.

#### Activities

1. Have students write a report on one of the following topics:
  - a. "How I Help Others"
  - b. "How Others Help Me"
  - c. "What is Freedom?"
2. Bulletin Board - Make figures from pipe cleaners. Include the concepts: "Be your best self," "Keep your promise," "Trust others," "Be honest," "Learn to give," "Be patient," "Be responsible," "Be a good listener." Entitle it "Learning to Live With Others."
3. Bulletin Board - Put the words: Respect, Responsibility, and Rights on the bulletin board. Ask the students to write on any one of the three and express their feelings about them. In order to share, cut up their papers and arrange them on the bulletin board near the appropriate word. Discuss.
4. Oral Activity - Ask students to read a paragraph to the class, stopping at a finished sentence. Ask the class to write a description of the reader. Repeat the activity a number of times. There should be a greater degree of sympathy in the descriptions the second time. The children should be more aware of the feelings of the reader.

#### Resources

##### Resource Speakers

1. Social Worker
2. Elementary Counselor

##### Audio Visuals

1. Getting Along Series\*Kindle
2. Then and Now in the United States\*  
Encyclopedia Britannica  
In the Old South  
In the Cotton Belt

# THE MAKING OF OUR AMERICA

## PART IV INDUSTRY AND CITIES IN ANGLO-AMERICA

### CHAPTER III INDUSTRY GROWS IN ANGLO-AMERICA

**OBJECTIVE** Have the students recognize the different occupations that were necessary in order to invent the things we have today.

#### Activities

1. Mass produce an item on the assembly line. Have the students compete with those working on an individual basis. Suggestions of an assembly line:
  - a. Paper Houses
  - b. Letters and envelopes
2. Have students set up "savings accounts." Pay back interest in gum, balloons, etc.

#### Resources

##### Resource Speakers

1. Ethan Smith, City Treasurer (Historian)
2. K P L
3. Judy Looney, Vice President  
Lawrence National Bank

##### Tours

1. City Museum
2. Historical tour of Lawrence

##### Audio Visuals

1. How America is Clothed  
America at Work\*Eyegate
2. W.O.W \*Educraft  
Raw Steel to Rolling Wheels  
It's the Growing Thing  
Wally, the Worker Watcher
3. Basic Economics\*Encyclopedia Britannica  
Lying and Work Without Money  
Money  
Money Goes to Work

## THE MAKING OF OUR AMERICA

### PART IV INDUSTRY AND CITIES IN ANGLO-AMERICA

#### CHAPTER III CITIES GROW IN ANGLO-AMERICA

**OBJECTIVE** — The students should realize the hardships the immigrants endured in order to be a part of America.

##### Activities

1. Have students write story of how they would feel in another country. Set up a situation for them.
2. Adopt someone from another country to share a holiday celebration at school.
3. Pen pals with a student in a foreign country.
4. Write to the head of a school in a foreign country and ask to have your classes exchange letters. Ask students to write specifically about the jobs their parents and grandparents have, what their favorite past time is, how they spend their money, what they do for recreation, what their favorite food is, etc.

##### Resources

###### Resource Speakers

1. Department of Foreign Students, K.U.
2. Small World

###### Audio Visuals

1. America At Work\*Eyegate  
Coal Mining  
Iron and Steel
2. Then and Now in the United States\*  
Encyclopedia Britannica  
Along the Main Street of the East  
On the Great Lakes Waterway
3. Cities at Work\*SRA  
What Keeps People Together

## THE METROPOLITAN COMMUNITY

### CHAPTER I WHAT THIS BOOK IS ABOUT

### CHAPTER II SPACESHIP EARTH

**OBJECTIVE** The students should recognize the relationship between sun, moon, and earth and its effect on day and night. They should also realize there are definite occupations connected with the study of this.

#### Activities

1. Use small lamp to represent the sun. Take small globe and rotate to simulate day and night.
2. Correlate this unit with a science unit on earth's rotation, evolution and space.

#### Resources

##### Resource Speakers

1. Astronomer
2. Meteorologist
3. Scientist
4. Community persons who have traveled

##### On-Site Visits

1. Planetarium

##### Materials

1. Small model of earth and sun showing relationship-- at Administration Center

### CHAPTER III OUR ENVIRONMENT

**OBJECTIVE** Students should realize that many occupations are involved in caring for our environment.

#### Activities

1. On a large map of the local area (or any area) let students paste in or draw symbols for its physical and cultural features.
2. Compile daily records for sunshine, cloudiness, precipitation, windflow, humidity, temperature, etc

#### Resource

##### Resource Speakers

1. Farmer
2. Engineer

##### On-site Visit

1. Clinton Dam (During trip note various ways man affects environment)
2. Construction project

## THE METROPOLITAN COMMUNITY

### CHAPTER IV A STORY ABOUT THE CITY OF PROGRESS

**OBJECTIVE:** Students should recognize the progression of occupations as it relates to the development of the land.

#### Activities

1. Make cultural map from paper mache. Have students build city as they study land features.
2. Have students write a description of people who might have settled in the community. These should be historically accurate in detail as to the type of transportation, type of food, etc.
3. Have students simulate the settling of the land from past to present using people from number 2.
4. Have students find out about and draw their family tree.
5. Have the students find out what their ancestors did for a living, if possible. Make a bulletin board from this information.
6. Note the activities in Teachers Manual, pp. 281-282.
7. Make bulletin board of early occupations with today's counterpart beside it.

#### Resources

##### Resource Speakers

1. Geographer
2. Doctor-Early diseases
3. Douglas County Extension Office--  
Early foods
4. Retired persons from community
5. Railroad Engineer

##### On-Site Visit

1. Railroad Station

## THE METROPOLITAN COMMUNITY

### CHAPTER V. METROPOLITAN COMMUNITY

**OBJECTIVE** Students should recognize changes that occur in types of occupations needed for the dynamic society.

#### Activities

Lay out a model city, past and present, using wooden blocks.

#### Resources

##### Resource Speakers

1. City Planner
2. Sociologist

##### Audio Visuals

1. Cities at Work\*SRA  
Why a City Is Where It Is  
Why a City Grows  
Why Cities Must Plan

### CHAPTER VI THE PARTS OF A METROPOLITAN COMMUNITY

**OBJECTIVE** Students should realize different occupations exist in various parts of the city. Students should realize that some people do not have occupations as a result of where their residence is.

#### Activities

1. Set up a reciprocal visit with another third grade class in a totally different economic-level school. Set up situation which develop mutual understanding and respect.
2. The students could take a survey of their own neighborhood to find out what these people did for a living. Then a tally could be made in the class.
3. The students could take on a clean-up campaign to help make their part of the city more attractive.

#### Resources

##### Resource Speakers

1. Social Worker
2. County Health Nurse
3. Industrial Planner

## THE METROPOLITAN COMMUNITY

### CHAPTER VII THE PEOPLE OF A METROPOLITAN COMMUNITY

**OBJECTIVE** Students should realize many types of people make up the total community with many different occupations and hobbies

#### Activities

1. Let students give a report on their favorite hobby. As a part of their report have them write about an occupation that could develop from their interest in this hobby. Also include how this occupation could help their community.
2. Have students make up a parents occupational notebook with pictures and stories of their parents. Make this notebook into a bound scrapbook for the school library.
3. Note activities in Teachers Manual page 320-321.

#### Resources

##### Resource Speakers

1. Minister
2. Department of Foreign Students, K U
3. Manager of an Apartment House
4. Parks and Recreation Department

##### On-site Visits

1. Apartment Houses
  - a. Jayhawk Towers
  - b. Old English Village
  - c. Ridgely

##### Audio Visuals

1. Park and Recreation Assistant--Bowmar
2. Cities at Work \*SRA  
What is a city

##### Books

1. Cities at Work Teachers Manual \*SRA  
Chapter 1 A City Is a System

# THE METROPOLITAN COMMUNITY

## CHAPTER VIII CITY SERVICES

OBJECTIVE: Students should realize that there are two major categories of occupations:

- a those who provide goods
- b those who provide services

### Activities

1. Have students list all the services performed for them around the school
2. Have the students list all the jobs in the community which give only services.
3. Have the students write a thank you letter to one community person who performs a service they especially use, enjoy or appreciate.

### Resources

#### Resource Speakers

1. Telephone Operator
2. County Health Nurse
3. Policeman
4. Fireman
5. Sanitation Department, Don Purdy
6. Golf Club Personnel
7. Turnpike Personnel
8. Bus Driver
9. Maintenance Section

#### On-Site Visits

1. Bell Telephone Company
2. Computer Center, L.H.S
3. Alvamar
4. City bus ride

#### Audio Visuals

1. Jobs in the City: Services\*Centron  
16mm. film
2. Cities at Work\*SRA  
The City and Transportation
3. Big City Series\*Eyegate  
Big City Workers  
Police Protection in Big City  
Fire Protection in Big City  
\*Public Utilities in Big City
4. The Utility Workers\*W O.W. Educraft  
Gas and Oil Services  
Electrical Services
5. Traveling In and Out of the City\*Coronet  
Airport  
Railroad  
Bus Station  
Harbor
6. Working in U S  
Communities-Group 1\*SVE  
Flags.aff, Arizona Services Community

# THE METROPOLITAN COMMUNITY

## CHAPTER VIII CITY SERVICES, Continued

### References

#### Audio Visuals

7. Community Workers and Helpers \*SVE  
Fire Department Workers  
Police  
Librarian  
Salesperson  
Teacher  
Office Workers  
Department Store Workers  
Hospital Workers  
Construction Workers
8. Study Prints  
SVE Fire Department Helpers  
SVE Making Roads for People in the City
9. Some Neighborhood Helpers \*Eyegate  
Fire Neighborhood Doctor  
Fire Neighborhood Nurse  
Fire Neighborhood Pharmacist  
Fire Automobile Service Station

#### Books

1. Cities at Work - Teachers Manual \*SRA  
Chapter II - City Transportation and  
Communication
2. About Books \*Children's Press  
Fire - Fire Helpers Around Town  
Fire - Fire Helpers for Health and Safety  
People Who Run Your City  
Police - Police  
Postmen  
3. I Know Series \*Putnam  
Fireman  
Librarian  
Mayor  
Police  
Postman  
Teacher
4. Let's Go Home \*Harcourt  
A Fireman  
A Fireman

## THE METROPOLITAN COMMUNITY

### CHAPTER IX. GOVERNMENT IN THE METROPOLITAN COMMUNITY

**OBJECTIVE** Students should recognize who makes the laws and who enforces them and the importance of these people in our community.

#### Activities.

1. Set up a city government in the classroom. Let each student role play a definite occupation in city government.
2. Within the class conduct a campaign to elect city officials.
3. Have students collect newspaper clippings about our city officials.
4. Have students find out what other occupations the city commissioners have besides their job working for the city.

#### Resources

##### Resource Speakers

1. City Commissioner
2. City Manager
3. Politician
4. Retired person
5. Lawyer

##### On-Site Visit

1. City Offices

##### Audio Visuals

1. Cities at Work\*SRA  
The City and Government

##### Books

1. Cities at Work\*SRA  
Chapter 4. The City and Government
2. Let's Go Series\*Children's Press  
A City Hall  
The Capital
3. I Know a Mayor\*Putnam

## THE METROPOLITAN COMMUNITY

### CHAPTER X GOVERNMENT AND FREEDOM

**OBJECTIVE** Students should realize that their present responsibility for preserving the freedom is to learn to obey school rules, show respect for property, and respect for the rights of others.

#### Activities

1. Divide the students into two groups. Let 1/2 of the class do many activities with extreme restrictions for the other group. Then switch roles after definite time period. Discuss. Compare two forms of government.

#### Resources

##### Audio Visuals

1. Learning to Live With Others \*SVE  
Learning to be Responsible  
Learning to be Your Best Self  
Learning What Giving is All About

### CHAPTER XI PROBLEMS OF PEOPLE IN METROPOLITAN COMMUNITY

**OBJECTIVE** Students should recognize the importance of all men working together in their respective jobs for the preservation of our natural and cultural environment.

#### Activities

1. Have students collect and discuss newspaper articles about problems in our city. Discuss solutions, follow progress and recognize who the people are that solve the problems.

#### Resources

##### Resource Speakers

1. Immigrant
2. Department of Foreign Students & U
3. Small World

##### Audio Visuals

1. Cities at Work \*SRA  
Keeping Cities up to Date  
Why a City is Where It Is  
Why Must Cities Plan
2. Our Society \*Westinghouse  
The Community - A List to Do
3. The City Community \*Encyclopedia Britannica  
Problems of the City  
Keeping the City Alive

## FOURTH GRADE

### Career Education Objectives

#### World of Work

1. Recognize the similarities and differences of workers within the state
2. Recognize the interdependence the state workers have with one another.
3. Examine qualifications needed by people in different jobs
4. Examine the health and safety standards for workers in various occupations.
5. Recognize that goals and responsibilities within a job may vary or change.
6. Utilize mathematical knowledge to produce an item
7. Recognize that a given skill or knowledge may be applied in a number of work situations.
8. Recognize that experience brings about a greater efficiency and skill within a job or related work activity.
9. Realize that health is a factor contributing to a worker's success.
10. Recognize a personal goal or aspiration and communicate it.

#### Self Development

1. Analyze personal attributes related to employability factors.
2. Evaluate the performance of assigned jobs in the classroom.
3. Develop problem-solving skills in relation to every day problems.
4. Develop self-evaluation of classroom performance.

#### Consumer Economics

1. Analyze and evaluate the contribution and interdependency of industries or businesses.
2. Analyze family income in relation to consumer choices
3. Develop an awareness of the economic advantage of hobbies as a vocation.

### Overview of Curriculum

#### Agriculture and the Land

1. Primitive Societies
2. Early Agriculture
3. Nomads and Farmers
4. Hunting and Gathering Societies
5. Maps
6. Great Plains
7. Kansas
8. Indonesia
9. Climate Comparison
10. Population Problems
11. Pollution Problems

#### Learning About Industry and Man

1. Canning Industry
2. Clothing Industry
3. Automobile Industry
4. People and Industry
5. New World of Automation

#### Mass Production Unit

# AGRICULTURE: MAN AND THE LAND

## PART I MUSCLES TO MACHINES

### CHAPTER I. THE STORY OF FOOD GETTING

### CHAPTER II. EARLY MAN: A FOOD GATHERER

### CHAPTER III. A STORY ABOUT EARLY MAN

### CHAPTER IV. GATHERING, HUNTING, FISHING

**OBJECTIVES:** Students should realize that early man devoted most of his time and energies searching for food.

Students should compare and contrast primitive societies with modern societies as to records kept and type of education needed

Students should recognize the similarities and differences between early agriculture and modern agriculture.

Students should compare and contrast primitive hunting societies with primitive gathering societies.

#### Activities

1. Have the students construct what they think might have been a primitive alphabet
2. Make a list of things used by primitive man. Get pictures to display
3. Students make a list of what they think might have been some of the occupations of primitive man.
4. Role play what type of education primitive man had
5. List foods which could be "gathered" now for food.
6. Take a nature hike to find plants which are edible
7. Have students do research to find out how these areas compare for early man and modern man. (All of these should be in relation to agriculture.)
8. Discuss the following.
  - a. In what way did life differ for early man compared with modern man?
  - b. What needs were shared by early man and modern man and how were they satisfied?
  - c. Transportation
  - d. Communication
  - e. Business and Government
  - f. Clothing and Homes
9. Divide the class into several groups and let them evaluate on three items that both early man and modern needed and how they got them. Report to the class on the items and how they might have been produced then and now.

#### Resources

##### Resource Speakers

1. Archeologist
2. Anthropologist
3. Naturalist
4. Scout leader
5. Gary Freeman as hunter
6. Father who Hunts
7. John King WIBW Topeka
8. Taxidermist
9. Gunsmith

##### On-Site Visits

1. Natural History Museum
2. Gun Shop
3. Sports Store

##### Audio-Visuals

1. Check Field and Game Commission

##### Books

1. National Geographic  
August 1972  
Stone Age Men of the Philippines
2. Life Nature Library  
Early Man
3. Speary  
Call It Courage
4. O'Dell, Scott  
Island of the Blue Dolphin
5. George Jean  
My Side of the Mountain

\*Available at New York School

## AGRICULTURE: MAN AND THE LAND

### PART I. MUSCLES TO MACHINES

#### Activities Continued

10. Discuss reasons for hunting
11. Display pictures of weapons of long ago.
12. Discuss the tools of early man and how they have improved for modern man
13. Display pictures of early and modern tools
14. Coordinate with Science Unit:  
Simple Machines
15. Make and display early tools and weapons

## AGRICULTURE: MAN AND THE LAND

### PART I - MUSCLES TO MACHINES

#### CHAPTER V - MAN LEARNS HOW PLANTS GROW

#### CHAPTER VI - EARLY AGRICULTURE CHANGES MEN'S LIVES

#### CHAPTER VII - OLD AND NEW METHODS IN AGRICULTURE

**OBJECTIVES** - Students should recognize that man has learned to control his environment through agriculture

Students should understand the importance of a plus in economic advancement

#### Activities

1. Display ways in which plants are started  
    a. spuds, shoots, root plants, etc
2. Start a planter,
3. Discuss concepts of
  - a. Surplus
  - b. Plant selection
  - c. Farming advances
    1. Irrigation
    2. Crop Rotation
    3. Fertilizer
4. Display, compare, and contrast early tools and modern tools which use the same simple machine principles.

#### Resort

#### Resource Speakers

1. Local gardener
2. Greenhouse operator
3. Local farmer
4. Agriculturalist (Acta Douglas County Extension Office
5. Old-time farmer

#### On-site Visits

1. Greenhouse
2. Grain elevator
3. Farmers Coop
4. Farm

#### Audio-Visuals

1. K State Extension Films
  - a. Things Keep Changing
  - b. The Agriculture Story
  - c. The American Farmer
  - d. Agriculture U.S.A.
  - e. Man on the Land
2. The American Farmer and Our Food Supply
  - a. The American Farmer \*Eyegate
  - b. Machines on the Farm
3. America at Work  
Our National Industries  
Agriculture \*Eyegate
4. Publications  
Development of Agriculture  
World Bank Group  
Washington, D.C. 20433

## AGRICULTURE: MAN AND THE LAND

### PART I MUSCLES TO MACHINES

#### CHAPTER VIII GEOGRAPHY. THE STUDY OF THE EARTH

**OBJECTIVE** The students should recognize and compare different types of maps. pages 61-85  
The students should develop an understanding of biotic environment.

##### Activities

1. Have students make four different kinds of maps which include symbols
  - a. State
  - b. Community
  - c. Business Area
  - d. Country Side (include parks and lakes)
2. Define terms
  - a. grid
  - b. relief
  - c. scale
  - d. precipitation
  - e. vegetation
3. Coordinate with Science Unit on climate and weather
4. Study Natural Vegetation here.
5. Do soil study and experiments
6. Make topographic land form models and do contour map of that model.
7. Do Unit on Contour Mapping
8. Play simulation activity  
Remote Island to develop map skills
9. Draw the room to scale and cut construction shapes to scale of room contents and re-arrange the classroom

##### Resources

###### Resource Speakers

1. Meteorologist
2. Cartographer
3. John Garcia  
(topographic landform)
4. Ray Ashton-Natural History Museum on Biotic Environment
5. Douglas County Extension Office
6. Dr. Schusler-K.U. School of Education for Remote Island

###### On-Site Visits

1. Natural History Museum  
Panoramic of North America
2. Weather station  
K U Natural History Reservation

##### Books

###### Science Units\*

1. Contour Mapping \$1.00  
An environmental investigation of the Ups and Downs of the Land
2. Soil \$1.50
3. Plants in the Classroom \$1.50

\* Address for:  
National Wildlife Federation  
1412 Sixteenth Street, N.W.  
Washington, D.C. 20036

## AGRICULTURE: MAN AND THE LAND

### PART II RICE GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

#### CHAPTER I THE FOOD OF HALF THE WORLD

#### CHAPTER II GROWING RICE IN JAVA

#### CHAPTER III A TRIP TO A JAVANESE VILLAGE

- OBJECTIVES.** Students should develop an understanding of intensive agriculture  
Students should develop an understanding of other countries  
Students should realize the importance of rice as a basic food to a large part of the world's population.

#### Activities

1. Choose a designated number of blocks in a community, take a census, and figure population per square block.
2. Take a census of school classrooms and figure the average population per room.
3. Compare types of maps--population, vegetation, climate, landform, etc and speculate why people congregate in heavily populated areas
4. Have Indonesian or Oriental person to discuss with the students cultural aspects of the Southeast Asia
5. Prepare Javanese meal.
6. Role play.

#### Resource

##### Resource Speakers

1. Teachers
2. Small World
3. Foreign Students from K U

##### On-Site Visits

1. Exchange visits with another 4th grade class in Lawrence

##### Audio-Visuals

1. K State Extension Division  
Agriculture Showcase Abroad

## AGRICULTURE: MAN AND THE LAND

### PART II. RICE GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

#### CHAPTER IV GROWING RICE IN THE UNITED STATES LONG AGO

#### CHAPTER V THE WAR THAT ENDED SLAVERY

**OBJECTIVES** Students should develop an understanding of slavery as a labor system and its inhumanities.

Students should develop an understanding of the concept of extensive agriculture and cash crops.

##### Activities

1. Compare and contrast the climates of Indonesia and the Great Plains of the United States and recognize what climate tells us about a region.
2. Make a small book about vegetation, weather, animals, and crops. Regions to be covered.
  - a. desert
  - b. tropical
  - c. mountamous
  - d. grassland
3. polar regions

Include pictures with each child making his own book

3. Compare and contrast the industrialization of northern and southern states.
4. Have community resident in to speak on Civil War activities in Kansas and Lawrence area

##### Resources

###### Resource Speakers

1. Local resident on Civil War activities in Kansas and Lawrence

###### Audio Visuals

1. Then and Now in the United States\*  
Encyclopedia Britannica  
In the Old South  
In the Cotton Belt  
In Texas

###### Books

1. The Slave Ship  
Sterne, Emma Gelde
2. Amos Fortune, Free Man  
Yates, Elizabeth

## AGRICULTURE: MAN AND THE LAND

### PART II RICE-GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

#### CHAPTER VI GROWING RICE IN THE UNITED STATES TODAY

#### CHAPTER VII ANOTHER LOOK AT TRADITIONAL AND MODERN AGRICULTURE

- OBJECTIVES**
- Students should develop an understanding of the contrast between subsistence farming and specialized cash crop farming
  - Students should develop an understanding of the differences between developed countries
  - Students should recognize how a nation grows its food
  - Students should compare and contrast cultural and farming practices in the United States and Indonesia

#### Activities

1. Discuss how Indonesian culture affects peoples' attitudes toward change
2. Have students define what they think the role of each member of the family is both American and Indonesian
  - a. husband
  - b. wife
  - c. oldest child
  - d. family as a unit

#### Resource

##### On-Site Visits

1. Plan for a field trip to Agricultural Hall of Fame and U.S. Department of Agriculture Museum

##### Books

1. A Que Sini, Growing Rice in the Rice Country  
P.O. Box 2250  
Hondol, Iloilo

## AGRICULTURE: MAN AND THE LAND

### PART III: THE BREADBASKET OF AMERICA

#### CHAPTER I: WHEAT ANOTHER IMPORTANT FOOD

#### CHAPTER II: WHEAT THE WORLD OVER

OBJECTIVE: Students should recognize the importance of wheat as another important food.

#### Activities

1. Study wheat and wheat farming.

#### Resources

##### Resource Speakers

1. Wheat farmer

##### Audio Visual

1. The American Farmer and Our Food Supply\* Eyegate  
Wheat for Bread

##### Books

1. From Wheat to Flour\* (Booklet)
2. Wall chart  
Kernel of wheat\*  
\*Wheat Flour Institute  
Room 110 Attention, Supervisor of  
Distribution  
14 E Jackson Blvd  
Chicago, Illinois 60604

## AGRICULTURE: MAN AND THE LAND

### PART III THE BREADBASKET OF AMERICA

#### CHAPTER III THE GREAT PLAINS: A NATURAL REGION

**OBJECTIVES** The students should recognize and be able to locate the Great Plains of the United States as well as have general knowledge about the climate, landforms, plants and animals

The students should recognize that the natural environment helps determine the cultural environment.

#### Activities

1. Discuss those natural resources which are conspicuous because of their absence and how their absence affects our lives.
2. Make landform model of the Great Plains.
3. Research, write, and share reports on natural vegetation and animals of the plains

#### Resources

##### Resource Speakers

1. Mike Brondus, K U, Geology
2. Joseph T. Collins, Museum of Natural History, K U
3. Botanist-Botany Department, K U
4. Ecologist-Ray Ashton, Museum of Natural History, K U
5. James Parker, Museum of Natural History

##### On-Site Visits

1. Museum of Natural History
2. Environmental Field Laboratory - Dr. Finch, K U

##### Audio-Visual

1. Then and Now in the United States\*  
Encyclopedia Britannica  
On the Great Plains

##### Books

1. Regions of the U.S.  
Problems booklet  
Our Working World\* SRA
2. The Life of Prairies and Plains\*  
McGraw Hill  
Allen, D. W. J.

# AGRICULTURE: MAN AND THE LAND

## PART III. THE BREADBASKET OF AMERICA

### CHAPTER IV. THE PLAINS INDIANS

### CHAPTER V. THE CATTLEMEN

### CHAPTER VI. THE FARMER: WHEAT COMES TO THE GREAT PLAINS

**OBJECTIVES** Students should develop an understanding of the conflicts arising from economic activities of various groups; indians, cattlemen, farmers.

#### Activities

1. Design individual brands.

#### Resources

##### Resource Speakers

1. Indian parents
2. Haskell
3. Cowboy-Rancher
4. Farmer

##### On-Site Visits

1. Ranch
2. Stockyards
3. Local farm where wheat is grown

##### Audio visuals

1. Working in U.S. Communities\*SVE  
Douglas, Wyoming: Ranch Community
2. The American Farmer and Our  
Food Supply\*Eyegate  
Dairy Farming  
Cattl. Raising  
Animals on the Farm

##### Books

1. Time Life Series  
The Cowboys  
The Rancher  
The Indians
2. Isley and Richards  
The Story of Kansas
3. Ise, John  
Sod and Stubble

## AGRICULTURE: MAN AND THE LAND

### PART III THE BREADBASKET OF AMERICA

#### CHAPTER VII THE BREADBASKET OF THE U.S.

#### CHAPTER VIII SUMMING UP: AGRICULTURE AND ECONOMIC GROWTH

**OBJECTIVE:** The students should recognize the population problems of both developed and developing nations.

##### Activities

1. Play simulation activity  
The Game of Farming.
2. Discuss the relationship between slow economic growth and the population explosion in developing countries.
3. Watch paper for articles about shortage of food.
4. Discuss population per square mile and how it is determined. Also discuss its validity.

##### Resources

###### Resource Speakers

1. Dr. Frank Cross, K.U.
2. Dr. Marie Cross, K.U.

###### On-Site Visits

1. Agricultural Hall of Fame
2. Fort Leavenworth Historical Museum

## INDUSTRY: MAN AND THE MACHINE

### PART I: THE CANNING INDUSTRY

**OBJECTIVES:** The students should recognize the importance of inventions and discovery in human progress.

The students should recognize the concept of Man's basic needs and his unlimited wants.

The students should recognize the family as the basic social group.

#### Activities

1. Mobile or bulletin board illustrating occupations in services, agriculture, and manufacturing. (Draw or use pictures from newspaper or magazines.)
2. Plan a 1,000 mile journey with an army. (no refrigeration, cans, instant food, etc.)
3. Discuss and list diseases which result from lack of good balanced menu.
4. Each student plan and make cans from card board and foil-discuss and see if expedient.
5. Home canning demonstration.
6. Each student keep a record of food consumed in two days. Date, meal, name of food, fresh or preserved (canned, frozen, instant) Discuss which is used most.
7. Food in space (film from space center)
8. "Filmstrip" on shelf paper showing steps used to process food in early canning.
9. On a large state or U.S. map, paste labels of labels of products grown and canned.
10. Discuss occupations in community which have to do with food.
11. Collect ads, pictures, and samplers of various containers, noting shape and design discuss reasons for collage.
12. Mural to show things done before canned corn reaches your table.
13. Discuss transportation Industry (truck, train, air)
14. Collage
15. Coordinate with Health Unit on Food.

#### Resources

##### Resource Speakers

1. Home economist to discuss food testing
2. Store manager
3. Commercial Artist (Advertising-Howell Creative Studios)
4. Farmer
5. Manager of Stokley Van-Camps
6. Truck driver for big chain store

##### On-Site Visits

1. Grocery Store

##### Audio-Visuals

1. W.O.W. Pre-Vocational Filmstrip\*Edu-Craft Food, Shelter, Clothing
2. Black Americans at Work\*Coronet John Claiborne, Butcher
3. Food\*Britannica  
Kinds of Food  
Where Food Comes From  
Getting Food Ready for Market  
Keeping Food From Spoiling  
The Food Store  
Food for Good Health
4. Community Workers and Helpers\*SVE  
Supermarket Workers
5. Douglas County Extension Office  
Jolly Green Giant  
Fruits of a Lifetime
6. Stokley Van Camp  
Cherries

## INDUSTRY: MAN AND THE MACHINE

### PART II: THE CLOTHING INDUSTRY

**OBJECTIVES.** The students should recognize that clothing is made from plants, animals and chemicals and is processed into wool, cotton, linen, silk and man-made fibers.

The students should realize that the advertising and transportation industries are vital to the manufacturers.

#### Activities

1. Display pictures of source of each.  
Discuss process of each from plant or animal to fabric.
2. Bring loom to class (demonstration).
3. Display simple dress or blouse pattern.  
Ask to describe finished item. Compare description to picture of product.
4. Fashion show--featuring suitable clothing for a variety of activities and seasons.  
Let each model tell about his outfit.
5. U.S. map with labels from clothes.
6. Mural illustrating steps from plant or animal to fabric.
7. Have career day on workers connected with this industry.
8. Display fibers and fabrics made from these fibers.
9. Art unit--weaving and knitting.
10. Assembly line activity
11. Get wool and/or cotton and card, spin, and weave some

#### Resources

##### Resource Speakers

1. Buyer from local clothing store
2. Weaver--K.U. Department of Weaving
3. Susie Steldon, Yarn Barn
4. Fashion designer
5. Model
6. Douglas County Extension Agent--  
Talk about kinds of clothing
7. DuPont plant--Mr. Tom Havel  
Make cellophane from woodpulp
8. Dr. Bicker--K.U. make synthetic fiber

##### On-Site Visits

1. Local Clothing Store
2. Winnett Clothing Factory
3. Crewel Cupboard
4. Sheep farm--see sheep sheared

##### Audio-Visuals

1. \*Clothing--Encyclopedia Britannica  
Clothes and Why We Wear Them  
Proper Clothes and Their Care  
Where Clothes Come From  
Materials For Clothing  
How Cloth is Made  
The Clothing Factory
2. \*W.O.W.--Educraft  
Food, Shelter, Clothing
3. \*America at Work--Eyegate  
How America is Clothed
4. \*Are You Looking Ahead?--Eyegate  
Want to Work in a Laundry?
5. Community Workers and Helpers\*SVL  
Department Store Workers
6. Our Neighborhood Workers\*Eyegate  
The Tailor  
The Neighborhood Laundry  
The Shoemaker

## INDUSTRY: MAN AND THE MACHINE

### PART III: WHEELS FOR AMERICA: AUTOMOBILE INDUSTRY

**OBJECTIVE.** The students should recognize the techniques of production.

The students should recognize the importance of invention and discovery in relation to our economy.

Students should recognize the inter-relationship of occupations required in industry.

#### Activities

1. What would our country be like without the automobile? Fantasy picture or story.
2. Career day to involve these occupations. (repair, dealers, oil, highway, taxi, bus, trucks, service station, tires)
3. Demonstrate standardization of parts.
  - a. small boxes--exchange lids
  - b. nuts & bolts
  - c. draw a square--duplicate easily?
4. Display model cars--earliest to latest.
5. Display small auto parts--label, place of manufacture, origin of raw material.
6. Timeline--history of land transportation.
7. Do paper house assembly line.
8. Small groups (parents sponsored) choose industry related to Auto Industry, research, visit and report to class.
9. Banker--figure cost of student purchase such as a bicycle.
10. Highway maps--plan a trip on Interstate Highways.

#### Resources

##### Resource Speakers

1. Automobile dealer
2. Rent-a-Car Dealer
3. Taxi driver
4. Truck driver
5. Service Station owner
6. Tire store dealer
7. Wrecker service
8. Automobile mechanic
9. Highway worker
10. Bus Driver
11. Banker

##### On-Site Visits

1. Auto Plaza
2. Blevins Honda Shop or other motorcycle shop
3. Service Station

##### Audio-Visuals

1. Jobs in the City: Distribution \*Centron
2. Jobs in the City Manufacturing \*Centron
3. Some Neighborhood Helpers\*Eyegate  
The Automobile Service Station
4. Transportation\*Bailey Film Association  
Series of eight covering:  
harbor  
railroad  
bus
5. Traveling In and Out of Our City\*Coronet  
The Airport  
The Railroad  
The Bus Station  
The Harbor
6. America At Work\*Eyegate  
Iron and Steel
7. Working in U.S. Communities\*SVE  
Detroit: Manufacturing Community  
Chicago Transportation Community
8. The Wonderful World of Vocational Opportunity Part I  
Automobile Mechanic  
Sheet Metal Workers

## INDUSTRY: MAN AND THE MACHINE

### PART III: WHEELS FOR AMERICA: AUTOMOBILE INDUSTRY

#### Resources, continued

9. The Wonderful World of Vocational Opportunity,  
Part II, Automobile Sales Representatives
10. W.O.W. \*Educraft  
Raw Steel to Rolling Wheels  
Getting the Goods to Users

#### Books

1. Let's Go To  
An Automobile Factory  
A Garage  
A Truck Terminal
2. Free Pamphlet: "Steel"  
"A Class Studies Rubber" Filmstrip

## INDUSTRY: MAN AND THE MACHINE

### PART IV PEOPLE AND INDUSTRY FIT TOGETHER

- OBJECTIVES** Students should recognize some of the criteria needed for beginning a business.  
Students should recognize the importance of labor unions in our economy.  
Students should recognize the interdependence of occupations in today's society

#### Activities

1. Career Day to illustrate: individual ownership, partnership, and corporation.
2. Set up a small business.
3. Pool resources, invest in 1 stock.
4. Describe a day in the life of a city child in 1900--living standards, factory conditions historical differences--fantasy through story or picture
5. Union's role in apprentice program.
6. News clippings on union activities.
7. Dramatize collective bargaining session.

#### Resources

##### Resource Speakers

1. Justin Hill, Lawrence Paper Co. to tell about his start in business
2. Stock broker from H. O. Peet
3. Banker to talk about savings and setting up small business

##### Audio-Visuals

1. Working in U.S. Communities\*SVE  
New Orleans: Marketing Community  
San Francisco: Financial Community

## INDUSTRY: MAN AND THE MACHINE

### PART V THE NEW WORLD OF AUTOMATION

**OBJECTIVES** Students should recognize how the occupations involved in the new world of automation and the changes indicated for the future.

#### Activities

1. What next? - Fantasy exercise
2. Why I Want More Leisure Time - fantasy exercise (See film "1999" Ford Motor Co.)

#### Resources

##### Resource Speakers

1. Police man to tell how radar works
2. Mr. Enlow from computer program center. LHS

##### On-Site Visits

1. Visit high school computer programmer
2. K U computer center

##### Audio Visuals

1. Are You Looking Ahead\*Eyegate  
How About Being a Key Punch Operator
2. Cities At Work S.R.A  
The City, Water, and Air

##### Books

##### Career Series\*Dillons Press

- Looking Forward to A Career in Computers.
- Looking Forward to A Career in Advertising

**OBJECTIVES** Students should realize the concepts involved in the mass production of a product

**Overview**

1. Motivate the children
2. Present the Unit of study
  - A. Basic organization of Industry
  - B. Divisions of Industry
    1. Management
    2. Personnel
    3. Construction
  - C. Basic concepts of Mass Production
    1. Precision
    2. Standardization
    3. Interchangeability
    4. Synchronization
    5. Continuity
  - D. Economics
    1. Profit and loss
    2. Overhead
    3. Finance
    4. Taxes
  - E. Automation
  - F. Design and the Designer
  - G. Cost Analysis
    1. Time study
    2. Wages and salaries
    3. Waste
    4. Advertisement
    5. Transportation
  - H. Safety

**Activities**

1. Get them excited about working with wood  
Let them know all the children will be working
2. Each child prepares a blueprint and sells his idea to the class, which acts as a Board of Directors. Class votes on one idea which will be manufactured. Divide the class into committees
  - a. packaging
  - b. advertising
  - c. production
  - d. personnel
  - e. research and design
  - f. engineering
  - g. finance
3. Prepare drawings of the product to be produced  
Prepare a "working model".
4. Take the class on a field trip to a plant that mass produces a product.
5. Take the class on a field trip to a plant that produces almost entirely by hand.
6. Prepare a flow chart showing the exact route the product will follow down the mass production line
7. Make a pattern for each piece to be produced  
Make a time card for each child
8. Begin the mass production of the product. Be sure each child is involved in the use of all tools used on the product
9. Discuss daily the hang ups

**Resources**

**Resource Speakers**

1. draftsman
2. contractor

**On-Site Visits**

1. Journal World Advertising Dept

**Audio Visuals**

1. Mirror of America\*Ford Motor Co
2. World of Henry Ford\*Ford Motor Co.
3. Working in the City\*Career Ed.
4. Steel Rouge\*Ford Motor Co
5. A Car is Born\*Ford Motor Co
6. Reuter Organ Company\*Reuter
7. Listen, Listen\*Ford Motor Co.
8. 1999 A D \*Ford Motor Co

## GRADE FIVE

### Career Education Objectives

- A. World of Work
1. Recognize the interdependence of workers
  2. Analyze the changing nature of career opportunities
  3. Analyze attitudes in relation to careers
  4. Evaluate attributes needed by people in various occupations
  5. Recognize that certain jobs may fall within the same category
  6. Evaluate how industries and jobs may change because of resources
  7. Recognize that jobs have vocabularies unique to them
- B. Self Development
1. Explore interrelationships between attitude, ability, experience and performance
  2. Evaluate personal attributes related to employability
  3. Develop good health habits necessary to work effectively
- C. Consider Economics
1. Develop concept of savings relative to personal expansion
  2. Become aware of the specialization among civilizations
  3. Develop appreciation for the importance of world trade
  4. Recognize interdependence of economic systems throughout the states and other countries

### Overview of Curriculum

#### Ancient Civilizations

1. Locating Ourselves in Time and Space
2. Man's Great Leap Forward
3. Solving the Mystery of Sumer

#### Early World View

#### Greek and Roman Civilization

1. Government: From the Greek and Roman
  2. Checks and Balances
  3. Complex American Government
  4. Persian Wars and Navy
- #### Age of Pericles
6. Art in the Age of Pericles
  7. Decline of Athens
  8. The Roman Republic
  9. Rise of Christianity
  10. Teachings of Jesus
  11. Byzantine Empire

#### Medieval Civilization

1. Periods of History
2. Time of Violent Change
3. Study of Land and People of the Desert
4. The Spread of Islam
5. African Kingdoms
6. Rise of Christendom
7. Culture of Latin Christendom
8. Religion and Government in Latin Christendom
9. The Mongols of Mongolia
10. The Rise of Western Europe

#### Land of the Middle East

1. Nations of the Middle East
2. Land forms and waterbodies
3. Fertile Crescent and Precipitation
4. The Nile
5. Mineral Deposits
6. Ottoman Empire (1453)
7. From 1947 Present

# ASCENT CIVILIZATIONS

THE ASCENT OF CIVILIZATION IN THE MIDDLE EAST

## ANCIENT CIVILIZATIONS

### CHAPTER 1 MAN'S GREAT LEAP FORWARD Page 19-24

**OBJECTIVE** Children should realize that there are similarities between ancient civilizations and today's jobs.

#### Activities

1. Bulletin Board - Create a bulletin board displaying ancient professions and their modern counterpart.
2. Scissors - which you might want to compare and to notice similarities and differences between ancient civilizations and today are:
  - a. farmer
  - b. carpenter
  - c. cloth maker
  - d. cattle raiser
  - e. sheep herder
  - f. merchantThis might include the development of:
  - a. charts
  - b. posters
  - c. bulletins
  - d. booklets
3. Group Activity - You are lost in the woods with limited resources. How will you survive?
4. Chart Lawrence Keeler's method of a set period of time.
5. Make your own model of a great city.

#### Resources

1. *Real Life Series*
2. Farmer
3. Carpenter
4. Cloth maker
5. Sheep herder
6. Businessman
7. Government

#### On Site Visit

1. Farm
2. Construction Site
3. Pharma
4. Lawrence Keeler Commission Meeting

#### Audio Visual

1. *Big City Series #1* (egate)
  2. *City As We See It*
- B. *TV*
1. *Construction Career* (LPI)
  2. *Fitting Around the World* (LPI)
  3. *I Want to be a Carpenter* (LPI)
  4. *Tool Book of Tools for Building* (LPI)

## ANCIENT CIVILIZATIONS

### CHAPTER II SOLVING THE MYSTERY OF SUMER Pages 35-58

**OBJECTIVES** The students should recognize that the job of the archeologist is to discover ancient civilizations.

#### Activities

1. Bulletin Board Construct a bulletin board entitled "Clues to the Mysteries of the Past" Include on your bulletin board pictures of ancient art. (such as those shown on pages 38-39; 52-54 in Allyn-Bacon book Ancient Civilization which has been uncovered by archeologists)
2. Stories "A Story of Babylon" pages 40-41 in Allyn-Bacon Ancient Civilization
3. Role Playing Let the children pretend they are archeologist who have been searching for 8 years, for remains of an ancient civilization finally discover a real "gold mine" of ancient artifacts Include in the role playing, techniques used by the architect to uncover and preserve the artifacts
4. Break old pieces of pottery Bury them in sand Encourage students to be archeologists and see if they can put the pieces together. Make sure some pieces are missing
5. Make a model of a tel

#### Resources

##### Resource S, eakers

1. Archeology Department K.U.
2. K.U. Museum of Natural History  
Ray Ashton 864-4540

##### On-Site Visits

1. K U Museum of Natural History\*  
Ray Ashton

##### Books

1. Art and Archeology (LPL)
2. The Land of Ur (LPL)
3. First Book of Archeology (LPL)
4. Portals of the Past The Story of Archeology (LPL)
5. Miss Pickerell Goes on a Dig (LPL)

## ANCIENT CIVILIZATIONS

### CHAPTER III LAND AND GOODS IN ANCIENT SUMER Pages 59-74

OBJECTIVE Students should discover that agriculture is an ancient career.  
Students will realize that agriculture is the basis for developing cities.

#### Activities

1. Make a mural showing process of agriculture in ancient Sumer
2. Art Activities--clay tablets, clay statues, clay model of city of Sumer.
3. Perform a play showing ancient market scene.

#### Resources

##### Resource Speakers

1. Banker
2. Loan Representative
3. Small Businessman

##### On-Site Visits

1. Bank
2. Loan Company

##### Audio-Visuals

1. Fundamentals of Economics\*Eyegate
2. Our Economy\*Westinghouse
3. Economics in Our World

##### Books

1. I Know a Bank Teller (LPL)
2. Let's Go to a Bank (LPL)
3. What Happens When You Put Money in the Bank? (LPL)
4. I Want to be a Bank Teller (LPL)

## ANCIENT CIVILIZATIONS

### CHAPTER 4 WHAT THE SUMERIANS BELIEVED AND WHAT THEY KNEW Pages 75-92

**OBJECTIVE** Sumerians were controlled strictly by their "religious" beliefs and students should relate this to other religious beliefs

#### Activities

1. Consult Bible, Torah, etc. for religious accounts of various stories in this chapter
2. Encourage children to build a ziggurat
3. Make a calendar using ancient number systems
4. Create your own alphabet with different symbols
5. Construct cylinder seals from tubing, candles, clay, etc.
6. Compare cuneiform writing with Indian writing.
7. Write a Sumerian Newspaper
8. Write a radio program using advertisements, goods and services from Sumer. Tape the program and share with other classes.
9. Video tape a series of skits showing different aspects of Sumerian life

#### Resources

##### Resource Speakers

1. Journalist
2. Architect
3. Mathematician
4. Linguist
5. Artist
6. Computer Specialist

##### On Site Visits

1. Administration Center  
Computer Center
2. K U Computer Center
3. Haskell

##### Book

1. The Man Who Built a City (LPL)
2. The First Book of Architecture (LPL)
3. Someday I'm Going to be Somebody\*  
Open Door Series

## FOUR WORLD VIEWS

Pages 1-45

**OBJECTIVE** To give the student a better understanding of the relationships between different cultures

### Activities

1. Notebooks on
  - a. occupations of early civilizations.
  - b. family life of the different people.
  - c. differences and similarities of the various beliefs
2. Role Playing Divide the class into groups of three to five, to represent family groups of the different cultures. Give each group the same situation, such as making a decision, working around the house, etc. Suggest they research their assigned culture and decide as a group how and what each member might do. Each group will perform for the class.
3. Find a copy of Chinese writing and encourage students to use the symbols in an art project
4. Write a speech based on beliefs of different religions.
5. Write a Confucius saying on a long strip of colored paper and tape it to the front of a desk
6. Secure penpals for interested students.
7. "Adopt" a child from another country

### Resources

#### Resource Speakers

1. Representatives from different cultures
2. Representative from the school of religion to make an objective presentation on different beliefs
3. Speakers from Small World
4. Mr. Nelson

#### On-Site Visits

1. Nelson Art Gallery, K.C., MS

#### Audio-Visuals

1. Life Filmstrip Series  
World's Great Religions
2. Religions of the Eastern World\*  
a series of 12 sound cartridge films

#### Books

1. Confucius in Life and Legend (LPL)
2. The Land and People of China (LPL)
3. The Prince Who Gave Up A Throne: A Story of Buddha (LPL)
4. Orange-Robed Boy (LPL)
5. Their Search For God, Ways-of Worship in the Orient (LPL)
6. How The Great Religions Began (LPL)
7. Religions, East and West (LPL)
8. World's Great Religions (LPL)
9. Religions Around the World (LPL)

## GREEK AND ROMAN CIVILIZATIONS

### PREFACE WHY STUDY THE GREEKS AND ROMANS Pages 1-12

OBJECTIVE: Students should recognise that Greek and Roman government was the basis for our own government

#### Activities

1. Compare the jobs of our city government to those of ancient Greece and Rome.
2. What problems in your community would be appropriate to take to a city council meeting.
3. Video-tape good and bad points in your community and present the tape to the city commission.
4. Set up a student council in your school. It should be representative of the student body.
5. Take a bus tour around Lawrence to investigate influence of Greek/Roman Architecture.
6. Establish a government in classroom based on executive, legislative, and judicial branches of government. Try to use current events as material for the governmental decisions.
7. Make a scrapbook of events which show duties of executive, legislative and judicial branches of government.

#### Resources

##### Resource Speakers

1. Mayor
2. City Councilman
3. Colored Black Parent
4. Human Relations Director
5. Representative to the State House
6. Judge
7. Architect
8. Political Scientist

##### On-Site Visits

1. County Court House
2. Visit City Council Meeting
3. State Capitol
4. Nelson Art Gallery
5. Voting Area and Booth
6. League of Women Voters Meeting

##### Audio Visuals

1. Cities At Work \*SRA
2. Our Society "The Government" \*Westinghouse

##### Books

1. Let's Go To A City Hall
2. Let's Go To A Court
3. Let's Go To The Supreme Court
4. Government
5. The City and Gov't ("Citizens at Work")
6. Let's See Congress At Work

## GREEK AND ROMAN CIVILIZATIONS

### CHAPTER I THE ATHENIANS DEFEAT THE PERSIANS Pages 13-26

**OBJECTIVES** The students should realize that many countries have a history of settling arguments by means of war.

#### Activities

1. Compare the uniforms of our military services with those of Ancient military services
2. Play the game Phalanx which involves military strategy
3. Practice drill marching in physical education

#### Resources

##### Resource Speakers

1. Army Representative
2. Navy Representative
3. Air Force Representative
4. Marines Representative
5. ROTC Representative

##### On Site Visits

1. Fort Leavenworth Museum
2. National Guard Armory

##### Audio-Visuals

1. Local recruiting offices have Audio-Visual materials

##### Books

1. Military Uniforms (LPL)

## GREEK AND ROMAN CIVILIZATIONS

### CHAPTER II THE AGE OF PERICLES Pages 27-40

**OBJECTIVES** The students should be aware that Ancient Greeks and Romans have influenced our modern life

#### Activities

1. Your polis is becoming interested in expanding its trading ability. It needs a form of transportation to get from one place to another. It needs to advertise its goods. Using the natural resources in your community decide in which direction you would expand, how, why and what kind of advertising would you use.
2. Have children write a tragedy and make costumes to aid children. Bring in seamstress, carpenter and Centron to help children record the tragedy on film.
3. Incorporate Greek plays into classroom.
4. Have children try to assume the role of a Greek or Roman sculptor. Have them work with a mixture of vermiculite and plaster of Paris or the following recipe:

Cast blocks of synthetic carving material in empty cardboard milk cartons or waxed boxes. One recipe for material soft enough to carve with plastic picnic knives, large nails, or tongue depressor is:

- 2 cups sawdust or dry coffee grounds
- 2 cups plaster of paris
- 2 tbsp white glue

Water to make a thick but pourable batter.

Mix glue into water. Then pour into dry ingredients. Let mix harden in mold overnight.

#### Resource

##### Resource Speakers

1. Art Historian K.U Dept of Art 864-4710
2. Contractor for building needs in Lawrence
3. Director City Parks and Recreation
4. Mr. Nelson

##### On-Site Visits

1. Nelson Art Gallery
2. Museum of Art, K.U.
3. Voting Booth

##### Books

1. The Art of Ancient Greece (LPL)
2. The Art of Ancient Rome (LPL)
3. First Book of Stage Costume and Makeup (LPL)
4. Children Make Sculpture (LPL)
5. Looking at Sculpture (LPL)

## GREEK AND ROMAN CIVILIZATIONS

CHAPTER III THE DECLINE OF ATHENS Pages 41-56

OBJECTIVES. The students should **discover** why the great civilizations crumbled

### Resources

#### Resource Speakers

1. Representative from ACLU  
(American Civil Liberties Union)
2. Philosopher

#### Books:

1. The Athenians in the Classical Period (LPL)
2. Men of Athens (LPL)

## GREEK AND ROMAN CIVILIZATIONS

### CHAPTERS IV THE ROMAN REPUBLIC Pages 57-82

**OBJECTIVE** The students should **realize** that the ancient Greeks and Romans made provisions for the family as a unit.

#### Activities

1. Find out what agencies in your community are established to help the poor. Organize a class project to help the poor.
2. Have children list responsibilities that their fathers have both at work and home.
3. Have children list responsibilities of all members of their family.
4. Act out story of Romulus and Remus.

#### Resources

##### Resource Speakers

1. Family Social Worker

##### On-Site Visits

1. State Capitol
2. Social Welfare Department

##### Audio-Visuals

1. Developing Your Personality—SVE
2. Learning to Live With Others—Ency Britannica

##### Books

1. People and Things in Early Greece (LPL)
2. The First Book of Ancient Greece (LPL)
3. A Picture History of Ancient Rome (LPI)
4. Lives of Famous Romans (LPL)
5. The First Book of Ancient Rome (LPI)

## GREEK AND ROMAN CIVILIZATIONS

### CHAPTER V: ROMAN POWER GROWS AND REPUBLIC TURNS INTO DICTATORSHIP Pages 83-106

**OBJECTIVES:** The student should realize that the misuse of government leads to dictatorship.

#### Activities

1. Construct a model of the Forum
2. Make Greek and Roman Masks
3. Discuss the jobs of a military dictator and compare these with the jobs of our president.

#### Resources

##### Resource Speakers

1. Military leader
2. K.U. Drama Department
3. Mr. Garcia
4. Mr. Nelson

##### On-Site Visits

1. Theater at K.U.

##### Books

1. Masks and Mask Makers (LPL)

### CHAPTER VI: THE RISE TO CHRISTIANITY Pages 107-122

**OBJECTIVES:** The students need to discover that the rise of Christianity was a major influence on world history.

#### Activities

1. Make a mosaic.
2. Make stained glass window.

#### Resources

##### Resource Speakers

1. Banker to discuss markings on coins and minting of money.

##### On-Site Visits

1. Bank
2. Stained Glass Factory in Kansas City

##### Books

1. Looking Forward to A Career in Art
2. Nails to Nickels (LPL)
3. The True Book of Money (LPL)

## GREEK AND ROMAN CIVILIZATION

### CHAPTER VII: CHRISTIANITY COMES TO ROME Pages 123-142

**OBJECTIVES:** The students should discover that the success of the spread of Christianity depended on the acceptance of Christianity by the people in the Roman Empire.

#### Activities

1. Construct a mosaic or fresco or both showing dramatic features (large eyes) which developed during the Byzantine Era.
2. Wayne Nelson can suggest many varied activities to accompany this chapter.

#### Resources

##### Resource Speakers

1. Clergyman
2. Mr. Wayne Nelson

##### On-Site Visits

1. Lawrence Churches
2. Art Gallery, K.U.

## MEDIEVAL CIVILIZATIONS

PREFACE: PERIODS OF HISTORY Pages 1-10

- OBJECTIVES** The students should understand that a generation is all of the people who are born at about the same time (average length of time for measurement is 30 years)
- The students should understand the relationships of their family generations; also peer generations.
- The students should learn to understand and accept changes; changes in time changes in society, etc.
- The students should come to grips with personal feelings toward change—ideas and values.

### Activities

1. Bulletin Board: A hypothetical medieval family to present.  
Basic "our family" idea from the great-great-greats- to child and where child's family would be included.
2. Trace your family--as many generations as feasible. If this isn't desirable, have the students make a family tree for one of the famous presidents or some famous person.
3. Illustrate your family tree drawing a scaled tree and including family members.
4. Draw a portrait of your oldest known family member in proper dress to his/her age.
5. Discuss: How can we compare our family and our generation with those of the Ancient/Classical and Medieval Civilization?
6. Discuss:  
Where does the child fit into his family?  
Where does the child fit into his society?  
How does the child see himself?  
Can the child accept self and others within a changing society?  
Other questions at your discretion.

### Resources

#### Resource Speakers

1. Father
2. Grandfather
3. Senior Citizen

#### On-Site Visits

1. Any family occupations that would encourage tours.

#### Audio Visuals

1. Foundations For Occupational Planning\*SVE
2. The Family: "No Place Like Home"
3. Our Society\*Westinghouse
4. What Else Do Father's Do? Edu-Craft
5. Just What Do Mothers Do? Edu-craft
6. Family Members at Work\*SVE
7. Present filmstrips on job awareness ideas to class on representative occupations.

#### Books

1. Family Helpers (LPL)
2. Families Live Together (LPL)
3. Our Happy Family (LPL)

## MEDIEVAL CIVILIZATION

### CHAPTER I. THE RISE OF ISLAM

### CHAPTER II: THE SPREAD OF ISLAM, Pages 11-48

**OBJECTIVES:** The students should become familiar with the idea of a desert region. Students should know who Muhammed was and what he represented.

The students should be familiar with the monotheistic religions—including Islam studied here. (Judaism, Christianity.)

The students should come to understand the drive of the Arabs to become civilized.

The students should see how a civilization began to develop by taking ideas from other civilizations.

#### Activities

1. Bulletin Boards:
  1. Show development and comparisons of Hindu and Hindu-Arabic Numerals.
2. Stories:
  1. The Story of Muhammad-text pages 16-21
  2. The Story of Queen Schehereyade-text pages 35-36
3. Books :
  1. The Arabian Nights:
    - a. Read aloud some of the adventures of Sinbad
    - b. Students read adventures and report them to the class.
4. Drawing out the Hindu Numerals and Letters--compare to Hindu-Arabic
5. Study Persian Empire and clay pottery
6. Study Persian and rugs or weaving
7. Study Byzantine Empire--development of mosaics
  1. Construction paper mosaics
  2. Glass or tile mosaics on wood
  3. Cut strips and pieces of linoleum and place on wood.
8. Relate these art and artificats to Muslim art. page 42
9. Discuss
  1. How was science important to the Muslims?
  2. How was mathematics important to the Muslims?
  3. How was architecture important to the Muslims?
  4. How were Muslim religion and art related
  5. Religion and Architecture?  
Religion and Philosophy?

#### Resources

##### Resource Speakers

1. Wayne Nelson, Fine Arts Director USD 497
2. Art Historian K.U. Dept. of Art 864-4710
3. Architect in Lawrence Area
4. Parent or Professional Weaver
5. Parent or Professional Potter
6. Chemist from K.U. to show relation of science and magic
7. Foreign Student from K.U. from Arabia or of the Muslim faith, etc.

##### On-Site Visits

##### Various K.U. Departments

1. Chemistry Department K.U.
2. Museum of Art
3. Nelson Art Gallery--Kansas City
4. Lawrence Paper Co.

##### Audio-Visuals

1. Forest and Forest Products\*  
Bailey Film Associates
2. Paper Industry\* Available from Paper Mill
3. Many other available films--free of charge from Southwestern Bell and State Farm Insurance

##### Books

1. Career Series\*Dillon's Press  
Looking Forward To A Career In Art  
Looking Forward to A Career in Building Trades.
2. Study prints Arithmetic in Occupations\*Walsh
3. Look at and study a copy of the Koran, the sacred book of Islam
4. Allah, The God of Islam (LPL)

## MEDIEVAL CIVILIZATIONS

### CHAPTER I: THE RISE OF ISLAM, Continued

### CHAPTER II: THE SPREAD OF ISLAM, Continued

#### Activities, Continued

10. Bulletin Boards: Students bring magazine articles depicting desert life--habits--customs
11. Write to Arabian Embassy for materials on information concerning religion, economy and general occupations.
12. Make drawings of or create the dress of the Arabs or desert people--dressing for their jobs or their area.

#### Resources, Continued

##### Occupational Areas

1. Cultural Anthropologist K.U.
2. Translators
3. Astronomy
4. Medicine
5. Chemistry--developed from science, philosophy and magic
6. Religion
7. Potters
8. Weavers
9. Gardners
10. Architects
11. Paper making

## MEDIEVAL CIVILIZATION

### CHAPTER III: AFRICAN KINGDOMS Pages 49-64

**OBJECTIVES:** The students should understand that all three African Kingdoms were rich and powerful trading centers for the following reasons:

- a. Natural Environment
- b. Trade and Surplus Production
- c. Strong political organization

The students should have an awareness of four or five of the occupational areas and natural resources of Africa.

#### Activities

1. Bulletin Boards: Map of Africa that can be used and developed during study. Attach several strings to bottom of board with map pins and pull string to area studied or used as example.
2. Role Playing
  - A. Various situations using trade in Gold and Salt and following.
  - B. Economic terms studied in various civilizations:
    - Middleman in trade
    - Silent Barter type trade
    - Salt as money
    - Surplus product
    - Division of Labor
    - Trade
    - Inventions
    - Economics inflation

#### Resources

##### Resource Speakers

1. K.U. Art Department
2. Foreign Student Bureau or Club

##### Audio Visuals

1. America At Work: Our National Industries\*Eyegate a. Agriculture
2. W.O.W.\*Educraft: Natural Resources (record) a. It's a Growing Thing
3. Rubber: A Class Studies Rubber
4. Basic Economics\*Encyclopedia Britannica
5. Our Economy \*Westinghouse

##### Books

1. Free Pamphlets on Farming
2. Agriculture\*Career Series, Dillons Press
3. Grade 5--Teachers Edition to Economics, Oregon Board of Education, Salem Oregon

##### Occupation Areas of African Kingdom

1. Agriculture in following areas:
  - Grain Growing
  - Peanuts
  - Kola nuts
  - rubber
  - bananas
  - Palm Oil
  - Cocoa

## MEDIEVAL CIVILIZATION

### CHAPTER IV: THE RISE OF LATIN CHRISTENDOM

### CHAPTER V: THE CULTURE OF LATIN CHRISTENDOM Pages 65-84

OBJECTIVES: The students should become further aware of the chain of agriculture connected occupations.

#### Activities

1. Bulletin Board: Agriculture chain to study development of produce. Example: Wheat show farming (growth)--then wheat shocks and follow the various products made from wheat--then picture a store for sales and people for consumption.
2. Role Playing--Special Emphasis on Situation possibilities on page 83.  
Division of Labor  
Capital (savings)  
Trade  
Towns  
Money  
Great Buildings  
Schools  
Sculpture  
Taxes  
Government
3. Discuss: Agriculture chain (from growth--production sales.
4. Bulletin Board: Magazines or other pictures of various types of Medieval Art--mount and display. examples: pages 98-99 Allyn-Bacon
5. Make a comparison study of the Medieval Art--Greek Art--Muslim Art--Modern Art.
6. Have students choose one area and study it and develop an independent study art project showing a miniature example of their style and report on study.
7. Design a shield.
8. Make a model of a castle or manor.
9. Compare Gothic architecture with Greek and Roman architecture.
10. Compare Medieval Art with previously studied art styles.

#### Resources

##### Resource Speakers

1. Large Farm Owner
2. Horse Rancher
3. Cattle Rancher
4. Sheep Farmer
  - a. meat processing
  - b. clothing
5. Blacksmith
6. Carpenter
7. Miner
8. Writer
9. Artist
10. Craftsman
11. Architect
12. Union Representative
13. Mr. Nelson
14. Butcher

##### On-Site Visits

1. Large Farm
2. Flour Mill
3. Sugar factory
4. Meat Market
5. Large Grocery Store

##### Audio Visuals

1. Our Neighborhood Workers\*Eyegate
2. The American Farmer and Our Food Supply\*Eyegate

##### Books

1. Primer of Economics (LPL)
2. Knights and Castles and Feudal Life (LPL)
3. Kings, Bishops, Knights and Pawns Life in a Feudal Society (LPL)
4. The Illustrated Book of Knights (LPL)
5. Knight in Armor (LPL)

## MEDIEVAL CIVILIZATIONS

### CHAPTER VI: RELIGION AND GOVERNMENT IN LATIN CHRISTENDOM, Pages 103-120

**OBJECTIVES:** The students should recognize the influence of religion on government during this time period.

#### Activities

1. Stories
  - a. King Arthur and the Knights of the Round Table
2. Role Playing: After developing the type of government mentioned in text and making a study of our system--role play situations and debates between various leaders--ex. page 114
  - a. King vs. Pope vs. President
  - b. Great Lords vs. High Churchmen vs. Senators and Representatives, etc.

#### Resources

##### Resource Speakers

1. Religious Leaders from various religions
  - a. Ministers
  - b. Priests
  - c. Nuns
  - d. Rabbi
2. Government Leaders
  - a. City officials--mayor, councilmen, etc.
  - b. State officials--governor, senators, Representatives, etc

##### Books

1. Government at Work (LPL)
2. King Arthur in Fact and Legend (LPL)
3. The Story of King Arthur and His Knights (LPL)

## MEDIEVAL CIVILIZATIONS

### CHAPTER VII: THE MONGOLS OF MONGOLIA, Pages 121-140

**OBJECTIVES:** The students should recognize the regional occupations of Asia Sheppela. ds, map 124  
The students should recognize the Allegiance to a leader of importance--example:  
Temiyin by Mongols  
President by Americans

#### Activities

1. Discuss: Occupational areas:

1. Gun Powder
2. Printing
3. Compass

2. Build a yurt.

3. Map Marco Polo's route of travel.

#### Resources

##### Resource Speakers

1. Foreign Student Bureau
2. Horse Trainer or someone trained in horsemanship

##### Books

1. The Horse--Tamer (LPL)

## MEDIEVAL CIVILIZATION

### CHAPTER VIII: THE RISE OF WESTERN EUROPE. Pages 141-158

**OBJECTIVES:** The students should recognize the significance of cultural changes as they affect the whole society.

The Students should realize that change brought on the necessity of new economic systems.

#### Activities

1. Draw or construct the development of places of worship.
2. Case Display
  - a. Various coins and bills
  - b. Assessor's tools
  - c. Substitutions for currency
3. Math
  - a. Word problems based on banking
  - b. Worksheet on checks and balances.
4. Have class bring small items to trade and keep records of their trading. Discuss how the values were determined. After further looking at our banking system, system of writing checks, etc., again give them \$5 to spend and ask how they would spend it this time.

#### Resources

##### Resource Speakers

1. Mr. Nelson
2. Representative from K.U. Art Department
3. Coin Collector
4. Savings and Loan Representative
5. Bank Representative
6. Mr. Garcia

##### On-Site Visits

1. Nelson Art Gallery
2. K.U. Art Museum
3. Stock Brokerage
4. Coin Club
5. Bank

##### Audio-Visuals

1. Mr. Garcia-slides
2. Fundamentals of Economics\*Eyegate

## GRADE SIX

### CAREER EDUCATION OBJECTIVES

#### World of Work

#### Sixth Grade: World Workers and Self Study to Careers

1. Examine occupations with respect to individual interests and aptitudes.
2. Evaluate individual performance for classroom and home jobs.
3. Explore in depth occupations which interest the individual student
4. Analyze the changing nature of occupations.
5. Examine qualifications needed by workers in various jobs.
6. Relate the value of personality traits to doing a job.
7. Integrate computation skills, communication skills and design capabilities with production skills.
8. Become aware that most jobs are not as simple as they seem.
9. Explore jobs with cooperative sponsorship by community employers.

#### Self Development

#### Sixth Grade: Personal Attributes to Occupational Interests

1. Analyze personal interests and aptitudes.
2. Relate specific interests and abilities to occupations.
3. Relate the value of personality traits to doing a job.

#### Consumer-Economics

#### Sixth Grade:

1. Examine the economies of other countries.
2. Learn to evaluate economies of other countries in relation to our own.
3. Become familiar with the concepts of profit sharing--stocks and bonds.
4. Develop an awareness of individual and family decision making.

### OVERVIEW OF CURRICULUM

#### Age of Western Expansion

1. New Ways of Doing Things in Western Europe
2. Trade and the Art of Navigation
3. Renaissance Art
4. Renaissance Thought

#### New World and Eurasians Cultures

#### The Interaction of Cultures

1. Opium Trade
2. Culture Contact
3. Unemployment
4. Government
5. People
6. On the Job With Parents

#### The Challenge of Change

1. The Revolutionary Period
2. The New Constitution
3. Weaving
4. Steam Engines and Mass Production
5. Industrial Revolution, Social Effects

#### Lands of Latin America

## THE AGE OF WESTERN EXPANSION

### CHAPTER I: NEW WAYS OF DOING THINGS IN WESTERN EUROPE, Pages 11-24

**OBJECTIVE.** The students should learn that the development of man's technology affected his culture as well as his working world.

#### Activities

1. Purchase several watches from a pawn shop. Have children disassemble and reassemble with help of watch repairman.
2. Have children print a written page by means of wood work printing.
3. Design a watch or clock of your own.
4. Print a class newspaper.

#### Resources

##### Resource Speakers

1. Clock maker
2. Antique clock dealer
3. Physicist (Optics)
4. Optician
5. Soldier with rifle

##### On-Site Visits

1. Antique Store
2. Optician
3. Kansas State Historical Museum (Topeka)
4. Lawrence Journal World
5. Allen Press
6. School for the Blind

##### Audio-Visuals

1. The Watchmaker and Jeweler\*Eyegate
2. The Neighborhood Optometrist\*Eyegate
3. The Neighborhood Newspaper Store\*Eyegate

##### Books

1. The Clock We Live On (LPL)
2. Johnny the Clockmaker (LPL)
3. Pierre the Yourn Watchmaker (LPL)
4. Look at Guns (LPL)
5. The History of Firearms (LPL)
6. Browning, World's Greatest Gunmaker (LPL)

\*Available at New York School

## THE AGE OF WESTERN EXPANSION

### CHAPTER II: TRADE AND THE ART OF NAVIGATION

#### CHAPTER I: THE GREAT DISCOVERIES, Pages 25-52

OBJECTIVE: The students should come to realize that trade is a good means of integrating cultures

##### Activities

1. You live in Australia. You wish to distribute your products throughout the Orient. Map your trade route.
2. Make a ship of this time out of boxes, construction paper or other products. Carve ships out of soap.
3. Spend one school day emphasizing things that navigators in Prince Henry's School might have studied.
4. Construct a ship that is "seaworthy". Test it in water. Observe the influence of winds, waves, etc.
5. Design some instruments of navigation.

##### Resources

###### Resource Speakers

1. Airplane Navigator
2. Ship builder
3. Cartographer
4. Navy Representative
5. Coast Guard Representative

###### Other Visits

1. The Captain's Shop

###### Audio-Visuals

1. Coast Guard Films are available
2. The Harbor\*Coronet
3. What You'd See at the Harbor\*Bailey
4. Who Works at the Harbor\*Bailey

###### Books

1. The Ship and the Sea of Art (LPL)
2. Ship Model Building (LPL)
3. The Shipbuilders (LPL)
4. The Seaman (LPL)
5. All About Sailing the Seven Seas (LPL)
6. All About Maps and Mapmaking (LPL)
7. Mapmaking. The Art That Became a Science (LPL)

## THE AGE OF WESTERN EXPANSION

### CHAPTER IV: RENAISSANCE ART

### CHAPTER V: RENAISSANCE THOUGHT, Pages 53-70

**OBJECTIVES:** The students should realize that Renaissance Art contributed new techniques and styles that are still employed today.

The students should appreciate that politics and man's thinking was being re-born at this time.

#### Activities

1. Encourage children to attempt these new techniques.
2. Read a childrens version of the Iliad to the class
3. Make a bulletin board display comparing realistic and idealist art.

#### Resources

##### Resource Speakers

1. Mr. Nelson
2. Mr. Garcia
3. Philosopher
4. Political Scientist
5. Artist

##### On-Site Visits

1. Nelson Art Gallery

##### Audio Visuals

1. Our Values\* Administration Center Westinghouse
2. Learning to Live With Others\* SVE Administration Center

##### Books

1. Looking Forward to a Career in Art\* Dillons Press Administration Center
2. The Golden Book of the Renaissance (LPL)
3. A Child's History of Art (LPL)

## NEW WORLD AND EURASIAN CULTURES

Pages 1-145

**OBJECTIVES:** The students should recognize that basically people all over the world are the same.

### Activities

1. Cook foods from the two countries.
2. Work math problems converting different currencies.
3. Learn dances from the countries.
4. Dress dolls in costumes of countries.
5. Write Embassies in Washington, D.C. for more information on the countries.
6. Make a filmstrip showing similarities and differences of the countries.
7. Encourage students to try different types of art from these countries.
8. Draw maps of different countries.
9. Secure a list of penpals in other countries and encourage students to write to them.
10. "Adopt" a child in a foreign country or a person from another country living in town.
11. List jobs you would find in all countries.
12. List jobs peculiar to particular countries.
13. Compare religions in various countries.
14. Compare natural resources in various countries.

### Resources

#### Resource Speakers

1. Geographer  
Contact Dept of Geography K.U. 864-4276
2. Person who has traveled in Soviet Union  
Contact Slavic Department K.U. 864-4236
3. Contact "Small World"
4. Contact Japanese Club, 864-3617

#### On-Site Visits

1. Nelson Art Gallery
2. K.U. Art Museum

#### Books

1. The Art of Japan (LPL)
2. Eating and Cooking Around the World. (LPL)
3. The Wonderful World of Dance (LPL)

## INTERACTION OF CULTURES

### CHAPTER II: WESTERN IMPERIALISM IN CHINA, Pages 29-42

**OBJECTIVES.** The students should realize that not all forms of barter are legal. Example. Opium trade

#### Activities

1. Bulletin Boards  
Legal and Illegal Drugs. Words and letters cut from magazines--put in spasmodic order and use for discussion with resource speakers.
2. Role Playing: Using various types of barter in purchasing situations.

#### Resources

##### Resource Speakers

1. Social Worker
2. Pharmacist
3. Policeman
4. Doctor--who has treated drug cases
5. Rescue Inc

##### On-Site Visits

1. Emergency Room at Lawrence Memorial Hospital
2. City or County Jail
3. Police Department

##### Audio Visuals

1. Some Neighborhood Helpers Eyegate
  - a. The Neighborhood Pharmacist
  - b. The Neighborhood Doctor
  - c. The Neighborhood Nurse
2. Big City Series Eyegate
  - a. Police Protection in Big City
3. Workers for the Public Welfare Eyegate
  - a. Police and Police Protection
  - b. Social Service and the Social Worker
4. Community Workers and Helpers\*SVE
  - a. Hospital Workers

##### Books Open Door Series

1. Call It Fate (group Social Worker)
2. El Rancho De Muchachos (Social Worker)
3. People Are My Profession (Social Worker)
4. Run For Your Life (Community Social Worker)
5. A Foot In Two Worlds (policeman)
6. West Side Cop (policeman)

## INTERACTION OF CULTURES

### CHAPTER IV: WESTERN IMPERIALISM IN AFRICA

### CHAPTER V: WESTERN CULTURE AND THE GANDA PEOPLE OF AFRICA, Pages 59-76

**OBJECTIVES:** The students should come to realize that cultures—man and his ways of life are studied by two groups of social scientists, anthropologists and sociologists.

The students should come to realize what financial and social problems occur due to unemployment.

#### Activities

1. Make tribal masks.
2. Do written and/or pictorial reports on Famous Black Americans.
3. Role Playing
  - a. Unemployed person seeking job.
  - b. Job applications etc.
4. Scan newspaper want ads for "Help Wanted".

#### Resources

##### Resource Speakers

1. Mr. Garcia
2. Anthropologist
3. Sociologist
4. Representative from State Employment Service
5. Handicapped person unable to find a job.
6. Representative unemployed due to supply and demand principle
7. Social Worker

#### Audio Visuals

1. Black Americans at Work\*Coronet

#### Books

1. The Art of Africa (LPL)
2. Africa's Living Arts (LPL)

## INTERACTION OF CULTURES

### CHAPTER VII. NATIONALISM AND DEMOCRACY IN THE NEW WORLD, Pages 129-150

**OBJECTIVES** The students should recognize that Southerners had a reason for taking their stand as people take stands today—their attitudes.

The students should realize that the basic qualities of human nature do not change even though progress is always in view.

#### Activities

##### 1. Debate

Between Northerner and Southerner on economic systems, ways of life, attitudes.

Questions for debate or discussion

- a. How would you describe the aims and objectives of each side in the Civil War?
- b. How was the North able to continue the war and win? (Industry, etc.)

##### 2. On the Job with Parents.

#### Resources

##### Resource Speakers

1. Senior Citizen who has seen progress
2. Representative from Lawrence Paper Company

##### Audio-Visuals

1. Then and Now in the U.S. Ency. Britannica
  - a. In the Old South
  - b. In the Cotton Belt
  - c. Along the Lower Mississippi
2. America At Work. Our National Industries Eyegate
  - a. Lumbering
  - b. Coal Mining
  - c. Iron and Steel

##### Books

1. The Black Man in America (LPL)
2. The Many Faces of the Civil War (LPL)
3. War Between the States (LPL)

## THE CHALLENGE OF CHANGE

PREFACE: CHALLENGE OF CHANGE

CHAPTER I: ABSOLUTE MONARCHY IN FRANCE

CHAPTER II: THE TRIUMPH OF PARLIAMENT IN ENGLAND

CHAPTER III: THE REVOLUTIONARY PERIOD IN AMERICA 1763-1789

CHAPTER IV: THE REVOLUTIONARY PERIOD IN FRANCE 1789-1815, Pages 1-110

OBJECTIVES: The students should recognize that the same basic qualifications for jobs exist today as in revolutionary time.

The students should recognize the importance of the governmental structure in supporting our way of life.

### Activities

1. Discuss. Jobs that are similar to those in the time of the revolutionary period.  
Whether the personal qualifications for jobs are different such as reliability, honesty etc.
2. Make a bulletin board showing similar jobs today as in revolutionary times.
3. Set up a House of Representatives in the classroom and pass laws.
4. Go through the election process with candidates, speeches, parties, conventions, and election process including private booth for voting.
5. Tape a radio show "You Were There"  
Include interviews, advertisements, campaign songs, etc.

### Resources

#### Resource Speakers

1. Military man-on strategies used today  
Forbes Air Force Base
2. Al Howell--weapons of 1800's
3. Historical Society--Mr. Ethan Smith, City Treasurer--843-4600
4. State Representative
5. State Senator
6. Local Judge

#### On-Site Visits

1. City Commission meeting
2. Visit state legislature in session
3. Visit local court in session

#### Audio-Visuals

1. Working U.S. Communities SVE
  - a. Old Sturbridge and Mystic Seaport  
Historic Communities

#### Books

1. The American Revolution (LPL)

## THE CHALLENGE OF CHANGE

### CHAPTER V THE INDUSTRIAL REVOLUTION A REVOLUTION IN TECHNOLOGY AND ECONOMICS. Pages III-132

**OBJECTIVES** The students should recognize the vast improvement in working conditions for the modern worker.

The student should recognize how modern technology is responsible for the way of life as well as many jobs of today.

#### Activities

1. **Discuss** "The Industrial Revolution and You." What changes in the methods of production and distribution of goods were brought about by the Industrial Revolution?
2. **Bulletin Board** Construct a bulletin board comparing crude, old tools with more modern inventions.
3. **Set up an assembly line project.** Concepts to be gained:
  - a. Boredom
  - b. Lack of creativity
  - c. Speed
  - d. Workmanship deteriorates if every one doesn't perform his best.
4. **Discuss** "What changes in society did the industrial revolution bring?"
5. **Set up a corporation in the classroom.**
6. **Make looms and practice weaving.**

#### Resources

##### Resource Speakers

1. Weaver, Weaving Department, K U
2. Susie Sheldon, Yarn Barn
3. Pat Schmidt, Pennell Co. - weaver of clothes
4. Mr. Justin H. Lawrence, Paper Company
5. Mr. Bowling, Halimark
6. Manager, Stokley Van Camps

#### Resources, Continued

##### On-Site Visits

1. Haskell Body Shop
2. Auto Plaza
3. Blevins Honda Shop
4. Lawrence Paper Company
5. Packer Plastics
6. Halimark
7. Stokley Van Camps
8. Fairfax General Motors Plant, Kansas City, KS
9. Hoperaft Art and Stained Glass Window Company, Kansas City, Missouri

##### Audio Visuals

1. One Hoe for Kalabo\*Modern Talking Pictures
2. How Steel is Made\*kit
3. W.O.W.\*Educraft
  - a. Technical and Industrial - Raw Steel to Rolling Wheels
4. Are You Looking Ahead\*Eyegate  
How About Being an Electronics Assembler
5. America At Work - Our National Industries\*Eyegate
  - a. Automobiles for Millions
  - b. Iron and Steel
  6. Working in U.S. Communities\*SVE  
Detroit - Manufacturing Community
  7. Clothing\*Encyclopedia Britannica
    - a. How Cloth is Made
    - b. The Clothing Factory
    - c. Materials for Clothing
    - d. Where Clothes Come From
    - e. Prosper Clothes and Their Care
    - f. Clothes and Why We Wear Them.
  8. America at Work - Our National Industries  
Eyegate - How America is Clothed
  9. Then and Now in the US \*Encyclopedia  
Britannica - In the Cotton Belt

## THE CHALLENGE OF CHANGE

CHAPTER V: THE INDUSTRIAL REVOLUTION: A REVOLUTION IN TECHNOLOGY AND ECONOMICS, Pages 111-132

### Resources, Continued

#### Books

1. Let's Go to a Clothing Factory
2. Factories in the Neighborhood\*  
Our Working World
3. The Steel Making Community--  
Grade 2\* Allyn and Bacon series
4. Steel pamphlets
5. Clothes Tell A Story (LPL)
6. About Ready to Wear Clothes (LPL)

## CLASSROOM COMPANIES

### SIXTH GRADE CENTENNIAL ELEMENTARY SCHOOL

Two companies were formed. The class voted for ten people to be the two boards of directors. These boards named the companies, decided what they would sell, the food line and how they would sell stock to the class members. Two corporations were formed, the corporation which made the greatest profit was able to absorb the profit from the other one and then choose the final project.

#### Steps

1. Filmstrip "Economy" was shown. Westinghouse Filmstrips
2. Man from local bank spoke on electing a board, hiring people, and bookkeeping.
3. Elections of the Boards.
4. Group work by the boards in group dynamics. This included brainstorming, non-verbal communication, and stressing the importance of group decision.
5. Man from Stock Brokerage Firm spoke to the class on stocks and bonds.
6. The companies were named.
7. Recipes from the county extension office emphasizing good nutrition were looked over and chosen.
8. Preparation for stock sales were made.
9. Man from local Company spoke to class on packaging and sales.
10. Decisions on products to be handled were made and job applications accepted.
11. Board members made trip to two local grocery stores to compare prices and local donut shop to see how it was run.
12. Students bought stocks in the two companies.
13. Lady from local radio station spoke on advertising.
14. Board members conducted job interviews and prepared advertisements.
15. Prepare for production and put up advertisements.
16. Production started.
17. Packaging and selling of products.  
The booths were at opposite ends of the same hall and the students had to make a choice. Products were sold to the entire school.
18. The booths were closed.
19. Final project was chosen.

## THE CHALLENGE OF CHANGE

### CHAPTER VI: THE INDUSTRIAL REVOLUTION: SOCIAL EFFECTS, Pages 133-159

**OBJECTIVES:** The students should recognize that the basic concern for helping those less fortunate are still valid today.

The students should recognize that the basic principles of supply and demand still operate today.

#### Activities

1. Make inexpensive gifts in the classroom and give to the elderly in one of the Homes.
2. Bulletin Board Make it a growing one where each student personally adds his donation and/or suggestion of kindness. "I Can Give..."
3. Have a fashion show. Contact a local clothing store.

#### Resources

##### Resource Speakers

1. Volunteer Worker(mother)
2. Nurse's Aide
3. Union man--Mr Ray Jones Plumber  
Mr. Mike Stultz Carpenter

##### On-Site Visits:

1. Welfare Department
2. Orphan Home
3. Old Folks Home

##### Audio-Visuals

1. Our Economy\* Westinghouse
  - a. Supply and Demand: Jimmy's Hot Idea
  - b. Taxes: The Last Vacation
  - c. Labor and Its Value: Up a Tree
  - d. Mediums of Exchange: Leftwing Catches On
2. Basic Economics\*Encyclopedia Britannica
  - a. Living and Work Without Money
  - b. Money
  - c. Money Goes To Work
  - d. New Ways to Use Money
  - e. Money and Panic
  - f. Too Much Money
  - g. Too Little Money
3. Clothing \*Encyclopedia Britannica

##### Books

1. People Are My Profession(social worker)  
Open Door Series
2. Run for Your Life(communitiy social worker)  
Open Door Series.

## LATIN AMERICA

**OBJECTIVES:** The students should be able to understand the usefulness in a variety of trees grown in Latin America.

- a. Mahogany—used to make furniture
- b. Rubber—(many uses) tires, rubber bands, erasers, etc
- c. Palm—used to make cooking oil

The student should be able to understand the skills used or needed to be a good lumberman.

The student should understand in which climate area or zone the forest is located

The student should be able to have some knowledge of a lumberman's tools used in his daily work.

The student should compare Lumbering in Latin America with lumbering in the U S

### Activities

1. Pok--a--tok--a game played in Latin America somewhat like baseball.
2. Within each country of Latin America list the different kinds of occupations. Put these occupations in a box and have each student pull out one; as the student pulls out an occupation, he must place it in an appropriate country on the map and explain why he put it there. (Example) This is a coffee grower He would live where the soil is rich and the climate is mild.
3. Climate associated with occupations. Divide the class into groups according to various climates in Latin America. Have each group report on the kinds of occupations in their particular climate and tell how the climate helps to determine that occupation. Pupils may dress for their particular kind of occupation
4. Students could bring in products from an occupation in Latin America or a country in Latin America  
Example
  - a. This is a tugboat captain. He would likely live in a seaport city
  - b. This is a coffee grower. He would live where the soil is rich and the climate is mild.

### Resources

#### Resource Speakers

1. Agricultural Business Co., Inc. R.F.D. 3  
Acroph, Tansen  
Fertilizer and fertilizer application equipment
2. Douglas County Wood Products  
74 New Hampshire  
Fred Stumber--Wood products
3. Ken Dery--Siding Co.  
R.F.D. 2  
Don Cleghorn--214112--843-6960

#### On-Site Visits

1. Furniture Store
2. Goodyear Rubber Co.

#### Audio-Visuals

1. America At Work--Lumbering\*Eyegate
2. Forest and Forest Products\*Bailey

#### Books

1. A Forest Products Community (15 copies)
2. I Want to be a Forester
3. The Lumber Carpenter (30 copies)

## LATIN AMERICA

### OBJECTIVES: Farming as an Occupation

Students should note the variety of farm products produced in Latin America.

The students should be able to associate climate with the type of crop or product produced within that climate.

The students should be able to associate the same crops grown in the U.S. and in what particular area of the U.S.

The students should learn the method of growing crops in Latin America as it relates to how the crops will get to market.

The students should understand if most farmers in Latin America farm for a living or to produce food need to provide for themselves.

### Activities

1. Write to Embassies for information on the country that they are studying. This would be in Washington, D. C.
2. Groups may want to list the jobs similar to those in the United States as well as those that are different. They could list them as well as make a chart drawing them.
3. Groups could compare occupations of long ago with those today.
4. Games:  
Students make a map of the country that they are studying by putting in different occupations. You could cut this up as a puzzle. The students would have to put the puzzle back together.
5. Bring in resource persons (family members, friends, students, who have visited or lived in the particular country that you are studying.) If they have worked there, give information about their particular occupation.
6. Game:  
Set up a game on the same idea as (G.E. College Bowl), use question about the occupation of the particular country that you are studying.
  - a. "Charades"
  - b. "Quick on the Draw"

### Resources

#### Resource Speakers

1. Lawrence Paper Co.  
1st and New Hampshire--843-8111  
corrugated shipping boxes and pans for farming concrete
2. Pioneer Cabinet and Wood Products  
701 E. 23rd Street--843-6568
3. City Planning Office, City Hall  
11th and Massachusetts--843-4600
4. City Sewage Treatment Plant  
Eighth Street--843-6430
5. City Water Plant  
3rd and Indiana--843-1130
6. Cooperative Farm Chemicals  
843-7300 Nitrogen fertilizer manufacturing, etc.

#### On-Site Visits

1. City Water Plant
2. Sewage Treatment Plant

#### Audio-Visuals

1. Americans At Work (\*Eyogate)
2. The American Farmer and Our Food Supply  
\*Eyogate

#### Books

- Farming (free pamphlet)
2. Let's Go to the Farm
  3. Looking Forward to a Career in Agriculture (\*Dillons Press)

## LATIN AMERICA

### OBJECTIVES. Mining as an occupation

The students should have knowledge of at least four types of mining in Latin America from the list below:

- a. Coal
- b. Iron
- c. Petroleum
- d. Diamond
- e. Copper
- f. Tin
- g. Zinc
- h. Silver
- i. Lead
- j. Sulphur
- k. Vanadium
- l. Tungsten
- m. Bauzite

The students should understand the safety involved with-in each mining job

The students should understand which products bring the most economy into Latin America.

The students should have knowledge of the tools used to mine each product.

The student should understand what part nature plays in preventing mining.

The student should understand what part nature plays in providing transportation for mining.

### Activities

1. Make a display of tools used when mining.
2. Make a display of various minerals.

### Resources

Resource Speaker

1. Miner

### On-Site Visits

1. Furniture Store to see mahogany furniture
2. Goodyear.Firestone to observe tires and rubber goods
3. Farms to see wheat growing.
4. Grocery Store-Locate products from Latin America
  - a. fruit
  - b. coffee
  - c. rice
5. Construction Sites
  - a. House
  - b. Apartments
  - c. Library
  - d. Other buildings in the process of construction as it relates to the importance within the community
6. Nature Trail
7. Wholesale Dealer grocery
8. Museums to view Azteect Empire Art

### Audio Visuals

1. America at Work Coal Mining \*Eyegate
2. America at Work Iron and Steel \*Eyegate

6-16

## LATIN AMERICA

**OBJECTIVES:** The Students should understand the various occupations which are dependant upon one another in order to have a finished product

The student should have knowledge of the tools used in each construction occupation.

The student should be able to name the materials used by various construction workers.

### Activities

1. Construct a doll house or some small scale building.
2. Set up an assembly line and construct some object.
3. Make a display of a carpenter's tools.
4. Compare two similar objects that have been constructed by different companies or individuals. Make note of similarities and differences. Discuss.

### Resources

#### Resource Speakers

1. Carpenter
2. Builder

#### On-Site Visits

1. Construction Site
2. Wood Company

#### Audio-Visuals

1. Shelter Series\*Encyclopaedia Britannica

#### Books

1. Looking Forward to a Career in Building
2. Construction Careers (Comic Book) King Features

## LATIN AMERICA

OBJECTIVES. The students should realize that:

Latin Americans do not value being on time. They feel that man should not be controlled by a clock. Latin Americans value a very closely knit family.

1. Families in Latin America take in many more distant relatives than in the U.S.
  2. Families gather for many occasional parties, wedding, holidays, graduations etc.
- Latin Americans value the personal touch of doing little favors for others

1. deliver a message
2. purchase item from the store
3. pick up a package

Upper and middle class Latin Americans have different values

1. Do not value hand labor

Latin Americans value machismo that applies only to boys and men

1. They are expected to be good at sports.
2. They are expected to show masculine qualities.

### Activities

1. Spend one school day practicing Latin American values Discuss.

### Resources

#### Resource Speakers

1. Representative from Latin America

#### Audio-Visuals

1. Our Values\*Westinghouse
2. Learning to Live With Others\*SVE
3. Developing Your Personality\*Encyclopedia Britannica

## APENDIX I

### ADDITIONAL ACTIVITIES

#### Game

##### "Abbreviation Puzzle"

Purpose: To give practice in learning the abbreviations for each state.

Players: Class

Materials: Flash cards with the names of each state; List of abbreviated states. Puzzle sheet and pencil.

Directions: The teacher places flash cards with the abbreviations for each state before the class.

On the students puzzle sheet they write the correct abbreviation.

Adaptations: This game can be useful in teaching other words and their abbreviations, such as;  
Mister (Mr.) Street (St.)

#### Game

##### "Feed Porkey"

Purpose: To give practice in determining the number of syllables in a word.

Players: Class

Materials: Poster Board and shoe box.

Procedure: Draw a pig. Write words on flash cards, (here words could be the names of cities within a Country you are studying or perhaps important rivers in that country), occupations could also be used.

The teacher flashes the card and calls on a child to pronounce the word correctly and tell how many syllables the word has. If the child can pronounce and tell the number of syllables, he gets to feed the pig.

#### Game:

##### "Product"

Purpose: To gain knowledge about products produced in a particular country, state of country.

Players: Class or small groups

Materials: Cards like "Bingo": List of occupations of a country. Chips to cover your cards.

Procedure. The leader calls out products of a country. If the student has this product listed on his board, he covers it. The first to cover five spaces verticle, horozontial, or diagonal wins the game.

Dear Parents:

Your child's class is currently studying various types of occupations. We feel it would be a beneficial part of the classroom activities for him to visit in the real world of work. In order to do this, we are scheduling an "On the Job Day" \_\_\_\_\_ . We are requesting that during the morning hours, from \_\_\_\_\_, to \_\_\_\_\_, your child be allowed to accompany you to your place of work.

We realize not all parents will be able to have their children with them. If you are in this situation, please indicate below if your child may attend work with a sponsor who will be from the Lawrence business community. "On the Job Day" will be counted as a regular school day and not as an absence.

As educators, one of our primary responsibilities is to prepare the children for their after-school years. By exposing them to a variety of jobs, we believe we can help them in making a career choice.

Your cooperation in this activity is greatly appreciated.

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----- Yes, my child may come to work with me.

----- I'm sorry, but it is not possible for my child to come to work with me. He/she may go on a sponsored visit.

----- It is impossible for my child to go to work with me. I DO NOT want him to go with a sponsor.

-----  
Parents signature

### APPENDIX III

Parent(s) Please complete this information sheet and return it with your child after his "WOW" experience. It will be used for reference for your child's report and story. Thank You.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

OCCUPATION \_\_\_\_\_ JOB LOCATION \_\_\_\_\_

HOURS \_\_\_\_\_

Education Requirements of this job \_\_\_\_\_

Daily routine, responsibilities \_\_\_\_\_

Physical Abilities \_\_\_\_\_

How your job affects other people \_\_\_\_\_

Why you like your job \_\_\_\_\_

What YOU learned from this experience! \_\_\_\_\_