

DOCUMENT RESUME

ED 112 186

CE 005 204

TITLE Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 2 for Grades 3 and 4.
 INSTITUTION Royal Oak City School District, Mich.
 REPORT NO VT-101-981
 PUB DATE Jun 73
 NOTE 396p.; For other grade levels, see CE 005 203-205. Not available in hard copy due to marginal reproducibility of original copy

EDRS PRICE MF-\$0.76 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS *Career Awareness; Career Education; *Curriculum Guides; Elementary Education; Elementary School Curriculum; *Grade 3; *Grade 4; Instructional Materials; *Learning Activities; Resource Materials; Technology
 IDENTIFIERS Project Learning Experiences in Technology; Project LET

ABSTRACT

Career information is built into each component of the curriculum guide consisting of 24 units designed to enhance career awareness in Grade 3-4 students. A component of Project LET (Learning Experiences in Technology), the guide is intended to be used as a working draft with units presented under the headings of animal life, government, holidays, and transportation. Existing elementary curriculum provided the basis for the development of the guide. Student involvement and ideas as well as teacher inputs were also utilized. Each unit includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. (Author/VA)

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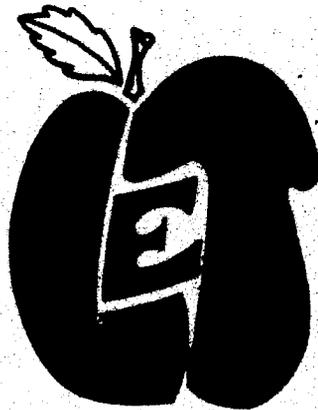
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Learning Experiences in Technology

INTEGRATED TEACHING UNIT HANDBOOK

(VT 101 980)



LEARNING EXPERIENCES
IN TECHNOLOGY

CE005204

BOOK II

for

Grades 3 and 4

School District of the City of Royal Oak

4000 Crooks Road, Royal Oak, Michigan 48073

June 1973

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PREFACE

This guide is intended to be used as a working copy for professional staff. It is not a completed document but a working draft which will be revised at the end of the 1973-74 school year. This document cannot stand alone but is designed to be used with in-service education and our "Project LET, Guide for Implementation."

The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. They are continually being implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following components:

1. general overview
2. teaching/learning resources
3. concepts
4. behavioral objectives
5. methods of implementation
6. resource people and materials
7. student activities

Inherent in each component is an awareness of careers and the way man does things. The additional content provided for children in the "LET" classroom is the opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit, parent and community resource people, and exposure to numerous careers.

TABLE OF CONTENTS - 3-4

UNIT NO.

Animal Life

1. Vertebrates
2. Vertebrates: Birds
3. Candy Industry
4. Clothing Industry
5. Communications
6. Electricity and Magnetism

Government

7. Colonial America
8. Discovery and Exploration of North and South America
9. Elections '72
10. Evolution of the American Flag
11. Levels of Government

Holidays

12. Customs and Christmas
13. Thanksgiving
14. Human Biology (including conditioning and responding, dental health, and nutrition)
15. Machines
16. Michigan
17. Prehistoric Man
18. Plants
19. Royal Oak

Transportation

20. Air
21. Automobile
22. Rail
23. Using Maps and Globes
24. Weather

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: ANIMAL LIFE - VERTEBRATES

GRADE LEVEL: 3

GENERAL OVERVIEW: Animals survive in environments to which their characteristics are best suited. Every animal group has characteristic behavior patterns. Man is affected by animals.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

- Books: About Animals - Childcraft
Animals - Arendel, Jocelyn
When Animals are Babies - Schwartz, Charles.
Reptiles and Amphibians - Mathewson
The Birds - Peterson
Insects - Baranowski
Exploring the Animal Kingdom - Selsam
World of Nature - Walt Disney Studio
The Zoo in Pictures - Sejet
Good Time Animal Book - Watts
Animals that Help Us - Fenton
All About Fish - Burger
- Films: Animal Communities and Groups
Animals Protect Themselves
Animals With Backbones
Camouflage in Nature Through Form and Color Matching
Camouflage in Nature Through Pattern Matching
Development of the Chick Embryo
Instincts in Animals
- Filmstrips: What is a Vertebrate?
Discovering Amphibians
Animals Fit Themselves to Their Surroundings
Some Water Animals
We Protect Animals
Eggs that Produce Chicks
- Realia: Charts - Animals classification of the animal kingdom
Chick embryos
Flat Pictures - Animals Without Backbones
Animals That Help Us

2. Field Trips:

Seven Ponds Nature Center (Dryden, Michigan)
Pet Shop and Veterinarian Clinic

3. Human Resources:

Parents
Guides at Seven Ponds Nature Center

4. Activities:

Paper Mache Animals
Animal Puppets and Puppet Play
Animal Puzzles
Hatching Chicken Eggs
Oral and Written Reports
Role Playing -
 Animal charades
 Choral reading and role playing using poetry.

UNIT TITLE: ANIMAL LIFE - VERTEBRATES

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>Group behavior</p> <p>Man's dependence on animals</p> <p>Location of animal homes</p>	<p>As a result of this unit, each child will be able to:</p> <p>Participate in group</p> <p>Discussions concerning what animals do to adapt to environment (shelter, food, physical changes)</p>
<p><u>Science</u></p> <p>Animal behavior patterns</p> <p>Affect of animals on other animals including man</p> <p>Animals adaptation</p> <p>Chick development</p>	<p>Identify the common animal groups and their behavior</p> <p>Participate in group discussion concerning interdependence of man and animals</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p data-bbox="164 636 423 667">Group discussion</p> <p data-bbox="164 699 488 730">Reading and research</p>	
<p data-bbox="164 1224 423 1255">Group discussion</p> <p data-bbox="164 1318 293 1350">Research</p>	

UNIT TITLE: ANIMAL LIFE - VERTEBRATES (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Written reports
Creative writing
Thank you notes
Recognition of words
Reading for information
Reading for pleasure
Oral reports
Group discussion
Pantomime
Play production
Spelling

As a result of this unit, each child will be able to:

Construct a written report

Music

Animal Songs

Sing a song about animals

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Writing reports</p> <p>Poetry prose</p> <p>Thank you notes</p> <p>Giving oral reports</p> <p>Putting on a puppet show</p>	

<p>Group singing</p>	
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UNIT TITLE: ANIMALS - VERTEBRATES (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Puppetry</p> <p>Paper mache techniques</p> <p>Illustrations</p>	<p>As a result of this unit, each child will be able to:</p> <p>Construct an animal</p>
<p><u>Careers</u></p> <p>Managing</p> <p>Producing</p> <p>Servicing</p>	<p>Identify ten occupations created <u>because</u> of animals</p> <p>Classify the animal occupations into the three areas of managing, producing, and service</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Making puppets</p> <p>Making three dimensional animals</p> <p>Writing reports</p>	
<p>Guest speakers:</p> <p>Managing - zoo</p> <p>Producing - butcher</p> <p>Service - veterinarian</p>	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PUPPETRY - (SAWDUST PUPPETS)

II. ACTIVITY FORMAT:

A. Tools and Materials

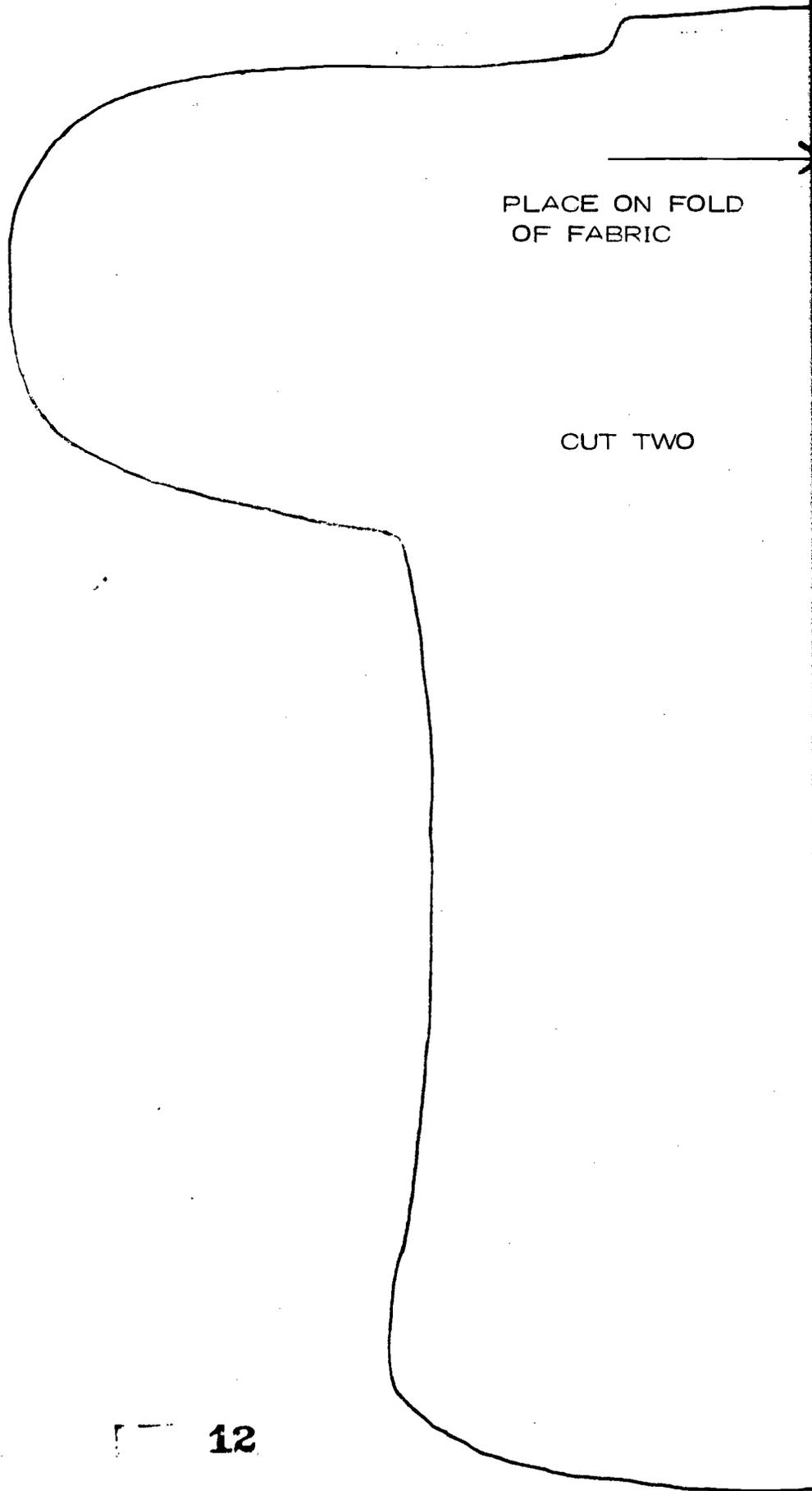
Sawdust	Paint
Wheat paste	Sewing materials
3 x 5 cards	

B. Human Aides and Resources

Parent helpers

C. Procedures for this activity (with helpful hints)

1. Mix sawdust and wheat paste on a one to one basis with water
2. Roll 3 x 5 card into a tube and staple
3. Model puppet head on tube in upright position
4. Dry for 2 - 3 days
5. Paint and decorate
6. Make a costume by tracing pattern and sewing



PLACE ON FOLD
OF FABRIC

CUT TWO

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HATCHING CHICKEN EGGS

II. ACTIVITY FORMAT

A. Tools and Materials

Incubator	Light bulb
Fertilized eggs	Aluminum foil
Cardboard box	

B. Procedures for this activity (with helpful hints)

- 1.a. Buy eggs from Holtz Apples and Egg Farm in Romeo
 - b. Mark eggs with an X on one side
 - c. Keep incubator at 101 degrees F.
 - d. Turn eggs over 3 - 5 times daily
 - e. Eggs take from 19 - 21 days to hatch
-
- 2.a. Line a cardboard box with aluminum foil
 - b. Make a hole in side of box which is 1/2 diameter of egg
 - c. Put the light bulb inside box and darken the room
 - d. Placing egg halfway in hole will allow light to shine through egg showing embryo outline
 - e. Do this frequently to watch development

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ANIMAL PUZZLES

II. ACTIVITY FORMAT

A. Tools and Materials

Magazine
Cardboard
Glue

Mod Podge
Paint Brush
Scissors

B. Procedures for this Activity (with helpful hints)

1. Find large animal picture in magazine
2. Glue picture to cardboard
3. Cover with Mod Podge (using paint brush)
4. After drying (10 minutes) cut into pieces
5. Store in envelopes with name of animal

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAPER MACHE ANIMALS

II. ACTIVITY FORMAT

A. Tools and Materials

Chicken wire	Wheat paste	Buttons
Wire snips	Paint	Shellac
Large staples	Yarn	Pipe cleaners
Newspaper strips (3" x 12")	Cotton	

B. Human Aides and Resources

Older student paired with each third grader

C. Procedures for this activity (with helpful hints)

1. Form shape of animal with wire
2. Prepare wheat paste
3. Cover figure - 2 coats
4. Paint animal - shellac
5. Add features

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: ANIMAL LIFE - VERTEBRATES: BIRDS

GRADE LEVEL: 3rd - 4th

GENERAL OVERVIEW: The purposes of this unit are:

To differentiate the kinds of birds in this area and
their adaptation to environment.

To discover that birds are vertebrates.

To relate how birds help man and how man can help man.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films: Birds: How We Identify Them
White Throat
Birds and Their Characteristics

Filmstrips: Migration of Birds
How Birds Serve Man
Adaptions
Beaks and Feet of Birds
What Is A Bird?
Discovering Birds

2. Human Resources:

Carpenter
Poultry Farmer
Ecologists
Conservationist
Naturalist
High School Students
Industrial Arts Teacher

3. Activities:

Making Bird Houses

UNIT TITLE: ANIMAL LIFE - VERTEBRATES: BIRDS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>Bird Migration</p>	<p>As a result of this unit, each child will be able to:</p> <p>Participate in class discussion on migration routes of different birds of this area</p>
<p><u>Math</u></p> <p>Linear measurement</p>	<p>Compare and differentiate $1/4$", $1/2$" and 1"</p>
<p><u>Science</u></p> <p>Study of birds</p> <ol style="list-style-type: none">ProtectionShelterEcology	<p>Identify 4 local birds</p> <p>List 3 ways birds are useful to man</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Introduction through:</p> <p>Class discussion</p> <p>Trade books, films and filmstrips</p>	

1-

UNIT TITLE: ANIMAL LIFE - VERTEBRATES: BIRDS (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Reporting and Writing</p> <p>Reading</p> <p>a. Information</p> <p>b. Pleasure</p> <p>Discussion in class</p>	<p>As a result of this unit, each child will be able to:</p> <p>Devise ways to help birds</p> <p>Write reports of different birds</p>
<p><u>Careers</u></p> <p>Product Production</p> <p>Services</p>	<p>List 5 careers which produce products related to birds</p> <p>List 5 careers which provide services related to birds</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Interviewing: Carpenter
Poultry farmer
Ecologists
Conservationist
Naturalist
Department of National
Resources

Reports

Assembly line production of Birdhouses

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BIRD HOUSE (Pattern (and literature) available for 25¢ from
The Grand Rapids Audubon Club, 54 Jefferson Avenue,
S.E., Grand Rapids, Michigan 49502)

II. ACTIVITY FORMAT

A. Tools and Materials

1/2" white pine	Try squares
Hand saw	Nails
Drill-bits	7 medium eye bolts
Hammer	

B. Human Aides and Resources

High School Students
Industrial Arts Teacher

C. Procedures for this activity (with helpful hints)

1. Divide class into seven groups
2. Students measures big pieces
3. Saw big pieces
4. Locate holes in bottom, front and back pieces
5. Drill holes
6. Lay out angle cuts on sides
7. Cut angle on sides
8. Assembly
9. Mount bird on trees surrounding playground at Maxwell Park. Quality control person for each group.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CANDY INDUSTRY

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The major purpose of this unit is to bring out career awareness and concepts of manufacturing and producing packaging and advertising.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: Sounds of Numbers - "One, Two, Three, Four"
Sounds of Laughter - "A Maker of Boxes"

2. Field Trips:

Trips to candy factories are restricted due to laws established by State of Michigan law

3. Human Resources:

Candy maker
Parents to demonstrate candy making

4. Activities:

Candy Manufacturing
Taking Surveys
Writing books
Set up candy factory

UNIT TITLE: CANDY INDUSTRY

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Writing of prose and poetry</p>	<p>As a result of this unit, each child will be able to:</p> <p>Write prose by following a given pattern</p>
<p><u>Art</u></p> <p>Packaging</p> <p>Advertising</p> <p>Illustrating</p>	<p>Package a product</p> <p>Advertise a product</p> <p>Illustrate a book</p>
<p><u>Social Science</u></p> <p>Candy around the world</p> <p>Differences in peoples taste</p> <p>History of candy</p>	<p>List candies from around the world</p> <p>Take a survey of the types of candy people like</p> <p>List the origins of candy and sweets and several points of development</p> <p>List ways of perserving foods</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Produce a book

Candy making activities

Group discussion

Survey

Observations

UNIT TITLE: CANDY INDUSTRY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Careers</u></p> <p>Advertising</p> <p>Peckaging</p> <p>Manufacturing</p> <p>Sales</p> <p>Consumer demand</p> <p>Assembly production</p>	<p>As a result of this unit, each child will be able to:</p> <p>Design and make some form of advertisement</p> <p>Package a product made by himself</p> <p>Make candy</p> <p>Sell candy</p> <p>Take a survey and make a product that was demanded the most</p> <p>Take part in an assembly line production</p>
<p><u>Science</u></p> <p>Changes in the state of matter</p>	<p>Observe a solid form of matter change to a liquid and a liquid change to a gas</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Candy making

Survey

Role playing assembly line production

Candy making

Group discussion

UNIT TITLE: CANDY INDUSTRY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement</p> <p>Surveys</p> <p>Money</p> <p>Review of ordinal & cardinal #s</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure liquids and solids</p> <p>Take part in a survey</p> <p>Handle money through sale of product</p> <p>Use cardinal and ordinal numbers in creative writing</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Candy making

Survey of class' likes and dislikes

Sale of product

Creative writing

Measuring

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SET UP A CANDY FACTORY

II. ACTIVITY FORMAT

A. Tools and Materials

Hot plates	Ingredients in recipe for no-
Fry pan	bake candy
Cooking utensils	Recipes

B. Procedures for this activity (with helpful hints)

1. Discuss necessity of sanitation
2. Make different kinds of no-bake candy in small groups
3. Discuss and do packaging in pie pans, labeling on scales
4. Weigh candy on scales and mark each candy box
5. List and glue contents of candy on each box
6. Give 1/2 lb. box of candy to mothers

CANDY RECIPES

DREAM NUT FUDGE

1 3 oz. pkg. cream cheese
2 1/2 cups confectioners sugar
1/2 teaspoon almond extract

1/2 cup chopped nut or coconut
pinch of salt

With electric mixer at medium speed, beat cream cheese until soft and smooth. Slowly blend in sugar, extract, nuts, salt. Press into greased 9 by 5" pan. Refrigerate until firm, cut into squares. Makes about 2 1/2 dozen squares.

SKILLET FUDGE

2 squares unsweetened chocolate chopped
1 1/2 cups sugar
1 tbsp. margarine
2 tbsp. butter

7 tbsp. milk
7 tbsp. white corn syrup
1 tsp. vanilla

Combine all ingredients in heavy 12 inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 pan. Cut into squares.

MINT WAFERS

1 egg white
2 1/2 cups confectioners sugar

2 tsp. butter
1/2 tsp. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink, and green. Knead with hands. Shape into 1 inch balls; place on waxed paper and flatten with tines of a fork.

SNOWBALLS

1 6 oz. pkg. semi-sweet chocolate pieces
1/3 cup evaporated milk
1 cup confectioners sugar

1/2 cup chopped walnuts
13 1/2 oz. can coconut

VANILLA WAFER TURTLES

Use two cookies for each turtle. Frost underside and attach legs of elbow macaroni. A tooth pick doubles for a tail and anchor for head of gumdrop. Frost between 2 cookies to hold toothpick.

Frosting: Mix one cup confectioners sugar and 1 tbsp. milk until smooth.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING ROCK CANDY

II. ACTIVITY FORMAT

A. Tools and Materials

Oven or hot plate	Bowl
Pot	Spoon
Cookie Sheet	Cup

B. Human Aides and Resources

Teacher
L.R.T.
Parent

C. Procedures for this activity (with helpful hints)

Rock Candy

3 3/4 c. sugar
1 1/2 c. Karo light corn syrup
1 c. water
1 t. Lorann Flavoring Oil (at Sherman's drug)
Desired food coloring

1. Sprinkle cookie sheet, covered with foil with powdered sugar.
2. Mix first 3 ingredients in sauce pan. Stir over medium heat until temperature reaches 310° F. Remove from heat.
3. Stir in flavoring oil and coloring
4. Pour into foil, cool, break into pieces

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Great - easy to make - good to eat

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CAKE DECORATORS - LEARNING SEQUENCES

II. ACTIVITY FORMAT

A. Tools and Materials

Cakes (round)	Knives	Candy
Frosting mix	Spoons	Plates
Food coloring	Measuring tools	Bowls

B. Human Aides and Resources

Mothers

C. Procedures for this activity (with helpful hints)

1. Divide into 3 or 4 groups
2. Children will have a specific job
3. Each should have part in designing cake

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CREATIVE WRITING - SENTENCE STRUCTURED LANGUAGE STORIES

II. ACTIVITY FORMAT

A. Tools and Materials

Copies of Sounds of Numbers, pg. 108, "One, Two, Three, Four"

Paper
Pencil
Crayon

B. Procedures for this activity (with helpful hints)

1. Read the story
2. Suggest title of story and apply to the "First week of the year", etc.
3. Each child chooses a number from 1-52 and writes a sentence following the pattern suggested.
4. Sentences are combined to make a book.
5. Expanding ideas - Try individual books following the pattern of "A Maker of Boxes" in Sounds of Laughter.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY SURVEY - RECOGNIZING CONSUMER DEMANDS

II. ACTIVITY FORMAT

A. Tools and Materials

Mixing bowls	Milk	Food coloring
Tablespoons	Flavoring	Saran Wrap
Measuring cups	Measuring spoons	Fork
Confectioners sugar	Wax paper	

B. Human Aides and Resources

Parent Aides

C. Procedures for this activity (with helpful hints)

1. Prepare ahead of time 3 flavors and 3 colors of Fondant candy.
2. Each child samples one of each flavor.
3. Each child states his preference of flavor and color.
4. Answers are tallied.
5. Note the most favored flavor and color.
6. Class makes the candy according to results of survey.

RECIPE:

1 box confectioners sugar
1/4 cup milk
1 tsp. flavoring
Food coloring

Combine ingredients and stir. Mixture will be stiff. Make small balls - flatten with fork. Wrap in saran wrap.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LARGE GROUP CANDY MANUFACTURING AND PACKAGING

II. ACTIVITY FORMAT

A. Tools and Materials

Cooking utensils	Yarn
Cooking ingredients	Paper
Saran wrap	Pencils

B. Human Aides and Resources

Parent Aides

C. Procedures for this activity (with helpful hints)

Manufacturing

Packaging (Assembly Line Production)

Selected candy recipes

1. Cut saran wrap
2. Wrap each candy in saran wrap
3. Tie saran wrap with yarn
4. Attach pre-made label

Small groups
One parent supervising
each small group



2 children at each of the 4
stations

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CLOTHING INDUSTRY

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The purpose of this unit is to apply social sciences, math, and career education concepts as they relate to the clothing industry, both in mass production and custom production.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Filmstrips: Cotton Growing and Ginning
Cotton Spinning and Weaving
Story of Wool

2. Field Trips:

SEOVEC

3. Human Resources:

Art teacher
Seamstress
Parents

4. Activities:

Identifying materials used in clothing chart
Making a bed pillow
Making a vest
• Making a loom and weaving a belt

UNIT TITLE: CLOTHING INDUSTRY

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Geographic and environmental factors

As a result of this unit, each child will be able to:

Compare climate and how it effects what we wear

Collect the type of materials that goes into clothing

Social Studies

Human behavior

Locate on map where we live

Analyze the relationship between the place and environment and their relationship on family

Economic behavior

Compare types of dress found in different families in countries around the world

Math

Linear measurement

Compare prices

Money concepts

Gather data for planning budget and pay and receive correct change

Measure to make pillows

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Analyze the effect between the place and its environment and the family

On the map find where different materials are located, grown or collected

Compare and contrast types of dress found in families in different countries around the world

Find pictures or make pictures of different costumes. Place them on a world map.

Use map skills to locate countries

View filmstrips

Investigate spending, buying and selling within a family

UNIT TITLE: CLOTHING INDUSTRY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Letter writing</p> <p>Report writing</p>	<p>As a result of this unit, each child will be able to:</p> <p>List 5 resources of clothing</p> <p>Prepare budget</p>
<p><u>Art</u></p> <p>Cutting</p> <p>Drawing</p> <p>Designing</p>	<p>Duplicate patterns for pillow</p>
<p><u>Careers</u></p> <p>Producing raw materials processing packaging</p> <p>Servicing things people</p>	<p>Identify a product and describe the stages of production from raw material to packaged product</p> <p>Investigate and describe research done on raw materials</p> <p>List classes of industry and types of workers in the immediate area</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Write a report on clothing in Michigan and in one country</p>	
<p>Make a pattern for a pillow and make pillow 12" x 12"</p> <p>Design the clothing for one person</p>	
<p>Discuss what type of industry and what kind of workers would be involved in making different costumes. e.g. tourist agency, survey, marketing</p> <p>Matching job to the types of workers</p> <p>Visit S.E.O.V.E.C.</p>	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A PATTERN AND BED PILLOW

II. ACTIVITY FORMAT

A. Tools and Materials

Newspaper print paper
Material
Thread & needles
Old nylons

Sewing machine
Rulers
Iron
Scissors

B. Human Aides and Resources

One parent for group of four

C. Procedures for this activity (with helpful hints)

Have group demonstration with uncut pattern to show - describe ruler and how to use it.
Using chalkboard demonstrate each line and where it would go in respect to the others.
Have child choose two pieces of material bigger than 12" x 12".
Explain that the two outsides are put together and why.
Show seam.
Have child lay pattern correctly on material and pin.
Carefully cut.
Have each child sew through sides, trim, turn right side out, press, stuff with nylons, slip stitch top.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A VEST

II. ACTIVITY FORMAT

A. Tools and Materials

Felt	Scissors
Thread & needle	Sewing machine
Pattern	Large white paper
Ruler	

B. Human Aides and Resources

One parent group of four

C. Procedures for this activity (with helpful hints)

From basic pattern make adjustments for smaller and larger child (have resource person demonstrate this).

Make own pattern.

Lay out, pin, cut and sew up sides.

Add desired fringes, pockets and designs.

III. RESULT OF THIS ACTIVITY (AFTER IMPLEMENTATION)

A custom-made vest is made as craftsmen do.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: COMMUNICATIONS

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The purpose of this unit is to study the development of written and oral communication starting with clay tablets, to the present time and incorporating the production and presentation of television programs.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

- Films:** Life in Ancient Rome - The Family (Scrolls)
Japanese Family (Japanese writing materials)
Indians of Early America (picture writing)
That's News to Me (about Daily Tribune)
Los Tres Osos (Spanish - other languages)
- Filmstrips:** Our Alphabet
Writing with Pictures
You and Your Newspaper
The Newspaper Boy - ECF102
- Books:** The Genie and the Word - Bueher
Come to Work With Us in a Newspaper - Wilkinson; Saxtant Press
Glad You're With Us (Handbook for Tribune employees)
News Explorer issued 11/27/72 on newspaper styles and format
Royal Oak Tribune - free movies
Social Science Text - Unit 2 - Level
Follow My Leader by J. Garfield
(fictitious story of blind boy - his rehabilitation - written by a blind author)
Story of Helen Keller
How Books Help Us - McCabe; Benefic Press
Sending the Word - Buehr
Communication - Batchelor
Your World: Let's Publish a Book - Pope; Taylor Pub.
Your World: Let's Visit a Newspaper - Pope; Taylor Pub.
Your World: Let's Visit a Paper Mill - Pope; Taylor Pub.
The Romance of Writing - Irwin; Viking Press
Communication - Colby
How Printing Helps Us - McCabe; Benefic Press

A.B.C.'s of Hand Tools (Booklet)
A.B.C.'s of Hand Tools (Movie)
How Television Works (Book)
The Globolinks, a short musical
LET filmloop - Photographer
T.V. Guide
Detroit News

2. Field Trips:

Daily Tribune - Fridays 4 p.m.
Macomb Community College - T.V. Center
Oakland Vocational Center
Trip to Telephone Company
Trip to Western Union Office
Kimball High Print Shop
Local Print Shops
Royal Oak Tribune

3. Human Resources:

Actress
T.V. operator, M.C.C.
- lights, make-up, stage design
- radio announcer, M.C.C.
People who work at newspaper
Detroit News Representative

4. Activities:

Role Playing Experiences
Characterizations in play
Auditioning for plays
Role-playing - printer, artists
Printers - print lost and found article two ways
Artists - illustrate picture of missing dog
Activities from the Detroit News
Activity cards

UNIT TITLE: COMMUNICATIONS

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Reading - intonation, dictionary work, understand the play format

Creative Writing - advertising, writing letters and invitations

Sentence construction

Drama

As a result of this unit, each child will be able to:

List ways of communicating in written form

List three inventions which have helped us learn the ideas of the past

List three means of written communications which are no longer used

Participate in group discussion on bodies of knowledge which would not be available to us if they had not been recorded

Describe what elements are incorporated into a play and why

Write a newspaper article in an area of his choice

Make advertisement posters and programs

Write thank-you notes to all outside people who helped

Write a classified ad

Identify correct English usage in a newspaper article; subjects, predicates, etc.

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Poetry writing

Art illustrations

Book making - running off dittos

Sewing books together

Play the game "telephone"

Replace blurbs in cartoon strips with own dialogue

Cut articles from the newspaper and display them on a bulletin board

Have the children write who would be most interested in the article: i.e., soy bean prices, the farmer, housewives, pollution, laws and industry

Listen to poems about Valentine's Day

Listen to patterns for creative writing

Write their own patterns for poems

Write lost and found articles

Children will cut out pictures from an ad and write the ad

Find the five W's and write a feature story of their own

Develop a skit from a short story and use it as vehicle for a T.V. production

UNIT TITLE: COMMUNICATIONS (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u> (continued)</p> <p>Oral communication</p> <p>Five W's - who, what, when, where and why</p> <p>Communicating by braille</p>	<p>As a result of this unit, each child will be able to:</p> <p>In given simulated newspaper situations, will role play a specific job in the newspaper: manage a newspaper, develop and compose copy, print a paper, or distribute the paper</p> <p>Participate in developing the dialogue for a T.V. production</p> <p>To write a concise effective ad identify the five W's</p> <p>Write thank-you letters in braille</p>
<p><u>Science</u></p> <p>Lighting and its effects</p> <p>Sound effects</p>	<p>Describe the basic fundamentals of lighting</p> <p>Read a weather map</p>

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METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Visit and present skit at M.C.C. T.V. Studio

Write telegrams on forms obtained from Western Union Office

Write stories in which the letters or the message SOS was important

Use lighting effects in a T.V. production of a play

UNIT TITLE: COMMUNICATIONS (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>Theater as a form of entertainment</p> <p>Function of communication media in our society</p>	<p>As a result of this unit, each child will be able to:</p> <p>Describe the production problems when working on a play, relationships, etc.</p> <p>Describe the functions of theater and other communications media</p> <p>Demonstrate the use of the newspaper</p>
<p><u>Math</u></p> <p>Adding and subtracting</p> <p>Money</p> <p>Multiplication</p> <p>Graphing</p> <p>Linear measurement</p> <p>Payroll department</p> <p>Measurements for scenery</p> <p>Tickets - the producing and selling of</p>	<p>Recognize the responsibilities of accurately accounting for and handling money</p> <p>Use basic math fundamentals and measurements</p> <p>Estimate the cost of advertisement</p> <p>Compute the difference between sale article and standard price of article</p> <p>Compare and contrast prices of food</p> <p>Explain stock market reports</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Brainstorm production problems

Cut out ads and tally prices

Find from five to ten items advertised
in the newspaper for under \$5.00

Call newspaper for pricing formula

Write a menu using advertisements from
food

Determine total cost of a day's menu

UNIT TITLE: COMMUNICATIONS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Costume design

Stage design

Stage make-up

As a result of this unit, each child will be able to:

Prepare a cartoon figure

Design and construct simple set with props

Design posters for advertisements

Recognize the purpose of stage make-up and its effects

Make a wood frame

Identify as a group, three major functions of the payroll department

Prepare the props for a T.V. skit

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Students make wood frames - to hold clay and wax for tablets - quill pens, styli, inks and scrolls, to write their newspaper articles on them</p>	
<p>Students make wood blocks and relief printed designs and letters to use for printing</p>	
<p>Try out fountain pen and ink</p>	
<p>Make design for wood block</p>	
<p>Poets to work in quiet corner</p>	
<p>Artists to work at easel in beret & cape</p>	
<p>Book-binders to sew books together</p>	
<p>Book-makers to run dittos off</p>	
<p>Draw on slate</p>	
<p>Trace stencil letters (old English)</p>	
<p>Transfer letters (old English)</p>	
<p>Try out straight pens with drawing ink (maybe decorative letters)</p>	
<p>Examine type on typewriter for example of relief printing</p>	

UNIT TITLE: COMMUNICATIONS (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Music</u></p> <p>Selection of music for the play</p>	<p>As a result of this unit, each child will be able to:</p> <p>Suggest music for a T.V. kit</p>
<p><u>Careers</u></p> <p>Managing</p> <p>Producing a product</p> <p>Personnel People and their jobs pertaining to communications</p> <p>Hiring</p>	<p>Fill out an application for a job of their own choosing related to a T.V. production</p> <p>List 8 jobs involved in T.V. production</p> <p>Participate in a T.V. production</p> <p>List 10 jobs related to the production and distribution of newspapers</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Write, print and distribute a newspaper

Make a Who's Who book from clippings in a newspaper

Brainstorming jobs in a newspaper, and different sections of the newspaper

Choose the sections they want to study and then write an original article

Three children were selected from the class to act as auditioners

Discuss printers jobs

Discuss artists jobs

Poets

Book maker (Book binders)

Advertiser

Printers

Salesman

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A NEWSPAPER

II. ACTIVITY FORMAT:

A. Tools and Materials

Typewriters
Ditto masters

B. Procedures for this activity (with helpful hints)

1. Decide on which departments will be included and jobs that will be created
2. Have children apply for the jobs
3. Teacher helps department heads to supervise their departments
4. Set a deadline for publication
5. Have students produce the paper and then distribute it

RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The follow-up discussion should include ideas for creating more appeal among the readers, how repetition or creativity helped or hurt the various jobs, responsibility and the success of the total adventure.

APPLICATION FOR EMPLOYMENT - NEWSPAPER

NAME _____ ADDRESS _____

PHONE _____ HOW MANY YEARS EDUCATION? _____

WHAT ARE YOUR BEST SUBJECTS? _____

WHAT DO YOU LIKE TO DO IN YOUR SPARE TIME? _____

PREVIOUS EMPLOYMENT _____

(Chores at home
Chores in neighbor-
hood
Jobs at school) _____

CHECK BELOW THE FIVE POSITIONS YOU WOULD MOST LIKE TO HAVE AND FEEL YOU ARE QUALIFIED FOR

<u>Position</u>	<u>Duties</u>	<u>Qualifications</u>	<u>Salary</u>
Publisher	Owns paper Promotes paper Interviews Pay employees Makes rules Leader of group	Good in all subjects Lots of knowledge Gets along with others Is fair, pleasant	
City Editor	Decides what goes into paper Makes decisions	Good in writing, English Reading, Social Science Good judgment Speed	
Sports Editor	Decides what goes into sports section makes decisions	Same as city editor - and knowledge of sports	
Women's Editor	Decides what goes into women's section Makes decisions	Same as city editor - and homemaking skills Science, Arts, Crafts	
Special Writers	Responsible for daily article	Good in writing, English, reading-dependable, prompt	
Reporter	Finds the news Brings it back	Good in English, writing, reading, spelling, social science Fast - good memory Good personality Must know 5 W's and H	
Photographers	Finds the news Takes pictures and brings them back	Good in science, art, Math Speed	

APPLICATION FOR EMPLOYMENT - NEWSPAPER (continued)

CHECK BELOW THE FIVE POSITIONS YOU WOULD MOST LIKE TO HAVE AND FEEL YOU ARE QUALIFIED FOR

<u>Position</u>	<u>Duties</u>	<u>Qualifications</u>	<u>Salary</u>
Rewrite Man (or women)	Writes up reporters' stories, clearly, and correctly and in interesting way	English, Spelling, writing Speed - accuracy Proper sequence Can express main idea	
Advertising Manager	Gets businessmen to advertise Helps choose good Advertisements	Good in English, Art Ability to persuade	
Classified Ad Department Clerks	Take information for ads Quotes prices	Good in math, English Reading, Spelling Accurate Pleasant	
Bookkeepers	Pay bills Pay salaries	Good in math, accuracy Manual skills (Adding machines and comptometer) Computers	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILD RUBBER STAMPS

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood scraps	Ink pad	10 x 10 plexiglas sheet
Inner tubes	Brayer	Scissors
Elmer's glue	Ink	

B. Procedures for this activity (with helpful hints)

1. Cut a simple shape (circle, clover) from the inner tube and glue it to a wood scrap. This is your stamp.
2. If the stamp is small the stamp pad may be used for inking the stamp. If it is large, the oil based ink may be placed on the plexiglas and spread with the brayer.
3. Letters can be cut from the inner tube and an entire alphabet be made for composing messages.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The children learn that it is easier to print if duplicates of letters are made and more than one letter at a time printed. They also learn that the letter must be reversed on the block to print correctly on paper.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PRINTS FROM PLASTIC

II. ACTIVITY FORMAT:

A. Tools and Materials

Thick, white, plastic meat trays
Smock/old shirt
Pencil
Rubber brayer
Newspaper

Paper - (wrapping, tissue,
construction)
Window glass
Block printing ink (water
soluable)

B. Procedures for this activity (with helpful hints)

1. Wash meat trays and cut off upturned edges.
2. Cut plastic to the size of print wanted.
3. Draw your design (simple, bold designs come out best).
4. Get ready to print. Set up assembly line as follows:
 - a. The piece of glass with ink and brayer.
 - b. One whole sheet of newspaper folded three times, for rolling the ink on the plastic print.
 - c. Several sheets of newspaper folded to make a pad for the actual printing.
5. Squeeze out 1/2" of ink on glass and spread with brayer.
6. Roll the ink on the design.
7. Carefully place the print, inked side down, on printing paper.
8. Press down all over - (use fist or spoon).
9. Carefully lift plastic print and set aside to dry.
10. Frame or mount.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WANT ADS FOR PONY EXPRESS RIDER

II. ACTIVITY FORMAT:

A. Tools and Materials

Reading text - 4th grade - Pony Express Rider
Paper
Pencil

B. Procedures for this activity (with helpful hints)

1. Discussion of the history and excitement of the Pony Express
2. Discuss qualification of Pony Express rider
3. Write a want ad for Pony Express rider as it might have appeared in a newspaper of 1868
4. Use this as a motivation to study want ad (help wanted) in the daily newspapers; discuss qualifications for jobs, how to answer a job want ad, etc.
5. Compute costs of mailing a letter via Pony Express with the costs of mailing a letter today - use a scale to determine ounces and then cost of mailing

(In 1860 the Pony Express carried mail at the rate of \$5.00 an ounce)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INK MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

Charcoal
Beet juice
Blueberry juice

B. Procedures for this activity (with helpful hints)

Inks: Book suggested mixing with linseed oil - it tended to separate. I had better luck mixing with some Elmer's glue or cornstarch. Rubbed charcoal on sandpaper to grind it up.

Lemon juice for invisible ink. Write on lined paper with Q-tips. When dry it is invisible. Iron over paper to make words appear.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SCROLLS - QUILL PENS

II. ACTIVITY FORMAT:

A. Tools and Materials

Dowels - up to 1" diameter. Cut into 6" lengths (or size you desire)

Oil paints

Shelf paper

B. Procedures for this activity (with helpful hints)

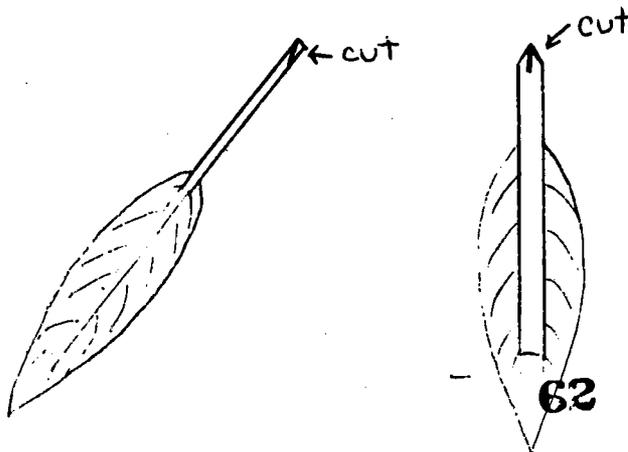
Cut dowels - write on shelf paper (scroll). Attach to two dowels thumb tacks. We decorated the wood dowels first with oil paint.

NOTE: According to what I read scroll was written in columns and was read from right to left - not top to bottom, i.e.

Some wrote with their quill pens (or straight pens using inks we made). Some used "rub off" old English style stencil letters.

QUILL PENS: Used duck and chicken feathers (had much difficulty obtaining them. Was visiting in Wisconsin farm area and got them from a farmer - couldn't find any for sale in Detroit area.

Hold quill nib, at end, sideways and cut with manicure scissors. Then cut slit through middle.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING WAX AND CLAY TABLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood

Wax

Natural clay (fire) (like that used for adobe)

Paint

B. Procedures for this activity (with helpful hints)

1. Cut wood about 12" lengths - about 6" wide. Cut 4 sides about 1" thick to form sides and hold clay and wax. Nail on sides. Sand pieces before nailing. We painted them but not necessary.
 - a. Moisten clay and pack it in frame. While still damp write in it with stick or nail. Cut stick so it forms flat triangle. Other end can be used as eraser. Dries overnight. (Some of them tended to crack unless packed quite tightly.) These areas can be filled in. It was easier to read when we went over the indentations with charcoal or paint.
 - b. Wax tablets - melt candles or use colorless wax with melted crayons - pour into frames. They tend to leak until wax in cracks starts to harden. When dry - write on them with stylus (we used large nails - blunt end can be used for eraser).

NOTE: I was given a suggestion which needed further explanations. To re-use wax tablets, put in oven at 165 degrees. This re-melts the wax. However, some mothers complained the wax leaked out all over their ovens.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BLOCK PRINTING

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood 2 x 4's
Rubber inner tubes or yarn

B. Procedures for this activity (with helpful hints)

1. Draw design - cut out of rubber inner tube and paste on block - or paste two or three thicknesses of yarn on wooden block.
2. Then put paint on it, and repeat the design on large sheet of paper. Some used this as gift wrapping paper. Some made their initials - had to remember to put it on backwards.

DAILY CHIT CHAT TELEVISION PRODUCTION

Announcer: Would you like to visit a newspaper? Let's take a trip through Room 17's newspaper - The Daily Chit-Chat
CAST - Diana - Hold up sign

SCENE ONE - Cast - Terri Altizer
Announcer: As we walk in, we see our switchboard operator, Miss Terri Altizer. She takes all incoming calls and connects callers with the proper person.

.....

SCENE TWO - Cast: Darren Calhoun, Cherie Juntikka, Mark Rakoczy
Announcer: Next, we'll look in on our publisher, Mr. Darren Calhoun and his secretary, Miss Cherie Juntikka. Mr. Mark Rakoczy is applying for a job.

.....

SCENE THREE - Cast: Annette Mullas, Laura Phillips
Announcer: Our advertising Manager, Miss Annette Mullas, is selling newspaper space to Miss Laura Phillips, president of J. L. Hudson's. The newspaper makes most of its money from advertising.

.....

SCENE FOUR - Cast: Darren Calhoun, Jimmy Collick, Susan Yirovec, Tom Kaiser,
Announcer: Shaw Gordon
The Classified Ad Department is always busy. Many people put ads in the paper. Mr. Darren Calhoun is talking with customers. Miss Susan Yirovec and Mr. Jimmy Collick are typing up the ads and sending them to the Composing Room.

.....

SCENE FIVE - Cast: David Dernier, George Bastuba
Announcer: Here we see Mr. George Bastuba, a clerk in the morgue. This is where copies of old newspapers are kept. Mr. David Dernier, the copy boy, is speaking with him.

.....

SCENE SIX - Cast: Becky Woods, Liz Worthen
Announcer: The Bookkeeping Department handles all the money. They put money they receive in the bank and pay all the bills. They also make out the paychecks for the employees. Miss Becky Woods is the head bookkeeper. Miss Liz Worthen is a typist.

.....

SCENE SEVEN - Cast: David Dernier, Mark Connelly, Todd Azarias, Mark Rakoczy,
Announcer: Joe Guarino
Let's follow our reporters, Mr. Mark Connelly and Mr. Todd Azarias and our photographers, Mr. Joe Guarino and Mr. Mark Rakoczy as they interview the famous Olympic swimming star, Mark Spitz.

.....

DAILY CHIT CHAT TELEVISION PRODUCTION (continued)

SCENE EIGHT - Cast: Paul Nation, Tom Flynn, Colleen Krog, Holly Jaye, Cherie Juntikka, Tom Barr, David Schumacher, Chris Bjornberg, Theresa Furlong
Announcer: Here we see another interview. Reporter, Mr. Chris Bjornberg and Photographer, Miss Theresa Furlong are talking with Vietnam prisoners of war who have just come home.

.....

SCENE NINE - Cast: Mark Connelly, Todd Azarias, Chris Bjornberg, Joe Guarino, Mark Rakoczy, Theresa Furlong, Barb Hamby, David Dernier
Announcer: The reporters and photographers bring their stories and pictures back to the newspaper and give them to our rewrite woman, Miss Barb Hamby. Her job is to change the stories so they are interesting and clear. She corrects all mistakes.

..... (Copy Boy - Take these to the City Editor and these to the Sports Editor)

SCENE TEN - Cast: Ken McDonough, Diana Walker, David Dernier
Announcer: As we look in on our City Editor, Mr. Ken McDonough, he is dictating a letter to his secretary, Miss Diana Walker.

..... (Copy Boy - Take these stories to linotype operator and the pictures to photoengraving)

SCENE ELEVEN - Cast: Pat Harper, David Dernier
Announcer: Here is our Sports Editor, Mr. Pat Harper. He is selecting the best sports stories to go in today's paper.

..... (Copy Boy - Take these stories to linotype operator and the pictures to photoengraving)

SCENE TWELVE - Cast: Beth DeWitt, Angela Pielack
Announcer: Now let's visit our Women's Editor, Miss Beth DeWitt. Her secretary, Miss Angela Pielack is answering the phone.

.....

SCENE THIRTEEN - Cast: Tom Barr, David Dernier
Announcer: Our copy boy, Mr. David Dernier, is taking the pictures to the photoengraving foreman, Mr. Tom Barr. He will make metal plates from them.

..... (I'll get these over to the Composing room as soon as possible)

SCENE FOURTEEN - Cast: Billy McDonald, Tom Flynn
Announcer: We're in the Composing Room now, watching Mr. Billy McDonald, the linotype operator.

(I'm making metal letters for the press)

Announcer: Mr. McDonald then takes the metal slugs to Mr. Tom Flynn, the proof reader. Mr. Flynn checks them carefully for any mistakes.

DAILY CHIT CHAT TELEVISION PRODUCTION (continued)

SCENE FOURTEEN - continued

Billy: (Here you are, Mr. Flynn. Check them over.)

Tom: (You spelled prisoners incorrectly.)

.....

SCENE FIFTEEN - Cast: Tom Flynn, David Schumacher

Announcer: Mr. Flynn then takes the metal slugs to Mr. David Schumacher, our make up man. He arranges all the pictures and stories attractively for each page of the newspaper. This is called the galley.

.....

SCENE SIXTEEN - Cast: Paul Nation, Mark Connelly, Chris Bjornberg

Announcer: The galley is then made into a curved metal sheet to fit on the rollers in the press room. Then the newspaper is ready to roll. Mr. Paul Nation, our press foreman is setting up the press. His helpers are Mr. Chris Bjornberg and Mr. Mark Connelly.

..... Note: Hold up real newspaper

SCENE SEVENTEEN - Cast: Kelly Gipson, Jimmy Collick

Announcer: While we're waiting for the papers to be run off, let's look in on our Circulation Manager, Miss Kelly Gipson. She's responsible for getting the papers to the customers. She's talking to a new customer.

.....

SCENE EIGHTEEN - Cast: Todd Azarias, Shaw Gordon, Jimmy Collick

Announcer: Now, let's see what's happening to our newspapers. After Mr. Nation runs them through the press, they are taken on a conveyor belt to be loaded on a truck. Mr. Todd Azarias is loading the truck. Mr. Shaw Gordon, the driver, will deliver the papers to the newsboys.

.....

SCENE NINETEEN - Cast: Jimmy Collick, Tom Kaiser

Announcer: Finally, we see our newsboy, Jimmy Collick, delivering papers to his customers.

.....

Announcer: Tomorrow, and every day, the employees of the Daily Chit-Chat will be working hard again to bring the news to your home.

THIS WAS THE STORY OF THE DAILY CHIT-CHAT

SCENE TWENTY - Cast: Ken McDonough, Chris Bjornberg

DAILY CHIT CHAT TELEVISION PRODUCTION (continued)

Announcer: This program has been brought to you by the Elaine Meyer Square Dance Studio. And now we close with a message from our sponsor.

Ken: Amaze your friends. Learn how to square dance.

Chris: Only \$10 for twelve easy lessons. Come and see us tomorrow at the Elaine Meyer Square Dance Studio.

Announcer: Thank you for watching. So long and have a happy day.

THE BIG-LITTLE QUESTIONS

An important tool for the clear thinker is the fact. Facts are statements which a reasonable person accepts as true. Usually facts can be proved. Once you have facts, you are in a better position to form opinions, make decisions, take action.

Facts aren't to be crammed into your head as a warehouse is stuffed with furniture. Facts are really the "raw material" of your thinking. They are not the end product. The important thing is to know how and where to find the facts.

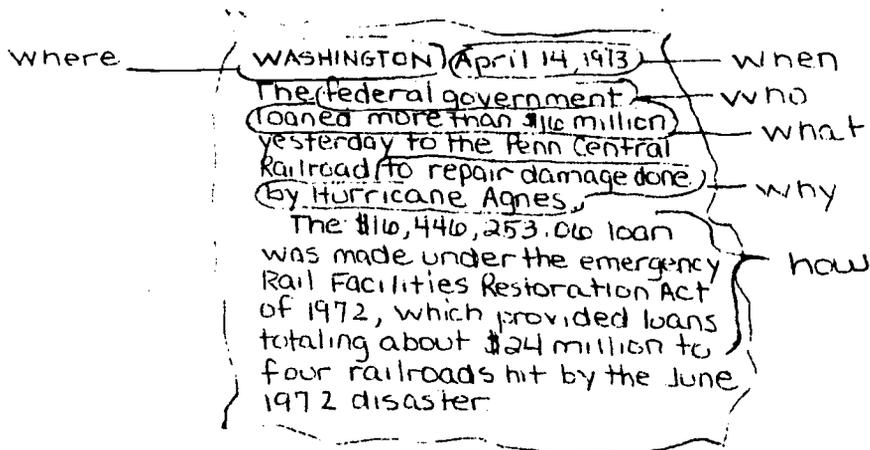
How can you find the facts? Six little words unlock some big doors to facts and answers.

Try asking yourself these big-little questions:

WHO? WHEN? WHY?
WHAT? WHERE? HOW?

They help to develop ideas, present problems, ask for opinions, dig for answers. By learning to ask and answer, a clear thinker can explore many possibilities and perhaps come up with new approaches to old problems, new ideas for old procedures, new information on old subjects.

How do the big-little questions work? Very often big-little questions are answered in the lead of a news article. In the paragraph following the lead, the reader learns more specific information - answers to questions behind the big one.



Once the big-little questions are answered, some further questions that might be raised are: Who else was in the race? What were their finishing times? How many people saw the race? Did Dave Patrick break any records? What was his reaction to winning? What was the significance of the race? These questions and many others might be answered in the rest of the article. In this way, the reader gets the main facts first and many others next.

THE BIG-LITTLE QUESTIONS (continued)

Read this lead to find the main facts, and write in answers to the big-little questions.

June 14 - An American expedition has found what it believes to be the remains of Christopher Columbus's flagship, the Santa Marie. The wreck of the famed vessel was found off the coast of Hispaniola, a large island in the Caribbean Sea. Columbus's own log and documents of the period helped the archaeologists pinpoint the location.

WHO? _____ WHEN? _____

WHAT? _____ WHY? _____

WHERE? _____ HOW? _____

APPLICATION FOR EMPLOYMENT - TELEVISION STUDIO

NAME _____ ADDRESS _____

PHONE _____ HOW MANY YEARS OF EDUCATION? _____

WHAT ARE YOUR BEST SUBJECTS? _____

WHAT DO YOU LIKE TO DO IN YOUR SPARE TIME? _____

WHAT ARE YOU ESPECIALLY GOOD AT? _____

LIST YOUR PREVIOUS EMPLOYMENT? _____

Position

Duties

Qualifications

Producer

The leader hires everyone - pays employees - finds a company to pay for the show in exchange for advertising

Must understand people and be able to get along - Good in expressing himself (herself) - good in all subjects

Writers

Write plays or skits or shows. Some write commercials.

Good imagination - good in creative writing, English, reading, social studies, spelling

Director

Instructs actors, cameramen, etc. Responsible for seeing that the show is done well. Sits in the control room. Tells cameramen what to do. Tells sound men (with microphones) where to go

Good actor - good in speech, English, reading, science (must understand how all the equipment works), social science - understanding and getting along with his group - good leader

Assistant Director

Stands in front of actors on stage and gives directions with gestures. Holds up cards with their parts written so they won't forget.

Good leader. Good in reading, English. Must be fast and well organized. Must be able to make himself understood without words.

Actors

Learn parts. Obey directions of director and assistant director. Be willing to work long and hard at rehearsals. Be on time.

Good in speech, English. Good imagination. Must be able to put themselves in the "shoes" of the character they're playing. Must be patient, able to take orders without complaint.

APPLICATION FOR EMPLOYMENT - TELEVISION STUDIO (continued)

<u>Position</u>	<u>Duties</u>	<u>Qualifications</u>
<u>Carpenters</u>	Make scenery and props	Good in manual skills, math, following directions, accuracy
<u>Painters</u>	Paint scenery Make backgrounds	Art, creativity, following directions, math, accuracy, patience
<u>Fashion Experts</u>	Plan costumes for actors. Make costumes. Make decisions about what looks best on each actor.	Good in art, creativity, social science (history of clothing), science - kinds of materials and how they're used. Manual skills.
<u>Artists</u>	Make drawings for plays and commercials. Sometimes animated cartoons.	Good in drawing - good imagination, patience, accuracy.
<u>Cameramen</u>	Focuses camera on actors Sometimes for close-ups, sometimes at a distance Usually several cameramen Director chooses best picture	Good in science (operating and understanding camera). Good in math (distance measuring). Listening skills: director tells him what to do.
<u>Stagehand Electricians</u>	In charge of stage lighting. Many different kinds of lights (soft, strong, different colors)	Good in science, alert, good listening skills (director tells him what lights to use at different times). Speed.
<u>Propmen</u>	Put out scenery needed for skit. Change scenery when needed.	Good memory. Good attention. Well organized. Speed.
<u>Soundman</u>	Has large microphones on poles which he moves around as actors are speaking.	Good in science (sound). Alert. Careful (microphone mustn't show up on camera). Speed. Good listening skills (director tells him where to move microphones).

THE FOLLOWING JOBS WE MIGHT NOT USE:

<u>News Reporter</u>	Writes up the important news. Rehearses (practices) reading it well.	Good in social science (current events). Good in speech, English, reading. Neat appearance, pleasant.
<u>Audioman</u>	Sits in controls room and "adjusts" sound. Makes it louder or softer as necessary. Has tapes to play for sound effects, music, etc.	Good listener. Good in science. Fast, alert.

APPLICATION FOR EMPLOYMENT - TELEVISION STUDIO (continued)

<u>Position</u>	<u>Duties</u>	<u>Qualifications</u>
<u>Movie Cameraman</u>	Goes outside and takes pictures of important news. Brings it back for news reporters.	Good in science, math, social studies. Fast, accurate.
<u>Film Editor</u>	Goes through news films and picks out best scenes. Cuts out what he doesn't want.	Good in social science. Must make fast and good decisions. Good in science. Must be fast and accurate.
<u>Projectionist</u>	Picks out slides and movies to show on TV.	Good judgment. Good in social studies. Good memory and organization.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SHADOW PUPPETS

II. ACTIVITY FORMAT:

A. Tools and Materials

Dark colored poster paper
12" sticks
Glue
Colored cellophane

B. Procedures for this activity (with helpful hints)

1. Cut out form from poster paper for puppet.
2. Cut out features you want light to shine through with color (eyes, buttons, etc.).
3. Glue cellophane on back covering cut out features.
4. Tape stick on back about 1/2 way up for handle.
5. Set up screen. Shine light on it. Children stand/sit about 4 feet back from screen.
6. Write plays, short stories, record, etc.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SENDING MORSE CODE

II. ACTIVITY FORMAT:

A. Tools and Materials

Reading textbook - Open Highways - Grade 4

Batteries	Bell
Wood	Light bulb
Buzzer	Wire tool rack

Telegraph Key from Instructional Materials Center

B. Procedures for this activity (with helpful hints)

1. Read SOS in Open Highways - Grade 4 - p. 184.
2. Study pattern of dots and dashes making up Morse Code.
3. Send messages to classmates by writing out Morse Code.
4. Tap out longs and shorts to send messages by Morse Code.
5. Divide into small groups to devise and make some kind of transmitter which could be used to send Morse Code (bell, buzzer, light bulb, flags, etc.).

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WRITING WITH PICTURES

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Encyclopedias
Colored paper	Library books on communication
Glue	

B. Procedures for this activity (with helpful hints)

1. Divide into small groups.
2. Choose form of communication for study, dramatization, and illustration; e.g. suggested topics -
 - a. Smoke signals
 - b. Cave man picture writing
 - c. Egyptian hieroglyphics
 - d. African drums
 - e. Heliograph
 - f. Indian writing
 - g. Homing pigeon 2000 B.C.
 - h. Pony Express 1860
 - i. Invention of telegraph
 - j. Invention of telephone
 - k. Radio
 - l. Television
 - m. Satellites
3. Have students dramatize their chosen form of communication.
4. Arrange individual pictures depicting each form of communication in chronological order on a bulletin board.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING-UP A CODE SYSTEM

II. ACTIVITY FORMAT:

A. Tools and Materials

First Book of Code and Ciphers by Sam Epstein

Paper and pencil

B. Procedures for this activity (with helpful hints)

1. Discuss use of code during World War II and other wars.
Discuss importance of code deciphers during wars.
2. Have each child devise his own system of code - whereby each letter of the alphabet is represented by some symbol.
3. Have children send message to friend in their original code.
See if friend can crack code by telling him certain key letter symbols.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FLAGS USED TO SEND MESSAGES AT SEA

II. ACTIVITY FORMAT:

A. Tools and Materials

Sending the Word by Walter Buehr, pp. 56-57

sample flags
alphabet flags

Colored paper
Scissors
Glue

B. Procedures for this activity (with helpful hints)

1. Show large chart illustrating the flag that represents each letter of the alphabet.
2. Have each child make a flag for one letter of the alphabet.
3. Mark letter on the flag so that it can be readily identified.
4. When entire flag alphabet is completed have children take turns sending messages to class with flags.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TELEPHONE ACTIVITIES - ANSWERING SERVICE

II. ACTIVITY FORMAT:

A. Tools and Materials

Telephone usage kit
Guide in kit
Tape Recorder - listening post

B. Procedures for this activity (with helpful hints)

1. Allow students to use tape recorder to establish and ask questions of Mrs. Beattie's Answering Service.
2. Children ask questions of teacher on tape recorder.
3. The next day the child will find my answer on the tape which he may listen to at the listening post in his free time.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: ELECTRICITY AND MAGNETISM

GRADE LEVEL: 4

GENERAL OVERVIEW: Six weeks science unit dealing with electricity and magnetism.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: Magnetism and Magnets (How and Why Books)

Films: Electricity - How It Is Generated
Electricity - Principles of Safety
Introduction to Electricity
Learning About Electric Current
How to Stimulate Your Science Program - by Vessel and Wong

2. Field Trips:

Greenfield Village (Henry Ford Museum)
Detroit Historical Museum

3. Human Resources:

Electrician - to demonstrate construction of telegraph or other
electrical device
Parents and students
Head of Royal Oak Science Department
Call Detroit Edison for resources and materials

UNIT TITLE: ELECTRICITY AND MAGNETISM

CONCEPTS	BEHAVIORAL OBJECTIVES
<p>The space around which the force of a magnet acts is called the magnetic field</p>	<p>As a result of this unit, each child will be able to:</p> <p>Manipulate iron filings and magnet to show magnetic field</p>
<p>Magnets attract iron, steel, cobalt, and nickel</p>	<p>List magnetic and non-magnetic materials</p>
<p>Magnetic lines of force can travel through some materials</p>	<p>Identify materials that line of force penetrates</p>
<p>Magnets have many uses</p>	<p>Name uses of magnets</p>
<p>Magnets can be made from other magnets</p>	<p>Induce a magnet</p>
<p>An electro-magnet can be made -- magnetism can be obtained from electricity</p>	<p>Make an electro-magnet</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Illustrate magnetic field with iron filings</p>	
<p>Children will test numerous objects with a magnet</p>	
<p>Experimentation with magnets and materials</p>	
<p>Bring in objects such as magnetic screwdrivers, magnetic bulletin board, latches, compass, etc.</p>	
<p>Stroke a nail with a permanent magnet in one direction and pick up magnet materials with induced magnet</p>	
<p>Wrap wire coil around nail and attach to battery. Test for effectiveness of electro-magnet - test for north and south poles</p>	

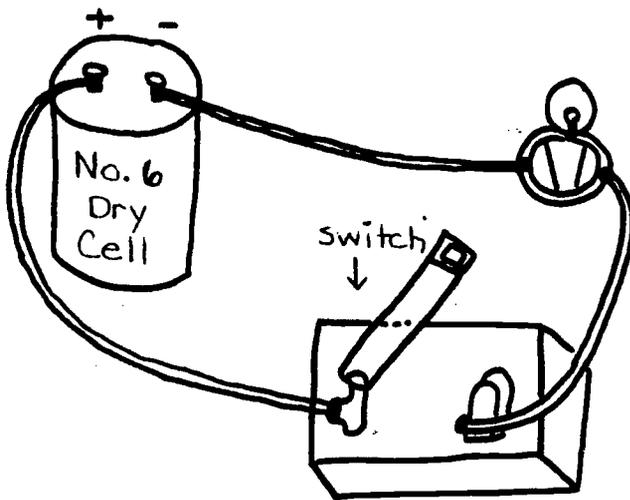
UNIT TITLE: ELECTRICITY AND MAGNETISM (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
Static electricity is produced by friction	As a result of this unit, each child will be able to: Produce static electricity
Current electricity is produced by flow of electrons	Make an electrical circuit with a switch
Electricity is produced by chemicals	Make a chemical battery

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

- a. Suspend two balloons from string and rub balloons with wool cloth. Gently push balloons together and they should repel each other
- 1. Comb hair repeatedly and pick up scraps of paper with static electricity in comb.



Insert a copper and zinc strip in a jar of vinegar. Connect ends of strips with wires to galvanometer. Test for electricity.

UNIT TITLE: ELECTRICITY AND MAGNETISM (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p>Conductors vs. non-conductors</p>	<p>As a result of this unit, each child will be able to:</p> <p>Experiment with conductors and non-conductors</p>
<p>Electricity can plate materials</p>	<p>Copper plate a key</p>
<p>People and their job roles related to electricity -</p> <p> Functions -</p> <p> Goods</p> <p> Services</p>	<p>Identify jobs dependent on electricity</p> <p>Identify those jobs dependent on electricity as being good producing jobs or service producing jobs</p>
<p>Thomas Edison made many contributions</p>	<p>Discuss life and importance of Thomas Edison</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Set up circuit and switch - replace part of wire in circuit with cloth, plastic and paper - use galvanometer to detect current</p>	
<p>See <u>Science for Elementary School</u> by E. Victor - Page 765</p>	
<ul style="list-style-type: none"> a. Find picture in magazine showing people using electricity on the job. b. Children can list jobs that would not exist without electricity. 	
<ul style="list-style-type: none"> a. See movie - Boyhood of Edison b. Make a chart of Edison's contributions 	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ELECTRICITY CAN PLATE MATERIALS

II. ACTIVITY FORMAT:

A. Tools and Materials

Cooper sulfate crystals	Copper bell wire No. 18
Dilute sulfuric acid	House key
Cooper strip	Pencil
Tumbler of water	2 dry cells

B. Procedures for this activity (with helpful hints)

1. Put a heaping tablespoon of copper sulfate into a glass tumbler of warm water and stir vigorously until the copper sulfate dissolves.
2. Then add a few drops of the sulfuric acid.
3. Obtain two pieces of copper bell wire (No. 18), each piece about 24 inches long.
4. Remove quite a bit of the insulation from the end of one piece of wire and wrap a few turns of bare wire around one end of the copper strip, making sure you have a good contact between the strip and the wire.
5. Bend the copper strip so it will hang over a pencil placed across the rim of the tumbler.
6. Wrap the bare end of the second piece of wire around a house key and suspend the key in the copper sulfate solution by wrapping the wire around the pencil.
7. Now connect the other bare ends of both wires to two dry cells connected in series, as shown in the diagram, making sure that the key is connected to a negative terminal and the copper strip is connected to a positive terminal.
8. Allow the current to flow for 15 minutes, and then disconnect the wires and remove the key.
9. The key will be coated with copper.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A MAGNETIC BOAT

II. ACTIVITY FORMAT:

A. Tools and Materials

Block of wood or styrofoam	File
Iron nail	Sandpaper
Water-proof tape or cement	Paint brushes
Aluminum pan	Magnet
Saw	

B. Procedures for this activity (with helpful hints)

1. Use a toy boat, or make one out of wood or styrofoam.
2. Cut the head off an iron nail.
3. Cut a short slot in the bottom of your boat.
The slot should be just big enough for the nail to fit into. If you're using a plastic boat, attach the nail with water-proof tape or cement.
4. Use bricks or wood blocks to prop up an aluminum pan, so that you can move your hand beneath it. Pan should be big enough for boat to float.
5. Move a magnet around on the underside of pan to make boat move.

Instead of a boat, apply the same principle to another water object.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ELEVEN-CENT BATTERY

II. ACTIVITY FORMAT:

A. Tools and Materials

Penny	Salt
Dime	Current tester
Blotting paper	

B. Procedures for this activity (with helpful hints)

1. Clean a penny and a dime.
2. Soak a small piece of blotting paper in salt water.
3. Place the wet blotting paper between the dime and penny.
4. Use your current tester by touching one wire to the dime, and one wire to the penny.
5. Is a current produced? Explain concept.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: COLONIAL AMERICA

GRADE LEVEL: 3-4

GENERAL OVERVIEW: This unit was written to give a general overview of colonial life: homes, customs and occupations. Students compared this with the present way of life. Children are always intrigued by their American Heritage. By taking a look at a restored village, they are better able to visualize the past. Williamsburg, Virginia provided not only an historical background but also an insight to a working community.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: Children of the New Forest
Little House in the Big Woods - Wilder
First Book of Early Settlers - Rich, Louise
Frontier Living - Tunis, Edwins, World Publishing Co., New York
Colonial Craftsman - Tunis, Edwins, World Publishing Co., New York
Colonial Living - Tunis, Edwins, World Publishing Co., New York
Colonial America - Fisher, Margaret
Colonial Days - Gordy, Wilbur
A.B.C. Book of Early America - E. Sloane, Doubleday, New York
Adventures In Williamsburg - C. Seghers II & J.J. Walket
Colonial America Craftsmen (Series), L. Fisher - Franklin Watts, N.Y.
Let's Go To Colonial Williamsburg - M. J. Barreson, Putnam's Son, N.Y.
The City of Once Upon A Time - G. Waring
The Silver Mace, A Story of
Williamsburg - M. & M. Petersham
Williamsburg Art of Cookery - Instructional Materials Center

Films: Colonial Children
Colonial Life in New England
Early Settlers of New England (Salem)
Puritan Family of New England
The Light Here Kindled (Pilgrims)
The Jamestown Colony
Plymouth Colony: The First Year
Colonial America in the 18th Century

Filmstrips:

Pilgrims, Puritans
English Background & Voyage to the New World (R)
1st Year in the New World
Massachusetts Bay
Squanto & The First Thanksgiving (R)
Story of Thanksgiving
Why We Have Thanksgiving
Early Settlers of New England
Cooking in Colonial Days
Plantation Life in Colonial Virginia
Craftsman of Colonial Virginia
Colonists are Freedom Living
Homespun Linen
Plantations Statesmen of Colonial Virginia
Greenfield Village

Pictures:

Colonial America
Historic Williamsburg

Realia: (available from I.M.C.)

apple parer	loom
butter churn and mold	large wooden bowl and paddle
candle mold	candle snuffer
flat iron	page from grocery
iron ladle	ledger
soap stone	iron fireplace
corn husk doll	toaster
potato masher	corn broom
vegetable slicer	

Slides: Craftsmen of Colonial Virginia
Visit to Colonial Williamsburg
Greenfield Village

2. Field Trips:

Greenfield Village
SEOVEC
Edison Institute
Upland Hills Farm
Detroit Historical Museum
Pioneer Park

3. Human Resources:

Parents
Guide at Greenfield Village
Baker
Homemaker
Weaver or clothing manufacturer
People from Historical Society

4. Activities:

Role playing - dramatization of mans fight for freedom
Make autobiographies
Make hornbook
Loom making
Trading day
Dipping Candles
Colonial Cooking - Gingerbread cookies
Weaving baskets
Mural - Williamsburg
18th Century Crafts
Miller School
Colonial Hats
Making Soap (old time recipe)
Making paper from pulp
Sled - early American
Spool knitting
Boot jacks
Stilts
Dolls (Pioneer)
Popcorn
Made vegetable soup
Made corn bread
Made butter
Molded candles
Preparing applesauce

UNIT TITLE: COLONIAL AMERICA

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

History
Colonial
The working community
past and present

As a result of this unit, each child will be able to:

Describe the political turmoil the colonies were involved in with England
Describe several characteristics of home, school, and community life of the 18th Century
Describe colonial America (people and settlement)
Explain the first form of government
Explain colonial living conditions
Examine and compare five areas in which our present day life differs from colonial life
Draw picture of pioneer settlement and modern city
Write a description of pioneer life

Music

18th Century

Recognize the music characteristics of the 18th Century
Sing songs which reflect pioneer feelings
ex. "Dry Bones"

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing experiences
Dramatization about man's involvement
in his struggle for freedom
Listening to pioneer stories
Making up stories about Colonial times
including Indians and Pilgrims
Play on early America
Making booklets related to various areas
Re-inactment of colonial schoolday
Prepare one of four different rooms, the
way in which colonial people did

Choral verses
Dances (example, square dance or reel
from early times)

UNIT TITLE: COLONIAL AMERICA (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>18th Century Colonial design</p>	<p>As a result of this unit, each child will be able to:</p> <p>Participate in crafts typical of this time period Make decorative items Design a bulletin board showing how a town is restored Describe what is meant by a restored town Make several examples of crafts typical of Williamsburg's working community Make murals of Colonial America</p>
<p><u>Math</u></p> <p>Time Computing (by subtracting) Monetary system Measurement Linear measure</p>	<p>Compare travel time in Colonial and modern times Compute time between certain events and the present Recognize examples of money used in the 18th Century and equate it to the value of today's monetary system Measure with measuring spoons and cups, and use the oven Measure in candle making activities Participate in the making of looms and hornbooks</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Weaving baskets
Weaving cloth on looms
Make colonial hats
Reconstruct by mural - Colonial living or town
Field trip to Greenfield Village
Make a mural showing how a town is restored
Making pioneer dolls
Decorating room for colonial Christmas

Colonial cooking
Making candles
Paper making demonstrations
Making hornbooks
Soap making

UNIT TITLE: COLONIAL AMERICA (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Health</u></p>	<p>As a result of this unit, each child will be able to:</p> <p>Select proper foods</p>
<p><u>Language Arts</u></p> <p>Researching</p> <p>Reading</p> <p>Spelling</p> <p>Writing</p> <p>Creative writing</p>	<p>Take notes</p> <p>Locate and utilize information in research text</p> <p>Report and read books about colonial America</p> <p>Make a card file</p> <p>Write letters</p> <p>Relate in written form characteristics of colonial America (home, communities, schools, clothing, food, etc.)</p> <p>Write a poem</p> <p>Write experience stories</p> <p>Write autobiographies - as if they were colonial children</p> <p>Participate in a group discussion comparing colonial occupations with those of today</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make corn bread Prepare vegetable soup Make butter</p>	
<p>Write reports Make family trees Reading cookbooks Make autobiography book of themselves as a colonial child Make a card file of words used in connection with Colonial America Write thank-you notes</p>	

UNIT TITLE: COLONIAL AMERICA (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>Change of state (candle-making)</p> <p>Machines</p> <p>Light</p> <p>Animals</p> <p>Plants</p> <p>Weather</p>	<p>As a result of this unit, each child will be able to:</p> <p>Describe changing state of matter - solid - liquid - solid Describe several spices and their importance</p> <p>Describe simple machines used in colonial cooking</p> <p>Identify and understand the term "candle power"</p> <p>List three uses of animals</p> <p>Identify and classify five herbs, spices or weeds Draw a spice garden</p> <p>Explain what the colonists did during different seasons of year and how their homes were equipped to survive the different seasons</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make candles, either by mold or
by dipping

Compare modern tools with those in
colonial times

Making popcorn

UNIT TITLE: COLONIAL AMERICA (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Man and his job roles

Reasons

Their functions

The location

Tools

Characteristics

Attitudes they do

Managing

Planning

Producing

Custom productions of products

Raw materials

Preprocessing

Services

Things

People

As a result of this unit, each child will be able to:

Plan a restored town

List individual jobs that were required in a town during colonial time

Identify handcrafted colonial tradesmen, tailor, shoemaker, etc.

Purchase material

Receive material

Store materials and products

Distribute a product

Advertise a product

Sell a product

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Making stilts

Making hand soap

Making Early American sled

Making boot jacks

Spool knitting

Make looms

Have a "Trading Day"

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DIPPING CANDLES

II. ACTIVITY FORMAT:

A. Tools and Materials

2 tall double boilers	Scissors
2 hot plates	11 pounds paraffin
Pencils	Wicking - 10 inches per child
Stearic acid	Coloring tablet
(2 tablespoons per pound of paraffin)	

B. Human Aides and Resources

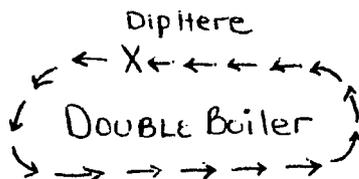
One adult at each double boiler

C. Procedures for this activity (with helpful hints)

1. Show filmstrip: Craftsmen of Colonial Virginia.
2. Show slides: Craftsmen of Colonial Virginia.
3. Prepare wicking by cutting a desired length, knotting at one end, tying the other to a pencil.
4. Prepare wax before class according to recipe: 20% stearic acid, 80% paraffin (melted but not too hot).
5. Instruct individuals to dip their wick in the wax making sure to hold it straight after - wait a few minutes and then dip again.
6. Hang to harden - 2-3 hours.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This is a very slow process. The activity took two hours and most candles were only about 3/4 of an inch in diameter. An easy way to organize the activity is as follows:



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CANDLES - MOLDED

II. ACTIVITY FORMAT:

A. Tools and Materials

Candle wax	Paper cups
2 coffee cans	Candle wick
red and green crayons	Paste sticks
2 hot plates	Ladle

B. Procedures for this activity (with helpful hints)

Melt candle wax in coffee containers. Melt red crayon to color one container of wax. Use green crayon to color the second can of candle wax. Pour into individual styrofoam cups. Cut wick so that enough is left at top to roll on paste stick. This will keep it from falling down in wax. Let this dry and then tear off paper container when candle is hard.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

A DAY AT MILLER SCHOOL - GREENFIELD VILLAGE - 50¢ per pupil

II. ACTIVITY FORMAT:

A. Human Aides and Resources

Learning Resource Teacher, Student teacher and parent drivers were used in addition to teacher.

B. Procedures for this activity (with helpful hints)

Miller School is the (restored) school Henry Ford attended as a child. The village supplies McGuffey Readers and Eclectic Spellers, Dunce Caps, willow sticks, etc. We pumped our own water. The children sat in desks typical of the time and dressed appropriately. The day was conducted as it would have been 100 years ago. Typical of a one-room school house.

OUR DAY

I. Opening Exercises:

Songs
Pledge of Allegiance

II. Recitation Period:

A. Oral - reading from McGuffey Readers in small groups.

B. Seat work

1. Math drill on slate boards
2. Memorize a poem
3. Penmanship - writing in copy book
4. Sewing cards

III. Lunch - Recess

IV. Opening Exercises

Choral Reading
Short Plays

V. Blacksmith Demonstration (provided by Village)

VI. Spell-down

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLONIAL HATS

II. ACTIVITY FORMAT:

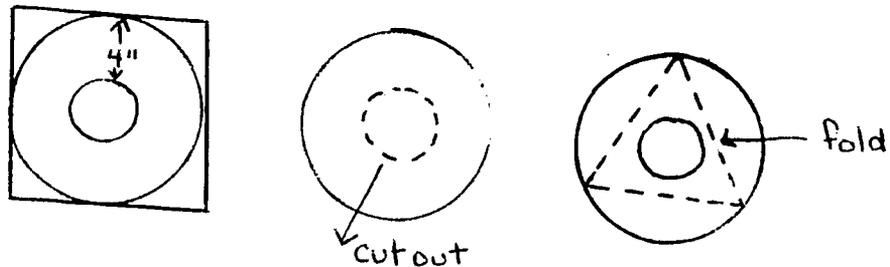
A. Tools and Materials

Scissors	12" x 12" black construction paper
Rulers	12" x 12" white construction paper
Pencils	White paper doilies 12" x 12"

B. Procedures for this activity (with helpful hints)

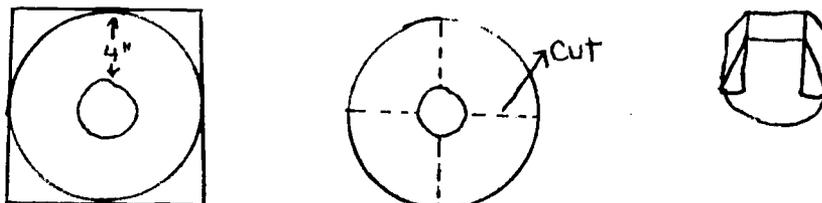
Men's Tricorn Hat

1. On a 12" x 12" piece of black construction paper draw a circle in the center (4 inches in diameter).
2. Draw another circle 4 inches larger than the first and cut along this line.
3. Cut out center circle. Fold to make a Tricorn hat.



Women's Colonial Hat

1. Draw a circle 4" in diameter in the center of white construction paper.
2. Draw a circle 4" larger than the first.
3. Cut around the larger circle.
4. Cut slits to the smaller circle.
5. Fold and paste or staple to form a cap.
(It will look like a lady's pill-box hat)
6. Trim with lace doily.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PREPARING APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

Knives	Apples
Pots	Sugar, Cinnamon, Lemon
Apple Corer	Water
Measuring utensils	Hot plate
Spoons	

B. Human Aides and Resources:

Mothers

C. Procedures for this activity (with helpful hints)

One small group at a time core and peel apples. Place in small amount of water in large pot on hot plate. While a couple of kids are constantly stirring and mashing the apples, others are adding ingredients such as sugar, cinnamon, and lemon.

It's a good idea to have help with this such as a mother or two or an aide. Another helpful hint would be to have a masher (the kind used for potatoes) for mashing the apples down as they cook.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children are able to see and taste a finished product. They could very easily help at home with this same kind of activity.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING VEGETABLE SOUP

II. ACTIVITY FORMAT:

A. Tools and Materials

Large cooking pan

Hot plate

Knife

Individual dish and spoon

Ingredients

B. Human Aides and Resources

Teacher and students - only

C. Procedures for this activity (with helpful hints)

Wash, peel and cut vegetables. Combine large can of tomato juice, 1 can of tomatoes, 5 potatoes, 5 carrots, 5 onions. Cook until vegetables are soft.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Much interest and they loved the soup. Good learning experience.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLONIAL COOKING - WILLIAMSBURG GINGER CAKES

II. ACTIVITY FORMAT:

A. Tools and Materials

Oven	Paper	Spoons
Cooking utensils	Mixing bowls	Recipe
Cookie cutters	Measuring cups	
Cookie sheets	Rolling pins	

B. Human Aides and Resources

Parents' aides for each small group

C. Procedures for this activity (with helpful hints)

1. Show filmstrip: Cooking in Colonial Days
2. Discussion about spices
3. Cream lard, sugar and molasses
4. Sift flour, ginger, salt and soda into mixture
5. Add enough flour to make dough stiff
6. Roll very thin
7. Cut with cookie cutters
8. Bake on buttered tins in a quick oven
9. They burn easily

RECIPE

Recipe for each batch of cookies made -

1/2 cup lard	2 cups brown sugar
4 cups flour	1 tablespoon ginger
1 teaspoon soda	2 cups light molasses
1/2 teaspoon salt	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING MOLASSES CAKE (Similar to Gingerbread)

II. ACTIVITY FORMAT:

A. Tools and Materials

Mixer	Baking soda
Mixing bowl	Cinnamon
9 x 12 baking pan	Ginger
Molasses	Cloves
1 egg	Whipped cream
Flour	

B. Human Aides and Resources

Mother volunteers

C. Procedures for this activity (with helpful hints)

Recipe -

1/2 cup sugar
1/2 cup butter
1 cup molasses
1 egg
1 1/2 teaspoon baking soda
1 1/2 teaspoon cinnamon
1/2 teaspoon ginger
1/2 teaspoon cloves
2 1/2 cup flour
1 cup hot water

Cream butter and sugar. Add egg and beat. Add dry ingredients sifted together alternating with hot water.

Bake at 350° 35-40 minutes in 9 x 12 pan.

Serve with whipped cream.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POPCORN

II. ACTIVITY FORMAT:

A. Tools and Materials

Materials necessary for each item to be made:

Popcorn - on ears with husks (at times available at Pop's)

B. Procedures for this activity (with helpful hints)

List (chronologically) a step by step procedure for each activity being made in the unit.

Husk corn

Allow corn to dry on ears (several weeks)

Each person has 2 ears of corn

Rub dry corn ears together

Collect loose corn

Pop the corn

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CORN MUFFINS (SOUTHERN)

II. ACTIVITY FORMAT:

A. Tools and Materials

Corn meal	Buttermilk
Salt	Oleomargerine
Soda	
Eggs	

B. Human Aides and Resources

Mother volunteers

C. Procedures for this activity (with helpful hints)

Recipe -

2 cups corn meal
pinch of salt
1/3 teaspoon soda
1 egg
1 cup (approximately) buttermilk - enough to make consistency
of cake mix
Pour into hot greased muffin tins. Bake at 400° for 20 minutes

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Excellent. Muffins were served at our Southern Colonial Dinner.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CORN BREAD

II. ACTIVITY FORMAT:

A. Tools and Materials

Mixing bowl	Buttermilk
Spoon	Crisco
Eggs	Salt
Corn meal	Muffin tins

B. Human Aides and Resources

2 parents

C. Procedures for this activity (with helpful hints)

Divide class into 4 groups. Each group made a pan of corn bread.

2 cups corn meal, 1 cup buttermilk, 1 egg and pinch of salt.
Mix together and bake in muffin tins at 375°.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children enjoyed activity and liked the bread. Good learning experience.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

Whipping cream (room temperature)
Salt
Fruit jar
Mixing bowl
Spoon

B. Human Aides and Resources

Mother volunteer

C. Procedures for this activity (with helpful hints)

1. Shake cream in sealed fruit jars.
2. Pour off buttermilk (save for making corn muffins).
3. Wash butter with cold water until water is clear.
4. Add salt to taste.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Activity turned out very well. Butter was used for our Southern Colonial Dinner.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HORNBOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood	Clear contact paper
Oak tag 6" x 6"	Black markers
Shellac	Paint brush

B. Human Aides and Resources

Two parents to supervise and work with dremmel saw

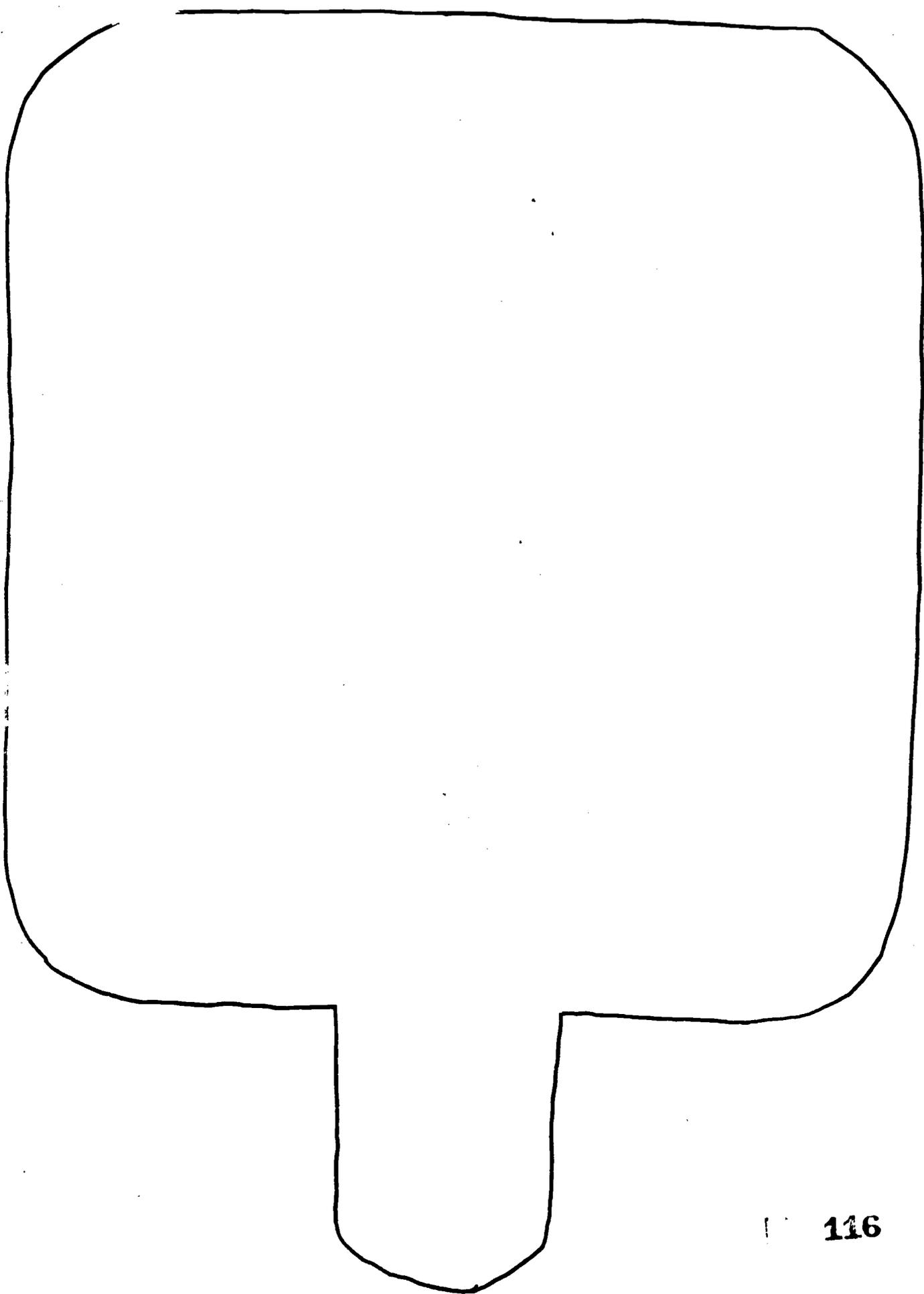
C. Procedures for this activity (with helpful hints)

1. Trace pattern on plywood and cut using dremmel saw.
2. Shellac wood.
3. Draw lines on oak tag.
4. Pencil in alphabet and numbers from 1 - 10.
5. After letters have been checked by teacher, go over with black marker.
6. Put clear contact paper over oak tag and attach to wood.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children learned to use dremmel saw.
Children learned to measure lines.

Hornbook pattern on back of page.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEAVING BASKETS

II. ACTIVITY FORMAT:

A. Tools and Materials

Water	Reeds
Wastebasket	String

B. Procedures for this activity (with helpful hints)

1. Show filmstrip - Homespun Linen
2. Show realia - Loom
3. Show slides - Craftsmen of Colonial Virginia
4. Soak the reeds in water overnight (wastebasket is excellent)
5. Each individual starts with six reeds 24" long
6. Place three spokes on a table then put the other across the middle and on top of the first three
7. Select a long piece of string to wrap around the base in an under/over manner
8. Separate the groups of 3 spokes into groups of 2
9. Select a long piece of reed to start weaving the base using the same over/under method
10. After the base is 3-4 inches wide, separate the spokes again and continue weaving
11. As the weaving piece of reed becomes smaller, add another near the short end
12. As the base becomes wider, bend the spokes upward to form the shape of the basket
13. To finish the top, turn the end of each spoke down and weave it into the basket

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This took several afternoons. Remind the children to weave tightly and to keep soaking the reeds and their baskets as they go along. Baskets may be shellacked when finished.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LOOM MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

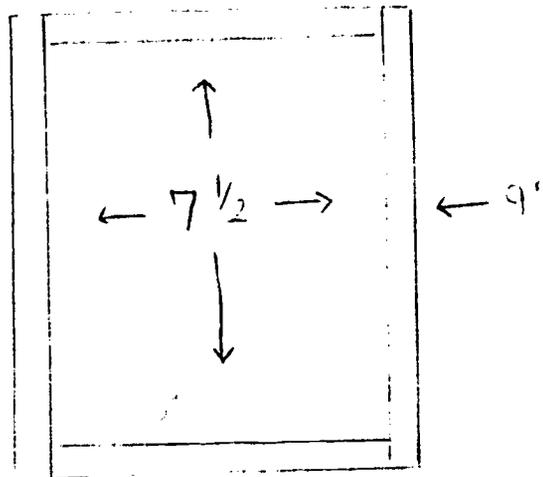
2 pcs. 3/4" x 3/4" x 7 1/2" wood
2 pcs. 3/4" x 3/4" x 9" wood
6 d finishing nails
1" x #18 wire brads
3/4" x #16 wire brads

B. Human Aides and Resources

Two Eastern Michigan University students

C. Procedures for this activity (with helpful hints)

1. Using 6 d finishing nails, nail wood frame together.
2. Lay out and mark 20 equally spaced points on each side of the frame.
3. Drive a #18 wire brad at each point, leaving 1/2 " of the brad sticking up.



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Projects turned out very well and children were eager to begin weaving.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRADING DAY

II. ACTIVITY FORMAT:

A. Tools and Materials

Toys, jewelry, or any used item child wishes to exchange.

B. Procedures for this activity (with helpful hints)

1. Send a letter indicating the class will be having a trading day similar to those held in colonial times when colonists exchanged products for services and items needed.
2. On the trading date, the children circulated by rows exchanging items.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

So great and exciting was the activity that we held trading day twice!

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MURAL - RESTORED TOWN

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Magic markers
Pencils	Construction paper
Rulers	Glue
Crayons	Butcher paper
Paint	
Map of Williamsburg, Virginia	
Map of Greenfield Village	
Reference Books	

B. Procedures for this activity (with helpful hints)

1. Field trip: Greenfield Village
2. Show slides of the craft shops of Williamsburg, Virginia
3. Show filmstrip: Craftsmen of Colonial Virginia
4. Discuss advertising and how individual craftsmen advertised their products
5. Have individual students select a craft and design an advertisement to hang outside their shop
6. On the butcher paper, recreate the city of Williamsburg, Virginia
7. Hang the shop signs

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The children enjoyed this activity, particularly designing shop signs.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PAPER FROM PULP

II. ACTIVITY FORMAT:

A. Tools and Materials

Egg beater	Mold and deckle	Dish pan
2 pieces of plywood	Toilet tissue	Scissors
Wooden spoons	Felt	Starch
Water	Iron	Mixing bowl

B. Human Aides and Resources

Parent aides to assist small groups

C. Procedures for this activity (with helpful hints)

1. Tear tissue into small bits, placing shredded bits into a mixing bowl.
2. Add water to mixing bowl.
3. Beat with egg beater.
4. Fill dish pan with water.
5. Add one cup of starch.
6. Add mixing bowl contents to dish pan.
7. Place the mold and deckle in the bottom of dish pan.
8. Place a piece of felt on the top of the mold and deckle. Flip over, leaving a piece of felt with the tissue on top.
9. Squeeze out excess moisture by placing the felt and tissue between two pieces of plywood and standing on it (outside).
10. Allow to dry.
11. Remove felt pieces.
12. If needed, iron the paper.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RECYCLING PAPER BY HAND

II. ACTIVITY FORMAT:

A. Equipment

1. Finely meshed wire screen 5' x 6 1/2".
2. Aluminum pan 5" x 6 1/2" x 1".
3. This pan can be made from a frozen food container. Any approximately sized pan can be shaped to these dimensions. Cut out the center of the base of the pan, leaving a 1/2" base all around the pan. The screen will rest on this base.

Aluminum pan 3 1/2" x 5" x 1"

Cut out the entire base of this frozen food container, leaving the four sides in an unbroken rectangle. Bind this pan as follows: Use 1" adhesive tape around the four sides, with 1/2" on the inner side and 1/2" on the outer side of the base edge. Repeat the binding with a second strip of tape, this time going up only 1/4" on the four sides, both outside and inside. The additional edge of adhesive tape which hangs below the base rim of this pan will serve to hold in the pulp when you are working.

4. Basin, large enough to hold ten quarts of water.
5. Cleansing tissue - 30 double sheets.
6. Cellulose sponge 4" x 6" x 1".
7. Several packages of white blotters.
8. Laundry starch.
One tablespoon of instant laundry starch mixed with two cups of water.
9. Egg beater.
10. Electric iron.
11. Tray or a work surface which can take moisture.
12. Scissors

B. Resources

American Paper and Pulp Association
122 East 42nd Street
New York, New York

C. Procedures for this activity (with helpful hints)

1. Tear 30 double sheets of cleansing tissue into small pieces and place in the basin. Cover the tissue with 1 1/2 quarts of water and stir for about ten minutes until thoroughly dissolved to pulp.
2. Add the tablespoon of starch dissolved in two cups of lukewarm water and 8 quarts of water to the dissolved pulp. Beat with the egg beater for a few minutes until tissue fibers are thoroughly dispersed in the water.

Recycling Paper by Hand (continued)

3. Place the small pan, tape sides down, on the screen which is the base of the larger pan. Holding both, dip them into the pulp mixture edge-wise, and turn to horizontal position when submerged. Raise both pans, retaining a thin layer of pulp in the smaller one within the framework of the tape. Clear the outer pan of all extra pulp, gently with your finger. The extra pulp should be returned to the basin if you plan to make the 20 sheets.
4. Remove the inner frame and lift the screen from the outer frame. Place the screen with the pulp on it on the sponge, with the screen between the sponge and the pulp.
5. Gently press the pulp and the wire mesh on the sponge with a white blotter until the moisture is absorbed. Lift up the blotter carefully and you will find that the rectangle of pulp has adhered to it from the mesh screen.
6. Place a second blotter over the pulp lying on the first blotter. Press again to absorb the moisture that still remains.
7. Place the damp sheet between two new blotters and iron it with a warm iron (not hot). Trim the edges all around with a scissors. Your paper will be about 3" x 4 1/2" and you can write on it with a ball point pen.
8. Use the egg beater frequently to keep the pulp thoroughly mixed.
9. By placing a blotter between each wet sheet you can make a pile of about ten. Put pressure on this pile for several minutes, using wood blocks.
10. For a class of forty pupils, double the amount of tissue, starch, and the size of the pans accordingly.
11. To make larger sheets of paper, start with a large size screen and increase the size of the pans accordingly.
12. Tinted paper can be made by adding vegetable dye to the pulp and water mixture.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This activity can be conducted in the classroom with the equipment described below. Using the dimensions suggested here, you can produce about 20 sheets of paper, 3" x 4 1/2".

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

STILTS

II. ACTIVITY FORMAT:

A. Tools and Materials

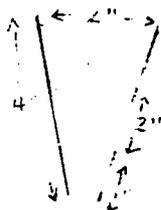
Saw	4 - 1 1/2" #8 wood screws
Screw driver	2 - 2" x 2" x 6 ft. wood
Sandpaper	2 - triangle shaped blocks of wood - 2 in. thick
	6 - 2 1/2 in. screws

B. Resources

Singing Wheels

C. Procedures for this activity (with helpful hints)

1. Sand the two 6 ft. pieces of wood.
2. Sand the two triangle blocks of wood.
Screw one triangle block to each long piece of wood.
3. Drill 2 holes 1/4" diameter through the triangular blocks as per sketch.



4. Wood screw the triangular blocks to the stilts 1' from bottom of stilt.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SLED - EARLY AMERICAN

II. ACTIVITY FORMAT:

A. Tools and Materials

Square measurer	Wood
Saw	Rope
Hammer	Lumber
Sandpaper	Screws 1 1/2"

B. Resources

Singing Wheels

C. Procedures for this activity (with helpful hints)

1. Cut pattern for sled
2. Sand wood
3. Screw runners to top
4. Brace runners and top (from underside)
5. Sand wooden runners
6. Wax runners
7. Attach rope

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SPOOL KNITTING

II. ACTIVITY FORMAT:

A. Tools and Materials

Wooden spool	1 - 3" nail
4 - 1/2" nails	Yarn

B. Procedures for this activity (with helpful hints)

1. Large size spool
2. Place 4 - 1/2" nails in a square around the hole
(6 nails may be used)
3. Thread yarn from bottom through the hole
4. Circle nails - once
5. Circle nails - another time
6. Pull bottom loop over top loop (use long nail)
7. Continue by pulling weaving through the center hole



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BOOTJACKS

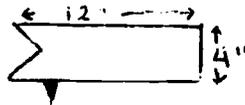
II. ACTIVITY FORMAT:

A. Tools and Materials

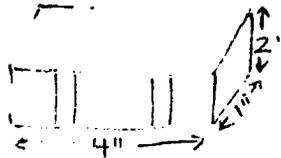
- 1 crosscut saw
- 2 #6 - 2 1/2" Slat head wooden screws
- 1 piece 3/4" x 4" x 12" pine
- 1 piece 1" x 2" x 4" pine

B. Procedures for this activity (with helpful hints)

Measure, draw, and cut a 3" V in one end of the 12 inch piece of wood (as shown in sketch)



Four inches from the "V" end fasten the 1" x 2" x 4" lift to the bootjack base. First drill 2 1/4" holes through the block (see sketch).



Then using the appropriate wood screws, fasten the lift to the base of the bootjack.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HAND SOAP

II. ACTIVITY FORMAT:

A. Tools and Materials

Glass gallon jar
Enamel pan (large)
Wooden spoon
1 wooden box - about 2 ft. x 1 ft.
1 can lye
8 lb. grease

B. Human Aides and Resources

Four to six people. One adult to help pour lye and work with the small group of children.

C. Procedures for this activity (with helpful hints)

List (chronologically) a step by step procedure for each activity being made in the unit:

1. About 8 pounds of grease saved from cooking
2. Heat just enough to pour
3. Strain grease
4. Place grease in double amount of water
5. Boil water and grease at least 20 minutes
6. Set aside and cool
7. Take hardened grease from top of water
8. Use 6 pounds of grease
9. Heat just to lukewarm - use enamel dish
10. Put 5 cups of water in glass jar
11. Slowly empty one can of lye into 5 cups of water
12. Stir with wooden spoon
13. Allow to cool
14. Slowly pour cooled lye into lukewarm grease (6#)
15. Stir with wooden spoon until mixture is like whipped cream
16. Pour mixture into wooden box which has been lined with the wet sheet
17. Cover mixture with edges of wet sheet
18. Let stand 48 hours to one week
19. Cut into cakes
20. Yields 30 cakes

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Long process

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DOLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

Hook screws	Wire - small
1 ft. of 1/2 in. doweling	Saw
Cloth	
Yarn	
Bread & glue for clay (See Mother's Day Flower directions)	

B. Procedures for this activity (with helpful hints)

List (chronologically) a step by step procedure for each activity being made in the unit.

Make a head with face from clay
Put yarn hair on head (pin knotted yarn to head)
Allow head to dry
Cut doweling in sections to form a doll
Put hook screws on each end of each piece of dowel
Connect each section of doll by wiring through the center of the hook screw
Cut and sew clothes for doll

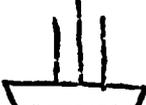




Colonia
Am. 3-

Maryland

New Jersey

- | | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |
| Iron | Glass and Sand | Clay | Shipyards | Furs |
|  |  |  |  |  |
| Sawmill | Gristmill | Paper | Linen | Wheat and Cattle |

QUESTIONS TO GO ALONG WITH TEXT

NAME _____

THE PILGRIMS - SETTLING AMERICA

3rd pp. 72-82

The Pilgrims sailed from _____ on the _____ continent in 1620. The Mayflower, their ship landed in _____ in December instead of _____ on the North _____ continent. (Check the maps.) They had to adapt to the _____ climate of Massachusetts which was _____ than winter in Virginia and England. Their first important job was to _____.

The first houses were made in caves with roofs of _____ and walls of _____ with a little _____ in the roof where smoke could escape. Many became _____ in their damp shelters. Because of cold, sickness and _____ only _____ were alive in the spring of the one hundred and two people who had come. The survivors did not chose to sail with the Mayflower when the crew returned.

Their biggest problem was to get _____. The Indian _____ taught them what would grow. Of these crops, _____ was the most important.

During the first summer, they built _____ shelters of _____. By the time _____ came again, they would know what to expect.

The Pilgrims also had to learn to _____ for food. Squanto taught them how to use _____ and _____. He showed them how to make fishhooks from _____. They learned how to dig for clams and soon became expert _____.

When autumn came, it was time for the _____. This year there was enough _____ for the winter. The Pilgrims had the first _____.

NAME _____

3rd pp. 72-82

In less than a year in _____, the Pilgrims adapted to their new environment by _____ some of their cultural traits.

Ten years after the Pilgrims landed, another group from _____ arrived called the Puritans. They settled at _____ and the Massachusetts Bay area. The Puritans built houses like those the Indians lived in from _____, bark and poles. Unlike the Indians, the Puritans added a _____ and a door.

Time went on and warmer and stronger houses were built. Soon Plymouth and Salem were filled with wooden houses, churches and stores.

The Puritan Woman pp. 89-95

The Puritan woman had special work to do. Her daughters worked beside her learning the _____ of a woman. In the Puritan house there was a large _____ used for warmth, for _____ and for _____. It took a great deal of _____.

The main food was _____, the kernels were used for _____ and the cobs for _____. If meat was to be roasted, a younger boy might turn the _____, it took a long time. (This was part of his role.)

A _____ was expected to make clothes from start to _____. _____ and wood were used as clothing material. Both had to be _____ and straightened and _____ into thread, and then _____ into cloth on a loom.

Another job was making soap. _____ and _____ were boiled in a big kettle outside until soft soap formed. _____ made soap form faster and made it harder but it was expensive.

Most candles were made of _____, but they did not _____ good when they were burning. Good-smelling candles could be made from _____. The _____ was dipped many times into soft wax. It had to _____ before it was dipped again.

In church, if a housewife were lazy, the minister might give her a _____ in front of all her neighbors. If the Puritan woman was not a good housewife, her family might go _____, her daughters would not learn their roles and might grow up to be bad _____. Find a picture of "stocks, dunking bench", and any other punishment used. Sketch these below.

pp. 124-130

In 1490 there were _____ of communities in America. _____ a very large city was capital city of the _____ Empire in Mexico. There were also very small communities. The _____ and _____ lived in sun dried houses in the regions of Arizona and New Mexico. The _____ farmed the land with _____ and _____ sticks. Their main crop was _____.

In the middle of the continent, buffalo grazed on the grass covered plains. The Plains Indians, on foot, hunted them for _____ and clothing. In the east, there were settled communities, whose men were hunters and fishermen.

These communities were _____ and _____ apart. Along the eastern coast of North America lived many Algonquin groups. Their women were _____. Squanto was an _____.

Each Indian group had its own _____. Different Algonquin _____ could not understand each other. They did not interact with _____ other because they could not understand each other's _____. The _____ traits of each group changed very little.

Two groups and a discovery pp. 130-132

On October 12, _____, people on the island of Cuanohani discovered strangers on their shores. They had different _____ traits and different _____ and spoke a different _____. The strangers were an Italian explorer _____ and his crew who had sailed westward from Spain for _____ months in the _____, the _____ and the _____. They had set off to find a new _____ to India!

A large group of communities is called a _____, if they have many shared _____ such as a common religion and a shared language.

Columbus went back to _____ with a cargo of some Indians, a few _____ and a little gold. The rulers sent soldiers to find _____. To get more gold, _____ conquered Tenochtitlan in Mexico. The soldiers stayed and became _____ in the West Indies and South America.

France and England decided to search for _____ in other parts of _____. John Cabot sailed for the _____, Jacques Cartier for the _____, and Hernando DeSoto and Columbus for the _____. As they explored, they made new _____ to show what they learned about the Earth.

People from the African continent came to the New World. They were forced to. From African slave traders, thousands of _____ people were bought for the farms in the _____ and _____ colonies. In Africa the men were skillful _____. Their hard work changed thick _____ into _____ and towns. Besides gold, hundreds of Spanish _____ came to teach the Catholic religion to the Indians. Through _____ some Indians changed their cultural environment by taking this new religion.

In 1635, a group from _____ settled near the mouth of the _____ River. They built the first _____ cabins in the new world for which the only tool needed was the _____. Long, straight trees _____ and _____ were used. Trees were a _____ for building houses and furniture, something in the _____ to be used. Later the _____ in Pennsylvania and the _____ in Ohio, Kentucky and Illinois built log cabins. This behavior change is an example of _____ of people.

All people first need _____, _____, _____ and clothing. The Pilgrims adopted _____ ways to get food. The Spaniards planted European crops and raised animals suited to the _____ regions of Spain. Francisco de _____, an _____, found the Seven Cities of Cibola in the Southwest, but found it wasn't made of _____. The Indians found a new resource-- _____, which they used for meat and their _____ for clothing. The Indians had raised cotton before; now they were _____ of both cotton and wool.

In the Quebec region, the French interacted with the _____. The French trappers adopted the soft Indian _____ and the deerskin _____ and _____. The Indians began to use _____ and _____ made in Europe. People of each group took on _____ that helped them adapt to the _____.

The colonists brought not only tools and clothing, but _____ and values. Although the Puritans valued their _____ they did not try to teach it to the Indians. Another cultural trait of the English colonist was _____. They gave beads and cloth in exchange for some land -- they thought. Owning land was not a cultural trait of the _____. They thought that the tribes who lived near a piece of land were _____ to use it. They thought the beads and cloth were gifts.

The settlers and the Indians had a conflict between their two ideas, the idea of _____ and the idea of _____. _____ of land for the tribe whose hunting ground it was. The settlers killed many Indians with _____ and the Indians killed settlers with _____ and guns. Because the Indians and English had few or no _____ ideas and values they did not become a part of each others communities.

The Swedish had cultural traits similar to those of the _____. As the two groups interacted the Swedish learned to speak _____. By 1690 there were many different groups along the _____ coast of North America from _____, _____, _____ and Wales. There were also groups from West Africa, _____ and Spain as well as many groups of Indians. The people from England far outnumbered the people who spoke other languages so English became the _____. language. As groups _____, most people learn to speak a common language of the community.

In 1542 the _____ explorer DeSoto claimed the southern part of the Mississippi Valley for Spain, (p. 136) but they were busy fighting wars in Europe so it was not colonized by them. In 1682, the French explorer Robert _____ sailed down the Mississippi from the north. When he reached the Gulf of _____ he claimed the whole Mississippi Valley for _____. He named it _____ in honor of King Louis XIV. _____ was spoken there. Today in New Orleans there are French names on the _____ and people celebrate _____ a French holiday. _____ is a combination of French and Spanish. Some French words we use today are: avenue, _____, _____ and menu. There are also Spanish words we use such as _____, _____ and patio.

Do you know the meanings of _____, _____, _____, _____, _____ and _____? They are from the Dutch language! (p.155) Holland in 1609 sent the explorer _____ into the Hudson Valley region. He was hunting for a _____ passage through America to the _____ Indies. Instead he opened up a region of farmlands and a source of _____. They called their colony New _____. They grew grains and cattle and used _____ for grinding grain. In 1664 the _____ took over the Dutch colony. Our language grew and changed. Some people call it _____.

Europeans kept the European _____ that were useful in the New World. _____ was the word used for the flat-topped hills of the Southwest; it means _____. The grasslands of the Midwest were

The Past and Your Language (continued)

called _____, the French word for meadow. Algonquin Indian words for some things were changed because they were hard to say; some examples are segawkw to skunk, rahaugcum to _____ and apposum to _____.

Other Algonquin words we use are squash, _____ and persimmon.

As groups from different _____ meet in a new _____ region, they may change their cultural traits. The name of your town, the foods you eat, the _____ you celebrate all began long ago.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: GOVERNMENT: DISCOVERY AND EXPLORATION OF NORTH AND SOUTH AMERICA

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children identify with heroes. This unit is developed to build an understanding of how and by whom North and South America were opened to white man. In order to understand the interactions between groups and individuals it is important to study the Indian kingdoms: Aztecs, Mayans and Incas of Central and South America and the interaction between them and the Spanish conquistadores.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: The Mayans
The Aztecs
The Horse in the New World
Indian Arts and Crafts
Building Center
Follett Publishers: Explorers - booklets
Pockets on Exploration, Discovery
The Social Sciences: Concepts and Values Level 3 -
Harcourt, Brace & World, pp.126-138, 139-145, 151-157

Films: Age of Discovery: English, French and Dutch Exploration
Age of Discovery: Spain and Portugal
Canada's History: Colony to Commonwealth
Discovery and Exploration
French Explorations in the New World
Story of Christopher Columbus
The Incas
The Viking: Life and Conquests
American Indians Before European Settlement

Filmstrips:

Marco Polo	Francis Drake
Age of Exploration	Ponce de Leon
Balboa	Early Explorers of North America
John Cabot	Henry Hudson
Coronado	Ferdinand Magellan
Cortes	Story of Father Marquette
Samuel Champlain	Hawaii: Before the White Man (R)
DeSoto	Hawaii: Discovery and Development
Story of Hernando DeSoto	Exploring of America (R)
Story of Christopher Columbus	
Discovery of America (R)	

Realia:

Castanets
Guitar

2. Field Trips:

Detroit Historical Museum
Cranbrook Science Museum

3. Human Resources:

Mexican Consulate
Indian lore expert
Parents

4. Activities:

Making Aztec Prints
Interviewing People from Central-South America
Make Indian head ornaments
Make map of "lands claimed by North America"
Role play first encounter between Algonquin Indians
and the Spanish/Pilgrims

UNIT TITLE: GOVERNMENT: DISCOVERY AND EXPLORATION OF NORTH AND SOUTH AMERICA

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Explorers of North & South America

Different cultural traits of Indians, settlers - English and Spaniards

Indian stereotype

As a result of this unit, each child will be able to:

Answer 70% or more on a teacher made test about the Explorers (by 60% of the class)

List 2 traits of the Indians which caused misunderstandings by the English settlers

Name 3 of the main Indian cultures encountered by the Spaniards

Language

Words adopted into American English language from:

Indian
Dutch
French
Spanish
Swedish

Research and write a report

Find 2 or more words from the following languages used in our language:

Indian
Dutch
French
Spanish
Swedish
Algonquin Indian

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Show movies listed

Have children view the listed filmstrips related to their explorer/ discoverer/ Indian with partner

Class discussion to identify:

Problems of conquerors

Problems of Indians

Problems of Settlers

Adaptation of cultures

Collect, display, construct realia-type items from the various cultures

Each pair will make a display and written report

Share their above work with other rooms in the school

Movies

Filmstrips

Detroit Historical Museum

Cranbrook Science Museum

Visit Mexican Consulate

Prepare menus for one Spanish and an Indian meal

Investigate and assemble appropriate costumes

Make and serve meals

UNIT TITLE: GOVERNMENT: DISCOVERY AND EXPLORATION OF NORTH AND SOUTH AMERICA (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Music

Listen
Beat Drum

As a result of this unit, each child will be able to:

Identify a Spanish guitar music
Recognize and repeat 2 typical drum beat patterns of the Indian

Art

Display
Aztec print
Weave Indian design

Name 5 items that the Indians adapted into their culture from the Spaniards
Participate in a class discussion to separate fact from fiction in Indian culture e.g. ownership - "Indian giver"
Construct a display of his explorer/discoverer, Indian group
Write a report of his explorer/discoverer, Indian group to go with his display

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Listen to music of the Indians and Spanish</p>	
<p>Make maps of lands claimed by North America Do the Word search puzzle on discoverers/explorers Make Aztec prints</p>	

UNIT TITLE: GOVERNMENT: DISCOVERY AND EXPLORATION OF NORTH AND SOUTH AMERICA (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

People and their job roles

Tools

Functions

Characteristics

Products

Managing

As a result of this unit, each child will be able to:

Identify the techniques related to farming learned by the settler from the Indians

Identify tools adopted by the Indians from the Spaniards

Identify tools adopted by the settlers from the Indians

Identify the job roles of the male and female Indians and the reason for both

Identify foods typical of Spaniards and Indians

Describe the system of management that made the Aztec's civilization function

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Take teacher-made test

EXPLORERS OF NORTH AND SOUTH AMERICA

The Vikings

Eric the Red
Leif Ericson

The Mogols

Marco Polo

Portugal

Prince Henry the Navigator
King John
Vasco da Gama
Bartholomeu Dias

Spain

Christopher Columbus
Ferdinand Magellan
Francisco Pizzaro
Ponce de Leon
Amerigo Vespucci

Italy

Giovanni da Verrazano
Hernando Cortes
Hernando de Soto
Francisco Coronado
Vasco de Balboa

France

Robert de La Salle
Jacques Cartier
Pere Marquette
Samuel de Champlain
Joliet

Holland

Henry Hudson

England

John Cabot
Henry Hudson
Sir Francis Drake
Martin Frobisher

Indian Civilizations

Mayan
Inca
Aztec
Algonquin - Squanto

FIND ALL THE WORDS YOU CAN

D	I	S	C	O	V	E	R	E	R	S
O	N	O	T	F	O	S	S	I	L	E
C	S	O	F	F	I	C	E	R	A	R
K	I	R	T	I	N	A	L	E	A	P
A	D	R	I	C	H	L	A	C	T	E
T	N	O	M	I	N	A	T	I	O	N
H	C	A	C	A	O	T	O	P	P	T
S	I	D	E	L	O	O	M	E	A	I
T	O	E	S	D	K	R	A	K	E	N
A	H	O	Y	R	A	P	H	I	B	E
R	I	B	A	L	P	L	A	T	E	R
O	T	L	R	A	M	E	W	E	A	K
H	U	R	D	L	E	A	K	A	N	D

Circle on group of letters which make a word. The word can be found going forward, up and down or diagonally.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING AZTEC PRINTS

II. ACTIVITY FORMAT:

A. Tools and Materials

Discarded grocery sacks
Fluorescent tempera paint
Black, white paint
Soaking tubs, sinks, etc.

B. Procedures for this activity (with helpful hints)

To people in a predominately Indian-American community these designs had a very special meaning. Motifs were researched from Indian bark paintings and put on "recycled" paper bags.

1. To obtain a color and texture similar to real bark, bags were soaked in water, wrung dry, then brushed with black watercolor.
2. While still wet, diluted white tempera was brushed over the black.
3. Designs were painted with fluorescent tempera, then outlined with black markers. Where ethnic backgrounds are too mixed to suggest an art project, relate paintings to community industries or important events.

Exploring the New World and Exploring our Country

Here is a short story about Christopher Columbus. Circle the word in each parenthesis which makes the story correct.

When Christopher Columbus was a boy, he lived in the city of (Genoa, Venice, Rome), Italy. Columbus liked to go to the harbor and watch ships unload silks, spices, and jewels which had come all the way from China and (Africa, the Indies, North America). They had come partly by land and partly by sea. This trip was long and dangerous.

Columbus spent many hours thinking about a cheaper and easier way to get to India, China, and the Spice Islands. When he was a young man, he went to Lisbon, (Portugal, France, Spain). There his brother Bartholomew sold (maps, groceries, boats) needed by sailors. Columbus studied many maps. We think that he even got to see a globe.

When Columbus lived, many people thought the world was (round, square, flat). Columbus thought it was round. "If it is round," said he, "I can reach the Indies by sailing (north, west, east)." He decided to try. The king of (Italy, France, Portugal) would not help him, so he went to Spain. Queen Isabella of Spain finally agreed to let him have (three, five, seven) ships and necessary equipment.

One morning at sunrise, Columbus said farewell to his son and climbed aboard the ship (Santa Maria, Nina, Pinta). Columbus then sailed west across the (Indian, Atlantic, Pacific) Ocean and landed on the island of San Salvador on October 12, (1492, 1519, 1607). He had not reached the Indies, but he had discovered (China, Africa, America). The people he found there he called (Africans, Americans, Indians). Columbus made three more trips to find India, China, and the Spice Islands, but failed. We honor him, however, because he discovered the New World.

Match the following names with what they did. Write the numbers on the blank spaces to the right.

- | | | |
|-------------|------------|-----------------|
| 1. Magellan | 4. De Soto | 6. Marquette |
| 2. Cabot | 5. Cartier | 7. Leif Ericson |
| 3. Columbus | | |

1. I discovered America for Spain in 1492. _____
2. I discovered the Mississippi River. An old time automobile was named after me. _____
3. I was the leader of the first expedition to sail around the world. _____
4. I explored parts of Canada for France. The first letter of my name is the same as that of the discoverer of America. _____
5. I was a Norseman who came to America before Columbus did. _____
6. I was the French priest who explored North America with the fur trader, Joliet. _____
7. I explored parts of North America for England. My first name is John. _____

- | | | |
|---------------------|------------------|----------------|
| 1. Hudson | 4. Ponce de Leon | 6. Champlain |
| 2. Amerigo Vespucci | 5. Coronado | 7. de La Salle |
| 3. Vasco da Gama | | |

1. I discovered Florida for Spain. Notice that my name has three parts. _____
2. I explored parts of North America for the Dutch. An old time automobile was named after me. _____
3. I claimed the land drained by the Mississippi River for France. _____
4. America was named after me. Look at the first part of my name and notice the likeness. _____
5. I explored the Southwest for Spain. If you would change two letters in my name it would be Colorado. _____
6. I am a Portuguese sea captain who reached India by sailing around Africa. _____
7. I established a permanent French colony at Quebec. If you would look at a map of New York State, you would find a lake that was named after me. _____

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: GOVERNMENT: ELECTIONS '72

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The unit is developed as a means to acquaint students with the present form of our political system. This culminated with class elections and a play.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Filmstrip:

The Election of a President 1972 from the Daily Tribune
The Social Sciences

2. Field Trips:

Visit to Republican and Democratic Headquarters
8 Students to Tribune
Visit precinct on day of election
Visit the news room of the Daily Tribune when a national candidate
was in the area
Visit student Court Room at Starr School
Visit Municipal Court

3. Human Resources:

Headquarters' workers
Sister of Congressman
Precinct chair person
Judge, court employees
Mayor representative in Congress
Parents - in communication and allied industries

4. Activities:

Nomination petitioning
Elections

UNIT TITLE: GOVERNMENT: ELECTIONS '72

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

U.S. Political System in elections including:

Nomination of candidate

Majority rule

Plurality

Platform

Political parties

Government

- a) resolving conflicts peacefully
- b) social controls
- c) representative and direct democracy
- d) leadership and authority
- e) interest groups

As a result of this unit, each child will be able to:

Nominate classmates
Campaign for their candidate
Count ballots to reach a majority

Score 70% or more on a teacher-made test dealing with the presidency (60% of class will succeed in this)

Participate in the production of a play about the United States government

Locate information in a newspaper about a candidate running for political office or one serving in government and shall place this information in a scrap book
Resolve conflict peacefully by using social controls
Participate in representative and direct democracy through class election

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

The viewing of 35 mm slides in the life of a U.S. Congressman including
His campaigning
His work at the Capitol
His encounters with the Executive branch
The National Democratic Convention
The process of American Government
Each student chose a person in government or a candidate in the newspapers and made a scrapbook of their work during September and October (5 weeks)

Mrs. Sally Tanner
(She was employed as a LET substitute in the fall of 1972)

Use of texts at the 3rd, 4th and 5th level in Social Science
(See sample worksheet developed for the 3rd grade text)

The Election of a President 1972 from Daily Tribune (work sheet included)

Student supplied copies of the Daily Tribune, Detroit News, Detroit Free Press

UNIT TITLE: GOVERNMENT: ELECTIONS '72

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing

As a result of this unit, each child will be able to:

Write a skit about a career of their own interest giving the characteristics of the job

Role playing

Role play this skit to the class
Role play a career he has studied

Interviews

Participate in interviewing the resource career people in class, on field trips, and others they come in contact with

Reporting

Have the opportunity to write a report and present orally to the class the observations viewed from field trips

Letter writing

Write thank-you letters

Develop vocabulary

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Introduced unit by discussing concepts:

Why people work, etc. as related to government jobs

Students interviewed their parents and other people about their careers - asking questions from concepts

Democratic process was demonstrated by:

- a) electing 3 students by direct vote to select a game for gym
- b) the 3 students then chose the game the total class would participate in presenting an example of representative democracy
- c) class discussion followed to show advantages and disadvantages of both

Election of class leaders and class authority

- president and vice-president
- 2 judges
- Sheriff
- 4 representatives

Duties of each office

- a) president - leader to guide and direct the class in setting up rules for class behavior
- b) vice-president assists the president in his leadership
- c) judges
 - 1. appoint a clerk for court room procedures
 - 2. preside over court held every two weeks
 - 3. interpret the law and hand down decision on cases brought before them
- d) sheriff - enforces the decision of the judges
- e) representatives - voice of the class to the president and vice president (they are the electoral body) They appoint the poll clerks

Any member of the class can file a complaint to be heard in court. They could represent themselves or have an attorney represent them

Municipal Judge

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Language Arts (continued)

Implementation of Election:

- a) those students interested in running for elective office had petition signed by class members (10 names)
- b) validating petitions
- c) ballots, election polls, counting and validating the election official results

UNIT TITLE: GOVERNMENT: ELECTIONS '72

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Counting sequences
Inequalities
Sums
Estimation

As a result of this unit, each child will be able to:

Tabulating voting

Career Awareness

Managing a life style for people

Shall be able to describe total democratic process of managing people in a government

Reasons people work

Describe humanities, social and economic values of work

Functions of work

Shall be able to identify 4 service occupations of government

Locations of work

Shall be able to identify the federal, state and local levels of government

Tools

Shall be able to list 4 tools used in government work

Characteristics

Shall be able to list 2 likes and 2 dislikes of government work

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

THE BIG-LITTLE QUESTIONS

An important tool for the clear thinker is the fact. Facts are statements which a reasonable person accepts as true. Usually facts can be proved. Once you have facts, you are in a better position to form opinions, make decisions, take action.

Facts aren't to be crammed into your head as a warehouse is stuffed with furniture. Facts are really the "raw material" or your thinking. They are not the end product. The important thing is to know how and where to find the facts!

How can you find the facts? Six little words unlock some big doors to facts and answers.

Try asking yourself these big-little questions:

They help to develop ideas, present problems, ask for opinions, dig for answers. By learning to ask and answer, a clear thinker can explore many possibilities and perhaps come up with new approaches to old problems, new ideas for old procedures, new information on old subjects.

How do the big-little questions work? Very often big-little questions are answered in the lead of a news article. In the paragraph following the lead, the reader learns more specific information - answers to questions behind the big ones.

where, PHILADELPHIA June 1 when
 who, Dave Patrick of Villanova emerged
 what, today as America's/winner of the
 moment when he ran the dis-
 tance in a victorious 3 minutes
 and 56.3 seconds at Franklin
 Field where

Once the big-little questions are answered, some further questions that might be raised are: Who else was in the race? What were their finishing times? How many people saw the race? Did Dave Patrick break any records? What was his reaction to winning? What was the significance of the race? These questions and many others might be answered in the rest of the article. In this way, the reader gets the main facts first and many others next.

Read this lead to find the main facts, and write in answers to the big-little questions.

June 14 - An American expedition has found what it believes to be the remains of Christopher Columbus's flagship, the Santa Maria. The wreck of the famed vessel was found off the coast of Hispaniola, a large island in the Caribbean Sea. Columbus's own log and documents of the period helped the archaeologists pinpoint the location.

WHO? _____ WHEN? _____

WHAT? _____ WHY? _____

WHERE? _____ HOW? _____

(Student's Name)

_____	_____	Frank Kelley
_____	_____	Mayor Gribbs
_____	_____	Ray Hayward
_____	_____	Kissinger
_____	_____	Ralph Nader
_____	_____	Judge Roth
_____	_____	Robert Griffin
_____	_____	Robert Huber
_____	_____	Gov. Wallace
_____	_____	Spiro Agnew
_____	_____	Gov. Romney
_____	_____	Judge Thorburn
_____	_____	Sen. Phillip Hart
_____	_____	George McGovern
_____	_____	O'Brien
_____	_____	Israel
_____	_____	Wm. Broomfield
_____	_____	Shirley Chisholm
_____	_____	Hazen
_____	_____	Mrs. Barbara Hallman and Royal Oak Beautification - Recycling Center Patterson
_____	_____	Kleindienst
_____	_____	Sen. Muskie
_____	_____	Gov. Millikin
_____	_____	U.S. Rep. candidate Cooper
_____	_____	Ted Kennedy
_____	_____	Ron Cunningham
_____	_____	H. H. Humphrey
_____	_____	V. P. candidate S. Shriver
_____	_____	Pres. Nixon

THE ELECTION OF A PRESIDENT

NAME _____

This is a special year because we are _____ a president for four years. Each national political _____ selects a _____ for president and _____. The two main parties are the _____ and the _____.

The party begins in cities with workers and delegates at the _____ level. These ward or precinct workers meet to choose people to go to the national _____ conventions. To be a candidate for president you must be a citizen of the United States and be at least _____ years old.

Some states held elections last spring called presidential _____. At the nominating convention the party writes a paper about what it believes called the _____. Nominating and _____ speeches are given for each person running for the offices. Then small groups talk, win favor for their person; the group meetings are called caucuses. The person who receives a _____ of the votes is chosen as that party's presidential candidate.

Next the _____ who will be his _____ mate is picked. Now the _____ begins. These leaders work to win all their party members' help - that is they try to _____ their party behind this candidate.

The way a candidate makes people feel about him is called his _____ image. Each party tries to sell its nominee almost the same way TV tries to sell toys or cereal to you.

Next the parties work to get all possible voters _____ so they will be allowed to vote. In November, the place where people vote is called a _____. The voter votes by secret _____. This is usually done on a machine. We usually have two polling places at Washington School

THE ELECTION OF A PRESIDENT (continued)

The majority winner in a state receives all of the state's votes to the electoral _____. This group meets after election day and _____ the states' votes. This is reported to _____.

The newly elected president takes the _____ of _____ on Inauguration Day in Washington D.C. This occurs in January. He will serve for _____ years. A person may not serve more than _____ terms as President.

Word and Phrase List

campaigning	casts	4	vice-president
candidate	Congress	majority	Republican
Democrats	oath	2	primaries
ballot	poll	registered	35
college	unify	president	platform
leadership	office	nominating	seconding
running	vice-president		

Use each one once.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: GOVERNMENT: EVOLUTION OF THE AMERICAN FLAG

GRADE LEVEL: 3-4

GENERAL OVERVIEW: This unit should familiarize the student with the development of our country and our flag. It's meant to develop love and respect for our country and its flag.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: Social Sciences - Values and Concepts, Harcourt Brace & World
Level 3 - p. 255
Level 4 - pp. 264-266
National Geographics - check "Index to Periodical Literature"

Films: History of Our Flag (Color, 9 min) I
Our Country's Flag (11 min B/W)

Filmstrips:

America the Beautiful
Capitol: Symbol of Our Nation
How Our Flag is Made (R)
Shrines and Monuments (R)
Statue of Liberty
Symbols of America
Visiting the Statue of Liberty
Your Flag

Realia: This is My Country Records
Pledge of Allegiance
Flags of America

2. Field Trips:

Detroit Historical Museum
Fort Wayne Military Museum

3. Human Resources:

Teachers

4. Activities:

Drawing flags

Sewing flags

Role-playing, Betsy Ross play about flag

Make diorama of periods in our history and display the flags

Collect and make a book of early history as it pertains to different flags

UNIT TITLE: GOVERNMENT: EVOLUTION OF THE AMERICAN FLAG

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Flags

Patriotism

As a result of this unit, each child will be able to:

Gather pictures, books and stories of changes in flags as our country has developed

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Show the whole group movies and filmstrips
Display pictures from local and Royal Oak
Instructional Materials Center
In small groups view filmstrips frames
of particular flags
Read sections in level 3 and 4 texts
Write stories about various flags
after research, e.g.

Leif Ericson - Viking flag

Columbus - his flag

England - Union Jack

Early American Flags

Endicott flag

New England flag

Washington's flag

Continental flag

Bunker Hill flag

Bennington flag

Betsy Ross flag

Confederate flag

Stars and Stripes

48 star

50 star

Michigan flag

Royal Oak/Huntington Woods flag

Perform Betsy Ross play

Write creative plays or poems about some
phases of flag development

Make cloth flags

Make dioramas

Take field trips

UNIT TITLE: GOVERNMENT: EVOLUTION OF THE AMERICAN FLAG (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Research history

Report writing

As a result of this unit, each child will be able to:

Analyze how different people and countries affected the country and the flag

Compare the likenesses and differences in appearance of the flags

Relate the uses and meanings of "Old Glory"

Music and Art

Patriotic songs

Learn the 3 verses of "The Star Spangled Banner"

Learn "America the Beautiful" words and melodies

Write the "Pledge of Allegiance" words from memory

Prepare two flags from paper and one from cloth

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

UNIT TITLE: GOVERNMENT: EVOLUTION OF THE AMERICAN FLAG (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Producing

Products

As a result of this unit, each child will be able to:

Make a book of stories and flags
Silk screen flags of our country

Construct dioramas appropriately representing geographical sections of our country

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BOOKS ON EVOLUTION OF FLAG

II. ACTIVITY FORMAT:

A. Tools and Materials

Paper	Paste
Cardboard	Needle
Thread	

B. Procedures for this activity (with helpful hints)

1. Make a book (Binding Method).
2. Write stories from research - from early discovery of America to present time.
3. Research and draw flags that go with these early stories (See list of people and flags listed on page 1).
4. Copy poems and songs about flag.
5. Write history of Pledge of Allegiance to the Flag.
6. Put all of above into the made book.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE A DIORAMA OF PHASE OF MICHIGAN'S GROWTH (Use dioramas on Detroit Historical Museum by a guide)

II. ACTIVITY FORMAT:

A. Tools and Materials

Box	Paper
Cloth	Small dolls

B. Human Aides and Resources

Research
Detroit Historical Museum
Fort Wayne Military Museum

C. Procedures for this activity (with helpful hints)

1. Identify one phase of historical growth such as Cadillac establishing Detroit.
2. Make clothing, boats, etc. of that period.
3. Paste some in box making diorama.
4. Display the flag of that particular period.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: GOVERNMENT: LEVELS OF GOVERNMENT

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The levels of government were explored. The relationship of government to the free enterprise system was stressed.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: The Social Sciences - Level 3 - Unit 7 (Harcourt Brace & World)
The Social Sciences - Level 4 - Units 5 and 6, pp. 184-291

Maps: School District, Huntington Woods, Royal Oak, Oakland County, Metropolitan area, State

2. Field Trips: (within and out of school)

Royal Oak Public Schools - 1026 N. Main Street
4000 Crooks Road

Huntington Woods City Hall - Treasurer
Royal Oak City Hall - Treasurer, Planning

Oakland County Court House - Treasurer

Huron Clinton Metropolitan Authority

Michigan Employment Security Office - Detroit

3. Human Resources:

Mothers to drive and supervise each small group.

4. Activities:

Make a large map of each level.

UNIT TITLE: GOVERNMENT: LEVELS OF GOVERNMENT

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Language Arts</u>	As a result of this unit, each child will be able to:
Reading for information	Construct an exhibit of one level of government for the school
Letter writing	Prepare a scale map of their political level of government
Oral communication	Construct a display appropriate to their areas of study
Written reports	
Creative writing	

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Unit 4 of the fourth grade Social Science Book was used as a starting point for the unit.

Scale map of area chosen, with help of opaque projector.

Research to get background for questions.

Brainstormed for questions to ask resource people.

Sent business letter and questionnaire to resource person to be visited as preparation for their visit - giving background of the areas studied.

Mini field trip (with 4-5 in a group).

Compiling information from the field trip and research in preparation for exhibit to be shared within the school.

Thank-you letters.

Interchange among the various groups for comparison of services the different departments provided.

Exhibit for the school.

Student evaluation of the experiences.

Field trip:

Royal Oak Public Schools
1026 N. Main

Mr. Potthoff,
Personnel - other than
teachers
Mr. Goodall,
The budget
4000 Crooks Road
Mr. Welch,
Teaching personnel

Field trip:

Huntington Wood City Hall
LI 1-4300

Mrs. Barbara Smela,
Treasurer

Field Trip:

Royal Oak City Hall
LI 6-1000

Civil Defense,
Mrs. Rogers
Planning - treasurer,
Mr. Tubbs

Field Trip:

Oakland County Court House
Pontiac
1-645-1150

Treasurer
Mr. Shayne Murphy

UNIT TITLE: GOVERNMENT: LEVELS OF GOVERNMENT (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
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Mathematics

Budget parts

As a result of this unit, each child will be able to:

Identify three sources of tax revenue

Identify four uses of tax revenue

List priorities in developing a budget

Careers

Man and his job role

Managing government

Servicing a community

Personnel employed in public service

Identify various levels of occupations in their chosen department

Identify the qualifications for three jobs in the department - identify four types of training needed

Identify whether the job produces a product or renders a service

Identify different incomes of workers in the department

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Field Trip:

Huron Clinton Metropolitan Park
Authority
600 Woodward, Detroit
Mr. Downey
961-5865

Field Trip:

Michigan Employment Security Office
7310 Woodward at Grand Blvd.
Detroit
872-4900, ext. 430
Tour leader - Edison Vogel
Room 515
also
Mr. Don McGee
Mr. Friedman

Governor has an office for his use
here.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

VISIT TO HUNTINGTON WOODS CITY HALL

II. ACTIVITY FORMAT:

A. Human Resources:

Treasurer of City Hall
Parents

B. Procedures for this activity:

Interview (questions to seek answers for):

TAXES

Where do you get your money from? What kind of taxes are collected and who pays them?

How much from property taxes?

How much from sales tax?

How much from gasoline tax?

Who collects the taxes?

BUDGET

How much money is in your budget? Do you have it broken down by departments?

What are the departments?

How many people are on the police force? The fire force?

How many employees altogether do you have?

What is the average salary?

What kind of activities (services) do you have?

Huntington Woods City Hall (continued)

ZONING

Does Huntington Woods have zoning rules? How is it zoned?

Who runs the city? How is (are) he chosen?

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GROUP VISIT TO ROYAL OAK CITY HALL

II. ACTIVITY FORMAT:

A. Human Resources:

Civil Defense Tour Leader
Drivers

B. Procedures for this activity:

Interview (questions to seek answers for):

TAXES

Where do you get your money from?

How much money does it take to run Royal Oak?

How many people live in Royal Oak?

What different kinds of taxes does Royal Oak receive money from?

Who collects each kind?

BUDGET

How is the money spent?

How is the money budgeted?

How many departments do you have?

How many employees do you have? What is their average salary?

Do you help run the schools?

Group Visit to Royal Oak City Hall (continued)

JOBS

What kinds of training does Royal Oak need in the people they hire?

What are the requirements to work in Royal Oak?

ZONING

Do you have zoning? How is the city zoned? Who decided on zones?

Is there room for more houses and factories and stores in Royal Oak?

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

VISIT TO OAKLAND COUNTY TREASURER'S OFFICE

II. ACTIVITY FORMAT:

A. Human Aides and Resources:

Oakland County Treasurer
Parents

B. Procedures for this activity:

Interview (questions to seek answers for):

TAXES

What kind of taxes does the county get? Who collects it?

Who pays them? Gasoline taxes - how much?
Property taxes - how much?

State money for Intermediate schools?

Other monies? How much?

How much money does it get each year to spend?

BUDGET

How much money does it spend?

How many and what departments does it have?

How many people work for the county?

In the sheriff's department?

In the welfare?

In the courts?

In the roads?

In the Health departments?

At the county offices?

At the school?

Other areas?

How many people live in the county?

Visit to Oakland County Treasurer's Office (continued)

ZONING

Is there any town planning or county planning for areas of high population and areas of recreation?

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HURON-CLINTON METROPOLITAN AUTHORITY - DETROIT HEADQUARTERS

II. ACTIVITY FORMAT:

A. Human Resources:

Director of Huron-Clinton Metropolitan Authority
Students
Parents

B. Procedures for this activity:

Interview (questions to seek answers for):

TAXES

Where does your tax money come from?

How much do you get for your taxes?

Do you have enough money? Did you request more?

BUDGET

How do you use your money? How many parks are there in your authority?

Do you have different departments? How much money does each have to use? If there aren't departments, how is your money divided?

WORKERS

How many workers do you have? What kind of education do they have? If I want a job with you what kinds of things do I have to do or be able to do? How much money do your workers earn?

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: HOLIDAYS AND CUSTOMS - CHRISTMAS

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The children, all new to L.E.T., and most of them uninitiated in the use and care of basic tools, need to have practical experience in using tools that would give them a finished product that they would be proud to take home at their first attempt.

This unit evolved from social studies, science, language arts, music and art. Students were enthusiastic about the holiday season activities. This was integrated with a study of the occupations involved.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: McCall's Book of Paper, Wood, Paint Crafts

Films: Film and Booklets - A.B.C.'s of Tools
General Motors Corporation

2. Field Trips:

Lumber yard
Fabric shop
Department store
S.E.O.V.E.C.

3. Human Resources:

Parents
Student helpers
College students

4. Activities:

Holiday cookie making
Holiday dinner
Construction of keyboards
Make a tie
Make an apron
Do creative stitchery
Make a picture frame
Design a picture
Wooden Christmas tree ornaments
Plaster of Paris pins
Holiday pencils
Yarn dolls
Felt Christmas tree ornaments
Egg carton wastebaskets
Styrofoam tree ornaments
Role play - workers producing a product on a
custom basis and compare this to quantity
production of the same product

UNIT TITLE: HOLIDAY AND CUSTOMS - CHRISTMAS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Composition</p> <p>Proofreading</p> <p>Letter writing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Apply the rules of letter writing</p> <p>Describe projects completed</p> <p>Prepare written invitations</p> <p>Send thank-you notes</p>
<p><u>Science</u></p> <p>Simple machine</p> <p>Knowledge of basic food groups</p> <p>Planning a well-balanced meal</p>	<p>Demonstrate ability to use tools as evidenced by completed woodworking project</p> <p>Recall the basic food groups</p> <p>Define a balanced meal</p> <p>Prepare a meal</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Christmas card

Group discussion of safety precautions

Using tools

Holiday dinner

UNIT TITLE: HOLIDAYS AND CUSTOMS - CHRISTMAS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Mathematics

Measuring

Research costs of supplies

Purchase materials

As a result of this unit, each child will be able to:

Measure raw materials to be used in production

Compute cost

Art

Arts and crafts

Construct crafts of different materials

Social Studies

Customs of the holiday season

History of tools, archaeology, man's adaptation to his environment

Raw materials - where did the material come from?

Economics - cost of items

Human Relations - working with people

Discuss the meaning of the holiday season. Read and find out more about customs and traditions associated with Christmas and Hanukkah

Illustrate a simple chart of early man's tools or describe them in several brief paragraphs

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Production of Holiday crafts

Discussion and research

Research and illustration

Research

UNIT TITLE: HOLIDAYS AND CUSTOMS - CHRISTMAS (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Music</u></p> <p>Holiday songs</p>	<p>As a result of this unit, each child will be able to:</p> <p>Recall many of the holiday songs and Christmas carols</p>
<p><u>Career Concepts</u></p> <p>Managing</p> <p>Producing</p>	<p>Produce a product and manage the production system</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Christmas carols

Managing/planning - logical steps from raw material to complete project

Producing - pride in hand crafted product vs. mass produced product

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS DECORATION USING TAG PAPER, FOIL AND STYROFOAM

II. ACTIVITY FORMAT:

A. Tools and Materials

Needle
Scissors
Styrofoam cutter
Tag paper
Green foil
Styrofoam
Thread

B. Procedures for this activity (with helpful hints)

1. Fold foil to cover tag paper
2. Make covered paper into circle
3. Staple paper into circle
4. Make one pattern of tree, angel, star, candy cane, etc.
5. Cut figure from styrofoam
6. Thread needle
7. Put thread through styrofoam figure and then through foil ring
8. Leave loop of thread to use as tie on tree
9. The styrofoam figure should hang free inside the ring

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION OF KEYBOARDS (OR MITTEN TREES) (see attached)

II. ACTIVITY FORMAT:

A. Tools and Materials:

Wood stain	Miter box and saw
Clip clothespins	Brace and bit
Cup hooks	Hammers
White glue	Nails
Wood putty	9 paint brushes
Turpentine	Cardboard box for "spray paint booth"
Soft rags	Find and medium sandpaper
Dowel rod	Colored enamel
Black spray paint	
Sheet of 4' x 8' plywood	

B. Human Aides and Resources:

College students

C. Procedures for this activity:

Have plywood pre-cut to 8" x 10" size.
Use a miter box to cut pegs to correct length.
Apply stain with wide brush and wipe off with soft cloth.
Have plenty of turpentine!

2 brushes

PEG KEY BOARDS

Boards

Place block underneath
Drill hole completely
through board in five
places

Glue pegs into holes with white glue.
Fill area around hole with wood putty.
Wipe all sawdust from board.
Stain board with wood stain.

Pegs

(Use five pieces)
Measure 2" for each peg.
Cut carefully where you have
marked.
Dip pegs in stain (end you are
holding onto will be glued in
hole so does not have to be
stained)

6 brushes

PIANO KEY BOARDS

Boards

Wipe sawdust from board.
Discuss proper painting technique
with enamel.
Spread out newspaper.
Paint board white.
Clean brushes!

Clothespin Keys

Tie seven pins to strings.
Hang inside carton
Discuss techniques for spray
painting.
Spray pins black

Assembling

Mark location for keys (measured real keyboard)
Take clothespins apart
Drill hole in one-half of pin
Nail through hole into board
Re-assemble clothespin

1 brush

CUPHOOK KEY BOARDS

7 cup hooks

Other materials same as Piano Key Board

Wipe sawdust from board.

Discuss painting technique with enamel.

Spread out newspaper.

Paint board a light color.

Paint design with small brushes and colored enamel.

Screw in cuphooks.

200

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TIE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials:

Tie making kit with all materials in it
Sewing machines
Irons
Ironing boards

B. Human Resources

Parents

C. Procedures for this activity

Follow the instructions that are included in the tie kit.
These kits are available at most fabric stores.

Iron the finished product. Fold and wrap.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING AN APRON

II. ACTIVITY FORMAT:

A. Tools and Materials

1 yard of cloth
Needles
Iron

Sewing machine
Thread
Ironing board

B. Human Resources

Parents

C. Procedures for this activity

1. Cut large pattern out of newspaper.
2. Have children pin pattern on cloth and cut it out
3. Use machine to turn under hem and to add tie at the top
4. Add pockets if desired
5. Iron the apron
6. Fold and wrap

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CREATIVE STITCHERY

II. ACTIVITY FORMAT:

A. Tools and Materials

Burlap
Yarn
Needles

B. Human Resources

Parents

C. Procedures for this activity

1. With help of art teacher, children designed a picture on paper.
2. They cut out their picture and traced it with pencil on burlap.
3. Embroider with various stitches around picture.
Use different colored yarns.
*Mothers taught special stitches to the children:
French knot, running stitch, chain stitch, etc.
4. Hem edges on machine.
5. Cut dowels of wood and insert at top to hang up.
6. Add braided yarn tie at top.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PICTURE FRAMES AND PICTURES

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood	Scissors	Saws
Glue	Furniture stain	Rulers
Miter box	Poster board	

B. Human Resources

Parents
College students

C. Procedures for this activity

1. Measure amount of wood for a frame (perimeter)
2. Cut wood into desired lengths
3. Miter the corners
4. Cut poster board to desired length and width
5. Stain the wood
6. Glue wood onto poster board
7. Cut pieces of felt to form the picture
8. Glue felt

NAME _____ Date _____ PROJECT LET ACTIVITY

1. Write the name of the students in your group _____

2. Write the names of the adults that helped you _____

3. The distance around a rectangle, square, or triangle is called its perimeter.

Show 2 different ways to find the perimeter of your picture frame.

(1)

(2)

4. How long is the piece of wood you need for your picture frame? _____

5. How long is the piece of wood that was purchased? _____

6. How many picture frames can we cut from this piece of wood? _____

7. List the materials you used for this project _____

8. What tools did you use for this project? _____

9. What tool is used to cut the corners for the picture frame? _____

10. What kind of saw is used with a miter box? _____

11. What time did you start this activity? _____

12. What time did you stop working on this activity? _____

13. How much time did you spend on this activity? _____

14. If you were doing this activity (making picture frames) on an assembly line, what kind of jobs would there be?

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOLIDAY COOKIE MAKING

II. ACTIVITY FORMAT:

A. Materials

2 1/2 cups sifted flour
1/4 teaspoon baking powder
1/2 teaspoon salt
1 cup shortening
2 teaspoon vanilla
1/2 cup sifted sugar
3 or 4 tablespoons milk

B. Human Resources

Parents

C. Procedures for this activity (with helpful hints)

Divide students into four groups - each group makes a recipe of cookies.

Procedure

Sift dry ingredients.

Mix shortening, vanilla, and sugar until creamy.

Add dry ingredients and milk alternately.

Refrigerate at least two hours. Roll out 1/4 inch thick. Bake on ungreased sheets for 15 minutes at 350 degrees.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOLIDAY DINNER MENU

II. ACTIVITY FORMAT:

A. Tools and Materials

Hot plate	Cooking tools
Disposable tableware	Ingredients
Oven roaster	

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

Divide class into four groups. Each group prepared two or more items for the dinner.

Turkey	Corn	Cookies
Dressing	Bisuits	Jello
Cranberry Sauce	Butter	
Baked potatoes	Milk	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WOODEN CHRISTMAS TREE ORNAMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

Saw	Paint and brush	Horse
String	Drill	Clamp

B. Human Resources

Parents

C. Procedures for this activity

1. Student drew picture of ornament on wood.
It is helpful to first have a pattern to trace or look at.
2. The design was then cut out - using a saw.
3. Next the ornament was painted on both sides.
Some used paint and others used magic markers of different colors.
4. Last of all the ornaments were shellaced.
5. Then a string was put through hole in top so the ornament could be hung on the tree.
6. After drying, these were wrapped for Christmas gifts to be given to the parents.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLASTER OF PARIS PINS

II. ACTIVITY FORMAT:

A. Tools and Materials

Plaster of Paris
Plastic spoon
Small safety pin

B. Procedures for this activity (with helpful hints)

1. Mix by using twice the amount of water as plaster of Paris.
2. Each child dips a spoonful of this.
3. This must set for a few minutes until thick and then the pin is inserted, with open side up.
4. As soon as this is completely dry, the pin easily comes out of the spoon.
5. It is then painted or magic marker may be used.
6. After this dries it may be shellaced.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOLIDAY PENCILS

II. ACTIVITY FORMAT:

A. Tools and Materials

Pencils
Pipe cleaners
Colored tape
Small Santa or angel decoration

B. Procedures for this activity (with helpful hints)

1. Attach small decoration to pencil with a piece of pipe cleaner.
2. Roll colored tape on pencil beginning at top, to hold ornament on.
3. Roll tape down pencil to an inch or so from bottom.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

YARN DOLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

Yarn
Cardboard
Felt
Scissors

B. Procedures for this activity (with helpful hints)

1. Roll yarn over ends of small piece of cardboard.
May use desired thickness.
2. Tie a small piece of yarn around the top for the head and then in the middle for the body.
3. Cut some of the strands and pull out for the arms and also for the legs.
4. Small pieces of felt are cut out and used for facial features.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FELT CHRISTMAS TREE ORNAMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

Felt	Pencil
Sequins	Scissors
Glue	Christmas card pattern
String	

B. Procedures for this activity (with helpful hints)

1. Choose color and size of felt needed.
2. Draw design on piece of felt and cut it out.
3. Glue on designs of sequins, felt, etc.
4. Attach a string for hanging on tree.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EGG CARTON WASTE BASKET

II. ACTIVITY FORMAT:

A. Tools and Materials

8 styrofoam egg cartons (for each waste basket)
yarn
cardboard
large pie tin
paper punch

B. Procedures for this activity (with helpful hints)

1. Cut top off egg cartons and use only bottom half.
2. Put together with yarn, one piece of yarn is tied at top and one at the bottom.
3. A pie tin or round piece of cardboard is used for the bottom of the basket.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

STYROFOAM TREE ORNAMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

Styrofoam balls
Pins
Gold string
Beads

Lace or ribbon
Stars
Sequins

B. Procedures for this activity (with helpful hints)

1. Decorate white styrofoam balls with an assortment of stars, sequins, beads, lace or ribbon.
2. Put them on with small straight pins
3. Put a string on so it can be hung on tree.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: HOLIDAYS - THANKSGIVING

GRADE LEVEL: 3-4

GENERAL OVERVIEW: A study of colonial times, particularly concerning the preparation of food and the Pilgrim-Indian relationship. Development of an appreciation of work, then and now.

TEACHING/LEARNING RESOURCES:

1. Reference Materials

Books: Story of the Navajos
The Pilgrims Knew
The Thanksgiving Story
Pelli's New Suit

Films: Colonial Children

Filmstrips:
Cooking in Colonial Days
(on Indians) from Lincoln M.C.

Realia: Toaster
Butter Churn
Candle Molds
Flat Iron
Record - Indian Dances

2. Field Trips:

Farmer's Market to buy pumpkins for pie

3. Human Resources:

Parents

4. Activities:

Role playing experiences:

Indians Dancing
Thanksgiving Dinner

1. Making costumes (Indians, Pilgrims)
2. Making butter
3. Making pumpkin pies
4. Thanksgiving dinner and Indian dance
5. Candle dipping
6. Making corn bread
7. Making applesauce

UNIT TITLE: HOLIDAYS - THANKSGIVING

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Dictation</p> <p>Reading</p> <p>Oral Communication and listening</p>	<p>As a result of this unit, each child will be able to:</p> <p>Dictate ideas for a group or individual story</p> <p>Read back charts, stories that have been dictated in whole or part, in a group or individually</p> <p>Listen to others' ideas in planning while working together during dinner, etc.</p> <p>Contribute to a sequence picture story</p>
<p><u>Mathematics</u></p> <p>Dry and liquid measurements</p> <p>Counting</p>	<p>Discuss measuring as pertains to recipes</p> <p>Count steps in a dance</p>
<p><u>Social Studies</u></p> <p>Colonial life</p> <p>Indian life</p> <p>Working together</p>	<p>Draw or tell about some aspects of Indian and colonial life</p> <p>Work effectively with a group planning and carrying out an activity</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Making applesauce</p> <p>Making candles</p> <p>Paper weaving - place mats</p> <p>Making a mural of the story</p> <p>Making a mural of roles of Indians</p> <p>Making a mural of roles of Pilgrims</p> <p>Making a mural of tools used then - now</p> <p>Role playing about Indian customs</p> <p>Role playing about Pilgrims</p>	

UNIT TITLE: HOLIDAYS - THANKSGIVING (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>Changing forms of matter Machines Historical tools</p>	<p>As a result of this unit, each child will be able to:</p> <p>Discuss the machines used in a given activity - its source of power, etc. Report how matter is changing to another form while cooking</p>
<p><u>Art</u></p> <p>Weaving Composition Costumes</p>	<p>Cut and paste Use patterns to make a costume Dip candles Weave with paper strips</p>
<p><u>Career Concepts</u></p> <p>People and their job roles</p> <p>Production and consumption</p> <p>Management and planning</p>	<p>Work together on a project Tell jobs important to the Pilgrims Describe what the Pilgrims and Indians learned from one another Compare orally tools used then and now for similar jobs Plan a Thanksgiving meal</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Holidays - Thanksgiving</p> <p>Making Indian costumes</p> <p>Making Pilgrim costumes</p> <p>Learning and performing Indian dances</p> <p>Planning the dinner - find recipes</p> <p>Preparing Thanksgiving dinner</p> <p>Making butter</p> <p>Making pumpkin pies</p> <p>Making corn bread</p>	218

NOVEMBER _____, 19____

DEAR PARENTS,

THE _____ GRADES ARE PLANNING A MINI-THANKSGIVING DINNER FOR
_____. THE CHILDREN WILL BE GOING HOME
FOR LUNCH AS USUAL. IF POSSIBLE, HAVE THEM WEAR DARK CLOTHING TO COMPLETE
OUR HANDMADE INDIAN AND PILGRIM COSTUMES.

OUR MENU WILL CONSIST OF TURKEY, (the modern rolled variety!) APPLESAUCE,
CORN BREAD, BUTTER, PUMPKIN PIE (ALL CLASSROOM PRODUCED), CORN AND CIDER.

IF YOU WISH YOUR CHILD TO PARTAKE OF OUR "FEAST," PLEASE SIGN AND RETURN
THE PORTION BELOW. NO COST IS INVOLVED AS WE ARE BEING FUNDED BY PROJECT
L.E.T. (LEARNING EXPERIENCES IN TECHNOLOGY).

THANK YOU FOR YOUR COOPERATION.

_____ HAS PERMISSION TO TAKE PART IN THE DINNER.

_____ PARENT'S NAME

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING COSTUMES

II. ACTIVITY FORMAT:

A. Tools and materials

Construction paper	Macaroni
Patterns	Yarn
Scissors	Beads
Paste	

B. Procedures for this activity (with helpful hints)

Children used teacher made patterns to construct pilgrim costumes one afternoon and Indian costumes another day. Before the dinner they signed up to wear one or the other so we had some of each at the dinner. Pilgrim costumes consisted simply of hats, collars, and cuffs. Indians wore head dresses and hand painted macaroni and bead necklaces. Macaroni breaks easily but is so much fun it's worth it!

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

2 pints whipping cream	Yellow food coloring
Baby food jars	Salt
Large bowl	Spoon

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Fill jars 1/3 full with cream.
2. Shake 15-20 minutes -
Until butter separates.
3. Collect all butter in a large bowl.
Pour off remaining milk. Rinse
several times with water. Pour off water.
4. Add salt to taste.
5. Add food coloring.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PUMPKIN PIE

II. ACTIVITY FORMAT:

A. Tools and Materials (See attached recipe)

B. Human Resources

Parents

C. Procedures for this activity

Divide the 20 children in three groups.
One group making crust for four pies and
the other two groups each making filling
for two pies.

SPRY'S "NO-PATCH" PASTRY

(Double Crust)

2 1/4 cups sifted flour
1 teaspoon salt

3/4 cup plus 2 tablespoons Spry
1/3 cup cold water

Mix flour and salt in a bowl. Cut in 2/3 of Spry until fine as meal. Cut in remaining Spry to size of large peas. Sprinkle water, 1 tablespoon at a time, over mixture. Toss lightly with a fork. Lightly form dough into a smooth ball. Divide in half; form into 2 balls. Place dough on lightly floured board. Flatten slightly. Roll out from center to form circle 1/8 inch thick. Ease dough into pie pan; trim even with outer edge of pan. Roll out remaining dough; cut slits to allow steam to escape. Lay over filled pie shell. Trim; fold under bottom crust. Seal by fluting edge.

Recipe for Pumpkin Pie Filling

(2 10" pies enough for 1 class - we doubled this to serve 2 classes)

1 can pumpkin (large)
6 eggs, slightly beaten
2 cups light brown sugar
1 teaspoon salt

2 teaspoon cinnamon
1/2 teaspoon cloves
1/2 teaspoon nutmeg
1/2 teaspoon ginger
2 cups evaporated milk

Combine eggs, sugar, salt, and spices and beat well. Blend in pumpkin. Add milk and beat well. Turn into two pastry-lined pie pans. Bake at 450 degrees for 10 minutes, then at 350 degrees for 40 - 45 minutes. Pies are done when knife, inserted in center, comes out clean.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

THANKSGIVING DINNER AND INDIAN DANCE - For 40 children - 2 classes

II. ACTIVITY FORMAT:

A. Tools and Materials

Paper plates	Cups
Napkins	Placemats woven
Plastic forks and	from paper by
Spoons	children

Menu

2 turkey rolls	cider
corn (frozen)	pumpkin pie
applesauce	
corn muffins and butter	

B. Human Resources

Five (5) mothers

C. Procedures for this activity

The two classes of children had signed up for set up or clean up and helped the mothers in crews of five while the teachers remained in our room with the other children putting on costumes, etc. The dinner took place in the gym. We did an Indian dance we had learned and said a short blessing before taking our places at the table. Children from the two classes sat across from one another for conversation concerning their respective recipes, compliments regarding such, etc.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE DIPPING

II. ACTIVITY FORMAT:

A. Tools and Materials

2 candle dipping vats
1 1/2 blocks of paraffin
Crayon bits (2 colors) for tinting
Wick

B. Human Resources

One mother

C. Procedures for this activity

Discuss the procedure beforehand.

1. Chop up the wax
2. Melt the wax in the two vats
3. Spread newspapers on and around two large tables
4. Dip the candles
5. Hang the candles to dry

One vat was placed on each of the two tables. Ten children surrounded each table, were given wicks, reviewed the procedure, designated the dipping point, and proceeded walking around table drying - dipping. An adult stationed at each table. Time of actual dipping approximately 1/2 hour.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: HUMAN BIOLOGY

GRADE LEVEL: 3-4

GENERAL OVERVIEW: In this Human Biology section, the following integrated teaching units have been combined and/or presented as a tentative guide for ideas in application to or relevance to the upper elementary classroom:

Conditioning and Response
Dental Health
Human Biology
Health
Medicine
Nutrition

Children express intense interest in their bodies, how they learn, their sequential development-physically and mentally, and their personal health. Food is also a favorite topic and is easily used as a basis to investigate nutrition. Since dental caries occur in 98% of the United States population, preventive dentistry is a needed area of study too.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: What Good Luck What Bad Luck
How Many Teeth
Going on Ten - Health Text 4th p. 26
About Yourself - Health Text 5th
Dairy Council Materials
Human Body - Life Series

Films: Breathing
Ears: Their Structure and Care
Heart and Circulation
Heart, Lungs, Circulation
Human Body, The: Circulatory System
Human Body, The: Digestive System
Human Body, The: Excretory System
Human Body, The: Muscular System
Human Body, The: Nervous System
Human Body, The: Nutrition and Metabolism
Human Body, The: Reproductive System
Human Body, The: Respiratory System
Human Body, The: Skeleton

Films: (continued)

Human Machine
Infectious Diseases and Natural Body Defenses
Muscles and Bones of the Body
Story of Menstruation
You and Your Ears
You and Your Eyes
You and Your Five Senses
Cleanliness and Health
Save Those Teeth
Oakland Schools Film Library
607 Boy to Man (16 min)
456 Fertilization and Birth (10 min)
606 Girl to Woman (16 min)
Narcotics and Dangerous Drugs I.D. Kit

Filmloops:

Dental Office Assisting
Dental Lab Technician
Dental Hygienist
Hearts and Plucks
School Nurse, Principal
Regular R.N.
Dental Lab Technician
License Practical Nurse
Dental Assistance

Filmstrips:

About Boys (R)
About Girls (R)
About Your Life and You (R)
Billy Meets Tommy Tooth
Breakfast and the Bright Life (R)
Dental Health for the Grade School
The Doctor Examines You
Ears and Hearing
Eyes and Seeing
Feel of Your Skin
Finding Out How You Grow
Food for Good Health
Food Makes the Difference
Getting Acquainted with Our Bodies
Growing Up
Here's Your Ear
How Bones and Muscles Work
How Your Nose Knows
Keeping Food From Spoiling
Keeping Children Safe
Look How You See
Louis Pasteur
Muscular System
Nervous System
Our Health Department
Public Health

Filmstrips: (continued)

Skeletal System
Skimpy and a Good Breakfast
Skin and Its Functions
Sleep and Rest
Taste, Smell and Touch
Teeth and Eating
To Smoke or Not To Smoke (R)
Vitamins and You
Weapons Against Disease
We Grow
What a Doctor Sees When He Looks at You
What is A Cell?
Why Eat a Good Breakfast
Why We Breathe
You and Your Ears
You and Your Eyes
You and Your Five Senses
You, The Human Being
You, The Living Machine
Your Blood System, Heart
Your Bones and Muscles
Your Eyes at Work
Your Food and Digestion
Your Heart and Lungs
Your Life Stream
Your Muscles
Your Nose and Throat
Your Sense of Smell and Taste
Your Sense of Touch
Your Skin
Your Skin and Its Care
Your Tasting Tongue
Your Teeth and Their Care

Flat Pictures:

Bathe - Enjoy the Water
Bicycle Safety Set (Disney)
Drama of Life Before Birth
Guide to Good Eating
Health Helpers (Gunter)
History of Medicine in Pictures I, II, III
History of Pharmacy in Pictures
Home Safety (Disney)
Medical Helpers (Gunter)
Parts of the Body (EBF)
Pedestrian Safety Rules (Disney)
Play for Health
Play Out-of-Doors the Year 'Round
Safety Helpers (Gunter)
Sit Straight, Stand Tall
Sleep for Health
Sleep Long Hours
World's Within Our Body

Realia: X-rays - Elbow and Forearm
Foot
Hand and Forearm
Hands
Head or Skull
Intestine
Leg and Rib Cage
Pelvis
Ribs
Spine

Charts

Animal and Plant Cells (Nystrom)
Beginning The Human Story: A New Baby
The Body (Health)
The Brain (Health)
Chick Embryos (Turtox)
Circulation (Health)
Digestion (Health)
The Glands (Health)
Human Ear (Turtox)
Human Eye (Turtox)
Muscles (Health)
The Nerves (Health)
Respiration (Health)
Section of the Skin (Turtox)
The Senses (Health)
The Skeleton (Health)
Typical Animal Cell
Your Heart and How It Works

Transparencies

Animal Cell Types
Human Circulatory System
Human Heart
Human Skeleton and Muscles
Human Skin in Cross Section
Structure of a Tooth
Structure of an Ear
Structure of an Eye
Typical Animal Cell

Models

Blood Pressure Cuff
Bones
Brain
Digestive System
Ear
Eye
Gall Bladder
Heart
Heart, Lungs, Larynx
Jaw
Lung
Otoscope
Scalp
Skeleton

Realia: Models (continued)

Skin
Skull
Spirometer
Stethoscope
Teeth
Tongue
Torso
Urinary Tract

2. Field Trips:

Suburban Ambulance
Beaumont Hospital
SEOVEC - Dental Office Assisting
Macomb County Community College - TV Studio - production of play
Henry Ford Museum - Medicine
Detroit Historical Museum - Medicine
Oakland County Health Department
Bakery
Candy Factory
Royal Oak Farmers Market

3. Human Resources:

Dental Health
Dentist
Dental Hygienist
Dental Office Assistants (SEOVEC) (students)
Dental Laboratory Technician
Medicine
Pharmacist
Public Health Nurse
Physician
Hospital Personnel
Parent Drivers
Conditioning
Animal trainer
School nurse
Psychologist
Nutrition
Dietition - Beaumont
Oakland County Cooperative Extension Service
Family Living - Home Economics Dept.
1026 N. Telegraph Road
Pontiac 1-334-3507
Preventive Medicine
Health Insurance Agent
Life Insurance Company representative

4. Activities:

Dental

Interview Dental Health Team
Mouth Care - Each child with brush paste, coloring matter etc.
Role play - prevention of teeth decay through proper diet
Dissection - hearts and plucks of sheep
Measure pulse rate at rest, at work, and return to rest rate
Plan menus for good nutrition

Conditioning

Construct wood on mazes
Test stimuli - sour, sweet, bitter
Collect examples of advertising - classify as to appeal

Humans

Construct skeleton out of styrofoam
Growth record of selves
Record heights by ages in fall and after Easter and prepare charts
Life size mural of each student using the human body outline,
e.g. sketching in digestive system

UNIT TITLE: HUMAN BIOLOGY

CONCEPTS	BEHAVIORAL OBJECTIVES
<p>CONDITIONING AND RESPONSE</p> <p><u>Social Studies</u></p> <p>People behave differently because of different stimuli and conditioning</p> <p>People form habits because of conditioning</p> <p>Responses can be inborn or learned</p>	<p>As a result of this unit, each child will be able to:</p> <p>List examples of inborn and learned responses</p> <p>List habits and how they were formed</p> <p>State examples of or to deduce how learning or habits can be changed</p> <p>Give examples of stimuli</p> <p>Demonstrate learning by trial and error</p>
<p><u>Language</u></p> <p>The nervous system causes the body to respond to stimuli and to be conditioned by them</p> <p>People develop and use a language because of conditioning</p> <p>People become conditioned to signs and symbols</p> <p>Learning to read is a process of conditioning and responses</p>	<p>Identify, draw and/or label the parts of the nervous system</p> <p>Deduce how the other systems are related to the nervous system</p> <p>Discuss ways in which people form opinions of others by their physical appearance</p> <p>Compare and contrast our language with another</p> <p>Label signs and symbols and give reasons why we have them</p> <p>Identify meanings of body language</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing experiences:

Pantomiming to show how the body can be used for expression

Activities:

Movie showing body language

Make wooden mazes, time yourself to see how much faster you can do it, after you have done it once

Take a new name and see how long it takes to respond to it

Form opinions of people from observations and pictures

Learn some of another language

Make up a code for others to decipher

Make a list of individual habits, then compare and contrast them

Try to change a habit, then tell the class how you went about it, if it was successful or not, and how long it took

Write about a belief you have, how you came to believe it, and what would have to happen for you to change your belief

Select opposing beliefs and have a debate

Make signs with symbols of your own

Present various stimuli, one at a time, to students, then share their various art interpretations of the same stimuli

Make different sounds, or play music, and either write about or discuss different people's reaction to that stimuli

Have children think of "sound symbols," i.e. sirens, alarm clocks, etc. produce them to the class with their heads down, and have them tell what the sounds represent

UNIT TITLE: HUMAN BIOLOGY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>People are conditioned to use certain currencies, different units of measure, and time schedule</p>	<p>As a result of this unit, each child will be able to:</p> <p>Record how long it takes to learn to respond to new stimuli</p> <p>Make a metric system conversion</p> <p>By using a different alphabet or code, "read" or decode a message</p>
<p><u>Art</u></p> <p>Art expression is based upon stimuli and the response to that stimuli</p>	<p>Design their own symbols and meanings</p>
<p><u>Careers</u></p> <p> Servicing advertising</p> <p> Managing researching designing</p> <p> Personnel training</p>	<p>Produce an advertisement using attention-getting signs and symbols</p> <p>Develop opinion poll for product research based on package appeal</p> <p>Describe how conditioning and response is a part of animal training</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make copies of mazes from Detroit News Magazine section and give to children to check their times with the experts

Have them draw their own mazes, put on dittos, and distribute to class

Write commercials, jingles, and/or make advertising posters with special emphasis on what stimuli, i.e. color, size, art, causes people to notice and/or remember them

Sociologists study people and their behavior

Psychologists and psychiatrists diagnose and/or treat people who need help in coping with their problems, some of which are caused by conditioning

Doctors treat people for nervous disorders

Advertising people study people's reactions to certain stimuli so that they are able to sell a product more easily

Fashion designers create designs which they hope will appeal to people

Animal trainers condition animals to respond to certain stimuli

UNIT TITLE: HUMAN BIOLOGY (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

DENTAL HEALTH

Science

Functions of the teeth
Structure of the teeth
Dental diseases, abnormalities,
and accidents
Control of dental disease by:
a) the dentist and his
health team
b) the individual
c) nutrition and diet
d) fluoridation of water

As a result of this unit, each child
will be able to:

List three functions of teeth
Draw and label the parts of a tooth
Describe the roles of the dental health
team
Identify four products used in the
prevention of tooth decay
Plan a sugar free diet
Apply proper method of tooth brushing
Formulate a rationale for the
fluoridation of water

Math

Measuring
Fractions
Charts and Graphs

Organize data into a graph or chart
Discuss critically the meaning of the
ADA seal used on products
Relate the functions of five tools used
in dentistry
Distinguish between the seven specialities
in dentistry

Language Arts

Interview techniques
Spelling and vocabulary - dental terms
Creative writing - stories, commercials
Reading and research skills
Dramatization (The Toothache Mystery)
Labeling - diagrams and display table
Record keeping - daily brushing; diet
Critical analysis of advertising
Letter writing - information, thank
you

Describe the four types of teeth
and their uses
List proper tooth care

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

DENTAL HEALTH

Show

movie
models
filmstrips

Use with a dental resource person
tooth brush and paste and color agent
cleaning teeth
brush on color-check for cleanliness

Draw baby teeth, permanent teeth
label tooth use

Draw one tooth - label parts

Do research on one of these:
tooth pastes, powders, cleaners
floridation
decaying process of food
sugar free diet

Study

"Colgate" materials, posters,
booklets

Dentists

American Dental Association
7 specialities
worker categories who assist the
P.S.S. on the dental health team
tools (5) of dentistry
machines - x-ray - chairs, etc.

Collect pictures

Smiles
Tooth product advertising

Tooth puzzle

Dentist
Dental assistant
Students from SEOVEC

UNIT TITLE:

CONCEPTS

BEHAVIORAL OBJECTIVES

DENTAL HEALTH

Career Concepts

Products produced for consumer
Supplies and equipment for dentist's
office
Advertising of products
Tools used in dentistry
Service careers in Dental Health

As a result of this unit, each child
will be able to:

List and describe 5 occupations
centered around dental health

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

UNIT TITLE: HUMAN BIOLOGY (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Letters
Research and written reports
Reading for information
Oral discussion
Word origins in anatomy
Interviewing

As a result of this unit, each child will be able to:

Make a life-size mural showing functions of one system of the body as a member of a committee
Prepare and discuss critically, as a committee member, a report on the selected body system
Gather data and write a booklet about nutrition, incorporating the four groups of food and menus containing the correct balance of these food groups

Science

Systems of the body
Nutrition
 calories
 4 basic food areas
Vaccines
Medicines

Be able to classify food correctly, as to the basic 4 groups at the 70% level
List 2 herbs used in medicine in colonial times and today

Social Science

Group dynamics
Geography of foods

Investigate and collect data into a chart of seasonal food availability
Participate in a brain-storming experience to develop questions to be used in interview of a nurse, a doctor, hospital personnel, a produce farmer, an ambulance service owner or a dietitian

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

HUMAN BIOLOGY - Nutrition

Show

movies
models
filmstrips

Make a human shape containing a
body system - label it

Use research material

Visit Beaumont Hospital

Visit Ambulance Service

Visit Oakland County Health Department

Visit by a food inspector

Visit by a pharmacist

Visit by a restaurant owner or
visit a restaurant

Visit by a physician

Visit by school nurse

Visit by a produce farmer

UNIT TITLE: HUMAN BIOLOGY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Styrofoam construction</p>	<p>As a result of this unit, each child will be able to:</p>
<p><u>Careers</u></p> <p> Servicing Diagnosis and treatment</p> <p> Producing</p>	<p>Be able to list 10 jobs in the medical service industry</p> <p>List childhood vaccines given to Michigan children</p> <p>Describe the progression from soil preparation and planting to harvesting and marketing a specific food product</p> <p>Be able to list four jobs in the food preparation industry either hospital or restaurant</p> <p>List the government agencies which pertain to food and drugs</p> <p>Describe how a physician uses a diagnosis to prescribe proper care</p>
<p><u>Math</u></p> <p> Measurement</p> <p> Liquid Dry</p>	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
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Visit Royal Oak Farmers Market in September or October looking for any of the following items:

- sweet corn
- lettuce
- squash
- potatoes
- onions
- green beans
- peas
- eggs
- honey
- radishes
- melons
- tomatoes
- grapes
- berries
- beets
- green sweet peppers
- carrots

Mark charts of states and federal laws which control the kinds of drugs and medicines on the market, the purity of foods, the weights, (e.g. the laws about hotdogs)

ACTIVITY

TYPES OF TEETH

1. Tools necessary for each item to be made:

Mirrors

2. Materials necessary for each item to be made:

Collection of pulled teeth
(May be obtained from local dentist or dental school)

3. List the approximate number of students to be involved in each segment of activity.

Entire class

4. List (chronologically) a step by step procedure for each activity being made in the unit.

1. Talk about the different types of teeth and their uses.
2. Identify the various types of teeth from collection.
3. Try to locate these same teeth in each individual's mouth.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PARAFFIN MODELS OF TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials

Paraffin
Plaster of Paris (quick setting
powder to be mixed with water)
Scwl for mixing

B. Human Aides and Resources

Parents
College students

C. Procedures for this activity (with helpful hints)

1. Bite on paraffin which has been slightly warmed.
2. Fill paraffin model with plaster of Paris.
3. Allow to harden.
4. Illustrate occlusion.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TEETH MODEL

II. ACTIVITY FORMAT:

A. Tools and Materials

Elmer's glue
White crustless bread
White paint

Ceramic clay
Paint
Brushes

B. Human Aides and Resources

Supervisor

C. Procedures for this activity (with helpful hints)

1. Break crustless white bread into little pieces.
2. Mix Elmer's glue and white paint until kneadable.
3. Shape each tooth.
4. Dry over night.
5. Form lower plate out of clay.
6. Insert teeth.
7. Dry for 4 days.
8. Paint gum.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TEETH - DIGESTION EXPERIMENT

II. ACTIVITY FORMAT:

A. Tools and Materials

Glass jars
Sugar - granulated (1 teaspoon)
Sugar cube
Water

B. Human aides and resources

Entire class

C. Procedures for this activity

1. Fill both glass jars with equal amounts of water.
2. Drop the two types of sugar in the jars at the same time.
3. Observe
4. Discuss how chewing would help in digestion.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EXPERIMENT - DECAYING PROCESS OF TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials

Apples
Bowl

B. Procedures for this activity (with helpful hints)

1. Bruise apples.
2. Put apple in bowl with other apples.
3. Wait a week or two.
4. Observe expansion of bruise.
5. Observe decay of apples that touch bruised one.
6. Relate this decay to that of teeth when cavities aren't filled.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ACID'S AFFECT ON TEETH (EXPERIMENT - EGG SHELL AND VINEGAR DEMONSTRATION
TO ILLUSTRATE HOW ACID ON TEETH BREAKS DOWN ENAMEL)

II. ACTIVITY FORMAT:

A. Tools and Materials

Eggs
Vinegar
Small bowl

B. Procedures for this activity (with helpful hints)

1. Break eggs.
2. Have children feel hardness of shell.
3. Drop shell into bowl of vinegar.
4. In a few hours, let children see how easily it breaks.
5. Return shell to vinegar - overnight.
6. Observe softness of shell..
7. Compare with action of acid on teeth.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children were amazed at how fast acid can break down enamel.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EXPERIMENT - HOW ACIDS DISSOLVE CALCIUM FROM STERILIZED, EXTRACTED TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials

Extracted teeth from dentist
One percent solution hydrochloric acid
Two small glasses

B. Procedures for this activity (with helpful hints)

1. Place one tooth in one percent solution hydrochloric acid.
2. Place another tooth in plain water.
3. Allow to stand for one week.
4. Shows softening.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

USING DISCLOSING TABLETS TO CHECK ON PROPER, CAREFUL TOOTH BRUSHING

II. ACTIVITY FORMAT:

A. Tools and Materials

Disclosing tablets
Toothbrush
Toothpaste
Mirror
Water
Sink

B. Human Aides and Resources

Dental office assistants from SEOVEC

C. Procedures for this activity (with helpful hints)

1. Brush teeth.
2. Chew disclosing tablet.
3. Look in mirror for red spots - these are areas that were missed in brushing.
4. Brush again - check.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TOOTHPASTE

II. ACTIVITY FORMAT:

A. Tools and Materials

Salt
Baking soda
Mouthwash
Paper plates

B. Human Aides and Resources

Supervisor
Oakland County Health Department

C. Procedures for this activity (with helpful hints)

1. 7 pounds salt
2. 7 pounds baking soda
3. Enough mouthwash to make paste
4. Store in pill bottle or tin foil

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DEMONSTRATE : "TOOTHBRUSH FOODS"
(such as apples and carrots)
VERSUS "STICKY FOODS" (such as
candy and marshmallows)

II. ACTIVITY FORMAT:

A. Tools and Materials

Knife
Cutting Board
Foods such as apples and carrots
Sweet foods such as marshmallows
or candy

B. Procedures for this activity (with helpful hints)

1. Cut toothbrush food - show clean edge of knife.
2. Cut sticky foods - show how it sticks to knife.
3. Explain that this is how food sticks to teeth and holds on to the enamel.
4. Therefore - we should eat less sticky, sweet foods and brush teeth often.
5. Pass out "toothbrush foods" for children to eat.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SWEETLESS PARTY

II. ACTIVITY FORMAT:

A. Tools and Materials

Sugarless foods	Sugarless gum
Apple cider	Unsweetened fruit juices
Popcorn	Carrot sticks
Crackers/cheese	Radishes
Potato chips	Stuffed celery
Pretzels	Fruit
Peanuts	Meat (hot dogs)
	Tooth picks

B. Human Aides and Resources

Parents
College students

C. Procedures for this activity (with helpful hints)

1. Have the children plan what foods they would like for their party.
2. Assign foods for children to bring.
3. Assign utensils - i.e.: bowls, napkins, cups, popcorn popper, ingredients, can opener.
4. Set up stations for various foods.
5. Serve.

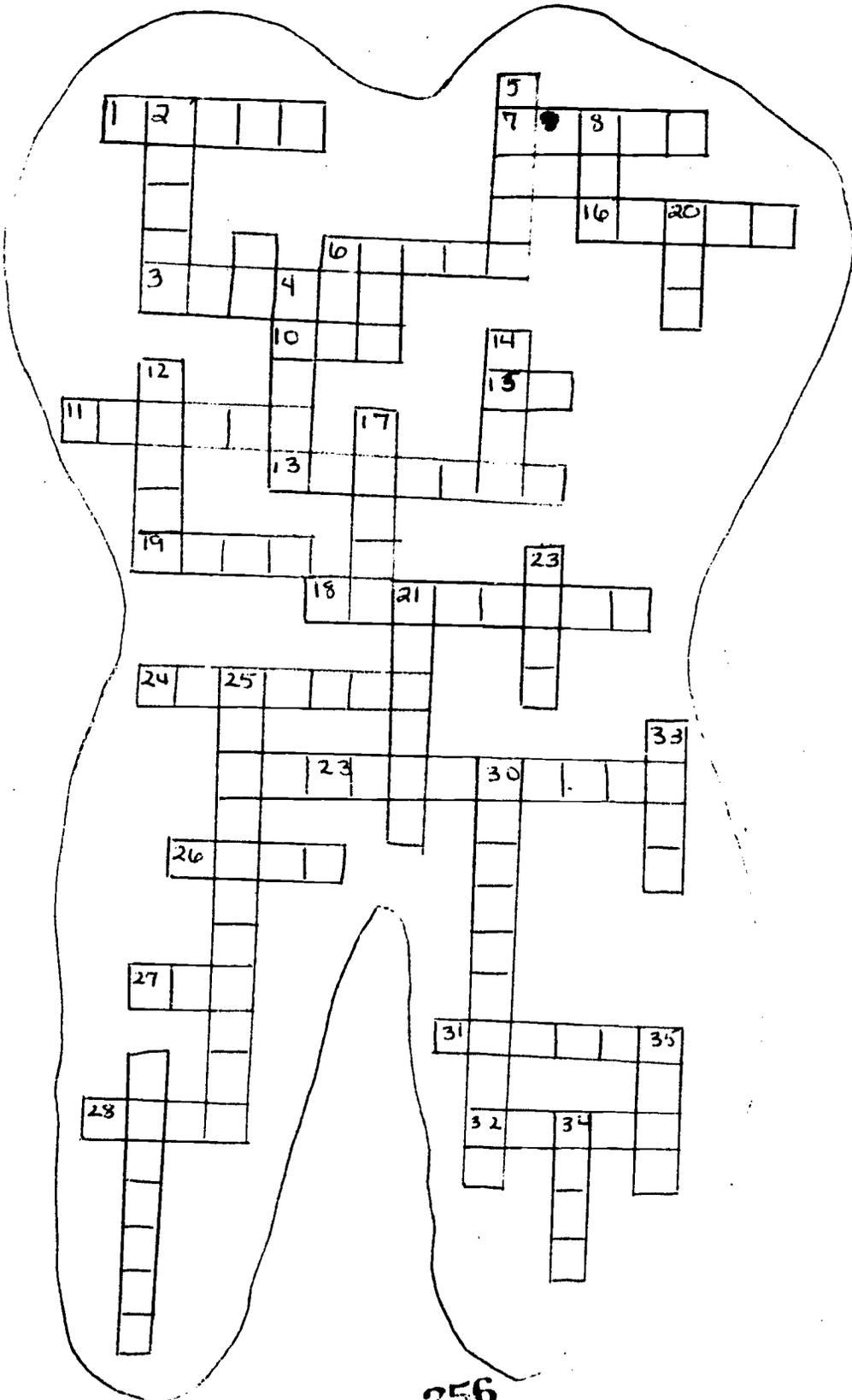


ACROSS

1. The best food of all
3. Gives chewing exercise
4. Grows on trees and vines
6. What toothpaste comes in
8. You have a good one if you work this puzzle
10. Not so good for teeth
12. You had twice as many baby teeth as you have _____
13. Add "bit" and be sure that tooth-brushing is one
14. Elbows off at mealtime

DOWN

1. One serving a day to grow
2. A green, leafy vegetable
4. They are hard to catch
5. A kind of potato - one a day
6. Right foods help build good, strong ones
7. A source of Vitamin D - you should eat one a day
9. You need this much milk every day
11. Better for teeth when made with whole wheat flour



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CROSSWORD TOOTH KEY

ACROSS

1. One of the nicest things to be greeted with is a smile.
3. The root of the tooth is that part that holds the tooth in the mouth.
6. Disease of the teeth is called decay.
7. We should eat an apple a day.
10. We should brush our teeth right after we eat.
11. The name of an orange colored vegetable carrot.
13. Enamel is the hardest substance in our body.
15. The lower teeth should be brush up (direction).
16. Tooth paste is sometimes put on our toothbrush to help clean our teeth.
18. The front teeth that help to cut our food are called incisors.
19. Decayed teeth may hurt.
22. There are thirty-two teeth in a full permanent set of teeth
24. An orange colored fruit that is high in Vitamin C would be oranges (pl.);
26. Milk is the best beverage for us to drink.
27. Some people chew gum and it is bad for their teeth.
28. Can you think of a protein we should eat everyday to give our teeth chewing exercise? Meat
31. A picture of our teeth to show the inside of them is called x-ray.
32. Foods with much sugar in them cause rapid decay.

DOWN

2. A tooth in the back of our mouths that helps us to grind our food is called a molar.
4. Teeth help us to eat, talk and make us look as we do.
5. A sticky, sweet food which speeds decay is candy.
8. A sweet drink that is bad for our teeth is pop.
9. We should see the dentist two times a year.
10. We should brush our teeth right after we eat.
12. To clean our teeth, we brush them.
14. The pink skin around our teeth is called gums.
17. The crown is the white part of the tooth that we see in our mouths.
20. We are about six years old when we get our first permanent teeth.
21. The tooth helps us to tear food. (It is also called the eye tooth) cuspid
23. The bacteria use sugar as food and produce acid.
25. We should make an appointment with the dentist before we go to see him.
29. A doctor who takes care of our teeth is called a dentist.
30. A toothbrush should have a straight back.
33. The upper teeth should be brushed down (direction).
34. In order to have good strong teeth we must eat good food.
35. We would like all of you go get your dental card in during the school year.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

OCCUPATION MURAL FOR DENTAL HEALTH

II. ACTIVITY FORMAT:

A. Tools and Materials

5' x 2' large white paper	paste
construction paper	felt pen
magazines	yarn (optional)
scissors	

B. Procedures for this activity (with helpful hints)

1. List on board occupations concerned with dental health.
2. Cut out or make pictures showing these occupations.
3. Out of construction paper make a large tooth.
4. Place tooth in middle of large white paper.
5. Arrange occupations around tooth.
6. Label pictures and connect to tooth either by drawing a line or by yarn.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING MAZES

II. ACTIVITY FORMAT:

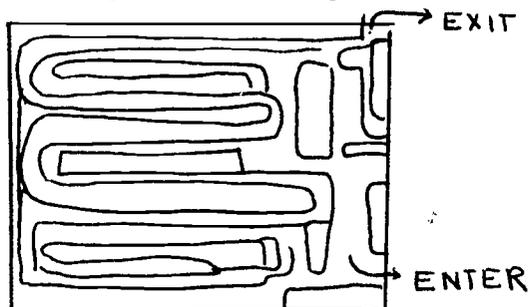
A. Tools and Materials

Wood (or heavy cardboard)
Saws
Glue, or nails -
(depending on thickness
of wood)

Paper
Pencil
Ruler
Carbon or ditto paper

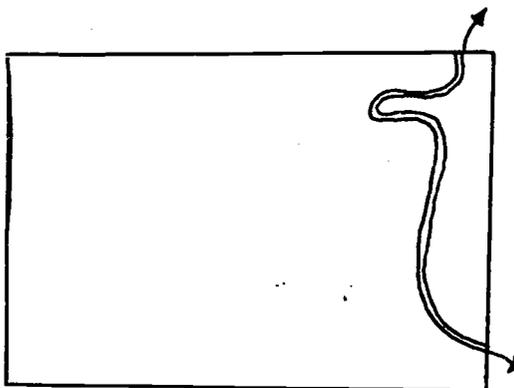
B. Procedures for this activity (with helpful hints)

1. Copy or make up an original maze on paper.
2. Trace maze onto an appropriate piece of wood or heavy cardboard with carbon paper, or ditto.
3. Cut pieces of wood to dimensions of the lines.
4. Glue or nail those pieces to the pattern on the wood.



RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It is best to have them glue the path in first, then add the other pieces.
Some of the children closed their path and didn't realize it.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAZE AND TOWER OF HANOI

II. ACTIVITY FORMAT:

A. Tools and Materials

Saws	Dowel rods
Glue	Wood for Towers of Hanoi
Paint	

B. Procedures for this activity (with helpful hints)

I. Maze

- a. Reproduce a maze (good ones are in Sunday's Detroit News Magazine)
- b. Time students
- c. Time a second time
- d. What conclusions do they form?
- e. Have the students fake hitting the person next to them. What happens? Why?

II. Towers of Hanoi

- a. Saw a rectangle of wood - 12" x 4" x 1"
- b. Drill 3 holes to match diameter of dowel rods
- c. Glue dowel rods in holes
- d. Saw 5 discs of decreasing diameters
(object is to move the 5 discs one at a time to another dowel rod without placing a larger disc on a smaller one)

QUESTIONS

1. Do you help with operations?
2. What do you like about your job?
3. What don't you like about your job?
4. How many years of schooling is required to be a nurse?
5. What an EKG?
6. Do you like being a nurse?
7. Do you work at a desk?
8. Why did you want to be a nurse?
9. What were your favorite subjects?
10. What school do you go to for training?
11. Do you know how to take out stitches?
12. What kind of nurse is she? How many kinds of nurses are there?
13. Do you give shots?
14. Do you work long hours?
15. What do you like best about your job?
16. Can you start an IV?
17. Do you give blood transfusions?
18. Did you ever see a heart operation?
19. Have you ever assisted in a brain operation?
20. How long have you been a nurse?
21. Have you ever given a TB test?
22. How do you feel when you see someone badly hurt?
23. How could you help someone with a hearing problem?
24. Can you read doctors' prescriptions?
25. What kind of patients do you have?
26. Have you ever seen a kidney transplant?
27. How many people have you worked on?
28. Do you answer phones at the hospital?
29. Did you ever see an amputation?
30. How do nurses help during operations?
31. Has any patient died while you were there? How did you feel?
32. What are some of the instruments you use?
33. Does it take a lot of studying to be a nurse?
34. Do badly burned people come to the hospital?
35. Did you ever have a red code?
36. Did you ever have a patient who was shot?
37. What hospitals have you worked in?
38. What is an anurism?
39. If someone had a hand cut off, could another one be transplanted on?
40. What are the most important instruments you use?
41. Have you ever ridden in an ambulance?
42. Have you ever worked with babies in the hospital?
43. What causes a dislocation of the hip?
44. Do you work on holidays?
45. Were you ever a patient in the hospital you work in?
46. Did you ever see anyone with bad polio?
47. Have you ever seen a patient being rushed into the emergency room?
48. Did you ever treat an epileptic?
49. Did you ever work in X-rays?
50. Were you ever badly hurt and had to be rushed to the hospital?
51. Is there a place in the hospital that is quarantined?
52. Have you ever seen a tumor?
53. Did you ever take blood for tests?
54. How many patients do you treat each month?
55. Are you short on blood donations at the hospital?

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DOUGHNUTS - SMALL BUSINESS

II. ACTIVITY FORMAT:

A. Tools and Materials

Order paper	Pencils
Electric fry pan	Wax paper
Brown paper	Bowls
Oil	Hole maker
Puffin Buttermilk Biscuits	Napkins
Granulated sugar	Paper plates
Cinnamon	

B. Human Resources

Parents
Student helpers
Principal
School Secretary

C. Procedures for this activity (with helpful hints)

1. List jobs
2. Diagram jobs on assembly line
3. Elect manager
4. Make up application form for jobs
5. Apply for jobs
6. Interview for jobs
7. Distribute jobs
8. Set up assembly line stations
9. List out supplies needed from recipes
10. Figure quantities of doughnuts to be made
11. Figure out quantities
12. Make out application for loan
13. Interview for loan
14. Figure interest to be paid on loan
15. Pick up loan and sign for loan and date to be paid
16. Purchase supplies
17. Make advertisement posters
18. Place supplies on stations on assembly line
 - a. Openers - open packages
 - b. Separators - separate biscuits
 - c. Hole makers - poke hole in biscuits (let rise)
 - d. Cookers - let oil heat (medium)
 - e. Turners - place in oil and turn when brown
 - f. Removers - remove from oil to drain on brown paper
 - g. Place on paper plates
 - h. Fill orders and place in paper bags
19. Cashiers
20. Order takers

III.

RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Outstanding - the children took over completely on responsibilities.

	NUMBER	COST
CINNAMON		
PLAIN		
SUGAR		
TOTAL		COST

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MACHINES

GRADE LEVEL: 3-4

GENERAL OVERVIEW: By exploring the six simple machines through hands on experiences and activities involving mass production, children will appreciate how work is eased by machinery.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: Tools for Andy, James Tippett (Abington-Cokesbury Press)
Man and His Tools, William Burns (McGraw-Hill Book Co.)
Child's Book of Carpentry, Jeanne Taylor (Greenberry Publishing)
True Book of Tools for Building, Jerome Leavett (Children's Press)
Woodworking, Roger Lewis (Alfred A. Knopf)
What Does It Do and How Does It Work, Russell Hoban (Harper Bros. Pub.)
Machinery, Darby
Machines, Adler
Machine Experiments, Sootin
Machinery, Saunders
Simple Machines, Stone
About Wonderful Wheels, Feenie Ziner
Friction, Edward Victor
Levers, Lisa Miller
Simple Machines and How They Work, Elizabeth Sharp
What is a Machine, Boleslaus Syrocki
What is a Simple Machine, Gene Darby
Wheels, Lisa Miller
Royal Oak Science Guide
Probe
Third grade science text - Mallinson
Blough - Schwartz: Elementary School Science
3rd edition - Holt, Rinehart & Winston

Films: ABC of Tools
Simple Machines
Wheels, Wheels, Wheels
Machines Make Work Easier
What is Automation?

Film loops:
Simple Machines

Filmstrips:

Finding out about Simple Machines
What my Father Does - What my Mother Does
How Wedges Help Us
How Wheels Help Us
Levers At Work
How Ramps and Screws Help Us
Pulleys

Realia: Gears
Levers
Pendulum
Water Wheel
Wheel and Axle
Screws
Nails
Pulleys

2. Field Trips:

SEOVEC - Machine Shop and Woodworking
Greenfield Village
Tool and Die Shop
Ford Motor Company - Wixom Plant
Rouge Plant
Pontiac Motor Car Company
Lumber Yard
Bakery
Building Site

3. Resource People:

Parents, aides and guest speakers
Builders in area
Plant managers
College students
Custodian
Mailman
Secretary
T.V. Actress
Employee from tool company

4. Activities:

Mass production - kites, book markers, note paper, model trucks
Six experiments with simple and complex machines
Wheel and axle and inclined plane
Screws
Letter holder
Abacus
Gears
Pencil holder
Levers

UNIT TITLE: MACHINES

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>6 simple machines</p> <p>Complex machines</p> <p>Tools</p>	<p>As a result of this unit, each child will be able to:</p> <p>Differentiate the 6 basic simple machines</p> <p>Identify simple machines found in complex machines</p> <p>Use six simple machines</p> <p>Apply proper use and care of tools</p>
<p><u>Math</u></p> <p>Measurements.</p>	<p>Measure distance, volume and time</p>
<p><u>Social Science</u></p> <p>Machines affect on man</p> <p>History of tools and machines</p>	<p>List ways machines help man</p> <p>Discover how machines make work easier</p> <p>Describe the history of tools</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Activities involving simple machines	
Activities	
Group discussion reading and research	

UNIT TITLE: MACHINES (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing

Research

Choral reading

As a result of this unit, each child will be able to:

Write a story

Read and research an aspect of machinery

Participate in choral reading

Careers

People and their job roles

Tools

Management

Producing

Servicing

Explain the concept of mass production

Describe how machines are used to produce products and services

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Activities

Guest speakers and field trips

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SIX EXPERIMENTS WITH SIMPLE AND COMPLEX MACHINES

II. ACTIVITY FORMAT:

A. Tools and Materials

Claw hammer and nail
Hand drill with gear
Brace and bit
Screw driver and screw
Blocks of wood
Inclined plane and pulley from IMC

B. Procedures for this activity

Each child performs the six experiments and records observations on given sheet.

1. Pound nail into wood block with claw hammer.
2. Drill hole using hand drill into wood block.
3. Drill hole using brace and bit into wood block.
4. Write up differences in using the hand drill and brace and bit.
5. Using screw driver, turn screw into wood.
6. Using the IMC pulley display write up observations in lifting different weights.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INCLINED PLANE AND WHEEL AND AXLE

II. ACTIVITY FORMAT:

A. Tools and Materials

Long board
Roller skate
Large rubber band
Ruler

B. Human Aides and Resources

Royal Oak Science Guide M-8

C. Procedures for this activity (with helpful hints)

1. Use a board to make an inclined plane.
2. Attach the rubber band to the roller skate.
3. Pull the skate (on its side) up the board.
4. Measure the length of the rubber band.
5. Try it a second time using wheels.
6. Alter the slant of the board and try again.
7. Explain the reasons for the difference in length of the rubber band.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GEARS

II. ACTIVITY FORMAT:

A. Tools and Materials

Plywood	Dremel saw
Nails	Hammer
Scrap wood	Cardboard

B. Procedures for this activity (with helpful hints)

1. Trace a circle on cardboard.
2. On its outer edge draw ridges to assimilate a gear.
3. Cut out.
4. Use the gear as a pattern for making gears on a larger circle.
5. Cut out.
6. Trace the 2 patterns on plywood.
7. Cut out wheels with dremel saw.
8. Using a nail and hammer punch a hole in the center of each wheel.
9. Make a handle out of a small block of scrap wood and nail on to one of the wheels.
10. Fasten the 2 wheels to a large piece of wood - side by side.
11. Turn the handle. The 2 wheels should move in opposite directions. The smaller wheel should move at a faster rate than the large wheel.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LEVERS

II. ACTIVITY FORMAT:

A. Tools and Materials

2 x 6 board 1/2" thick
Short 2 x 4 to be used as a fulcrum

B. Human Aides and Resources

Royal Oak Science Guide M-9

C. Procedures for this activity (with helpful hints)

1. Use board for teeter totter.
2. In different positions experiment with lifting, pushing, balancing.
3. Explain what was observed.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LETTER HOLDER

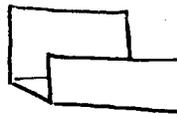
II. ACTIVITY FORMAT:

A. Tools and Materials

Dremel saw	Paint brush	Varnish
Sandpaper	2 1" nails	
T-square	Woodburning tool	
4 x 1/2 board - running feet to be cut into 6" pieces		

B. Procedures for this activity (with helpful hints)

1. Measure 6" long 4 x 1/2 wood.
2. Measure 6" piece into 3 sections - width 2 1/2 - 2 - 1 1/2.
3. Cut measured pieces.
4. Nail 1 1/2" piece bottom
2 1/2" piece back
2 " piece front
5. Burn design on front.
6. Sand
7. Varnish



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ABACUS

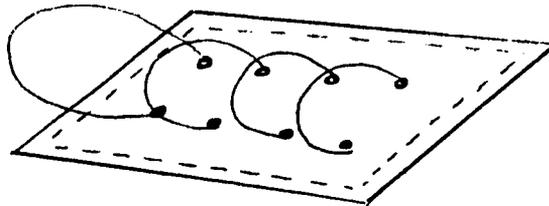
II. ACTIVITY FORMAT:

A. Tools and Materials

Saws (cross cut and dremel)	Wire
Drill	Sandpaper
T-square	Pencil
Template for holes to be drilled	Ruler
Wood	Elmer's glue
Beads (red, blue, yellow, green 100 per color)	Reed

B. Procedures for this activity (with helpful hints)

1. Measure blocks of wood 9" long, square the edges and sand smooth.
2. Measure and mark 1" from each end and 1" from each edge.
3. Mark where holes are to be drilled (2 rows of holes 1 3/4" apart).
4. Drill holes
5. Cut reed to 10" lengths.
6. Soak in water 24 hours.
7. Thread beads of one color on each of four cut reeds.
8. Place drop of Elmer's glue in hole, gently bend reed and insert in holes.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PENCIL HOLDER

II. ACTIVITY FORMAT:

A. Tools and Materials

Cross cut saw

Drill

T-square

Wood (2x2x4)

Sandpaper

Paint brush

Varnish

Woodburning tool

B. Procedures for this activity (with helpful hints)

1. Measure 4" piece of 2 x 2.
2. Using a cross cut saw cut the piece of wood.
3. Measure 1" from each edge.
4. Drill holes in the wood within the edge.
5. Burn a design
6. Varnish

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

KEY CHAIN

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4 plywood (3 x 3)
Beaded chain (at Frentz)
Acrylic paint
3 paint brushes
Clear varnish
Sandpaper
Carbon paper

B. Procedures for this activity (with helpful hints)

1. Cut wood into 3 x 3 pieces and drill hole for chain.
2. Sand smooth.
3. May be own design - lay design on carbon paper on top of wood - transfer design.
4. Paint design using acrylic paint.
5. After dry (next day) apply clear varnish.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

NOODLE KNACHER (LET Me Tease You)

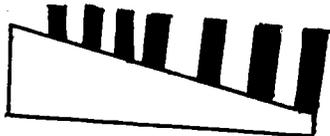
II. ACTIVITY FORMAT:

A. Tools and Materials

(2 x 4) 14" level
1/2" dowel (about 24")
Saber saw
Sandpaper
Drill and bit

B. Procedures for this activity (with helpful hints)

1. Cut (2 x 4) at angle
2. Space hole every 2 inches (6)
3. Drill holes with drill and bit at different depths.
4. Cut dowels so when in holes they are all on the same level
5. Please note dowels will be different lengths because holes are different depths.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LINE PRODUCTION - KITE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials (Materials for 30 kites)

5 - 90 feet of brown craft paper - 3 feet wide
60 lengths of wood strips 1/8 x 1/4 x 3 feet
3 - 100 feet of kite string
One roll - 20-24 gauge soft aluminum wire
1 box gum reinforcements
Assorted tempera paints
Assorted rags for kite tail
1 quart rubber cement

B. Procedures for this activity - Refer to model kite for detailed measurements

Make labels for work stations

1. Cut paper to shape using template.
2. Use template to mark four fold lines and punch 2 holes.
3. Fold along lines.
4. Attach 2 gum reinforcements.
5. Use fixture to cut string to length - 2 pieces 100" length 30" length.
6. Use fixture to cut wood strips to two lengths (see your kite model).
7. Notch ends.
8. (Optional) Drill hole in each wood strip (see your kite).
9. Wire strips of wood together.
10. Cut cloth for tail.
11. Tie lengths together.
12. Tie string using fixture and glue paper.
13. Inspect.
14. Paint design on paper.
15. Attach wood strips to kite.
16. Attach flying string to kite.
17. Cut and attach bow string.
18. Attach tail.

Equip stations with tools

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BOOKMARKS

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors

Pencils

Tooth picks

Felt scraps

Glue

Patterns

Decorations

(Rick-rack,

sequins,

glitter,

ribbons)

B. Procedures for this activity (with helpful hints)

Two assembly lines and one control group for comparison.

Assembly Line Stations

1. Tracers) - main body of
2. Cutters) - bookmark
3. Tracers) - design or decoration on
4. Cutters) - one end of bookmark
5. Feature tracers
6. Feature cutters
7. Decoration adders
8. Gluers
9. Inspectors

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING NOTEPAPER FOR MOTHERS

II. ACTIVITY FORMAT:

A. Tools and Materials

Paper cutter	Small-size business envelopes
Rulers	Small boxes from home
Scissors	
Bond paper	

B. Human Aides and Resources

Some from Hallmark (or some other business which profits from sentimentality).

Older grade children for assembly assistance.

C. Procedures for this activity (with helpful hints)

Set up assembly line in Y formation:

1. On one leg of Y, assemble odds and ends and crayons for designing of envelopes. This station could handle five or six.
2. On other leg of Y, assemble two substations:
 - a. 4 children folding precut rectangular pieces of paper
 - b. 4 or 6 children creating designs on folded notepaper.
3. Quality control at merging of lines.
4. 3 children slipping notepaper sheet with each envelope.
5. 3 children placing 12 notepapers and envelopes in box.
6. 3 children wrapping finished products.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING OF MODEL TRUCKS

II. ACTIVITY FORMAT:

A. Tools and Materials

Board of tools	Thumbtacks
Extension cord	Axle material (coat hangers)
Lumber	1/2" doweling
Wheels	

B. Human Aides and Resources

College students to assist precutting and on line
2 fathers of students: Auto Design Man - Machine Builder

C. Procedures for this activity (with helpful hints)

1. Measure axle guide lines on bottom of flat bed
2. Attach engine block to flat bed
3. Attach cab to flat bed
4. Drill hole by adult for steering column
5. Attach seat to flat bed
6. Use template, mark and drill doweling hole
7. Using guide lines, nail staples to bottom of flat bed
8. Rough and fine sand edges of trucks
9. Inspection
10. Cut axles to 4 1/2" lengths
11. Attach one wheel to axle
12. Slip axle through staples and attach other wheel
13. Inspect wheel alignment
14. Attach headlights
15. Glue and insert four precut pieces of doweling in truck bed
16. Final inspection.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

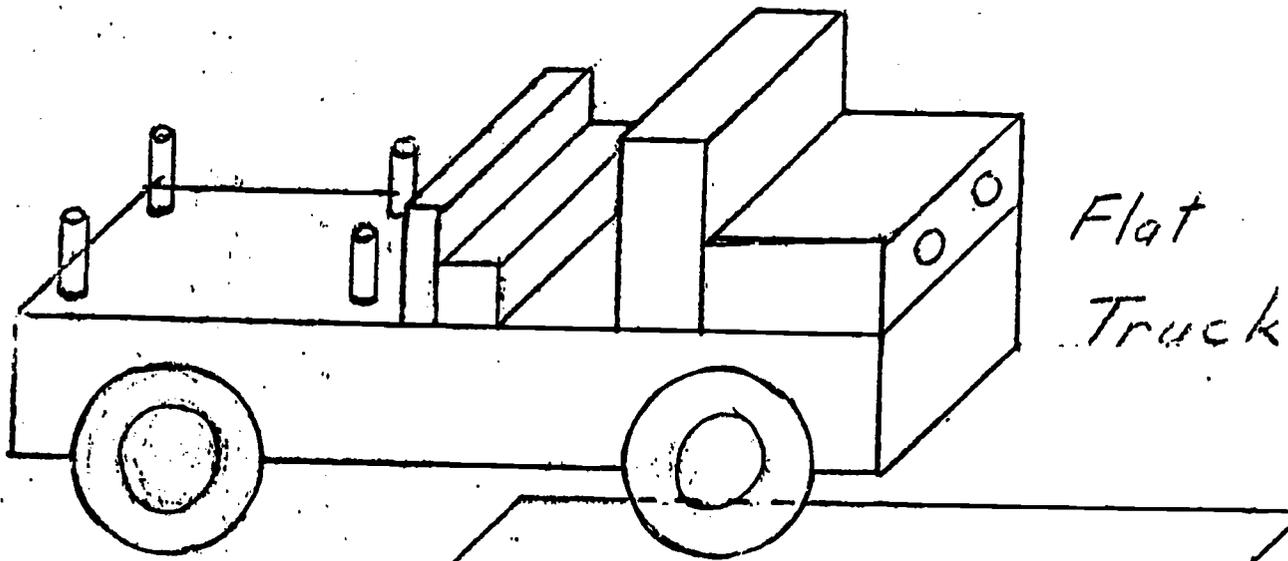
Children selected one truck and applied: 1) linseed oil; 2) first coat of latex paint; 3) second coat of latex paint; 4) highlights using acrylic paints (brushes clean with soap and water if done quickly).

TRUCK MASS PRODUCTION

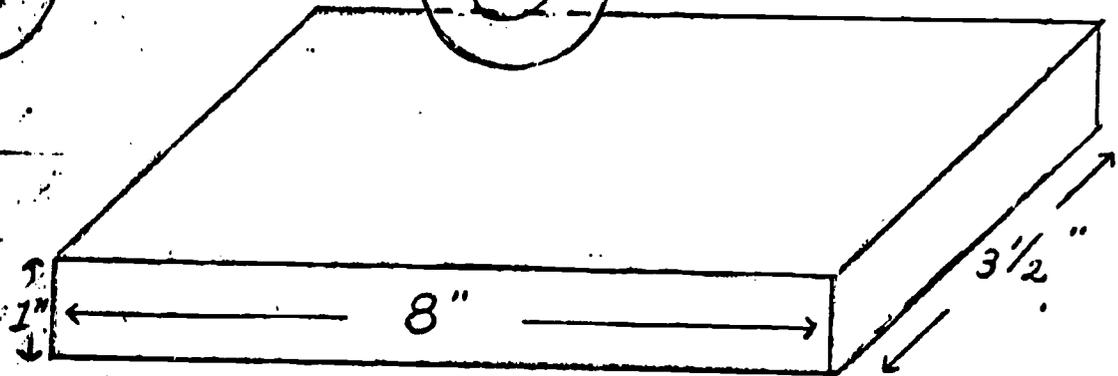
Parts List Per Truck (Multiply number of parts of length of wood to determine total material needed for class).

- 4 wheels
- *2 coathanger wire, 4 1/2"
- 4 1/2" Staples
- *1 Pine, 3/4" x 1 1/2" x 8"
- *1 Pine, 3/4" x 3 1/2" x 8"
- 8 Brads
- 4 1/8" I.D. - 3/8" O.D. Steel Washers
- *2 1/2" x 1" x 3 1/2" Pine
- *4 1 1/2" x 1/2" O.D. doweling

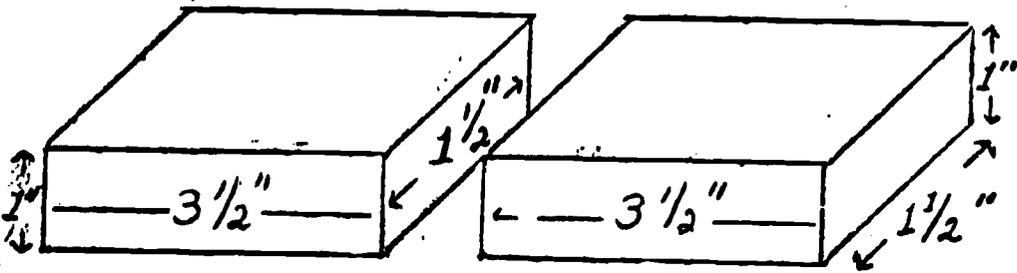
Assembly line will have to be planned to fit your individual classroom with electrical outlet taken into consideration.



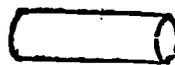
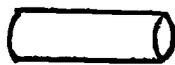
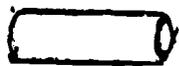
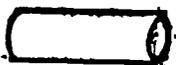
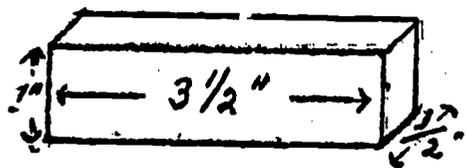
Flat
Bed



Cab &
Hood



Seat
Back



1/2" O.D.

L = 1 1/2"

Plan Sheet for Flat-bed Truck

Ditto completed and included!

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HOLES THROUGH A BLOCK OF WOOD

II. ACTIVITY FORMAT:

A. Tools and Materials

Hand file or awl	12 board feet 3/4 x 4"
Hand drill	Saws
Electric drill	Wooden horse
Hammer	Sandpaper

B. Human Aides and Resources

Father who's a carpenter
Parent aides during activity

C. Procedures for this activity (with helpful hints)

1. Assemble children in small groups around activity centers. Provide paper activities until each group can cut 1' length off long boards.
2. Have children mark one surface into three sections.
3. In left section, allow children to use various tools other than drills to attempt to make a hole.
4. In middle section, have children use a hand drill.
5. In right section, supervise children as they make a hole using electric drill.
6. Evaluate effectiveness of three methods.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children had a real appreciation for amount of work that tools save the person doing the work.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SCREWS

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Screw drivers
Pencils	Screws
Crayons	Wood
Paper	

B. Procedures for this activity (with helpful hints)

Screws (show how screw is an inclined plane)

1. Cut a piece of paper in triangular shape.
2. With a crayon, color the slanting edge.
3. Wind the paper around the pencil.
4. The colored edge should show the rivets of a screw.
5. Try using a screw driver and screws on scrap paper.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MICHIGAN

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The purpose of this unit is: a) to calculate distances between cities; b) to learn the history of Michigan, the important people from Michigan, what Michigan offers the world in economics and industry.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Films: History in Motion
When Michigan Was Young

Filmstrips:
Manufacturing Today in Michigan
Natural Resources of Michigan

2. Field Trips:

Greenfield Village

3. Human Resources:

State Highway Department

4. Activities:

Making Michigan Relief Map
Vehicle Models
Make Cherry Tarts

UNIT TITLE: MICHIGAN

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Calculate distances Graph Measurement</p>	<p>As a result of this unit, each child will be able to:</p> <p>Calculate the distance between cities</p>
<p><u>Science</u></p> <p>Climate Temperature</p>	<p>Plot a graph showing temperature, rainfall Describe geographical features of State</p>
<p><u>Social Studies</u></p> <p>History of Michigan Economics and Industries</p>	<p>List at least 5 unique features of Michigan Describe at least 10 important cities in Michigan List at least 4 important historical events in Michigan</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Measuring for relief map

Plotting and graphing daily and monthly showing of rainfall
Discuss differences in climate and temperature in Upper Peninsula and Lower Peninsula

Make a book report on cereal factory
Write a book report on Charles Lindberg or any other important person in Michigan

UNIT TITLE: MICHIGAN (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Coloring
Mural
Drawing

As a result of this unit, each child will be able to:

Make mural on Michigan

Language Art

Writing
Reading
Reporting

Gather data on tourist attractions in Michigan

Careers

Services provides
distributing
Managing
controlling
Producing
raw materials
processing

Recall at least 5 services provided by State
Identify at least 10 major occupations in Michigan
Identify 5 raw materials and how they are used to produce products in Michigan

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make travel posters promoting trips to Michigan
Make collage on Michigan products

Write reports
Write stories and poems about Michigan
Write letters to State Department of Commerce
Make booklet called "Our Michigan"

Role play major occupations in Michigan
Play "What's My Line" as on TV show
(use occupations of Michigan people)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

VEHICLE MODELS (Putting Together)

II. ACTIVITY FORMAT:

A. Tools and Materials

Several various models
EX. plane, car, truck, boat, etc.
Model glue
Newspaper

B. Human Aides and Resources

College boys or fathers to help read directions

C. Procedures for this activity (with helpful hints)

1. Group children to work on models - keep each group small so each child gets chance to participate.
2. You should have lots of help or have pre-read all instructions so you can help when necessary.
3. Make sure desk or table tops are covered so glue doesn't ruin them.
4. Have plenty of glue.
5. Turn the kids loose to put models together.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING MICHIGAN RELIEF MAP

II. ACTIVITY FORMAT:

A. Tools and Materials

Sawdust
Wheat paste
Board for base
Paint

B. Procedures for this activity (with helpful hints)

1. Mix 1/2 sawdust and 1/2 wheat paste.
2. Shape sawdust into Michigan map and form elevation, lakes and rivers.
3. Paint.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CHERRY TARTS (for 60 children)

II. ACTIVITY FORMAT:

A. Tools and Materials

2 cans cherry pie filling (1 can makes 20 tarts)
1 can apple pie filling
6 cans biscuits (10 to a can)
Flour

B. Procedures for this activity

1. Roll out each biscuit on floured plastic.
2. Put in 4 cherries or 4 apple slices.
3. Fold over and pinch together.
4. Have each child place his tart in tiny aluminum pan with name on bottom.
5. Bake in 425 degree oven for ten minutes.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: PREHISTORIC MAN

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Man is a social animal. This unit is designed to turn back the calendar to show man's beginnings.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: Fire Hunter by Jim Kjelgaard
How and Why Wonder Book of Caves to Skyscrapers

Films: Ancient Egyptian (27 min)
Ancient Mesopotamia (11 min)
Ancient World Inheritance (11 min)
Cave Dwellers of the Old Stone Age (18 min)

Filmstrips:

Houses of Long Ago
New Stone Age
Old Stone Age
River Cultures: Mesopotamia

Maps: Old Worlds

2. Field Trips:

Ann Arbor - Museum of Natural History
Archaeology Museum
Detroit Art Institute

3. Human Resources:

Teachers
Speech development
Speech therapist

4. Activities:

Gathering roots, grubs
Hunting small game
Spear fishing
Making tools
Building shelters

UNIT TITLE: PREHISTORIC MAN

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Tribes
Locations of digs and their ramifications on movement
Typical prehistoric day, religion and natural phenomena, family units, tribes, communication, movement, leaderships, government

TERMS: digs, anthropology, survival prehistoric, archaeology, ice age, geology

As a result of this unit, each child will be able to:

Recall in role playing a typical day in the life of a prehistoric man
Predict the religious characteristics of the people based on scientific phenomena
Discover methods of prehistoric communication
Prepare tools similar to those used by a caveman
List reasons for a tribe moving from area to area
Explain how leaderships was developed among families and tribes

Math

Tallying

Measurement

Tell the time eras of ancient primitives (i.e. stone age, ice age) and give simple descriptions of each
List major discoveries of primitives (i.e. fire, tools, weapons, farming)

Science

Fire, the elements (rain, snow) and shelter

Indicate on a map where primitive remains have been found
Name the continents
Make a picture of a land bridge and describe how man may have used these in his migrations
Plot a map on graph paper to scale

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

View -
 Movies
 Filmstrips

Teacher read Fire Hunter

Field trips to Ann Arbor
Field trips to Detroit Art Institute

Parent drivers

UNIT TITLE: PREHISTORIC MAN (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Construction</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure objects in terms of hands, paces, and sticks with its relative accuracy</p> <p>Count objects by tallying</p> <p>Deduce, from first-hand experience the best method for measurement and counting</p> <p>List 10 ways we measure or use measurement</p>
<p><u>Language</u></p> <p>Development of early written language</p>	<p>List the uses of fire</p> <p>Scientifically define fire</p> <p>List the seasons and their characteristics</p> <p>State the problems and assets that the weather provides</p> <p>Deduce why man could not build more sophisticated forms of shelter</p> <p>Make with the student's committee a prehistoric display containing 2 tools, 1 weapon and 1 form of shelter</p>
<p><u>Careers</u></p> <p>Job functions of prehistoric man</p> <p>Production</p> <p>Management of a prehistoric community (tribe)</p>	<p>Identify the job roles of gatherers, hunters, food preparers, warriors, builders, leaders</p> <p>Make prehistoric products</p> <p>Identify the planning, organizing and controlling management functions of a prehistoric tribe</p>



METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make pictures of possible early language Make a picture calendar of early occurrences</p>	<p>Encyclopedia</p>
<p>Report to the class Speech therapist - early speech development Display construction of early shelters, tools and weapons</p>	<p>Paste sticks Sawdust mache Green twigs</p>
<p>Role playing gather roots, grubs hunting small game spear fishing making tools building shelters</p>	<p>301</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SHELTER CONSTRUCTION

II. ACTIVITY FORMAT:

A. Tools and Materials

Papier mache	Cardboard
Sticks	Chicken wire
Stones	Clay
Dirt	Grass
Glue	String

B. Procedures for this activity (with helpful hints)

Using the materials listed, the children can construct the various kinds of structures used by primitive man including caves, lean-tos, pit homes, huts, and sod homes. A single large structure could be constructed and later used for cave drawings and role playing. Refrigerator boxes are great.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TOOL MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

Rocks	Heavy sticks
String or twine	Basket weaving materials
Clay	

B. Procedures for this activity (with helpful hints)

After a discussion of primitive tools, make some.

Bowls	Spoons
Hammers	Baskets
Spears	

HANDS ON ACTIVITY (STUDENT PERFORMED)

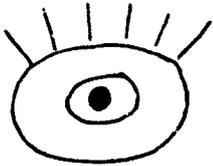
I. NAME OF ACTIVITY

COMMUNICATION

II. ACTIVITY FORMAT:

Give the children an opportunity to draw the things that would be found in a prehistoric environment.

Demonstrate how man can communicate only by drawings or pictures (i.e. modern)



I



SEE



YOU

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

AN ANCIENT CALENDAR

II. ACTIVITY FORMAT:

A. Tools and Materials

Paper
Writing Materials

B. Procedures for this activity (with helpful hints)

Make a time-line chart showing the various periods of prehistoric history and the flora and fauna of those periods. Man's development can also be traced on the chart.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: PLANTS AND TREES

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children are curious about nature and their surroundings. Through the study of Plants and Trees children will observe their structures and functions. The children will become better aware of the dependence that people and animals have upon plants.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: The Blue Seed
A Tree Called Moses

Films: Classifying Plants and Animals
Color of Life, The
Genetics: Mendel's Law
Let's Watch Plants Grow
Life In A Pond
Life on the Tundra
Living Things In a Drop of Water
Movements of Plants
Plant-Animal Communities: Interrelationships
Plant-Animal Communities: Physical Environment
Plant-Animal Communities: The Changing Balance of Nature
Plant Tropisms and Other Movements
Plants that Grow From Leaves, Stems and Roots
Plants that Have No Flowers or Seeds
Seed Dispersal
Simple Plants: Algae and Fungi
Simple Plants: Bacteria
Succession - From Sand Dune to Forest
Temperate Deciduous Forest, The
Worth How Many Words

Filmstrips:

Parts of a Flowering Plant
Parts of a Plant
Photosynthesis
Plant Cells
Plant Experiments
Plant Factories
Plants (R)

Filmstrips: (continued)

Plants and Their Seeds
Plants and Water
Plants Grow
Plants Grow and Change
Plants We Use
Primeval Forests
Roots, Stems, Leaves
Seeds and Seed Travels
Story of Fruits and Vegetables
Story of How Apples Grow
Telling Trees Apart
Trees (R)
Using Forests Wisely
Vegetables
Walk In The Woods
What Is A Plant
Wilderness Nature Trail
World of Living Things
Adaptations of Plants
Animal and Plant Relations
Animals and Plants of the City
Animals and Plants of the Fields
Animals and Plants of the Forest.
Animals and Plants of the Pond
Animals, Plants and Their Environment
Characteristics of Plants
Classification of Plants
Classroom Projects with Plants
Dependent Plants
Desert Flowers (R)
Desert Life Community
Desert Textures (R)
Finding Out How Plants Grow
Flowers, Fruits and Seeds
Forests
Forests: A Stable Community
From Flower to Seed
Fruits
Fungi
Germination and Plant Growth
Great American Desert
Green Plants Are Important to Us
Green Plants: Food Factories for the World
How Seeds are Scattered
Introducing Oceanography - Collecting Plants and Animals by Ship
Mushrooms
Nature's Half Acre
Non-green Plants

Filmloops:

Carpenters
Forestry Aids
Fire Fighters

Realia: Barley
Birch Bark
Cotton
Cotton bale
Lumber samples
Petrified wood
Rye
Wheat

Slides: Flowers
Plants
Vegetables
Weeds and Wayside Plants
Wildflowers

2. Field Trips:

Nature walk
Botannical Gardens - Belle Isle
Green House
SEOVEC
Lumber supply store
Building construction site
Floral shop

3. Human Resources:

SEOVEC students
Carpenter
Landscaper
Architect
Lumber retailer
Florist
Cook
Baker
Parent aids
Paper Company representative

4. Activities:

Artificial flowers
Leaf booklets - leaf prints
Yo-yo's
Handy Dandy Jar holders
Plant propagation
Dried Flower Arrangements
Cornhusk Dolls
Planter boxes
Fermentation of yeast
Collecting -seeds, leaves, flowers
Experimentation with compressed peat
Seed pictures
Leaf and needle collection
Growing mold
Examine details of leaves, stems and flowers
Herb garden

UNIT TITLE: PLANTS AND TREES

CONCEPTS	BEHAVIORAL OBJECTIVES
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Science

Categorize plants

Plant products and uses

Plant growth

Photosynthesis

As a result of this unit, each child will be able to:

Distinguish between green and non-green plants

Discover methods of categorizing plants

Identify leaves & needles of various species

List products made from plants

Demonstrate how plant parts are refined and made into materials which are used in baking

Identify the variables needed for a plant to grow

Investigate ways from which plants get their start

Identify the variables for a plant to make its own food

Social Studies

Environment

Conservation

Affect on man

Map skills

Predict outcome of growth of plants under certain environmental conditions

Recognize conservation problems

List beneficial and harmful plants to man

Locate lumber producing states on a map

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Experiments and Activities involving plants

Research

Group discussion and research

UNIT TITLE: PLANTS AND TREES (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Time</p> <p>Measurement</p> <p>Numerical sequence</p> <p>Cost</p>	<p>As a result of this unit, each child will be able to:</p> <p>Compute hours of man hours involved in activities</p> <p>Measure by the inch for correct spacing of plants</p> <p>Number pages in a book properly</p> <p>Compute cost of growing plants</p>
<p><u>Language Arts</u></p> <p>Research and writing skills</p> <p>Creative writing</p>	<p>Gather data on plant types</p> <p>Write creative stories</p> <p>Write job descriptions</p>
<p><u>Careers</u></p> <p>People and their job roles -</p> <p>Tools</p> <p>Management</p> <p>Production</p> <p>Service</p>	<p>List tools necessary for occupations connected with plants</p> <p>Managing a small business - florist shop</p> <p>Produce artificial flowers</p> <p>Grow plants started from stems, bulbs, seeds and roots</p> <p>List 7 service occupations related to plants and trees</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Small business activity

Creative writing - leaf booklets
Planting activities
Research
Guest speakers

Guest speakers and research
Field trips and small business activity
Plant and flower activities

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LEAF BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

Leaves	Scotch tape	Construction paper
Rulers	Pen	Paper punch
Scissors	Glue	Paper fasteners
Wax paper	Pencil	Tagboard/cardboard
Iron		Material

B. Procedures for this activity (with helpful hints)

PAGES

1. Collect leaves
2. Put leaves between waxed paper and iron until wax melts onto leaves (If wax hardens too fast, place iron on it again to warm it).
3. Mount leaves on construction paper with scotch tape.
4. Identify each leaf according to a. Name, b. family, c. uses.

BOOK
COVER

1. Cut cardboard 9 x 12.
2. Cut material 11 x 14 (enough for good overlap).
3. Cover cardboard with material. Glue overlap of material to cardboard. (Trim excess in each corner to prevent bulk)
4. Place a sheet of construction paper on inside of cover to finish it off.
5. Punch holes.
6. Assemble pages.
7. Fasten with paper fasteners.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING YO-YO'S FROM WOOD

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood/dowel rods	Brushes
Drills	Sandpaper
Paint	Rulers
Shellac	Glue
Saws	String

B. Human Aides and Resources

Designer, carpenter
College students

C. Procedures for this activity (with helpful hints)

PLAN the jobs well in advance.

1. Make and trace patterns onto wood.
2. Cut out circles.
3. Drill center holes.
4. File and sand.
5. Cut dowel rods for axle.
6. Paint
7. Shellac
8. Assemble
9. String

It takes a long time to file and sand the yo-yo's. Electric sanders shorten the work. Make sure the dowel rods are thick enough or they will break easily. Making the yo-yo's (one for each child) takes a good month.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HANDY DANDY JAR HOLDERS

II. ACTIVITY FORMAT:

A. Tools and Materials

Baby food jars
Wooden board 15" long
Nails
Varnish
Hammer

B. Human Aides and Resources

Parents
Students

C. Procedures for this activity (with helpful hints)

1. Varnish the piece of wood. Allow it to dry.
2. Wash the jars and their caps thoroughly and dry. Arrange the caps on a piece of wood. Make sure the top side of each cap is against the wood. Nail the caps to the wood. Now screw the jars onto the caps.
3. This is a fine holder that can be fastened under the shelf above his work bench. The screw on jars are great for storing nails and other small items.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANTING HERB OR SPICE GARDEN

II. ACTIVITY FORMAT:

A. Tools and Materials

Half-gallon milk cartons
Seeds, slips, or bulbs
Potting soil and fertilizer
Plastic bowl and spoon
Labels

B. Human Aides and Resources

One parent to assist during project - Management!
Mothers sending in cartons and seeds, bulbs
Local herb club

C. Procedures for this activity (with helpful hints)

Set up assembly line:

1. Cut cartons in half.
2. Mix soil and water in bowl.
3. Put soil in half cartons.
4. Plant seeds, slips, or bulbs.
5. Label each carton and store.
6. Keep chart on observable growth.
7. Harvest and store as time demands.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANT PROPAGATION

II. ACTIVITY FORMAT:

A. Tools and Materials

Grass seed

Bird seed

Beans

Dry onion

Sweet potato

Dirt - containers

Cuttings from plants

Bulbs

B. Procedures for this activity (with helpful hints)

1. Plant duplicates.

2. Water one group and place in light.

3. Use the others to do experiments with heat, light and water.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TREE PLANTER

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood	Plastic
Nails - finishing and headed	Sandpaper
Screws	Hammer
Varnish and brushes	Saws
Saber saw	Brace and bit
Vises	Drill
Wood chisels	Screwdrivers

B. Procedures for this activity (with helpful hints)

1. Measure 3 sides and 2 ends (3/4")
sides 2 - 5 1/2" by 3 1/2"
 1 - 5 1/2" by 10"
ends 2 - 3 1/2" by 8 1/2"
2. Saw
3. Sand
4. Join with nails and screws (see attached sheets)
5. Paint and varnish
6. Line with plastic
7. Fill with dirt
8. Plant tree seeds

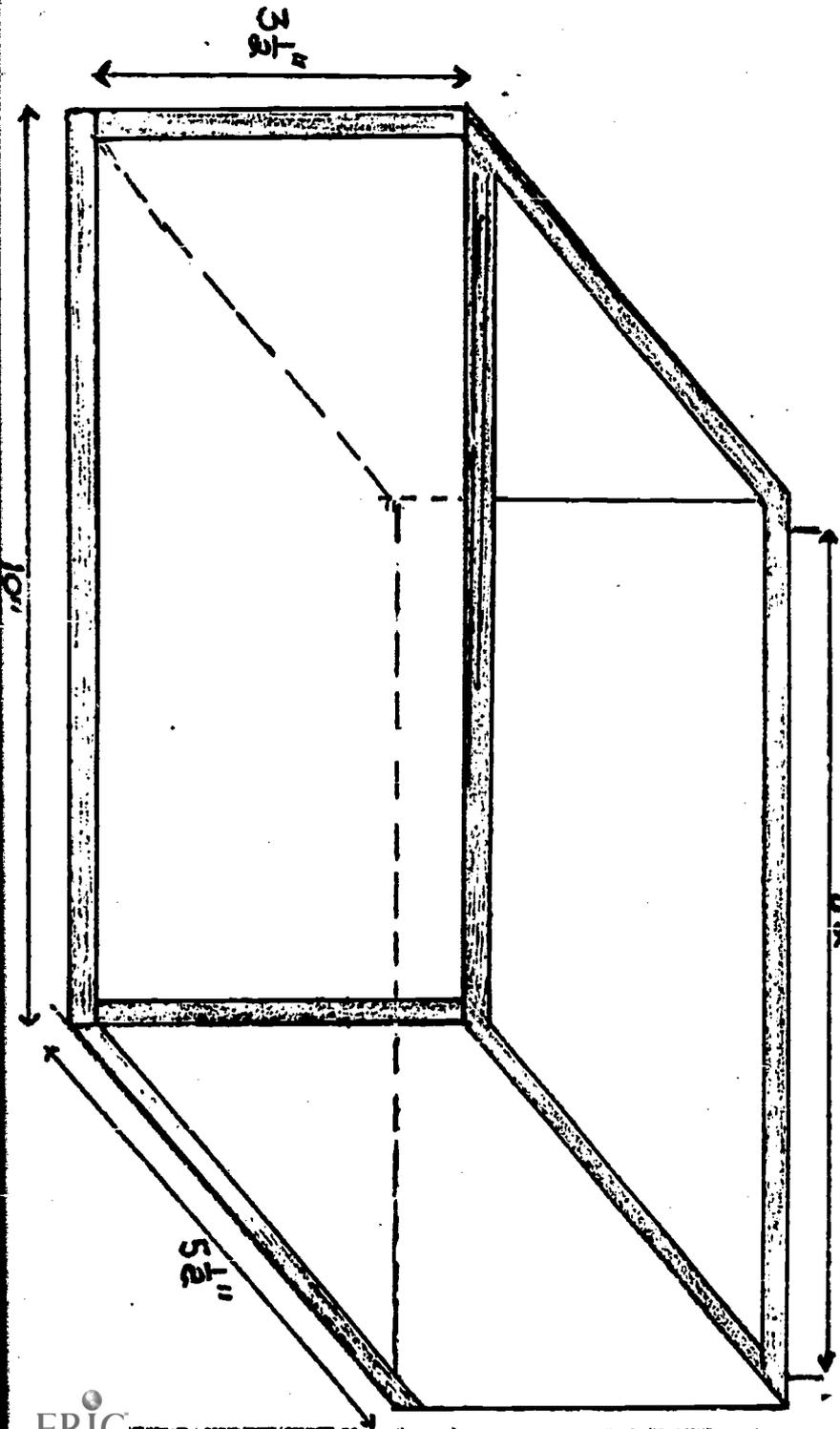
Side /
Tree Planter - Project L.E.T.

- Cut
- 2 5 1/2" by 3 3/4" by 3/4" } from 5 1/2" stock
 - 1 5 1/2" by 10" by 3/4" }

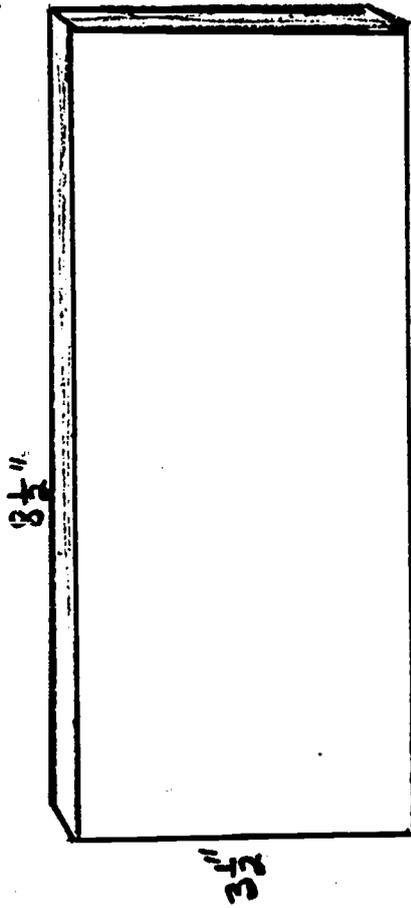
2 3 1/2" x 8 1/2" x 3/4" from 3 1/2" stock

8 1/2"

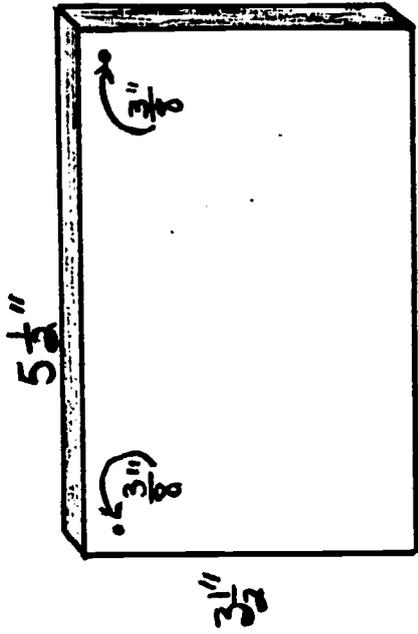
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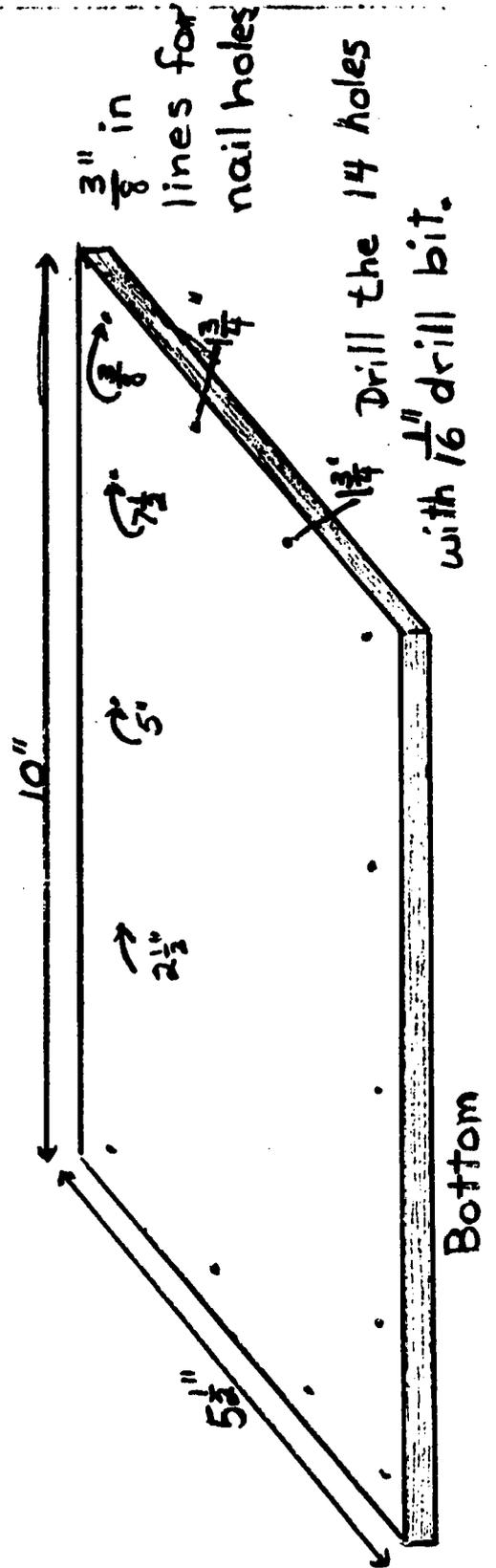
Sides 2



Sides
(no holes)



Ends - 2 holes

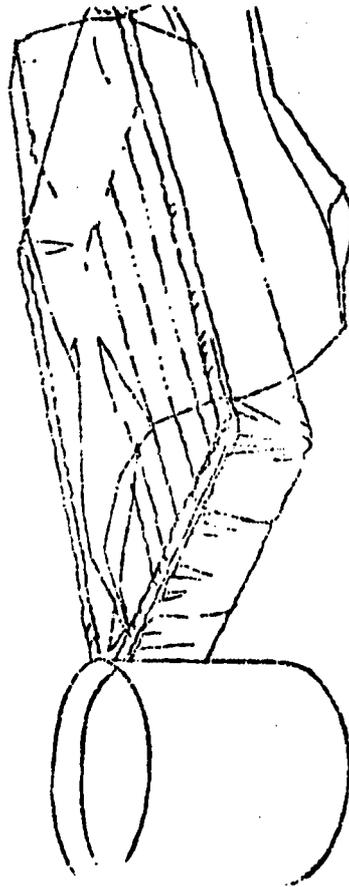


PLANTING INSTRUCTIONS

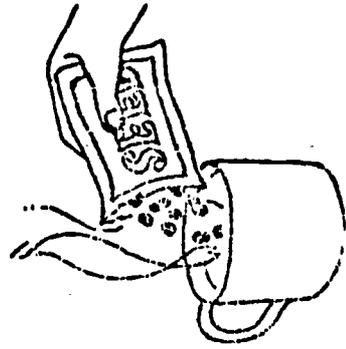
Propagating blocks in this package are made from specially treated wood pulp, which comes from trees. The chemical properties of these blocks are similar to those of a good soil, and they have been built into the block through the efforts of biologists and engineers. Enough nutrients are incorporated to supply a young plant for 2 months.

Seeds in the envelope are black locust, which is a native Michigan tree renowned for its tannic wood. It is also a legume, and will therefore add nitrogen to the soil.

MATERIALS NEEDED:

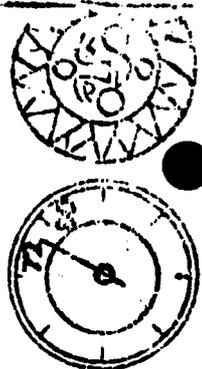
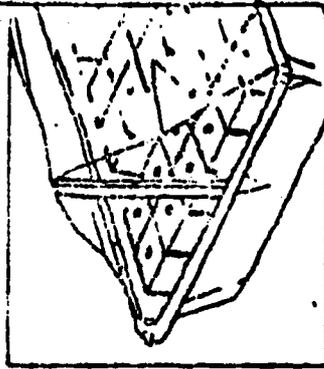
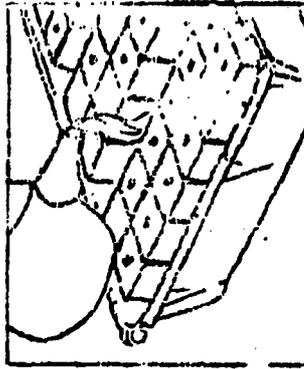
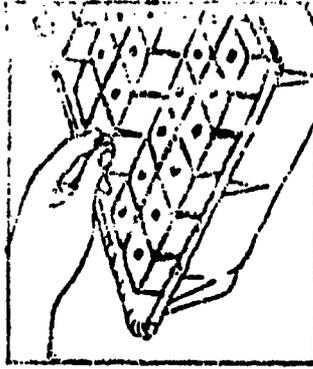


1. A cup in which to soak seeds.
2. A pan or pans for the synthetic soil blocks. A disposable aluminum broiling pan with a corrugated bottom is excellent or an empty aquarium could be used.
3. A sheet of plastic film. A large "baggie" will just fit over some of the aluminum broiler pans.



PLANTING PROCEDURE:

Soak seed in hot water. Get a cup of hot water (70 to 200 degrees F) and dump contents of seed packet into it. Do not apply additional heat, let water and seeds soak. Soak for four to six hours. Add water and plant.



Use synthetic soil blocks in pan and immediately after removing seed from water. Place two blocks in each hole. Make sure seeds fall to bottom of hole and do not cling on side. Do not plug or cover seed.

Use acid tap water in the pan. The dry blocks will rapidly absorb water until they are saturated. Once the saturation point is reached, only enough water to cover bottom of pan (about 1/4" of water). If corrugated broiler pan is used, fill in the troughs until the water runs with the troughs.

Use plastic, preferably in tent-like fashion. If glass or other material is used, open a slit about 1/2 inch in plastic, about the size of a pencil. For purposes of the plastic is to create a greenhouse. Most schools and homes have extremely low humidity when heating systems are in operation. This causes rapid water evaporation from the synthetic soil blocks which, in turn, cools the blocks below the germination temperature. On the other hand, extremely high humidity is favorable to fungus (mold) growth, and the need for some air circulation.

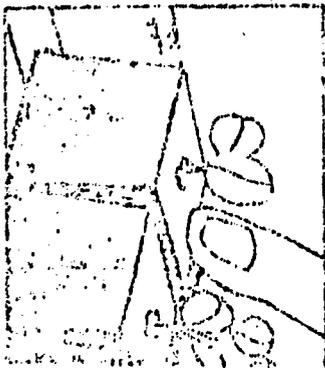
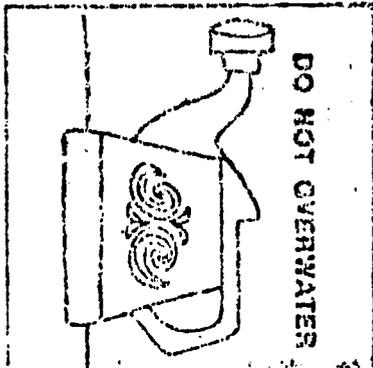
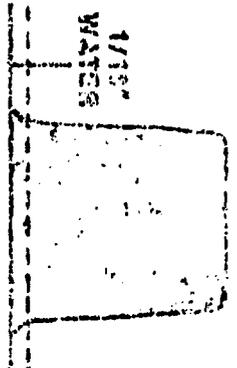
Place pan in a room which has a daytime temperature of between 72 and 80 degrees, and preferably in a south window where radiant heat from sun is available. Do not place on or immediately over a radiator.

During the first day, keep blocks saturated, but never more than 1 lb. of water on bottom of pan when finished watering. Too much water will cause seeds to rot.

7. After the second day, the bottom of the pan should be reasonably dry much of the time. Add water only often enough to keep blocks moist. The blocks are light brown when dry, but will appear uniformly and distinctly darker when saturated. If they appear slightly "mottled" (light and dark spots) it is due to the correct range of dampness for plant growth. They should be fully saturated only for a few hours immediately after watering and never allowed to get completely dry. If a plastic cover is used, watering will be required only every four or five days. After the second day, there is practically no danger of overwatering than underwatering.

8. When seedlings emerge through block's surface, the plastic film should be removed in four or six days. Cut off one of the plants at block level if more than one plant emerges. If the plastic covering of the room is low, the block will feel cool to the touch due to evaporation. This evaporation can be reduced by replacing the plastic cover during the day, but hours and removing at night.

9. If your school has a Spring or Flower Carnival, these arrangements will be a good idea. You can have the plants in the blocks and the water in the blocks. You can have the plants in the blocks and the water in the blocks. You can have the plants in the blocks and the water in the blocks.

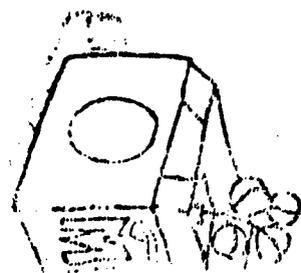


10. If transplanting is desired, follow these steps:

- Add a little fine soil to fill the hole in the block.
- Saturate DR-8 blocks completely.
- Separate blocks gently by tearing away from the cake. Do not attempt to remove the DR-8 block from the root system of the plant.
- Place the rooted block into the soil. The tree seedlings will do better in sandy loam than in heavy clay soils.
- Fill in around the block with soil so that the block is covered.
- Firm in by watering or lightly packing the soil around the block so as not to cause mechanical damage to the root system.
- Water plants thoroughly.

The seedlings are to be taken home for transplanting. Seedling plants can be easily carried in a clean 4 oz. milk carton with the top cut off.

11. If you are the teacher a guide, all seed will germinate even in the blocks. You can have the plants in the blocks and the water in the blocks.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANTER BOXES

II. ACTIVITY FORMAT:

A. Tools and Materials

Hammer	Seeds
Nails	Hand Saws (cross cut, back, saber)
Plastic liner	Wood (1/2" plywood)
Dirt	

B. Procedures for this activity (with helpful hints)

1. Measure and draw lines on wood
(2 - 4" x 6", 2 - 4" x 4", and 1 - 6" x 4")
2. Cut wood
3. Nail sides to bottom
4. Nails sides to sides
5. Line boxes with plastic
6. Plant seeds

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ARTIFICIAL FLOWERS - ROSES

II. ACTIVITY FORMAT:

A. Tools and Materials

Wire cutters	Food coloring
Scissors	Florist clay
Pencil	Artificial green foliage
Loaf of bread	Halves of walnut shells
Elmer's glue	

B. Procedures for this activity (with helpful hints)

A. Roses

1. Each person has 1/2 slice of white bread
2. Remove crust
3. Break bread into small pieces
4. Add 1 tablespoon Elmer's glue and small amount of food coloring
5. Knead until bread and glue workable clay
6. Place clay about size of a pea between wax paper
7. Roll with a pencil until clay is very thin
8. Uncover and cut in half - lengthwise
9. Roll one of the halves into tight scroll (this is center of rose)
10. Take remaining half and form into many tiny balls
11. Flatten each ball by pressing it with your thumb
12. Add each flattened piece as a petal around scrolled center
13. When rose is formed place piece of green wire for a stem
14. Allow to dry - overnight
15. Spray varnish when dry

B. Holder

1. Fill empty half of walnut shell with green floral clay

C. Arrangement

1. Place roses in clay container
2. Fill in with a few pieces of green plastic plant

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ARTIFICIAL FLOWERS

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Kleenex
Wire cutters	Yarn
Shellac	Cloth
Egg cartons	Wire
Brushes	Green tape
Staplers	Pipe cleaners
Paint	

B. Procedures for this activity (with helpful hints)

A. Paper flowers -

1. Fold Kleenex or squares of tissue paper (toilet tissue great) into fan (Rt, left, rt. etc.). Use 4 layers.
2. Tie in center.
3. Pull up layers, by layer. Pull toward center.
4. Insert pipe cleaner for stem. Glue center together where open.

B. Cardboard flowers -

1. Cut out egg cups from egg cartons
2. Cut four petals from each cup
3. Tie yarn and staple in center
4. Insert wire or pipe cleaner for stem
5. Paint petals
6. Shellac

C. Cloth and wire flowers -

1. Variety scrap cloth cut into petal shapes
2. Take 6" piece thin wire, loop at top
3. Paste 2 petal cloth forms over wire to cover
4. Repeat these steps 3 more times to form 4 petals in all
5. Place all petals (4) on wires together
6. Insert curled pipe cleaner for center
7. Tape four wires together with green wire tape - forms 1 - 4 petal flower with stem
8. Bend petals into shape to form 3-D flower

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DRIED FLOWER ARRANGEMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

Gather weeds in field
Small vases
Spray paint
Styrofoam

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

If possible, have a florist come in to discuss flower arranging beforehand. If this isn't possible, demonstrate this yourself.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children experienced difficulty in arranging flowers in an attractive manner.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CORNHUSK DOLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

Cornhusks
Scissors
String
Paint

B. Human Resources

Teacher

C. Procedures for this activity (with helpful hints)

Discuss and show children various cornhusk dolls made
by the American Indian.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Experiencing the difficulties encountered in making the dolls.
Manipulation of cornhusks into a useful and attractive form.
Observing uses of plant materials.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: ROYAL OAK

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children will best understand the organization or structure of city government when they focus on their own locality. This unit is designed to appeal to Royal Oak children.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Chamber of Commerce Book on Royal Oak
History of Royal Oak

2. Field Trips:

Field trip to City Hall and/or other buildings run by the City such as a fire station and the library, etc.

3. Human Resources:

Speaker on History of Royal Oak
Police Officers
City Attorney
Superintendent of Royal Oak Schools

4. Activities:

Role playing:

Acting as various members of city commission
Acting out various roles of city court
Acting out role of policeman

Hands-on activities:

Making city model
Making jigsaw puzzle of Royal Oak map

UNIT TITLE: ROYAL OAK

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

History and geography of area

As a result of this unit, each child will be able to:

Describe boundaries of Royal Oak

List four important events in the history of Royal Oak

List five physical changes in the composition of the city in the past fifty years

List five commercial businesses in Royal Oak

List four cultural organizations in Royal Oak

List important buildings in Royal Oak, e.g. Shrine, Zoo, Farmers' Market, Library

Language Arts

Writing reports

Write letters

Make booklet

Write five important places of employment in Royal Oak

Write a letter to the Parks and Recreation Department requesting a map locating existing recreational facilities

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make dioramas of Royal Oak in past
Have student do individual study and research on a large American city
Select city symbols: (a) bird (b) tree (c) flower
Make a city model
Make puzzles from map of Royal Oak
Have a mock court
Set up a city commission

Letter writing

UNIT TITLE: ROYAL OAK (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
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Math

Measuring
Drawing to scale

As a result of this unit, each child will be able to:

Measure a city block

Measure perimeter of a city park and compute the area

Make a time line of Royal Oak history

Careers

Servicing

Managing
 a) planning
 b) organizing
 c) controlling

Job locations
 a) interior
 b) exterior

List five services provided by city

List five important places of employment in Royal Oak

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make a time line of Royal Oak history

Pictures of old Royal Oak

1818 first settler

1823 Hubbard settled in area

Chase's Corner

1826 first store

1830 first post office

1850 first school

1891 Royal Oak became Village

1921 Royal Oak became a City

Beaumont Hospital built in 1960's

Our school built

Graphs of population growth of Royal Oak

1940 - 25,000

1950 - 46,000

1960 - 80,000

1970 - 86,000

Visit City Hall personnel department

UNIT TITLE: ROYAL OAK (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
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Art

Combining

Separating

Forming

As a result of this unit, each child will be able to:

List flowers and plants indigenous to Royal Oak

Construct a unique City flag

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Draw an imaginary City flag - have a class contest to select best or most appropriate flag

Make a collage of flowers and plants indigenous to Royal Oak

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

JIGSAW PUZZLE OF ROYAL OAK

II. ACTIVITY FORMAT:

A. Tools and Materials

Piece of tempered masonite
Royal Oak Map

Mod-podge
Dremel Saw

B. Human Aides and Resources

It would be wise to have another adult to supervise the use of the dremel saw.

C. Procedures for this activity (with helpful hints)

Use Mod-podge and put map of Royal Oak on masonite, be sure that the surface is evenly glued and smoothed. Allow several days for drying. On the back of the masonite draw intersecting wavy lines - it is wisest to keep the lines fairly simple since it is difficult for the children to saw intricate lines.

NOTE: Maps of Royal Oak are available from the City Hall or School District, City of Royal Oak.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: TRANSPORTATION - AIR TRANSPORTATION - (AVIATION)

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The purpose of this unit is to help the children realize the affects of air transportation on our society and the importance of the airplane as an invention of the twentieth century.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

- Books: Airplanes by Louis Henderson
Airplane Book by William Pryor ..
Airport by Paul Witty
A Trip on a Plane by Carla Greene
At the Airport by Lillian Colonius
Helpful Helicopters by Dorothy Allison
How Airplanes Are Made by David Clock
How to Make and Fly Paper Airplanes by Captain Ralph A. Barnaby
Joe's Story of the Airport by Marie Smith
I Want to be a Pilot by Carla Greene
Model Airplanes for Beginners by H. H. Gilmore
On the Airways by Josephine Phillip
The Airplane at the Airport by Morris Stuart
The First Book of Airplanes by Jeanne Bendick
The First Flying Book by Campbell Talhan
The Story Book of Aircraft by Maud Petersham
The True Book of Airports and Airplanes by John Bryan Lewellen
The True Book of Weather Experiments by Illa Podendorf
What Does A Jet Pilot Do? by Robert Wells
Wonderful Plane Ride by Ruth Weir
Open Highways - Grade 4 - Publisher, Scotts, Foresman
Wright Brothers
Open Highways - pp. 140-147
a) Airplane trip by Jet
b) Airport in the Jet Age
c) Maps for a Changing World
d) Jet Pilot
e) Principles of Flight

Filmstrips:

What Make An Airplane Fly
Science at the Airport
How Do Jets Fly
Airplanes
How Do Helicopters Fly
What Makes an Airplane Fly
Air Systems (with cord)
Air Transportation
Weather Instruments

Filmloops:

Stewardess
Cooks and Chefs
Airplane Mechanics

Realia: Airline maps showing flying routes
Airplanes - paper, plastic, and wooden
Weather instruments
Pictures of planes secured from different airlines
Air schedules
Weather and air charts

2. **Field Trips:**

Metropolitan Airport (tour)
Oakland Airport
Pontiac Airport

3. **Human Resources:**

College students
Parents
Tour Guide
Security Official
Commercial Pilot
Stewardess
747 Chef - Metro Airport

4. **Activities:**

Role playing
1) simulated flight take off - landing
2) simulated flight to Chicago
Make gliders
Weather instruments
1) wind sock
2) weather vane
Construct paper airplanes
Construct and design a model plane
Construct gliders
Make an Air Force or Airplane Museum
Prepare food - Flight

UNIT TITLE: TRANSPORTATION - AIR TRANSPORTATION - (AVIATION)

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Maps: locations
directions
charting flights

Aircraft transportation

As a result of this unit, each child will be able to:

Discriminate directions on map
Differentiate continents and oceans
Justify different uses for air transportation
List Ecology problems associated with airports
Describe the history and development of aviation
Recognize and cite evidence for the growth, changes and the improvements in aviation
Compare and contrast different kinds of air transportation

Science

Principles involved in flight-use of air to life and moving things
Use of weather instruments in air transportation
Computed flying time and miles per hour
Wind direction - air pressure
Affects of weather conditions on flying
Aerodynamics
Weather instruments

Explain how air moves and lifts things
Identify use of air instruments as an aid to air transportation
List effects of air transportation on environment
Construct an airplane which would be balanced when hanging from a string
Construct wind vane, wind sock, or anemometer

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<ol style="list-style-type: none"> 1. Brainstorming 2. Simulate a "take off" and "landing" 3. Simulate a flight to Chicago 4. Make an air force or airplane museum 5. Discuss famous flights 6. Discuss famous planes 7. Read stories and poems on flight 8. Construct paper airplanes 9. Experiment planes and weather instruments 10. Fly paper airplanes 11. Discuss results 12. Construct gliders - Balsa 13. Construct weather instruments used at airport 14. Discuss films and filmstrips 15. Choral reading of poems and plays 16. Prepare menu and food for flight - role playing 17. Practice reading air schedules 18. Make up schedule for trip 	

UNIT TITLE: AIR TRANSPORTATION - AVIATION (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Telling time
Linear measurements
Counting money
Scheduling (flights)
Cost of flight change
Mileage tables
Measuring and balancing
Coordinate geometry

As a result of this unit, each child will be able to:

Use a ruler
Count out money for plane ticket
Tell length of duration of imaginary plane trip
Schedule a flight to own destination/
compute amount of time in flight
Relate mechanics of flight
Compare and contrast the different types of plane
Gather data pertaining to a specific model plane
Use measurement for construction activities; all math processes for computing costs

Language Arts

Letter writing
Choral reading
Story writing
Role playing
Reading time tables
Informational essay
Library research to gain information
Relating reading activities (reader workbook)
Research skills

Write stories - Ex. "If I were a pilot, stewardess, etc."
Write thank-you letters
Read a time schedule and mileage chart
Gather information on plane
Write a report (old planes)

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

19. Collect, study, show, discuss insignia of airlines around the world
20. Recite a trip by air
21. Obtain information by letter from airlines
22. Take imaginary trip as a class
23. Write stories of air disaster or high jacking
24. Interview people holding jobs related to air transportation:
 - Weather man - meteorologist
 - Air traffic controller
 - Mechanic
 - Pilot
 - Navigator
 - Stewardess
 - Chef
 - Truck driver
 - Luggage man
 - Customs agent
 - Hotel workers (maid, desk clerk)
 - Restauranteur
 - Waitresses
 - Insurance salesman
 - Janitors
 - Ticket stamper or collector
 - Vendor machine man
 - Reservation clerks
 - Policeman
 - Barber
25. Role play in simulated flight all related job
26. Field trips to airport

UNIT TITLE: AIR TRANSPORTATION - AVIATION (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Proportion

Space relationship

As a result of this unit, each child will be able to:

Will make a puppet

Will make scenery for puppet show

Career Concepts

Managing of people and things

Servicing on plane

a) pilot

b) co-pilot

c) flight engineer

d) steward-stewardess

Servicing on ground

a) air traffic/controller

b) weatherman

c) reservation clerk

d) ticket agent

Production

List jobs available in area of air transportation

List occupations involved in the operation of an airport

Identify the interdependence of jobs involved in the service occupations

(i.e. pilots, co-pilots, steward, stewardess, porter, ticket agent, advertising agent, food handlers, ground crew, chief, etc.)

Identify characteristics of jobs (training)

Identify service industries: good producing industry

Compare jobs related to planes

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING GLIDER

II. ACTIVITY FORMAT:

A. Tools and Materials

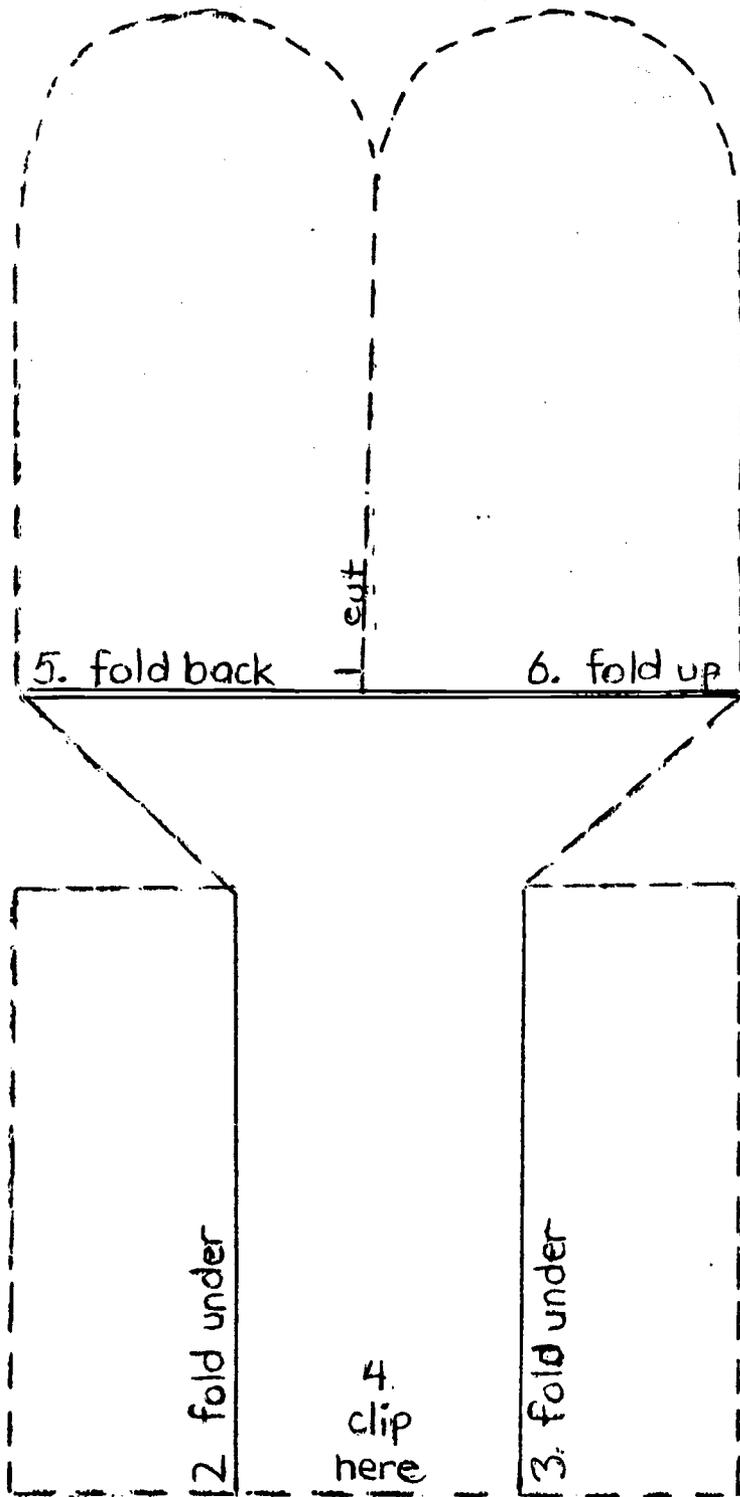
Scissors
Paper clips

B. Resources

Rolling Along Duplicating Masters by
Scott Foresman

C. Procedures for this activity (with helpful hints)

1. Mimeograph helicopter for children (see next sheet)
2. Cut out helicopter and clip
3. Stand on desk and drop helicopter



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING PAPER AIRPLANES

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors
Stapler
Duplicating paper

B. Resources

How to Make and Fly Paper Airplanes by
Ralph S. Barnaby

C. Procedures for this activity (with helpful hints)

1. Fold and staple
2. Experiment by making blunt rather than pointed nose to illustrate air resistance
3. Discuss lift and thrust
4. Have contest to determine which homemade plane stays in flight longer

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING WEATHER VANE

II. ACTIVITY FORMAT:

A. Tools and Materials

Tagboard
Large wooden spools
Plastic straws
Scissors
Pins or Nails

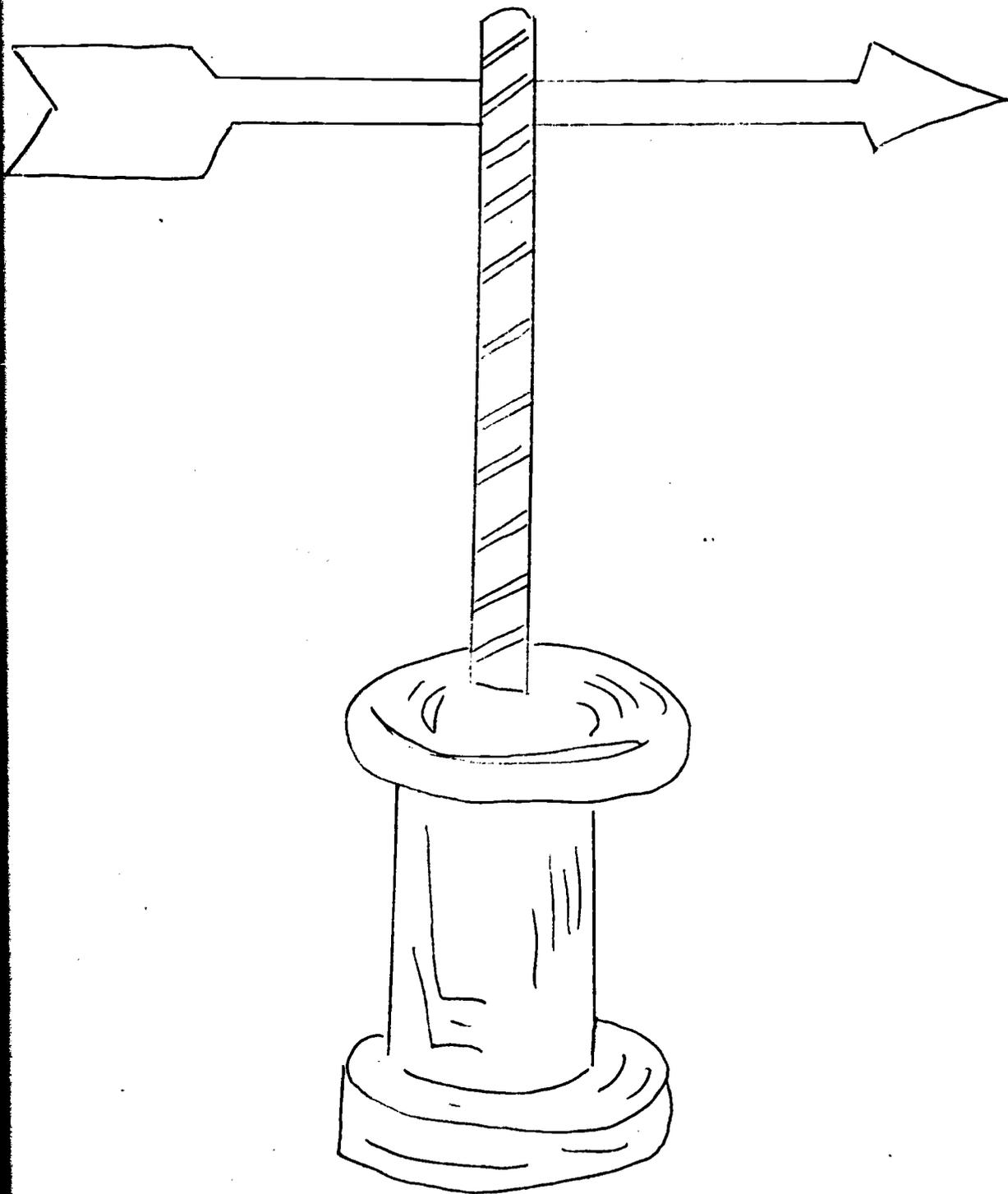
B. Resources

Weather Experiments by Illa Podendorf

C. Procedures for this activity

1. Put along pin up through a large spool preferably wood (If spool is too light or small, pound nail through small piece of plywood and set spool over nail).
2. Set plastic straw on the pin (or nail) so it can turn freely.
3. Slit plastic straw at top. Glue arrow made from tagboard on the straw.

WEATHER VANE



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION OF WIND SOCK* (pp. 63 and 64 LET Guide Anemometer - Wind Vane)

II. ACTIVITY FORMAT:

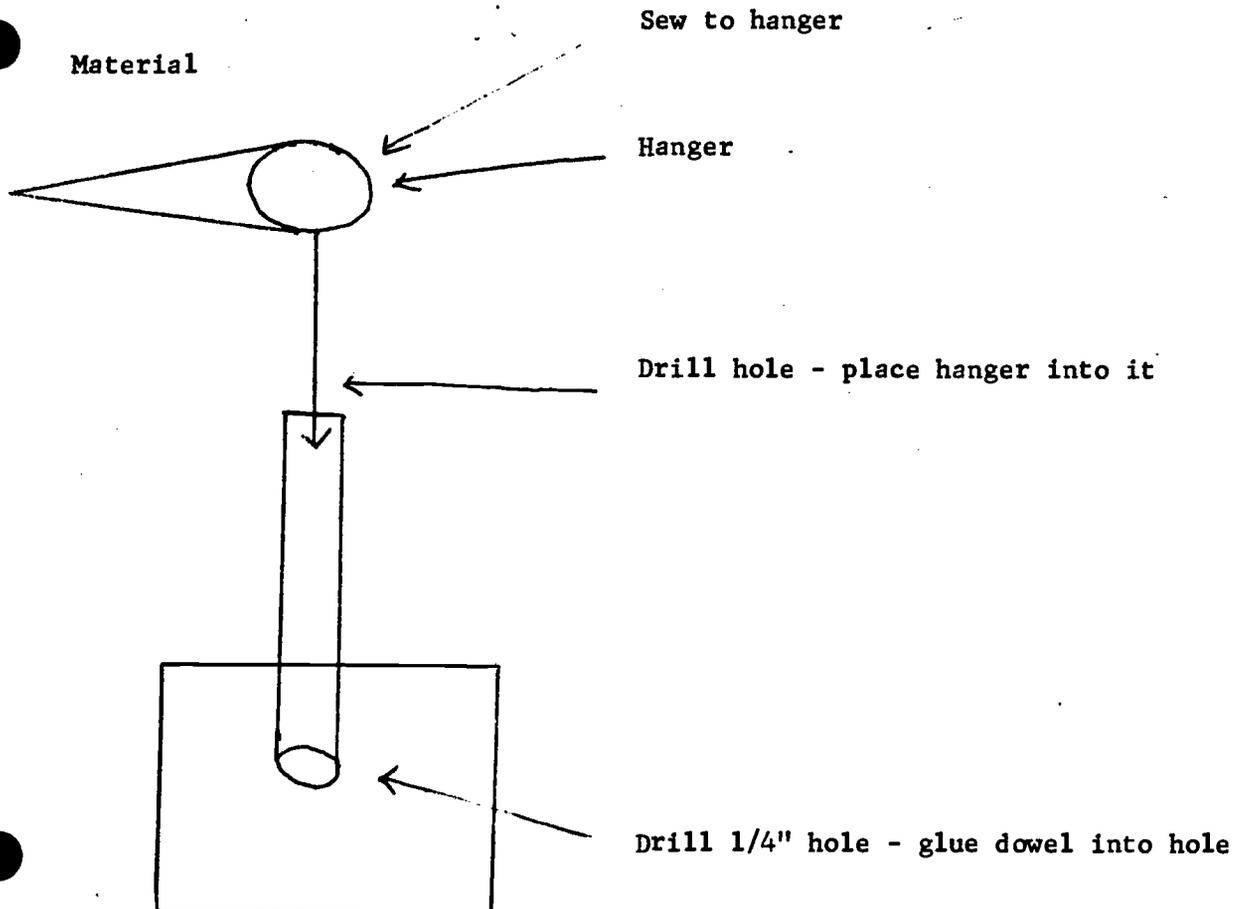
A. Tools and Materials

Plywood 1/2" x 12" x 12"
Coat hanger
Tool panel
1 yard cotton material
1" nails
1/2" doweling

B. Human Resources

Parents
Teacher aide

C. Procedures for this activity ..



ROLE PLAYING ACTIVITY

SIMULATED FLIGHT TO CHICAGO

1. Have all student choose a role of either crew, passenger, food handler, or other necessary job.
2. Divide into committees to plan and execute details, props, etc.
3. Have pilot and co-pilot draw and design a paper copy of dash and regular dials of plane.
4. Arrange chairs in airplane style - make some type of seat belts.
5. Write out and distribute tickets for passengers - use blank tickets if possible.
6. Have food handlers plan and prepare snack to be served on flight.
7. Provide appropriate sound effects through use of tape recorder.
8. Have stewardess serve snack on trays to passengers on flight.
9. Have pilots write a script to announce destination, weater conditions, mileage, etc., to passengers.
10. Have passengers make cardboard suitcases to carry on board
11. Films: a. Jet Pilot
 b. Airplane trip by Jet

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT PAPER AIRPLANES TO LEARN BASICS OF FLIGHT, LIFT

II. ACTIVITY FORMAT:

A. Tools and Materials

Mimeograph paper
paper clips

B. Procedures for this activity (with helpful hints)

1. Show and fly teacher-made paper airplane.
2. Show importance of air resistance by letting two papers drop to the floor (one cone shaped, the other a plain, unfolded sheet of paper). Compare the rate of fall.
3. Discuss lift which is the upward force that air exerts on an object aloft.
4. Have students experiment with various folds and kinds of paper to determine which flies best, farthest, etc. (be sure to cut off tip of paper airplane for safety).
5. Have contest to determine which stays in flight longest or travels greatest distance.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT GLIDERS

II. ACTIVITY FORMAT

A. Tools and Materials

Knife or coping saw to shape balsa wood

Balsa wood

Rubber bands

Glue

B. Human Aides and Resources

Model Airplanes for Beginners by H. H. Gilmore

C. Procedures for this activity(with helpful hints)

1. Show a commercially bought, inexpensive kit for making a glider out of balsa.
2. Encourage creativity in style and shape of glider's wings, tail.
3. Have each individual construct a glider.
4. Take outside for contest of longest in air, greatest distance.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INSIGNIAS OF AIRLINES

II. ACTIVITY FORMAT:

A. Tools and Materials

Tool rack

Wood in size of plaques

C. Procedures for this activity (with helpful hints)

1. Show, study, collect, and discuss insignia of all world's airlines.
 Discuss reason for insignia
 Discuss importance of line, design and colors
2. Discuss variety of airlines and how routes of airlines are determined.
3. On paper and pencil design insignia for your own imaginary airline corporation.
4. Cut, shape, and paint insignia on wooden pieces.
5. Display plaques of insignias.
6. If children would prefer not to work with wood, they could embroider these insignias on felt with yarn to form a sleeve patch.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: AUTOMOBILE TRANSPORTATION

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children need to realize the affects of automobile transportation on our society.

TEACHING/LEARNING RESOURCES:

1. Field Trips:

Ford Motor Company, Rouge Plant

2. Activities:

Carved model cars from soap
Assembly car production

UNIT TITLE: AUTOMOBILE TRANSPORTATION

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>History</p> <p>Affect of cars</p>	<p>As a result of this unit, each child will be able to:</p> <p>List a history of cars in the United States and identify their inventors</p> <p>Analyze the affects of cars on our society</p>
<p><u>Science Machines</u></p>	<p>Recognize different forms of engines and fuels used in cars</p>
<p><u>Math Measurement</u></p>	<p>Measure distance on an odometer</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Group discussion and research

Research

Compute mileage in story problems
and in automobile ride

UNIT TITLE: AUTOMOBILE TRANSPORTATION (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Writing</p> <p>Reporting</p>	<p>As a result of this unit, each child will be able to:</p> <p>Write reports and thank you notes</p>
<p><u>Careers</u></p> <p>Production</p> <p>Servicing</p>	<p>Describe automobile assembly production</p> <p>List several ways automobile industry is a service to man and man's occupations</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Research and write reports about
historical cars

Automobile mass production activity

Field trip to assembly plant

Group discussion

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARVE SOAP MODELS

II. ACTIVITY FORMAT:

A. Tools and Materials

Ivory soap
Table knife

B. Procedures for this activity (with helpful hints)

Design a car on paper
Carve it out of soap

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Difficult for third graders.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

AUTOMOBILE MASS PRODUCTION

II. ACTIVITY FORMAT:

A. Tools and Materials

Parts List Per Car (Multiply number of parts of length of wood to determine total material needed per class.)

4 Wheels
*2 Coathanger wire, 4 1/2"
4 1/2" staples
*1 Pine, 3/4" x 1 1/2" x 8"
*1 Pine, 3/4" x 1 1/2" x 8"
4 Brads, 1"
4 1/8" I.D. - 3/8" O.D. Steel Washers

*Denotes pieces

B. Procedures for this activity

1. Cut 3 1/2" wide floor board to 8" length
2. Mark axle lines 1" from end of floorboard
3. Cut 3/4" x 1 1/2" blocks to 3 1/2" lengths
4. Nail hood to base (2 nails)
5. Nail cab to base (from bottom)
6. Nail staples to the bottom of the floorboards
7. Sand front of truck
8. Sand sides of truck
9. Inspect
10. Attach wheels and axle to staples (use 2 washers)
11. Cut axles to 4 1/2" lengths
12. Attach one (1) wheel to axle
13. Inspect wheel alignment
14. Attach headlights
15. Final inspection

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: RAIL TRANSPORTATION

GRADE LEVEL: 3-4

GENERAL OVERVIEW: The purpose of this unit is to help the children realize the affects of rail transportation on our society.

TEACHING/LEARNING RESOURCES:

1. Field Trips:

Train Ride

2. Human Resources:

Parents
Train Engineer

Grand Trunk Western Railroad Co.
700 Pershing
Pontiac
338-0082
Commuter Information 542-1120
11 Mile Rd. & Sherman Drive
Royal Oak

Chicago, Milwaukee, St. Paul and Pacific Railroad
301 W. 4th
Royal Oak
399-5656

3. Activities:

1. Make large freight train as a continuing mural with each small group doing a car.
2. Grand Trunk Western.
3. An actual trip from Royal Oak during school hours is not possible at present (First train - Royal Oak to Pontiac 5:30 p.m. Last train Royal Oak to Detroit 7:56 a.m.) All yard operations are in Pontiac and visitors are not welcome.

UNIT TITLE: RAIL TRANSPORTATION

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>History of trains</p> <p>Importance of trains</p>	<p>As a result of this unit, each child will be able to:</p> <p>Discuss the reasons for the decrease in passenger use of trains</p>
<p><u>Science</u></p> <p>Kinds of engines and fuels used in trains past and present</p>	<p>Recognize that trains are run by different kinds of engines</p> <p>Match the type of fuel each kind of engine uses</p>
<p><u>Language Arts</u></p> <p>Written reports</p> <p>Oral reports</p> <p>Letter writing</p>	<p>Gather information for a written report about the history of U.S. trains</p> <p>Gather information for an oral report</p> <p>Write a "thank-you" note correctly</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

(FOR THE ENTIRE UNIT)

Make reports of old trains for a bulletin board mural

From films and filmstrips:

Kinds - diesel
steam
electric

Fuels - wood
coal
diesel oil
electric - falling water
- coal
- diesel
- atomic

Make train car. Have children work in small groups (2-3) which select a different kind of train car from this list.

Engine
Box Car
Gondola Car
Tank Car
Stock (animal) Car
Hopper Car
Refrigerator Car
Flat Car
Caboose

Brainstorm to get a list of train related jobs on chalkboard

Discuss differences between passenger and freight trains

Brainstorm train jobs which are alike and different on passenger and freight trains

UNIT TITLE: RAIL TRANSPORTATION (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement</p> <p>Linear</p>	<p>As a result of this unit, each child will be able to:</p> <p>Construct an individual train car measuring 2 ft. x 4 ft. which will be mounted as part of a complete train mural</p>
<p><u>Art</u></p> <p>Proportion and space relationships</p>	<p>Identify 6 job roles and activities related to rail transportation</p>
<p><u>Careers</u></p> <p>Jobs related to rail transportation</p> <p>Managing a railroad</p> <p>Services that railroads provide</p>	<p>List 5 services the railroad provides</p> <p>Describe how railroads are managed by studying the planning, organizing and controlling functions of a railroad timetable</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FREIGHT TRAIN MURAL

II. ACTIVITY FORMAT:

A. Tools and Materials

Rolled large paper
Poster paint
Scissors

B. Procedures for this activity (with helpful hints)

1. Talk about kinds of railroad cars on a freight train and their uses i.e., box car, gondola car, stock car, tank car, hopper car, refrigerator car, diesel engine, piggy back car.
2. Have class divide up into small groups (2-3).
3. Choose a car and do a large printed picture of it.
4. Put completed cars around the room walls.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: USING MAPS AND GLOBES

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children should be aware of their place on this planet and what location they share with the rest of the world.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: How We Use Maps and Globes by Muriel Stanek
A Map Is A Picture by Barbara Rinkoff
The Social Sciences - Concepts and Values, Harcourt, Brace & World
Maps Unfold the World - Part I and II (spirit masters),
Milliken Publishers

Films: Globe and Our Round Earth
Using Maps - Measuring Distances
Climates
Maps Are Fun

Filmstrips:
Reading Directions on Maps
Language of Maps
Reading Physical Maps
Reading Political and Economic Maps

2. Field Trips:

Following maps to classmate's homes
Walk through neighborhood
City Hall
County Planning

3. Human Resources:

City Planner
Mailman - using maps on routes
Teachers
Adult aides
Student aides

4. Activities:

Map Making Using Different Media

Map puzzles

Globes

Relief Maps of U.S.

Profile Maps

Role Playing

Jobs and responsibilities of map makers

Taking a trip without use of maps

Teacher made a map that was inaccurate. Children tried to find a location in the school following a map. Discussed why being accurate is a must.

UNIT TITLE: USING MAPS AND GLOBES

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Map Study

As a result of this unit, each child will be able to:

List and locate seven continents and two major oceans

Distinguish between city, county, state, country, continent

Distinguish between flat, relief and profile maps

Differentiate between longitude and latitude

Science

Climate (Seasonal change)

Day - Night

Identify and describe reasons for different climates

Recognize and cite evidence for day and night

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Brainstorming</p> <p>Research and group discussions</p>	
<p>Research and group discussions</p>	

UNIT TITLE: USING MAPS AND GLOBES (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Vocabulary development</p> <p>Directions</p> <p>Describing</p> <p>Creative writing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Read and follow directions on a map</p> <p>Describe climate of certain geographical areas</p> <p>Give directions to a specific location</p>
<p><u>Math</u></p> <p>Measurement</p> <p>Time</p>	<p>Construct a map drawn to scale</p> <p>Compute distance</p> <p>Identify time zones</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Research and individual writing assignments

Oral presentations of reports on climates

Map and globe activities

UNIT TITLE: USING MAPS AND GLOBES (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career

Managing

Producing

Servicing

As a result of this unit, each child will be able to:

Plan and organize a map-making activity

Construct a map

Relate why map-making is important and how cartographers service society

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Map and globe activities
Topographical
Flat

Interview city and county planners,
cartographer, surveyor, mailman

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

"POT OF GOLD"

II. ACTIVITY FORMAT:

A. Tools and Materials

Pot of gold
Neighborhood maps
Directions to the "pot of gold"

B. Procedures for this activity

Hide the "pot of gold" in the neighborhood.
Have students look for it without a map.
After - repeat the experiment using a map (at a
different location)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GLOBES

II. ACTIVITY FORMAT:

A. Tools and Materials

Papier mache	Balloon	Two strings
Paint	Scissors	Glue
Maps	Brushes	

B. Human Aides and Resources

Art teacher

C. Procedures for this activity (with helpful hints)

Make a wad of paper
Cover with papier mache
Let dry
Paint blue
Cut out continents from maps and pin string for hanging
Glue continents on map
Hang with additional string

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAP PUZZLES

II. ACTIVITY FORMAT:

A. Tools and Materials

Dremel saw	1/4 inch plywood
Shellac	Elmer's glue
Maps - flat	Paint
	Paint brushes

B. Human Aides and Resources

Adults and parents

C. Procedures for this activity (with helpful hints)

Elmer's glue - glue maps on 1/4" plywood - tempered masonite preferred
Cut maps apart
Shellac maps
Team children in two's to cut out maps into puzzles
Paint back of puzzles - color code
Shellac again
Put puzzles together to check pieces and put in coded box

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAP MAKING USING DIFFERENT MEDIA

II. ACTIVITY FORMAT:

A. Tools and Materials

Brushes	Clay	Glue
Scissors	Paint	Tissue
Oak tag	Seeds	

B. Procedures for this activity (with helpful hints)

Use oak tag for the map's backing
Design a map key
Outline the map
Fill in areas with many materials (clay, seeds, tissue paper, etc.)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RELIEF MAP OF UNITED STATES

II. ACTIVITY FORMAT:

A. Tools and Materials

Opaque projector	Non-iodized table salt
Map of United States	Food coloring
Bristol board	Pencil
Cornstarch	

B. Resources

Relief map of United States

C. Procedures for this activity (with helpful hints)

1. Trace map of United States on large sheet of bristol board.
2. Make Magic Modeling Goop -

MAGIC MODELING GOOP

2 cups table salt
2/3 cup water
1 cup cornstarch (loose)
1/2 cup water

Mix salt and 2/3 cup water in saucepan, stirring until mixture is well heated, three to four minutes. Remove from heat and add constarch which has been mixed with 1/2 cup cold water. Stir quickly. Mixture should be consistency of stiff dough. If mixture does not thicken, place over low heat and stir, about one minute, until it forms a smooth pliable mass. Leave the mix a natural white, or divide into portions and add regular food coloring until desired brilliance is achieved. Modeled objects may also be painted or decorated when dry to give surface color. Mix can be kept indefinitely if wrapped in clear plastic wrap or foil. Makes 3/4 pounds. No refrigeration is necessary.

3. Color, using food coloring, and place on map to illustrate the elevation areas of United States.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

Profile Map showing businesses on Eleven Mile Road within Longfellow School District using 3 inches for each block.

II. ACTIVITY FORMAT:

A. Tools and Materials

Large white paper	Yardstick
Pencil	Map of Royal Oak
Marking pencil	Black construction paper
Ruler	

B. Resources

Map of Royal Oak

C. Procedures for this activity

1. Draw a scaled map of Eleven Mile Road and intersecting streets.
2. Using black construction paper make pictures of businesses. Paste in appropriate place on map.
3. Discuss role of employees in these establishments.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PRODUCT MAP OF MICHIGAN

II. ACTIVITY FORMAT:

A. Tools and Materials

Large white paper	Crayons
Opaque projector	Pencils
Map of Michigan	Scissors
Magazines for pictures	Marking pencil
Michigan reference book	

B. Resources

Exploring Michigan by Delphine Newcomb

C. Procedures for this activity

1. Using opaque projector, trace large map of Michigan on white paper.
2. Cut pictures of produce raised and products manufactured in Michigan and paste on map.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: WEATHER

GRADE LEVEL: 3-4

GENERAL OVERVIEW: All living things must make adjustments to weather conditions if they are to survive. Children need to be acquainted with weather terms and forms. They need experience in predicting weather by using weather instruments.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books: ABC Science Series 3
How Weather Affects Us
The Wind - Bendick
Exploring the Weather - Gallant
What is Weather? - Syrocki
Probe

Films: Rainshower
The Sky
How Weather Helps Us
Let's Learn to Predict the Weather
Origins of Weather
Weather: Understanding Storms

Filmstrips:
Air, Wind, Weather
Weathering at Work
Our Weather
Weather Bureau
What Makes Weather
Clouds
Sun, Wind, Rain
Adventures of a Raindrop

2. Field Trips:

Airport
Weather walk in neighborhood

379/80

3. Human Resources:

College students
Weather forecaster

4. Activities:

Pinwheels
Rain gauge
Dog barometer
Wind sock
Wind vane
Daily recording of weather
Bird feeder

UNIT TITLE: WEATHER

CONCEPTS	BEHAVIORAL OBJECTIVES
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Science

Weather:

Conditions

Predictions

Instruments

As a result of this unit, each child will be able to:

Describe the weather

List different forms of weather

Read weather instruments and make predictions based on the readings

Construct a weather instrument

Mathematics

Measurement

Read and compute degrees on a thermometer

Social Science

Weather:

Affecting people and animals

List ways weather affects people and their occupations and animals

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Observation - (reading reports, reading weather instruments, research, listening to weather reports).

Weather instrument activities

Taking and recording daily temperatures

Observation, research group discussion

UNIT TITLE: WEATHER (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Managing

Producing

Servicing

As a result of this unit, each child will be able to:

Describe a weather station

Give a weather report and explain how a weather report is formulated

Explain the occupation of weathermen as a service to man

Language Arts

Creative writing

Choral reading

Write a report, letter

Participate in a choral reading

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Guest speakers and group discussion

Reports about different forms of
weather, thank-you notes

Choral reading

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PINWHEEL

II. ACTIVITY FORMAT:

A. Tools and Materials

Paper 6" x 6"

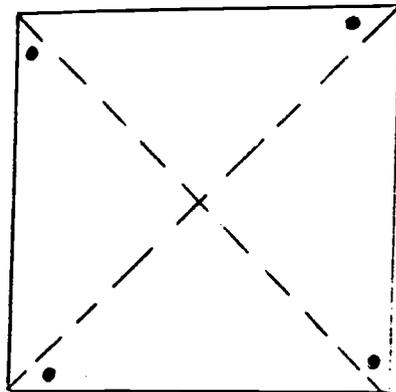
Paste

Pins

Pencil with eraser on tip

B. Procedures for this activity

1. Divide the paper in quarters diagonally and put a dot in the corners as illustrated.
2. Cut along the dotted lines to about 1/2" from center dot.
3. Bend over the corners with dots and paste each point to the center of the paper.
4. Push a pin through the middle into the eraser of a pencil.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RAIN GAUGE

II. ACTIVITY FORMAT:

A. Tools and Materials

Ruler
Jar
String

B. Procedures for this activity

1. With two pieces of string, tie the ruler to the outside of the jar.
2. Set outside where jar will catch rain.
3. Measure after every rain and record the amount of water in the jar.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DOG BAROMETER

II. ACTIVITY FORMAT:

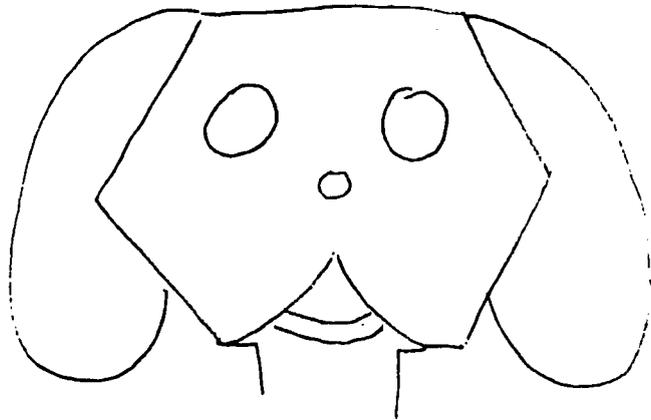
A. Tools and Materials

Dremel saw
Pencils
Paint brushes
Drill

Plywood - very thick 7" x 7" pieces
Blotter paper - 2 - 3" x 3" squares per dog
Cobalt chloride - water mixture (4 parts to 1)
Colored construction paper

B. Procedure for this activity

1. Have children cut plywood in shape of a dog's head.
2. Drill out large circles for the eyes.
3. Paint the blotter paper with the cobalt chloride.
4. Paint the dog's features.
5. Make ears from construction paper.
6. Glue blotter paper under the eye holes and ears onto head.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION OF WIND SOCK* - pp. 63 and 64 LET Guide - Anemometer - Wind Vane

II. ACTIVITY FORMAT:

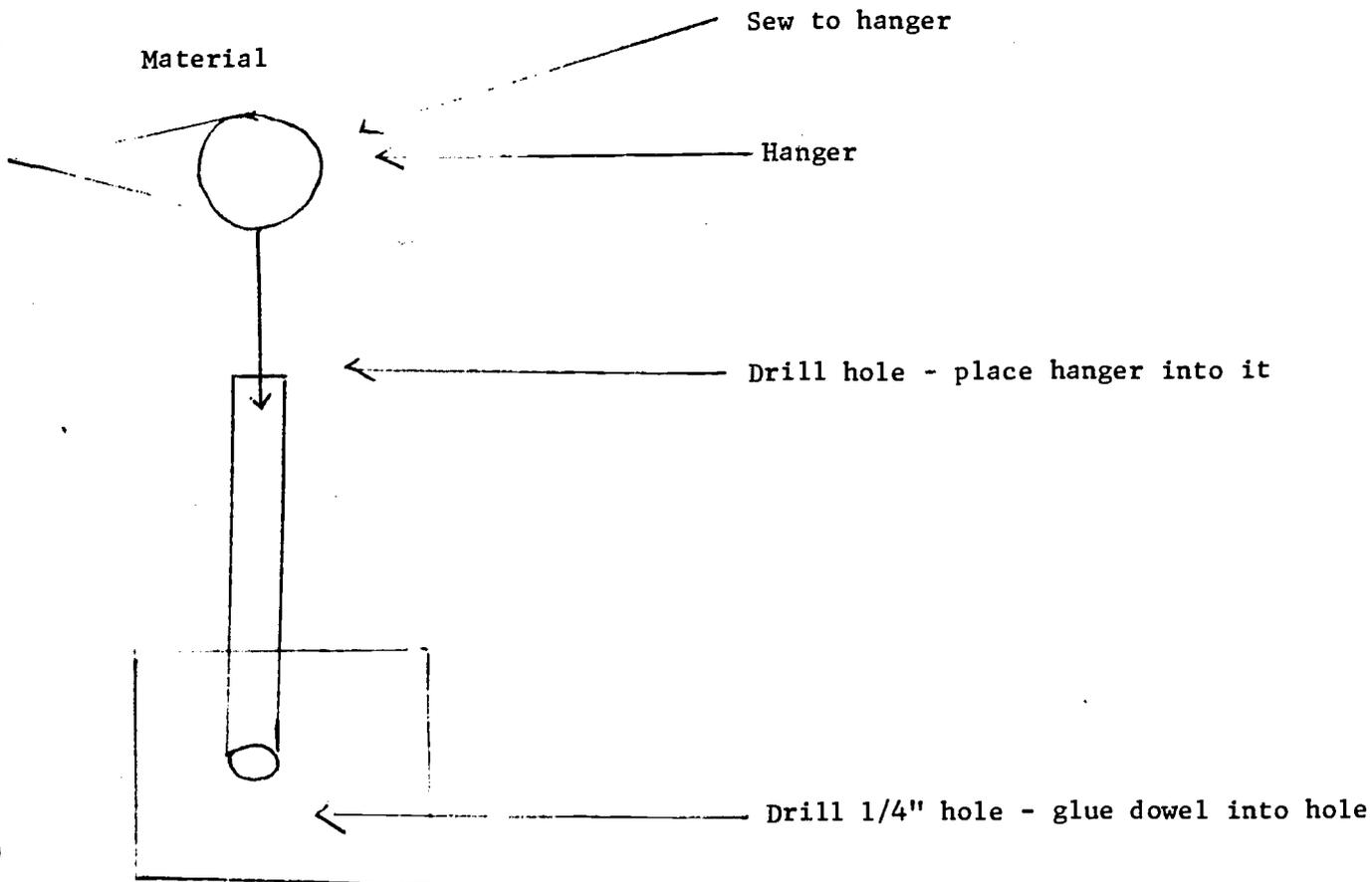
A. Tools and Materials

Plywood 1/4" x 12" x 12"
Coat hanger
Tool panel
1 yard cotton material
1" nails
1/2" doweling

B. Human Aides and Resources

Parents
Teacher Aide

C. Procedures for this activity (with helpful hints)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEATHER VANE

II. ACTIVITY FORMAT:

A. Tools and Materials

Tag board
Large wooden spools
Plastic straws
Scissors
Pins or nails

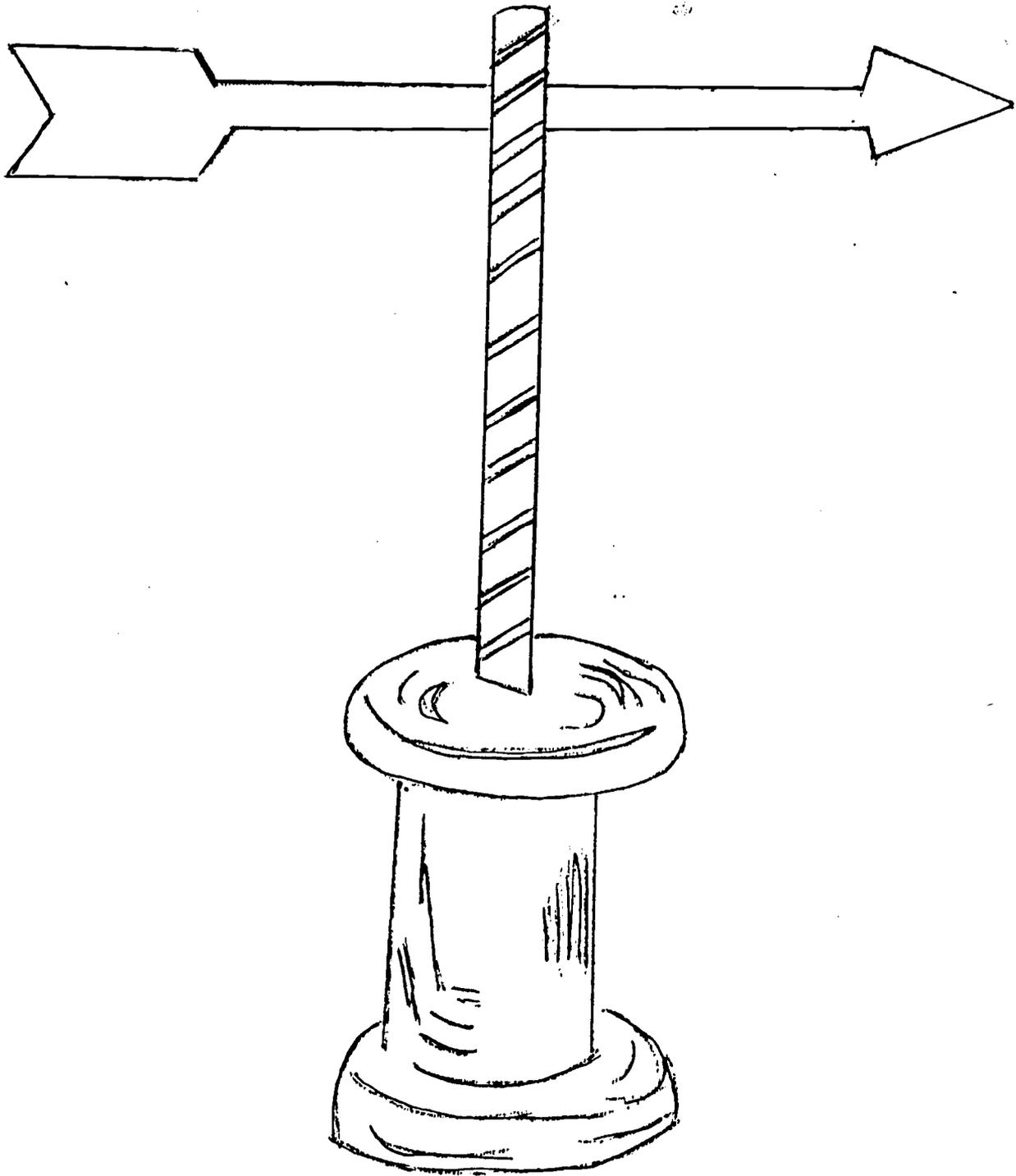
B. Human Aides or Resources

Weather Experiments by I. Podendorf

C. Procedures for this activity (with helpful hints)

1. Put a long pin up through a large spool (preferably wood).
2. Set plastic straw on the pin so it can turn freely.
3. Slit plastic straw at top.
4. Glue arrow from tag board on the straw.

A. WEATHER VANE



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHORAL READING

II. ACTIVITY FORMAT:

A. Tools and Materials

Copies of poem for each member of class
Tape recorder

B. Procedures for this activity

Assign parts, practice, record.

THE WIND

I heard the wind blow.

I saw the wind blow.

It whistled,

It whirred,

It whirled.

The branches crackled.

The green leaves shook,

And twisted,

And trembled,

And curled.

The wind blew loud,

The wind blew long.

It rumbled,

It thundered,

It roared.

The great trees swayed,

The sky grew black,

And it rained,

And it stormed,

And it poured.

WEATHER

(Choral Reading)

All Weather is Full of the nicest sounds...
1 it sings (bell - triangles)
2 it rustles
1 & 2 and pings and pounds (drums and triangles)
1 and hums and twinkles (sand block and triangles)
2 and strums and twangs (soft drums)
1 and whishes (voice)
2 and sprinkles (triangles)
1 & 2 and splishes (wood block)
1 and Bangs (drum)
2 and mumbles
All and grumbles and rumbles and flashes and crashes:
1 I wonder....
2 if thunder frightens a bee,
1 a mouse in her house,
2 a bird in a tree,
1 a bear
2 or a hare
1 or a fish in the sea?
All NOT ME!!!!

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