

DOCUMENT RESUME

ED 205 333

RC 012 846

AUTHOR
TITLE

Hartl, David, Ed.: And Others
Small Schools Social Studies Curriculum, K-3:
Reading, Language Arts, Mathematics, Science, Social
Studies. Scope Objectives, Activities, Resources,
Monitoring Procedures.

INSTITUTION

Educational Service District 189, Mt. Vernon, Wash.:
Washington Office of the State Superintendent of
Public Instruction, Olympia.

PUB DATE
NOTE

Jan 78
822p.: For related documents, see RC 012 825-845 and
RC 012 847-851.

EDRS PRICE
DESCRIPTORS

MF05/PC33 Plus Postage.
American Indians: *Behavioral Objectives: *Community
Coordination: Developed Nations: Educational
Objectives: Evaluation Criteria: Family (Sociological
Unit): Geography: Human Resources: *Instructional
Materials: Learning Activities: *Map Skills: Natural
Resources: Needs: Primary Education: Self Concept:
*Small Schools: *Social Studies: State Curriculum
Guides: Student Evaluation
*Basic Human Needs: Washington

IDENTIFIERS

ABSTRACT

Small schools will find this social studies curriculum guide for grades K-3 helpful in complying with Washington state education laws that require districts to identify student learning objectives and evaluate each student's performance relative to the attainment of the objectives. This curriculum, developed during 1975 and 1976 by teachers and administrators at local, regional and state levels and used as a pilot program in 20 small school districts in the state, has been designed to allow districts to personalize the materials to meet their own educational programs. Additionally, suggested activities, monitoring procedures, and resources used in teaching the sequenced objectives are identified and correlated to 10 Goals for Washington Common Schools and to 7 broad K-12 social studies program goals. Five major subject areas with learning objectives are included: myself and others; families; communities; land and people; and map and globe skills. Within each subject area are sections (28 in all) describing suggested activities in detail. Definitions of terms and discussions of format and student learning objectives are also presented. (AW)

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SMALL SCHOOLS

SOCIAL STUDIES CURRICULUM

K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

January 1978

This is a publication of the Curriculum and Instruction Division
of the Superintendent of Public Instruction, Olympia, Washington.

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ACKNOWLEDGEMENTS

The Small Schools Curriculum materials were written by a consortium of teachers and administrators from local districts, Educational Service District 189 and the office of Superintendent of Public Instruction.

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APPRECIATION

Many educators have been involved in the development of the Small Schools Curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

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Appreciation is extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

Additional appreciation is given to the pilot districts and ESDs 171 and 189 for their assistance in field testing and revising the primary Small Schools Curriculum materials.

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and Resources.....(See Social Studies Scope).....xv

INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies. Suggested activities, monitoring procedures and resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals. Educational Service District 189 and the office of the Superintendent of Public Instruction provided technical assistance, organizational leadership and editorial and publication services to the districts.

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, suggested activities, monitoring procedures and resources for Social Studies. These materials were developed during the 1975-76 school year and currently are being piloted in more than twenty small districts within the state. Data collected from the pilot districts will be used to modify the materials in preparation for publication and statewide distribution.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages viii and ix of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

Accompanying the Small Schools Curriculum books are resource assessment booklets for reading, language arts and mathematics, grades K-3. Also within this booklet are the program goals and the scope for each curriculum area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping districts to meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.

			1	2	3	4	5
<p>Small Schools Curriculum</p> <p>Subject: Social Studies</p> <p>Unit: People in the Community Organize to Meet their Needs</p>							
<p>The student knows:</p> <ul style="list-style-type: none"> that community rules (laws) are necessary for group living and that rules protect the well-being of the community. that people in the community choose leaders and give them authority to run the community. that elected leaders in the community are chosen through the vote of the people. that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads). that people in communities organize to meet religious needs. that people in communities organize to meet educational needs. that people in communities organize to control pollution and other problems. 	197	2					
	199	2					
	201	2					
	203	2					
	205						
	207	2					
	208	2					
	211	2					
<p>The student is able to:</p> <ul style="list-style-type: none"> Identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President. 	201	2					
<p>the services available in the community: Recreation, fire, safety, garbage collection, streets, roads.</p>	203	2					

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Format, continued

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) <u>A. The student knows that elected leaders in the community are</u>	State Goal	1,2
<u>chosen through the vote of the people. B. The student is able to identify elected leaders and</u>	District Goal	
<u>their respective areas of responsibilities: Mayor, Governor and President.</u>	Program Goal	1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Bulletin Board <u>Group Size:</u> entire class <u>Materials:</u> bulletin board, pictures of the President, Senators and Congressmen</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Make a bulletin board showing the President, Senators and Congressmen chosen by our parents to go to Washington to make rules for our whole country. Encourage students to find pictures of the President, Governor and Mayor in the newspaper. Explain that the President is the leader of the U.S.A. and the Governor is the leader of the state, and the Mayor is the leader of the community--city or town. Discuss problems which might be city, state or national. Have students decide whether it would be the President, Governor or Mayor's problem. <p><u>Title:</u> Guest Speaker <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Invite mayor, city council member, legislator to discuss election process and procedures. <p><u>Title:</u> Choosing A President <u>Group Size:</u> entire class <u>Materials:</u> slips of paper, pencil</p>	<p>Given the terms Governor, Mayor, President, etc., the student can give a <u>simple</u> definition (example: that is the leader of our town, state, country, etc.) and relate how that person was chosen.</p>	<p><u>Film:</u> <u>Why We Have Elections</u>, Learning Corporation</p> <hr/> <p><u>District Resources</u></p>



DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

Three major types of learning objectives which have been identified are knowledge, process, and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Suggested Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.
2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.
3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.
4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
6. As a result of the process of education, all students should interact with people of different cultures, races, generations and life styles with significant rapport.
7. As a result of the process of education, all students should participate in social, political, economic and family activities with the confidence that their actions make a difference.
8. As a result of the process of education, all students should be prepared for their next career steps.
9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.
10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

SOCIAL STUDIES PROGRAM GOALS

1. The student develops basic understandings about human relationships: person to person, person to group, group to group, person to institution, group to institution and institution to institution contacts and dealings.
2. The student develops an understanding of the ways in which beliefs, values and behavior patterns develop and how they are interrelated in a variety of settings and situations ranging from small groups such as the family to very large entities such as nations and a variety of associations of nations.
3. The student understands basic problems and conflicting values in human relationships and develops skills that would enable him/her to deal with problems and values rationally.
4. The student develops a curiosity for social phenomena as well as the appropriate skills to seek information and use it to explain and influence these phenomena.
5. The student understands how events of the past have influenced the shape of today's forms of human relationships and learns to use past experiences as a viable method to attempt to solve current societal problems.
6. The student develops a basic commitment to the dignity of the individual and the democratic process and demonstrates respect for law and the rights of all individuals as well as one's fulfillment of civic responsibility.
7. The student increases his/her knowledge of academic and social skills which enables him/her to develop a positive self-concept and facilitates the growth of social identity.

SOCIAL STUDIES
SCOPE (K-3)

I.	MYSELF AND OTHERS	
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	F. Map Skills--Symbolism (Grade 3).....	409
	G. Map Skills--Directions (Grade 3).....	417

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Myself

The student knows:

- . personal identifying information about self. 3 K
- . she/he is like other human beings and also unique. 5- K
- . that as a unique individual, he/she has certain likes and dislikes. 9 K
- . he/she will grow and physically change during Kindergarten. 11- K
- . that behavior and feelings often have a cause and effect relationship. 15 K
- . that she/he is responsible for her/his behavior. 15 K

The student is able to:

- . identify characteristics about self that are unique. 5- K
- . cope with various changes that occur in routine. 19 K
- . identify and express emotional feelings of love, loneliness, happiness, sadness, anger, frustration. 17 K
- . accept mistakes she/he makes. 21 K

The student values:

- . choices and own likes and dislikes as a reflection of individuality, uniqueness and contribution to self. 9 K

Page
Suggested
Grade / Placement
District
Placement

K 1 2 3 4



OPTIONAL GOALS AND ACTIVITIES

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>LANGUAGE ARTS</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>HEALTH</p>	<p>READING</p>
<p>CAREER EDUCATION</p> <p>18</p>	<p>ENVIRONMENTAL EDUCATION</p> <p>2</p>	<p>OTHER _____</p> <p>19</p>

Student Learning Objective(s) <u> The student knows personal identifying information about self </u>	State Goal	2
<u> (name, address, phone number). </u>	District Goal	
	Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> My Name, Address and Phone Number <u>Group Size:</u> entire class <u>Materials:</u> worksheet, play telephone, tag-board</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show film, <u>Letter to Grandma</u>. Then discuss with students the important reasons why they need to learn their name; address and phone number. Example: "How would knowing this information help you in an emergency? How would it help you if you were lost?" Teacher can prepare a worksheet showing a house and phone. The address of each student is placed inside the house and the phone number by the phone. Teacher will print along the bottom: Please help me practice my phone number and address. The students can color the drawings of the house and phone and take the sheets home to practice. Extension: Have the students practice their phone numbers by dialing on a play telephone. Teacher cuts blank coupons from magazines and newspapers and then puts them into box at activity center. Student can choose a coupon and fill it out with his/her name, address, etc., as shown in a list that includes all students' names and addresses. Have students cut out letters from magazines or newspapers to form their names. Teacher prepares tagboard cards with students' names and addresses and phone numbers. Cut apart and put 		<p>Play telephone</p> <p><u>Film:</u> <u>Letter to Grandma</u>, Coronet</p> <hr/> <p>District Resources</p>

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Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

into box. Students will sort through to find their own name, address.
 As a culminating activity the students can make a card (Birthday, Christmas, Mother's Day), address it by referring to a card with their address printed on it and take a field trip to the Post Office to mail it. (Excellent when teaching "Me and My Community" Unit.)

District Resources

Student Learning Objective(s) A. The student knows he/she is like other human beings and also unique. B. The student is able to identify characteristics about self that are unique.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Career Education

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Developing Understanding <u>Group Size:</u> entire class <u>Materials:</u> DUSO kit, Unit.1 (see resources)</p> <p><u>Procedures:</u> . Use the DUSO kit as an introduction.</p> <p><u>Title:</u> Magic Mirror Poem <u>Group Size:</u> entire class <u>Materials:</u> ordinary mirror, magic mirror (mirror frame covered with cellophane)</p> <p><u>Procedures:</u> . Each student looks into the ordinary mirror and describes him/herself. Teacher then reads the following poem:</p> <p style="text-align: center;">Magic Mirror*</p> <p>My magic mirror sees deep inside All the things I sometimes hide, The way I think, see, and feel, My magic mirror will reveal. The things I want to do or be Are all a special part of me That other folks may never know, For outwardly they hardly show. But I can tell you what you'd see If you looked in my mirror with me.</p> <p>Teacher then asks: "What can the magic mirror do?" Ask students to look into the magic mirror and tell</p>	<p>Each student tells teacher something about him/herself as the teacher writes it down.</p> <p>Teacher observes each student's development of positive self-concept.</p>	<p>DUSO Kit (Developing Understanding of Self & Others) American Guidance, Inc.</p> <p><u>Books:</u> <u>Exactly Alike</u>, Evaline Ness <u>Millions & Millions</u>, Louis Slobodkin <u>The Green Hornet Lunchbox</u>, Shirley Gordon <u>Things We Like to Do</u>, Evelyn N. Andre <u>Smallest Boy in the Class</u>, Jerrold Beim, Morrow.</p>
		<p><u>District Resources</u></p> <p>Audio-visual coordinator (for taking family pictures)</p>

*Author Unknown

Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
<p>something about themselves. Example: "Can you tell us something that we don't know that makes you happy?"</p> <p><u>Title:</u> Students of the Week <u>Group Size:</u> individuals <u>Materials:</u> notice to parents (see activity) badges for each student, scrap-book, camera (Polaroid if possible)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . To establish a "Student of the Week" program: . Teacher prepares a schedule for Student of the Week (by birthdate, if possible). . Teacher notifies parents at the beginning of the school year of the program. Include a schedule for the entire class and suggestions for parental participation: . Parents are encouraged to come in for a family picture and to meet teacher and classmates of their child. Parents are encouraged to show special talents, hobbies, and discuss their occupation if they like. . Activities during the week: <ul style="list-style-type: none"> On the first day the special student is presented to the class in a variety of ways: <ul style="list-style-type: none"> Give the student a badge to wear for the week. Sing a special song about the student. Put the student's name on the bulletin board. Give the student time to show something special such as photographs, artwork, pets, toys, etc. During the week the student is given special tasks and privileges (run errands, be line leader, lunch with teacher, etc.) Student may wear a birthday crown on his/her birthday. 		<p><u>Teacher Reference:</u> <u>About Me, The 1969 Childcraft Annual, Field Enterprises Educational Corp. pp. 6-15</u></p> <p><u>Trade Books:</u> <u>Just Me, Ets, Scholastic's Readers Choice</u> <u>Is This You?, Krauss, Scholastic's Readers' Choice;</u></p> <hr/> <p><u>District Resources</u></p>

Student Learning Objective(s) A. The student knows he/she is like other human beings and also State Goal 4,4
unique. B. The student is able to identify characteristics about self that are unique. District Goal

Program Goal 1,7

Related Area(s) Career Education

Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
<p>At the end of the week the parents come in for picture taking and family show and tell. Party or special treat allowed at this time. Compile a class scrapbook of all the photographs along with any other material that interests the students.</p> <p><u>Title:</u> Life Size Images <u>Group Size:</u> individuals <u>Materials:</u> butcher paper, crayons</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students lie on large sheet of butcher paper and trace around them. Have students color themselves. Have students cut out images and place in their chair for open house. 		<p><u>Filmstrips:</u> <u>Awareness: Insight Into People, J.C. Penny.</u> <u>Arrow to the Sun, Western Woods.</u></p> <p><u>Films:</u> <u>I Am Me-And I Want to Be, Sandler.</u> <u>Me-A Self Awareness Film, McDonald/Crain</u></p> <hr/> <p>District Resources</p>



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		<div data-bbox="1198 1283 1425 1318" data-label="Section-Header"> <p>District Resources</p> </div>

Student Learning Objective(s) <u>A. The student knows that as a unique individual she/he has certain</u>	State Goal	2,4
<u>likes and dislikes. B. The student values choices and own likes and dislikes as a reflection of</u>	District Goal	
<u>individuality, uniqueness and contribution to self.</u>	Program Goal	1,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> I Know What I Like <u>Group Size:</u> entire class <u>Materials:</u> book (see resources)</p> <p><u>Procedures:</u> . Teacher reads <u>I Know What I Like</u> to class. Then has students take turns calling out "Who likes _____?" (Example: "Who likes blueberry pie?") Those who like the item called out are to raise their hands or stand up (teacher joins in, too).</p>	<p>Listen to the students daily to observe how freely they express their likes and dislikes.</p>	<p><u>Books:</u> <u>I Know What I Like</u>, Norma Siman <u>I Do Not Like It When My Friend Comes to Visit</u>, Ivan Sherman <u>Free to Be You & Me</u>, book and record, Bell Records</p> <p>newspapers, magazines</p> <p><u>Teacher Reference:</u> <u>Josephine Newbury's More Kindergarten Resources</u>, John Knox Press</p>
<p><u>Title:</u> I Do Not Like It When My Friend Comes To Visit <u>Group Size:</u> entire class <u>Materials:</u> book (see resources)</p> <p><u>Procedures:</u> . Teacher reads the above book to the class. Lead discussion on how everyone is unique in her/his likes and dislikes. Ask the students to tell what they like and dislike.</p>		<p>District Resources</p>
<p><u>Title:</u> Silhouettes <u>Group Size:</u> individuals <u>Materials:</u> overhead or opaque projector, magazines, newspapers</p> <p><u>Procedures:</u> . Teacher draws silhouette of each student using the overhead or opaque projector. . Students cut pictures from magazines or newspapers of things they like and dislike. One side of the</p>		

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p>student's silhouette he/she puts the things he/she likes; on the other side the things disliked. NOTE: Silhouettes can be hung like mobiles. (Excellent for Open House)</p> <p><u>Title:</u> I Like Book <u>Group Size:</u> small or large <u>Materials:</u> 2 sheets 9x12 manilla or other paper folded or stapled into book form, magazines, scissors, glue, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Each student looks through magazines and cuts out four or more pictures of things she/he likes - to eat, to wear, symbolic people, etc. . The more proficient write "I Like" on the top of each page. The less proficient get help. . Pictures are glued. . Students read and share books with others. 		<p><u>Filmstrip Series:</u> <u>Kindle, Inside Out Productions</u></p>
		<p><u>District Resources</u></p>

Student Learning Objective(s) The student knows he/she will grow and change physically during Kindergarten. State Goal 2,4
 District Goal

Program Goal 1,7

Related Area(s) Science, Health

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> "Growing Up, Growing Older" <u>Group Size:</u> entire class <u>Materials:</u> book (see resources); baby clothes, adult clothing; pictures of students at various stages of growth.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher reads the story to the class. Lead discussion, asking: "Have you always been the size you are today?" Display the baby clothes, asking, "Were you ever small enough to wear these clothes? Can you wear them now?" Show the adult clothes and ask, "Will you ever be big enough to wear these clothes?" Conclusion: Students will change in size as they grow older. 		<p><u>Books:</u> "Growing Up, Growing Older," Sounds of Laughter, (Holt, Rinehart & Wilson)</p> <p><u>Records:</u> Do You Know How You Grow Inside? Listening Library Do You Know How You Grow Outside? Listening Library</p>
<p><u>Title:</u> Baby Pictures <u>Group Size:</u> individuals <u>Materials:</u> photographs</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to bring their baby pictures to school. Display the pictures and see if the class can identify each person. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Four Stages of Growth <u>Group Size:</u> entire class <u>Materials:</u> magazine pictures of people in four stages of growth (infant, early childhood, teenager, adult) worksheets with categories as follows:</p>		



Suggested Activities: Grade(s) K

Suggested Monitoring Procedures

Possible Resources

Infant	Early Childhood
Teenage	Adult

Charts:
Toothcare, American Dental Association.

* Scissors and paste will also be needed.

Procedures:

Students select magazine pictures and paste them on the worksheets in the appropriate category.

Title: Happy Birthday
Group Size: individuals
Materials: paper, tagboard, crayons or paint

Procedures:

Teacher prepares a special chair for the birthday student to sit in. Prepare a paper crown for him/her to wear. Emphasize that on a birthday the student is one year older and is changing. Recite the following poem:

Happy Birthday to Me

It's my birthday
and everyone says
I'm growing up
but look
My arms are growing down!
See my last year's sleeves?

By Eve Merriam

District Resources

Student Learning Objective(s) The student knows he/she will grow and change physically during kindergarten.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Science Health

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> My Hands <u>Group Size:</u> individuals <u>Materials:</u> plaster of Paris or clay</p> <p><u>Procedures:</u> . Use plaster of Paris or clay to make handprints. Ask the students: "When you were a baby would your hand have fit the print? Will it fit when you are an adult?"</p>		<p><u>Teacher Reference:</u> About Me, The 1969 Childcraft Annual, Field Enterprises Educational Corp. pp. 157-185.</p>
<p><u>Title:</u> How I've Grown <u>Group Size:</u> individuals <u>Materials:</u> enough butcher paper to make life-size tracings of each student crayons or paints</p> <p><u>Procedures:</u> . At the beginning of the year, have each student lie down on a length of butcher paper. Teacher traces the outline of the student. The student can then color his/her outline. Put the student's name on the paper and save until the end of the school year. Retrace the outline and see if the student has changed in size.</p>		<p><u>District Resources</u></p>
<p><u>Title:</u> Metric Math Measures <u>Group Size:</u> individual <u>Materials:</u></p>		<p>41</p>

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Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
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- Procedures:
- Measure student on a wall line in September.
 - Repeat procedure in May.
 - Discuss individual growth patterns

District Resources

Student Learning Objective(s) A. The student knows that behavior and feelings often have a cause and effect relationship. B. The student knows he/she is responsible for his/her behavior.

State Goal	2,4,5
District Goal	
Program Goal	3,7

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Understanding Self <u>Group Size:</u> entire class <u>Materials:</u> DUSO Kits (see resource) Kit 1, Unit 11 (Toward Friendship), Unit 111 (toward Responsible Interdependence)</p> <p><u>Procedures:</u> .. Use the DUSO Kit 1, Units 11, and 111 for discussion and activities.</p>	<p>Observe students each day to see how they handle their feelings in the classroom. Can the student change the feelings of another when asked to do so?</p>	<p><u>Kits:</u> DUSO, American Guidance, Inc. Pass It On, Southwest Educational Development Laboratory</p> <p><u>Films:</u> School Problems - - Getting Along With Others, Bailey Film Assoc. Values - - Playing Fair, Bailey Film Assoc. Our Class Works Together, Coronet.</p> <p><u>Flip, Dennis, Scholastic's Readers' Choice</u> I'm Somebody Too, Malibu What to Do About Upset Feelings, Coronet.</p>
<p><u>Title:</u> Films <u>Group Size:</u> entire class <u>Materials:</u> films (see resources)</p> <p><u>Procedures:</u> . Show the films with follow-up discussions emphasizing that we are always responsible for our actions. NOTE: students will be experiencing these objectives through the school year. Through monitoring, the teacher can counsel with students individually.</p>		<p><u>Filmstrip:</u> Growing to Know Me, Listening Library. Values, Eyegate</p> <p><u>Books:</u> Will I Have A Friend?, by Miriam Cohen The Very Worst Thing? by Berthe Amos</p>



Suggested Activities: Grade(s) _____

Suggested Monitoring Procedures

Possible Resources

District Resources



Student Learning Objective(s) A. The student is able to identify and express emotional feelings State Goal 2,4
 of love, loneliness, anger, security, sadness, happiness, frustration (different feelings). District Goal

Program Goal 2,7

Related Area(s)

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
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Title: Expressing Feelings
Group Size: entire class
Materials: books (see resources), paper, crayons, or pencils.

Procedures:
 . Read one of the suggested books on feelings. Then have the students draw pictures of what their faces look like when they are happy, sad, angry.

Title: Faces
Group Size: small groups
Materials: flannel board cutouts of various facial expressions and a blank face



Procedures:
 . Ask one student to make a face with the cutouts and the blank face showing happiness, sadness. The materials can be left as an activity in a center.

Title: How Do You Feel?
Group Size: small groups
Materials: small paper plates, dowels or pencils, paster, crayons

Observe students daily on how they express their feelings. Be especially aware of those who have trouble expressing their feelings -- try to help them open up.

Books:
I Have Feelings, Terry Berger
Faces, Barbara Brenner
Michael is Brave, Helen Buckley
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst

Study Prints:
Moods & Emotions, Child's World

Films:
I'm Mad At You, Churchill

District Resources

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
---------------------------------------------	---------------------------------	--------------------

Procedures:

- Before starting the How Do You Feel Game the teacher leads a discussion on the things that make people happy, sad or angry. Have students tell the things that make them feel those emotions.
- Then give each student two paper plates and a pencil or dowel. The students draw a happy face on one paper plate, a sad face on the other. Paste the two plates together with a dowel in between. Lollipop fashion. Then read the following statements to the class, prefacing each one with the phrase, "How do you feel." The students hold up the face that expresses how they would feel:

- How do you feel when someone smiles at you?
- when someone scolds you?
- when someone says you're not nice?
- when someone says he likes you?
- when someone says he hates you?
- when you tell your mother you love her?
- when you are angry?
- when you are going to a party?
- when you win a game?
- when you have a new toy?

District Resources

Student Learning Objective(s) The student is able to cope with various changes that occur
in routine.

State Goal	4
District Goal	
Program Goal	1.3

Related Area(s) _____

Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Routines <u>Group Size:</u> entire class <u>Materials:</u> none needed.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Discuss the various kinds of routines that students encounter. (Example: "Getting Ready For School" routine, "Getting Ready For Bed" routine.) Ask students what happens when something happens to change a routine (oversleeping, when mother is sick, school bus change, fire drill, substitute teacher, etc.) Have the students role-play a typical routine. Add a circumstance that will make it necessary to alter the routine. Role-play the new routine. 	<p>Observe student's reaction to accepting changes in routine</p>	<p>District Resources</p>



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

Student Learning Objective(s) <u> The student is able to accept the mistakes that he/she makes. </u>	State Goal	2,4
	District Goal	
	Program Goal	2,7

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Mistakes <u>Group Size:</u> entire class or small group <u>Materials:</u> DUSO Kit 1 (see resource)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> • Read the stories in the DUSO Kits to the class. Lead a discussion about the mistakes that people make (it helps if the teacher mentions a mistake she/he has made). Talk about how mistakes help us learn. • Set a policy in the classroom that all mistakes are accepted. No one is to be made fun of when he/she makes a mistake. Emphasize that if a student catches his/her own mistake he/she is really thinking on his/her own. 	<p>Observe students throughout the year in how well they accept their mistakes.</p>	<p><u>Kits:</u> DUSO Kit 1, Manual, p. 35 "The Boy Who Was Perfect" "John Teaches Himself!" "The Swing" "The Big Race" "Peekaboo Emu" from the American Guidance, Inc.</p> <p><u>Filmstrips:</u> Learning To Live With Others, Society for Visual Education, Inc.</p>
		<p><u>District Resources</u></p>

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Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Family

Page
Suggested
Grade Placement
District
Placement

The student knows:

- . that each member of the family has responsibilities in his/her home.
- . the ways in which family members help him/her.
- . the ways in which she/he helps her/his family.

	K	1	2	3	4
25	K				
27	K				
29	K				

The student is able to:

- . identify activities that members of her/his family share.
- . compare his/her-home with homes of other members in the class.

	K				
33	K				
31	K				

The student values:

- . his/her contribution to other family members.
- . the various holidays and activities his/her family shares.

	K				
29	K				
33	K				

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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Student Learning Objective(s) The student knows that each member of the family has responsibilities in his/her home.

State Goal	5.7
District Goal	
Program Goal	2.6

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> What Are My Parents' Jobs <u>Group Size:</u> entire class <u>Materials:</u> film</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show film about mother's and father's jobs. Have students report to the whole class on what their parents do in and out of the home. If they don't know, send home a note asking their parents to acquaint them with what they do. Have students draw a picture of what their parents do in the home and then a picture of what they do out of the home. Teacher will print sentences below picture, dictated by the student. Put pictures on a bulletin board. 	<p>Ask each student individually, upon culminating the activities, what their parents do.</p>	<p><u>Films:</u> <u>Families and Jobs: Risa Earns Her Dime, McGraw-Hill</u></p> <p><u>Books:</u> <u>Where Are The Mothers? Dorothy B. Marino</u> <u>A Father Like That, Charlotte Zolotow</u> <u>Mommies At Work, Eve Merriam</u></p>
<p><u>Title:</u> Parents' Jobs Game <u>Group Size:</u> small group <u>Materials:</u> bottle</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Play the game "Spin the Bottle." The bottle spins and the student that the bottle points to will act out his/her parent's jobs. Students in group will try to guess. Student who guesses correctly gets to spin the bottle. Note: Teacher may want to send home letters asking for parents to come in and share their occupations with the class. (Example: A housewife can share what she does at home, or if she has a special hobby or talent she can share that. Maybe some parents have businesses close by that can be visited by the class.) 		<p><u>District Resources</u></p>



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

Student Learning Objective(s) <u>The student knows ways in which family members help him/her.</u>	State Goal	7
	District Goal	
	Program Goal	1

Related Area(s) _____

Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Family Members Help Each Other <u>Group Size:</u> entire class <u>Materials:</u> books and films</p> <p><u>Procedures:</u> . Select books and films that deal with this subject. (see resources) . After reading and showing these films, have students discuss ways in which their family members help them. Have them draw a picture of one of their family members helping them. They will tell about their pictures as the teacher writes their description on the picture.</p> <p><u>Title:</u> Thank You Booklets <u>Group Size:</u> small group or entire class <u>Materials:</u> paper, staples</p> <p><u>Procedures:</u> . Students can make a "Thank You" booklet to show appreciation for the things that their parents do. This would be pictures the students have drawn and a "Thank you for. . ." written by the teacher.</p>	<p>Ask students individually to tell you what their family members do to help them at home.</p>	<p><u>Kits:</u> <u>You and Your Family</u>, SRA.</p> <p><u>Films:</u> <u>What Will Linda Do?</u>, Doubleday. <u>Families & Learning</u>, McGraw-Hill. <u>Families and Recreation</u>, McGraw-Hill. <u>Families and Rules</u>, McGraw-Hill.</p> <p><u>Books:</u> <u>On Mother's Lap</u>, Ann Scott <u>Peter's Chair</u>, Ezra Keato <u>Mothers Can Do Anything</u>, Joe Lasker <u>A Father Like That</u>, Charlotte Zolotow</p>
		District Resources

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Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

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Student Learning Objective(s) A. The student knows ways in which he/she helps his/her family. State Goal

B. The student values his/her contribution to other family members. District Goal

_____ Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
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Title: Children Help Families
Group Size: entire class
Materials: books, pictures

Procedures:

- . Teacher reads story, Who Needs Me.
- . Teacher shows pictures of children helping their families.
- . Ask individual students to name some ways their families need them.
- . Ask students to discuss how they feel when they help at home.

Title: Job Tickets
Group Size: small group
Materials: tagboard

Procedures:

- . Teacher makes job tickets. Students can illustrate with jobs they want to perform.

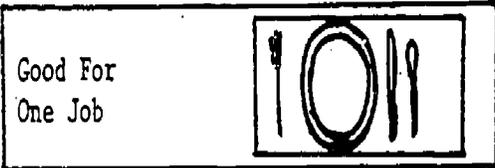
Have students tell you individually how they help their families.

Setting the table.

Books:
Who Needs Me?, Florence Heida

Filmstrip Series:
They Need Me, Churchill Film.

District Resources



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

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Student Learning Objective(s) The student is able to compare his/her home with homes of other members in the class. State Goal

4
7

District Goal

Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Different Homes <u>Group Size:</u> entire class <u>Materials:</u> film, pictures</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher shows films suggested in resources and discusses the various kinds of homes the students live in, or Teacher can show pictures of places families live in. (Example: trailer house, apartment, frame house, brick house) 	<p>Ask the student to tell you some characteristic features of his/her home.</p>	<p><u>Books:</u> <u>The Biggest House</u>, Ruth Jaynes <u>The House With The Red Roof</u>, William Wise <u>The Little's House</u>, Nancy Curry <u>We Were Tired of Living in A House</u>, Liesel Mo Skorpén</p> <p><u>Teacher Reference:</u> <u>About Me, The 1969 Childcraft Annual</u>, Field Enterprises Educational Corporation, pp. 110-131.</p>
<p><u>Title:</u> Field Trip <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> If possible, take students on a field trip to see different homes in the community. 		<p>District Resources</p>
<p><u>Title:</u> Liking Their Home <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to tell what they like about their homes. Record what they say on a drawing of their home that they have colored. 		



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources _____
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District Resources

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Student Learning Objective(s) A. The student is able to identify activities that members of his/
 her family share. B. The student values the various holidays and activities that help
 his/her family share.

State Goal
 District Goal
 Program Goal

Related Area(s) Art

Suggested Activities: Grade(s) K Suggested Monitoring Procedures Possible Resources

Title: Families Share Activities
Group Size: entire class
Materials: film Fun is For Everyone

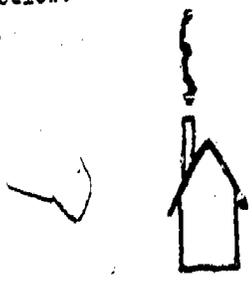
Procedures:
 . Teacher asks the students to name various activities each of their families share.

Ask students individually to name some activities that they share with their families.

Books:
The Buttons Take A Boat Ride,
Edith McCall
Friday Night is Papa Night,
Ruth Somehorn
Happy Birthday, Myra Livingston

Title: Classifying Activities
Group Size: small group or entire class
Materials: pictures, tagboard

Procedures:
 . Teacher can find pictures of family activities. Students are asked to classify the activities as indoor and outdoor or in any other way by cutting and pasting them in appropriate sections as shown below.



Inside House Activities



Outside House Activities

District Resources

Suggested Activities: Grade(s) v

Suggested Monitoring
Procedures

Possible Resources

Title: Family Birthdays

Group Size: entire class

Materials: tagboard or drawing paper

Procedures:

- . Teacher discusses with the students that their birthday and birthdays of other family members are very special activities their family shares. Students make a birthday placemat. They can take it home and use the decoration whenever their family celebrates a birthday.

Title: Family Photos

Group Size: entire class

Materials: photographs

Procedures:

- . During "Show and Tell," the teacher can encourage students to bring in photographs of their families engaged in family holidays or other activities.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Friends

The student knows:

- . and recognizes the individuality of others.

The student is able to:

- . describe distinguishing characteristics of his/her friends.

The student values:

- . the likenesses and differences of friends through their relationships.
- . the friendships of others.

	Page	Suggested Grade Placement	District Placement					
		K	1	2	3	4		
The student knows: . and recognizes the individuality of others.	37	K						
The student is able to: . describe distinguishing characteristics of his/her friends.	37	K						
The student values: . the likenesses and differences of friends through their relationships. . the friendships of others.	37 39	K K						

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

004
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Student Learning Objective(s) <u>A. The student knows and recognizes the individuality of others.</u>	State Goal	2
<u>B. The student is able to describe distinguishing characteristics of his/her friends. C. The student values the differences and likenesses of his/her friends through their relationships.</u>	District Goal	
	Program Goal	1,3,7

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Acknowledging "Experts" <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Lead a discussion on doing things well and stress that just about everyone can do something really well. Ask: "Can you think of what each one of you can do well and tell us?" Allow plenty of time for students to express themselves. Praise the number of "experts" you have in class for their observations. 	<p>Observe the growth of each student throughout the year in his/her observance of the differences of others.</p>	<p><u>Book:</u> <u>I Am Better Than You</u>, Robert Lapshire</p> <p><u>Film:</u> <u>Why We Need Each Other: The Animals' Picnic Day</u>, Learning Corporation</p> <p><u>Kit:</u> <u>DUSO</u>, American Guidance, Inc.</p> <p><u>Study Cards:</u> <u>Got To Be Me!</u> Argus Communications</p> <hr/> <p>District Resources</p>
<p><u>Title:</u> Story <u>Group Size:</u> entire class <u>Materials:</u> Book; <u>I Am Better Than You</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Read the book to the class and then discuss it, emphasizing that everyone in the class can say "I am better than you," in some things. 		
<p><u>Title:</u> Reinforcing Positive Characteristics <u>Group Size:</u> individuals <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Notice something a student is doing well and talk with him/her about it. 		



Suggested Activities: Grade(s) - K

Suggested Monitoring
Procedures

Available Resources

Title: Role Playing

Group Size: small group

Materials: none needed

Procedures:

- . Set up situations to role playing what the students can do best. (Example: Ask if anyone can be a good policeman--Select another to play the parent of a lost child. Parent asks: "Mr. Policeman, can you help me find my lost child?" The parent describes the lost child and the policeman tries to find the child.

Title: Why We Need Each Other

Group Size: entire class

Materials: Film, Why We Need Each Other

Procedures:

- . After viewing the film discuss with the students why we need each other and how we feel about needing one another.

Poster:

"I Like You-You're Different"
(377), Angus Communications

District Resources

Student Learning Objective(s) <u> A. The student values the friendship of others. </u>	State Goal	6,2
	District, Goal	
	Program Goal	1,3,6

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Friends <u>Group Size:</u> entire class or small groups <u>Materials:</u> worksheet</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students: "What are friends? What are some of the things children like to do with friends?" Distribute the worksheet for students to use in drawing things they do with friends. 	<p>Teacher observes to see if the student has a willingness to play with others.</p>	<p><u>Books:</u></p> <ul style="list-style-type: none"> <u>A Friend Is Someone Who Likes You</u>, Jean Anglund <u>You and You're For Me</u>, [unclear] Watts <u>Friends</u>, Miriam Cohen <u>Comes to School</u>, Ruth Baylor (excellent for the first day of school)
<p><u>Title:</u> <u>A Friend Is Someone Who Likes You</u> <u>Group Size:</u> entire class <u>Materials:</u> book (see above)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> After reading the book, <u>A Friend Is Someone Who Likes You</u>, to the class discuss friendship. Ask: "How do you feel when you are with your friends? How would you feel if no one liked you?" Read other books on friendship to the class and direct discussions on the importance of friendship. 		<p>District Resources</p>

31



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures _____	Possible Resources
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District Resources

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SUBJECT: Social Studies

SPECIFIC AREA: Me and My School

Page
Suggested
Grade Placement
District
Placement

The student knows:

- . the physical layout of the schools and classroom.
- . how the school and home are alike and different.
- . the various school rules.
- . it takes many people doing various jobs to maintain the school.
- . that there are various jobs that are necessary to maintain the classroom.
- . that school is a place for learning and acquiring new skills and abilities.

43 K
45 K
47 K
49 K
51 K
53 K

K 1 2 3 4

The student is able to:

- . demonstrate acceptance of school rules.
- . identify the jobs and tools of school personnel.
- . assume responsibility for classroom jobs.
- . take individual responsibility for accomplishing new tasks.
- . work independently.
- . share and cooperate with members in the classroom.

47 K
49 K
51 K
53 K
55 K
57 K

ent values:

- . the importance of school rules.
- . the roles of school personnel.
- . his/her role as a learner in the school.
- . the importance of sharing and cooperating in the classroom.
- . the free time that provides opportunities to work together and share.

47 K
49 K
53 K
57 K
57 K

91

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

LANGUAGE ARTS

MATH

SCIENCE

HEALTH

READING

CAREER EDUCATION

ENVIRONMENTAL EDUCATION

OTHER _____

95

93

Student Learning Objective(s) A. The student knows the physical layout of the school and classroom.

State Goal

1

B. The student is able to identify a map as being a special flat drawing of a location. (See

District Goal

Map Skills Objectives, Page 341.)

Program Goal

7

Related Area(s) Map Skills

Suggested Activities; Grade(s) K

Suggested Monitoring
Procedures

Possible Resources

Title: Location in Classroom

Group Size: small or large

Materials: paper, chalkboard

Procedures:

- . Teacher draws a representation of the classroom on paper or on the chalkboard including: location of items in the room, placement of doors, windows, learning centers.
- . The teacher then conducts a game with map projection (above) asking students to move from place to place in the room after identifying the point of relocation on the drawing.

Ask students to find various areas that you name in the room.

Books:

Trip Through A School, Jeanne

Rowe

What We Find When We Look At

Maps, John Oliver

Title: Map-making

Group Size: small group or entire class

Materials: worksheets

Procedures:

- . Teacher gives students each a worksheet with an outline of the room, putting a couple of items on the outline, such as the teacher's desk and a learning center or something else marked in its proper corner. Ask students to locate their desks on the outline after agreeing on the symbol they would like to use.
- . Show several and emphasize the accuracy.
- . Introduce the term "map" as a drawing of a real area.

District Resources

93

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

100

Student Learning Objective(s) The student knows how the school and home are alike and different. State Goal

1

District Goal

Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Home and School: Alike and Different <u>Group Size:</u> entire class <u>Materials:</u> pencils, paper, crayons</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> After talking and learning things about the school and home, have the students discuss how home and school are alike and different. Have students draw a picture of some things they do at home and at school that are the same. Then have them draw a picture of something they do at home that they can't do at school. 	<p>Ask students individually to name two ways in which home and school are alike and two ways in which they are different.</p>	<p><u>Books:</u> <u>First Day In School</u>, Bill Binzen <u>A World Full of Homes</u>, William Burns <u>At Home</u>, Esther Hautzig <u>Almost Big Enough</u>, Jean Tamburine</p> <p><u>Audio Tape:</u> <u>Our School</u>, (#031304), ESD 121</p>
<p><u>Title:</u> Home and School: Alike and Different <u>Group Size:</u> entire class <u>Materials:</u> films</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show any of the films listed in the resources. Discuss the differences and similarities in home and school. Emphasize that in schools we mainly learn. At home we find satisfaction for most of our other needs. 		<p><u>District Resources</u></p>

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

Student Learning Objective(s) <u>A. The student knows the various school rules. B. The student is able to demonstrate acceptance of school rules. C. The student values the importance of various school rules.</u>	State Goal	5,7
	District Goal	
	Program Goal	2,6

Related Area(s) Safety Education

Suggested Activities: Grade(s) K

Suggested Monitoring Procedures

Possible Resources

Title: School Rules
Group Size: entire class
Materials:

Observe students throughout the year on how well they demonstrate knowing the rules.

Films:
Schools and Safety: David Won't Be Here Today, McGraw-Hill
Safe Ride On The School Bus, Martin Moyer
Beginning Responsibility - Rules At School, Coronet
Safety on the Playground, Britannica

Procedures:

. Introduce the school rules the first week of school. Lead discussion and show students various safety rules connected with walking home and on the playground.

Tape:
School Bus Safety, National Center for Audio Tapes

Title: Safety Rules
Group Size: entire class
Materials: safety films

Procedures:

. Show films on safety and determine through discussion whether your school has the same rules. Discuss why there are safety rules and how they help students and adults.

District Resources

Title: Rules Chart with Successful Followers
Group Size: entire class and individual
Materials: tagboard

Procedures:

. Make an "I Am Learning To Follow The Rules" chart (list names of the students on the left side. Put pictures or drawings of the various rules across the the top).

105

100

Suggested Activities: Grade(s) K

Suggested Monitoring Procedures

Possible Resources

Put a check under the picture when the student follows that rule.

Student's name	 Bus Rules	 Play-ground	 Walk in halls	 Wash before lunch

District Resources

Student Learning Objective(s) A. The student knows that it takes many people doing various jobs to maintain the school. B. The student is able to identify the jobs and tools of school personnel. C. The student values the roles of school personnel.

State Goal	5,7
District Goal	
Program Goal	1,6

Related Area(s) Career Education

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> School Tour <u>Group Size:</u> entire class <u>Materials:</u> <u>Procedures:</u> . As a group, tour the school building, visiting each school worker.</p> <p><u>Title:</u> Helper's Tools <u>Group Size:</u> entire class <u>Materials:</u> <u>Procedures:</u> . Show any of the films listed and direct students' attention to the tools various helpers use.</p>	<p>Teacher can prepare a post test where student will match tools of school personnel to pictures of school personnel.</p>	<p><u>Films:</u> <u>Schools and Jobs -- Lots of People Work Here, McGraw-Hill</u></p> <p><u>Books:</u> <u>About School Helpers, Elaine Hoffman and Hefflefinger</u> <u>Just Awful, Alma Whitney</u> <u>What It's Like To Be A Teacher, Arthur Shay</u></p> <p><u>Kits:</u> <u>Focus on Self Development -- State 1 Awareness, SRA</u></p>
<p><u>Title:</u> School Workers <u>Group Size:</u> entire class <u>Materials:</u> <u>Procedures:</u> . Teacher invites all the school workers to visit the classroom at the same time and tell one thing they do and the tools they use. . Teacher has cards with pictures of workers' clothes and tools. . Students guess the name or title of the worker associated with the picture on the card. . As students identify the title of the worker, they get to keep the card.</p>		<p><u>District Resources</u></p>

100

110



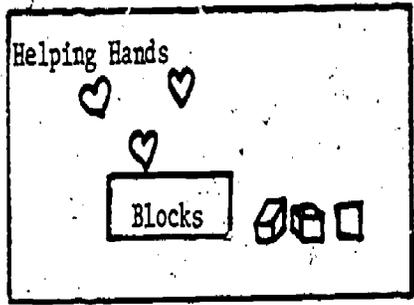
Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Chart with School Workers</p> <p><u>Group Size:</u> small groups</p> <p><u>Materials:</u> magazines</p> <p><u>Procedures:</u></p> <p>. Each student names an occupation of school personnel to be listed on a large chart. The student will cut pictures from magazines of tools that are related to or representative of any job listed on the job chart and paste pictures next to job listing.</p>		
<p><u>Title:</u> Role Playing</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <p>. The student will choose the job within the school that is most interesting to him/her. Students role play the use of representative tools.</p> <p>Secretary -- telephone, typewriter Librarian -- book Teacher -- chalk, eraser Custodian -- broom, sponge Cook -- utensils, pans</p>		
		<p>District Resources</p>

Student Learning Objective(s) <u>A. The students knows that there are various jobs that are</u>	State Goal	7
<u>necessary to maintain the classroom. B. The student is able to assume responsibility for class-</u>	District Goal	
<u>room jobs.</u>	Program Goal	1,13

Related Area(s) Career Education

Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Classroom Responsibilities</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students how the classroom would look if we didn't put away equipment after we used it or clean up when we have finished an activity. Ask students to identify what the classroom jobs are. Teacher can demonstrate with students the ways to perform various jobs (role play). 	<p>Observe students throughout the year as to how they handle classroom jobs.</p>	<p><u>Films:</u></p> <p><u>Classifying Objects, Beginning Responsibilities, Minnemast</u></p> <p><u>Books and Their Care, Coronet</u></p> <p><u>Other People's Things, Coronet</u></p> <p><u>Taking Care of Things, Coronet</u></p>
<p><u>Title:</u> Job Chart</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> chart, films</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show films listed to emphasize the various responsibilities students have in the classroom. Prepare a chart showing routine classroom jobs. 		<p><u>District Resources</u></p>

Make pockets for all areas



113

114

Suggested Activities: Grade(s) <u>K</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Assigning Jobs
Group Size: entire class
Materials: chart

Procedures:

- Students choose job for a day or a week. Teacher places their names on the chart.

District Resources

Student Learning Objective(s) <u>A. The student knows that school is a place for learning and</u>	State Goal	1,10
<u>acquiring new skills and abilities. B. The student is able to take responsibility for accomplish-</u>	District Goal	
<u>ing new tasks. C. The student values his/her role as a learner in the school.</u>	Program Goal	7,6

Related Area(s) Career Education

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Record of Desires <u>Group Size:</u> entire class <u>Materials:</u> story, <u>Whistle For Willie</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> At the beginning of the year, teacher reads story, <u>Whistle For Willie</u>. (Peter wanted to learn to whistle, but no matter how he tried, he could never get a whistle to come out. He keeps trying and one day Peter whistles.) Discuss why we must continue to try and how this relates to learning in school. Each student identifies one or two things he/she would like to learn during the year. Teacher records the information and at the end of the year checks to see if students have learned the things they indicated earlier in the year. 	<p>Observe and record student's performance in his/her learning tasks.</p>	<p><u>Books:</u> <u>Whistle For Willie, Ezra Keats</u></p>
<p><u>Title:</u> How School Helps Us Learn <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Each day before the students go home, teacher asks them what new things they learned that day. Teacher asks students, "How does the school help us to learn?" Make a list of students' responses. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Job Responsibilities At School <u>Group Size:</u> entire class <u>Materials:</u></p>		

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
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Procedures:

1. Elicit from students how they consider school to be like a job. List their responses. Discuss responsibilities in a job that are like school responsibilities; e.g., attendance, getting tasks done on time.

District Resources



Student Learning Objective(s) The student is able to work independently. (Be sure to incorporate this concept into all classroom activities.) State Goal

1
2,7

District Goal

Program Goal

Related Area(s) All Areas

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Working Independently <u>Group Size:</u> entire class <u>Materials:</u> worksheet</p> <p><u>Procedures:</u> Teacher gives a group direction for a worksheet. Teacher leaves the students to do the paper on their own. Example: Draw a picture of themselves. Cut it out and past it on a background.</p>	<p>Teacher will observe individual student:</p> <ol style="list-style-type: none"> 1. Does student need help from peers? 2. Does student concentrate on what he/she is doing? 3. Does student ask for teacher help? 4. Does student show signs of frustration? 5. Does student accomplish activity in designated time? 	<p> </p>
<p><u>Title:</u> Freedom of Choice <u>Group Size:</u> small group <u>Materials:</u> </p> <p><u>Procedures:</u> Take group for a stroll around room. Students identify activities and possibilities. Encourage each one to try one thing. After period ends, "show and tell" about products. Note: Keep in mind that these objectives can be reached through just about everything students will be doing in class. Monitoring progress is more important here than providing special activities. Possibly take pictures of their accomplishments and put them on the board. Make a photo album entitled "Our Accomplishments."</p>	<p> </p>	<p>District Resources</p>

Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources _____
		<p data-bbox="1185 1270 1559 1323">District Resources</p>



Student Learning Objective(s) <u>A. The student is able to share and cooperate with members in</u>	State Goal	5,9
<u>the classroom. B. The student values the importance of sharing and cooperating in the classroom.</u>	District Goal	
<u>C. The student values the free time that provides opportunities to work together and share.</u>	Program Goal	7,3

Related Area(s) Career Education

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Group Activities <u>Group Size:</u> small groups <u>Materials:</u> blocks, clay, paper</p> <p><u>Procedures:</u> . Teacher gives students opportunities to experience group work by dividing into groups for free activity time. Let each group decide what it will work on, whether it be blocks, clay modeling, etc.</p>	<p>Observe the students to see whether they are sharing and cooperating in all daily activities.</p> <p>Observe to see whether the student can work together with others to prepare the breakfast.</p>	<p><u>Films:</u> Schools and Sharing, McGraw-Hill Let's Share With Others, Coronet Values Cooperation, Bailey Film Assoc. School Problems - Getting Along With Others, Bailey Film Assoc. Our Class Works Together, Coronet Why We Need Each Other: The Animals' Picnic Day, Learning Corporation</p>
<p><u>Title:</u> Working Cooperatively <u>Group Size:</u> entire class <u>Materials:</u> book - <u>Little Red Hen</u></p> <p><u>Procedures:</u> . Teacher reads book, <u>The Little Red Hen</u>. Teacher asks students how the characters in the story could have worked together to make bread. Students can act out the story with puppets or creative dramatics. This activity could be followed by a cooking lesson where the students need to cooperate and work together to prepare something to eat. (Example: plan a breakfast in connection with a nutrition unit.) Note: This is also a long-range objective. The key to success is providing opportunities for students to work cooperatively and constantly guiding them to cooperate. The above are just sample activities.</p>		<p><u>Books:</u> Let's Be Enemies, Janice Udry The Checker Players, Alan Verabel The Little Red Hen</p>
		<p>District Resources</p>



Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Environment

The student knows:

- . that his/her community is unique and different from other communities.
- . the physical layout of his/her community
- . where to go in his/her community for leisure time activities.
- . there are ways he/she can beautify his/her community and keep it clean.
- . some of the safety rules in the community.

The student is able to:

- . name his/her community.
- . identify the workers in her/his community who help him/her.

The student values:

- . the uniqueness of his/her community.
- . the safety rules of the community.

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

61
63
65
67
69

K
K
K
K
K

63
71

K
K

61
69

K
K

129



OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

130

131

Student Learning Objective(s) A. The student knows that his/her community is unique and different from other communities. B. The student values the uniqueness of his/her community.

State Goal	4
District Goal	
Program Goal	2

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Communities</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> photos and pictures of cities, towns</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Display the various pictures of communities and discuss the differences between communities. . Ask the students which community pictured is the most like their community and why. Ask what community pictured is the most different from their own and why. . Display the pictures on a bulletin board under two headings: Alike and Different. Have the students select which column the pictures should be placed. . Ask the students to tell the things they like most about their community and print the list on the chalkboard. 	<p>Ask individual students to tell you about their community."</p>	<p><u>Books:</u></p> <p><u>Let's Find Out About the Community</u></p> <p>and</p> <p><u>Let's Find Out About the City, Valerie Pitt</u></p> <p>Collect pictures of communities: rural, city, farming, recreational and industrial.</p>
		<p>District Resources</p>



Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

District Resources

Student Learning Objective(s) <u> A. The student is able to name his/her community. B. The student knows the physical layout of his/her community. </u>	State Goal	1
	District Goal	
	Program Goal	1

Related Area(s) Map Skills

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources						
<p><u>Title:</u> Field Trip <u>Group Size:</u> entire class <u>Materials:</u> photographs, pictures from magazines, newspapers</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Take the class on a field trip into the community. (Always refer to the community by name.) Classify places observed on the field trip. <table border="1" data-bbox="81 976 633 1186"> <tr> <td style="width: 33%;">Stores</td> <td style="width: 33%;">Houses</td> <td style="width: 33%;">Community Service</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Teacher could list places in appropriate column or use photographs or pictures from magazines and newspapers and classify these.</p>	Stores	Houses	Community Service				<p>Test students individually in naming their community.</p>	<p>Map of the community.</p> <p>Pictures or movies of your community.</p> <p>Magazines, newspapers</p> <p><u>Book:</u> <u>What We Find When We Look At Maps</u>, John Oliver</p> <p>Audiovisual coordinator (to take photographs of the community.)</p>
Stores	Houses	Community Service						
<p><u>Title:</u> Map Work <u>Group Size:</u> large group <u>Materials:</u> map of the community (make copies for each student, if possible.)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students locate various areas on the community map, working together. The students can then color these areas. Teacher can label them with pictures or words. 		<p><u>District Resources</u></p>						



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

Student Learning Objective(s) <u> The student knows where to go in the community for leisure time activities. </u>	State Goal	7,9
	District Goal	
	Program Goal	6

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Recreation <u>Group Size:</u> entire class <u>Materials:</u> book about recreation (see resources)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Read a book about recreation. Lead a class discussion about what the students do for fun or interest in their community. Ask the class to vote on the place they would most like to visit on a field trip. (Could draw a picture of this favorite place.) Teacher may want to take photographs of various recreational areas and areas of interest in the community to share with the students. 	<p>Ask individual students to name at least three areas in the community where they could spend leisure time.</p>	<p><u>Books:</u> <u>What Can You Do Without A Place to Play</u>, Kathryn Hitte <u>Shimmy, Shimmy Coke-Ca-Pop</u>, John and Carl Langstaff <u>Zoo, Where Are You?</u> Ann McGovern</p>
<p><u>Title:</u> Available Community Recreation <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Introduce to the class places in the community that are not familiar to them. (Example: museums, libraries, etc.) Talk about where they are and what you can do there. Visit these places on a field trip if possible. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Picnic <u>Group Size:</u> entire class <u>Materials:</u></p>		



Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
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Procedures:

- . Plan an outdoor picnic for June.
- . Let the students plan for food, clothing, where to go, things to do.
- . This may lead to a discussion of what the students can do in the summer.

District Resources

Student Learning Objective(s) The student knows there are ways he/she can beautify his/her community and keep it clean.

State Goal

District Goal

Program Goal

Related Area(s) Environmental Education, Art

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Cleaning School Grounds</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> poster material, paint</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Take the class to the school grounds. . Ask if there are any things they can do to make it look nicer. Have them pick up litter. . Have students make posters for display, reminding other students not to litter. . Select a small area to plant shrubs or flowers. Have class decide on ways to earn money to buy plants. Prepare the ground together for planting, plant and assume responsibility for caring for the area. . Save litter to make a "Litter Sculpture" as an art activity. . Discuss the students' community and areas of the community which students feel could be beautified. Make a list on the chalkboard. 	<p>Observe whether student refrains from littering and if he/she picks up litter without being told.</p>	<p>Environmental Unit (Edmonds School District)</p>
		<p>District Resources</p>



Suggested Activities: Grade(s) _____

Suggested Monitoring Procedures

Possible Resources

District Resources

Student Learning Objective(s) A. The student knows some of the safety rules in the community.

State Goal	1,5
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B. The student values the safety rules of the community.

District Goal	
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Program Goal	1,6
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Related Area(s) Safety Education, Health Education

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Safety Rules <u>Group Size:</u> entire class <u>Materials:</u> paper, crayons</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Discuss the following safety areas when appropriate: . Crosswalk safety . Bicycle safety . Water safety . Fire safety . Skateboard safety . Halloween safety . Follow up with students drawing pictures illustrating safety rules. . Have school patrol demonstrate crosswalk safety and bicycle safety. In the Fall community representatives could emphasize fire safety. 	<p>Ask individual students to tell you some community safety rules.</p>	<p><u>Films:</u></p> <p><u>Donald's Fire Survival Plan</u>, Allstate</p> <p><u>Bicycle Safety Skills</u>, Coronet</p> <p><u>Let's Be at Home in the Water</u>, Porta Films</p> <p><u>I'm No Fool With Fire</u>, Disney</p> <p><u>I'm No Fool With a Bicycle</u>, Disney</p> <p><u>Meeting Strangers: Red Light, Green Light</u>, Bailey Film Assoc.</p> <p><u>ABC of Walking Wisely</u>, AAA</p> <p><u>Posters:</u></p> <p>Series on bikes and buses, National Commission on Safety Education catalogue from National Safety Council</p>
<p><u>Title:</u> Meeting Strangers <u>Group Size:</u> entire class <u>Materials:</u> Film: <u>Meeting Strangers</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . After showing the above film discuss with the class what a stranger is. . Lead discussion on what a stranger is. Role-play some situations shown in the film and other situations a student might experience in the community setting. (Example: walking home from school; walking to or from the bus stop.) 		<p><u>Filmstrips:</u></p> <p><u>Safe Riding in a Car</u>, SPI</p> <p><u>Cycle Safety</u>, SPI</p> <p><u>Walk Wisely</u>, SPI</p> <p><u>Audio Tapes:</u></p> <p><u>Safety and Sound Series</u> (#2025000, 026001, 026002, 026003, 026100, 026101 and 026102) ESD 121</p>



Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

District Resources

150

151

Student Learning Objective(s) The student is able to identify the workers in his/her community who help him/her.

State Goal

1

District Goal

Program Goal

1

Related Area(s) Career Education, Art

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Community Workers <u>Group Size:</u> entire class <u>Materials:</u> books, songs, films that cover various workers in the community</p> <p><u>Procedures:</u> . After using some of the resources above, take the students on field trips to visit various workers on the job in your community. . Invite community representatives to visit the classroom to talk about their jobs.</p>		
<p><u>Title:</u> Parents' Jobs <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u> . Have students share the jobs their parents have. If the student doesn't know what the parents do, send a note home explaining to the parents the purpose of this activity and ask them to tell their child some information about their jobs.</p>		<p><u>District Resources-</u></p>
<p><u>Title:</u> Career Corner <u>Group Size:</u> entire class in small groups <u>Materials:</u> clothing and tools associated with a variety of community helpers (Example: Stethoscope--doctor; fire hat -- fireman; dental tools -- dentist, etc.) Hand puppets of community helpers.</p>		

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
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Procedures:

- . Establish a Career Corner with the above materials available. Students spend time at the Corner becoming familiar with the materials.
- . Have the students draw pictures of what they want to be when they grow up.
- . Have students pantomime various community workers. Class tries to guess who they are.

Title: Tool Match-Up
Group Size: small groups
Materials: large cardboard circle, pictures of community helpers (policeman, fireman, etc.) 4-spring-type clothespins, picture of one tool for each community helper.

Procedures:

- . Divide the circle into fourths.
- . Paste a picture of an occupation in each quarter of the circle.
- . Paste a picture of one tool on each of the clothespins.
- . The students then match the tool on the clothespin with the occupation it goes with.

Title: Community Web
Group Size: small group
Materials: pegboard, pictures of various members of the community (policeman, grocer, fireman, postman, etc.) string

Procedures:

- . Prepare pegboard by inserting pegs randomly over the surface.
- . A picture of the various community members (above) should be placed near each peg with the student

District Resources

Student Learning Objective(s) The student is able to identify the workers in his/her
 community who help him/her.

State Goal	1
District Goal	
Program Goal	1

Related Area(s) Career Education, Art

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p>being the center peg.</p> <ul style="list-style-type: none"> . Attach a string to the student's peg and ask, "Who are you dependent upon in the community?" (Probable answer: mother or father) . Hook the string around the selected peg (Do not wrap completely.) . Move from peg to peg with the string as the students respond to the question, "Who is one person in the community upon whom the previously selected person is dependent?" . Lead students to return occasionally to the student in the center and other persons previously used. (This will form a more intricate pattern.) After 10 to 20 relationships have been drawn, it is hoped that the student will recognize the result is a web. . Now remove one of the pegs (we suggest the policeman) allowing the strings to fall. This will show a change in the social community and how all of its members are interdependent. 		<p style="text-align: center;">District Resources</p>



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Composition

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

The student knows:

- . the family is the basic group in all societies.
- . family patterns vary between and within societies.
- . families undergo changes (loss or addition of members, divorce, marriage.)
- . relatives are part of a family.

77- 1
81- 1
85- 1
81- 1

The student is able to:

- . give reasons for change in family composition.
- . identify changes within his/her or other families.
- . predict changes that would occur in a given situation.

85- 1
85- 1
85- 1

The student values:

- . the family as an institution.
- . and respects older members of his/her family as a source of knowledge (aunts, uncles, grandparents).

77- 1
81- 1

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____



Student Learning Objective(s) <u>A. The student knows the family is the basic group in all</u>	State Goal	2,7
<u>societies. B. The student values the family as an institution.</u>	District Goal	
	Program Goal	1

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Families
Group Size: entire class
Materials: none needed

Procedures:
 . Teacher leads discussion, asking:
 What does the word "family" mean to you?
 Who is in your family?
 Are all families alike?
 How are families different?
 Are there families other than families of people?
 In what ways are all families alike?
 . Let several students respond to each question.

Title: Family Groups
Group Size: individuals
Materials: magazine pictures, paper, paste, display pictures of Snow White and the Seven Dwarfs, Geppetto and Pinocchio, The Three Bears, families from different nationalities, Silver Burdett pictures (see resources)

Procedures:
 . Students paste pictures on paper and then illustrate where each family might live.
 . Teacher leads discussion to develop understanding that families are groups of people who live together in the same dwelling place.

Magazine:
National Geographic

Films:
Families Around the World, EBE
Families Around the World Series, Silver Burdett

Teacher References:
About Us, The 1973 Childcraft Annual, Field Enterprises Educational Corporation.
Look Again, The 1968 Childcraft Annual, Field Enterprises Educational Corporation, pp. 21-41.

District Resources



Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Families Around the World <u>Group Size:</u> entire class <u>Materials:</u> above named film</p> <p><u>Procedures:</u> . Show film to class, then lead discussion.</p> <p><u>Title:</u> A Song of Families <u>Group Size:</u> entire class <u>Materials:</u> poem; map or globe</p> <p><u>A Song of Families</u>, by Leon Trachtman</p> <p>Families everywhere you go: Mountain high or valley low; Kansas, Idaho, or Maine, China, France, or sunny Spain; City, jungle, desert bare, Families, families everywhere.</p> <p>Families aren't all the same; Different family, different name. Different families, different ways, Different work on different days. Families black and white and brown, On the farm and in the town.</p> <p>Families large, with grandmas, and cousins. Aunts and uncles by the dozens; Families small, with only two To do the things that families do. Families foolish, families wise, Families every shape and size.</p> <p>But different though they are, it's true There are things all families do: Laugh together when they're glad, Help each other when they're sad,</p>	<p>Teacher observation: Do the responses of students indicate that they value their families?</p>	<p><u>Kit:</u> <u>School, Families, Neighborhoods-</u> <u>A Multimedia Readiness Program</u> Field Education Publications, Inc. Unit 2.</p> <p><u>Picture Sets:</u> Living Together in a Modern World, vol. 1 - Food, vol. 2 - Shelter, vol. 3 - Clothing, Creative Educational Society</p>
<p>165</p>	<p>78</p>	<p>District Resources</p> <p>166</p>

Student Learning Objective(s) <u>A. The student knows the family is the basic group in all</u>	State Goal	2,7
<u>societies. B. The student values the family as an institution.</u>	District Goal	
	Program Goal	1

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p>Teach their children how to play, How to do their work each day.</p> <p>Families, families everywhere Show their children how to share; Feed them, clothe them, keep them warm; Keep them safe from every harm; Teach them all that they must know; Guard them, love them, help them grow.</p> <p>(sung to "Twinkle, Twinkle, Little Star")</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher sings or reads the poem to the students. Students learn one or more verses of the song. Teacher points out various places on a globe or on a map. Teacher asks discussion question: Can you think of three reasons your family is important to you? 		<p>District Resources</p>



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

170

Student Learning Objective(s) A. The student knows family patterns vary between and within societies. State Goal

2,6,7
1

B. The student knows relatives are a part of his/her family. C. The student values and respects District Goal

older members of his/her family (aunts, uncles, grandparents) as a source of knowledge. Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Snapshots <u>Group Size:</u> individuals <u>Materials:</u> family snapshots or drawings (paper, crayon)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students bring snapshots of family to class. Each student tells who the people are in his/her snapshots and an interesting fact about each one (hobby, job, favorite food, etc.) (If student has no snapshot available, have him/her draw a picture of his/her family). 		<p><u>Films:</u> <u>Families and History—Why is My Name Anderson, McGraw-Hill.</u> <u>Filmstrip Series:</u> <u>Families in Action—Let's Meet Some Families, Eyegate</u></p> <p><u>Books:</u> <u>Grandfathers Are to Love, Lois Wyse</u> <u>Grandpa and Me, Patricia Gauch,</u> <u>Grandmother and I and Grandfather and I, Helen Buckley,</u> <u>Lothrop</u></p>
<p><u>Title:</u> Family Chart <u>Group Size:</u> individuals <u>Materials:</u> paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Make a chart showing number of people in each family. From the chart find: The biggest family, the one with the most children, etc. Develop lists of: Same size families, one-parent families, all girl children, all boy children, etc. 		<p>District Resources</p>
<p><u>Title:</u> Olden Times <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Invite grandparents to visit the class to tell about some of the customs in the days when they were young and how family life differed from today's. 		

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Interviewing Grandparents <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u> . Students interview grandparents (if possible) to learn about past. Before doing so, class agrees on a set of questions to ask.</p> <p><u>Title:</u> Ideal Family <u>Group Size:</u> individuals <u>Materials:</u> paper, crayon, magazine pictures, scissors, paste</p> <p><u>Procedures:</u> . Students compose an ideal family (number of people, number of males, females, etc). Students draw or cut pictures from magazines to illustrate their ideal family.</p> <p><u>Title:</u> Why is My Name Anderson <u>Group Size:</u> entire class <u>Materials:</u> films: <u>Families and History, Why is My Name Anderson</u></p> <p><u>Procedures:</u> . Teacher shows film above. As follow-up, have students ask their families to make a family tree. Bring the chart to school to display on bulletin board. Read: <u>My Family Tree</u></p>	<p>Student is able to describe family patterns of some families he/she knows.</p>	<p><u>Films:</u> <u>Japanese Village Life</u>, McGraw-Hill <u>Arabian Children</u>, Encyclopedia Britannica Educational Corp. <u>Japanese Boy. The Story of Taro</u>, Britannica <u>Children of Scotland</u>, Britannica <u>Spanish Children</u>, Britannica <u>Families are Different and Alike</u>, Coronet</p> <p><u>Books:</u> <u>My Family Tree</u>, Komaiko</p> <p>magazines parents community people simple world map</p>
		<p>District Resources</p>

Student Learning Objective(s) A. The student knows family patterns vary between and within societies. B. The student knows relatives are a part of his/her family. C. The student values and respects older members of his/her family (aunts, uncles, grandparents) as a source of knowledge.

State Goal
District Goal
Program Goal

2.5.1
1

Related Area(s)

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Families in Action
Group Size: entire class
Materials: filmstrips from series, Families in Action; paper, pencil

Procedures:
Teacher leads discussion on filmstrips.
Students make a chart listing similarities and differences:

	# in Family	Climate	Shelter	Clothes	Food	Recreation	Jobs in home
U.S. Family							
Japanese Family							
S. American							
Eskimo							

Filmstrips:
My Family and Yours, Harcourt Brace and Jovanovich.

District Resources

Title: Same and Different
Group Size: entire class; small groups
Materials: two or more of the films listed in resources

Procedures:
Teacher leads discussion on likenesses and differences of the cultures studied with our own culture.
Class chooses one of the cultures to focus on.
(a) As a group, build a model of a village (Arab, Spanish, Eskimo).
(b) In small groups, make a list of foods common to that culture; make a list, or illustrate



Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Pos: Resources
<p>clothing, shelters, environment.</p> <p>(c) Students bring necessary ingredients to make a recipe from that culture.</p> <p><u>Title:</u> Ethnic Origin <u>Group Size:</u> individuals <u>Materials:</u> world map</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Help students determine their ethnic origin. Show on a world map the countries they mention. <p><u>Title:</u> Countries of Origin <u>Group Size:</u> entire class <u>Materials:</u> parents or community members</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Invite parents or community members to come to class and tell the students about a country they have visited or come from. Encourage the visitors to show materials related to the family life in that country. 		
<p><u>Title:</u> Puppet Family <u>Group Size:</u> individuals <u>Materials:</u> tongue depressors, newspaper ads, glue, crayons</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students color and cut out pictures of people from newspaper ads to represent each member of their families. Mount these on tongue depressors to make puppets. (Save these for later role-playing activities.) 		<p>District Resources</p>



Student Learning Objective(s) A. The student knows families undergo changes (loss or addition of members, divorce, marriage). B. The student is able to give reasons for change in family composition. C. The student is able to identify changes within his/hers or other families. D. The student is able to predict changes that would occur in a given situation.

Related Area(s) _____

State Goal

1.2.4

District Goal

Program Goal

1.3.3

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Baby Pictures
Group Size: individual
Materials: snapshots, baby pictures

Procedures:

- Ask each student to bring a baby picture of himself/herself to class.
- Display the pictures (3 or 4 at a time) and ask the class to guess whose baby pictures they are. (Can have the students who are the subjects of the pictures stand before the class to simplify guessing procedure)
- Ask questions:
 - (a) Was it easy to match picture with the student?
 - (b) How have the students changed?
 - (c) What things have not changed?

Student is able to give several reasons why a family may change.

Books:
Nobody Asked Me if I Wanted A Baby Sister, Martha Alexander
Annie and the Old One, Miska Miles, Little Brown
Where is Daddy? The Story of Divorce, Boston, Beacon, Beth
The Chosen Baby, Valentina Wasson, Lippincott.
Laurie's New Brother, Miriam Schlein, Abelard

Title: People Change
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion:
 - (a) Do people stay the same year after year?
 - (b) How do they change?
 - (c) How have you changed since you were a baby?
 - (d) Will you be the same as you are now when you're in the 8th grade?
 - (e) Do families change? How?

District Resources



Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Families Change <u>Group Size:</u> entire class <u>Materials:</u> flannel or magnet board</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher arranges hypothetical family on the board. Ask: "Can this family change?" Show increase by adding a figure (baby or grandparent). Show decrease by removing member (by marriage of son, daughter; death or divorce). 		<p><u>Books:</u></p> <p><u>My Turtle Died Today</u>, Edith Stull <u>Eliza's Daddy</u>, Ianthe Thomas, Harcourt.</p>
<p><u>Title:</u> Annie and the Old One <u>Group Size:</u> entire class <u>Materials:</u> book, <u>Annie and the Old One</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Read <u>Annie and the Old One</u> to the class (Indian girl faces death of grandmother). Discuss death as part of family cycle of change. 		
<p><u>Title:</u> Where is Daddy <u>Group Size:</u> entire class <u>Materials:</u> book, <u>Where is Daddy?</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher reads book to class--discusses how divorce can affect a family. 		<p><u>District Resources</u></p>
<p><u>Title:</u> The Chosen Baby <u>Group Size:</u> entire class <u>Materials:</u> book, <u>The Chosen Baby</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher reads book--discusses how adoption can affect entire family. 		

Student Learning Objective(s) A. The student knows families undergo changes (loss or addition of members, divorce, marriage). B. The student is able to give reasons for change in family composition. C. The student is able to identify changes within his/her or other families. D. The student is able to predict changes that would occur in a given situation.

State Goal	1,2,4
District Goal	
Program Goal	1,2,3

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Pantomime <u>Group size:</u> individuals; small groups <u>Materials:</u> none needed</p> <p><u>Procedures:</u> . Allow students to volunteer to role play or pantomime a change that has taken place in their families.</p>		<p>District Resources:</p>



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures.	Possible Resources
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District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Rules and Responsibilities

Page
Suggested
Grade Placement
District
Placement

The student knows:

- . each family member has responsibility to the family's well-being. 91- 1
- . responsibility may be determined by strengths, skills, ability and desires. 97 1
- . that the family, like any other group, must have rules. 99 1
- . rules differ from family to family according to each family's needs and values. 101 1
- . that family rules may be changed. 103 1

The student is able to:

- . give reasons why families have rules. 99 1
- . name some family rules; who made them; why. 99 1
- . name tasks associated with each family member. 97 1
- . discuss value differences that arise in daily life. 101 1

The student values:

- . each member's contribution to the family's well-being. 91- 1
- . his/her own contribution to the family's well-being. 91- 1
- . the need for rules wherever people live or work together. 99 1

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OPTIONAL GOALS AND ACTIVITIES

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>LANGUAGE ARTS</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>HEALTH</p>	<p>READING</p>
<p>CAREER EDUCATION</p>	<p>ENVIRONMENTAL EDUCATION</p>	<p>OTHER _____</p>

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Student Learning Objective(s) A. The student knows each family member has responsibility to family well-being.	State Goal	1,5,7
B. The student values each member's contribution to family well-being. C. The student values his own contribution to family well-being.	District Goal	
	Program Goal	

Related Area(s) _____

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Pos. ble Resources
<p><u>Title:</u> Family Jobs <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students the following questions: <ol style="list-style-type: none"> Should one person in a family do all the work? If one person had to do all the work, what might happen? How might that person feel? What should a family do about family work? Does everyone in your family help with the work? What jobs does Mother do? Father? Sister? Brother? What do you do to help? Can you think of other ways to help? (follow rules, be cheerful, etc.) Why should you help? What happens when someone doesn't help? Students can draw pictures for "e" and "f". 	<p>The student is able to name his/her jobs at home and jobs of other family members.</p> <p>The student should be able to give reasons why each family member's job is important.</p>	<p><u>Film:</u> <u>Families and Jobs; Risa Earns Her Dime, McGraw-Hill</u></p> <p><u>Books:</u> <u>All Kinds of Mothers, Cecily Brownstone, McKay.</u> <u>Where Are The Mothers, Dorothy Marine, Lippincott</u> <u>Mommies At Work, Eve Merriam, Knopf.</u></p> <p><u>Books:</u> <u>A Day With Daddy, Alvin Tressalt, Lothrop, Lee and Shepard</u> <u>Growing Up With Daddy, Christop Christopher Wilson, Lothrop, Lee and Shepard;</u></p> <p><u>Film:</u> <u>Our Family Works Together, Coronet</u></p>
<p><u>Title:</u> Jobs At Home <u>Group Size:</u> individuals <u>Materials:</u> magazine pictures or student-drawn paper, crayon</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher directs students to group the pictures collected or drawn into their categories: Food, shelter, clothing. Without stereotyping, have students name who usually does each job connected with those categories. 	<p>The student is able to name his/her jobs at home and the jobs of other family members.</p> <p>The student is able to give reasons why each family member's job is important.</p>	<p>District Resources</p>



Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Jobs in Pantomime</p> <p><u>Group Size:</u> small groups</p> <p><u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Each group selects a job that a family member does at home and pantomimes before the class. Other students guess what the job is, and tell why it is important. 		<p><u>Kit:</u> Schools, Families and Neighborhoods, Field Education Publications, Inc.</p>
<p><u>Title:</u> Job Chart</p> <p><u>Group Size:</u> individuals/entire class</p> <p><u>Materials:</u> paper, pencil, crayons (see below)</p> <p><u>Procedures:</u></p>		
<p>Teacher helps students make charts listing jobs students do at home, illustrate each job with drawings.</p> <ul style="list-style-type: none"> Students keep track of how many times they do a job at home for a week. At the end of the week, put the numbers on the chart. <p>Alternative: Teacher can make a chart for the entire class and write the numbers in for students.</p>		
<p><u>Title:</u> Job Coupons</p> <p><u>Group Size:</u> individuals</p> <p><u>Materials:</u> paper, pencil, stapler</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students each make a booklet of job coupons to take home. Staple strips of paper together. On each strip, illustrate one chore to be done and write Good For One Job on it. 		<p>District Resources</p>
<p><u>Title:</u> What Can You Do?</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher presents the following situations for discussion, asking what tasks the student 		

Student Learning Objective(s) <u>A. The student knows each family member has responsibility to family well-being. B. The student values each member's contribution to family well-being. C. The student values his own contribution to family well-being.</u>	State Goal	1,5,7
	District Goal	
	Program Goal	

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures.	Possible Resources
<p>could do to help. Help judge tasks students would not be able to do well or safely at their age.</p> <p>a. Little brother wants to visit a friend who lives several blocks away and he might get lost on the way.</p> <p>b. A member of your family has fallen off his/her bike and is hurt.</p> <p>c. Mother is in bed with a cold.</p> <p><u>Title:</u> Helping Hands <u>Group Size:</u> entire class <u>Materials:</u> poem, Helping Hands (below)</p> <p><u>Procedures:</u></p> <p>. Teach the following poem to the class (with motions).</p> <p>*These are helping hands; (hands extended palms down) They help me work and play. They help my mother clean the house; (sweeping motion) They are busy every day. They help my daddy wash the car; (rotary motion) They help sister, brother, too. These helping hands have work to do; (hands extended palms up) They think its fun, don't you? (clap hands together)</p> <p><u>Title:</u> Happy/Sad Chart <u>Group Size:</u> individual <u>Materials:</u> worksheet, pencil</p>		<p><u>Record:</u> <u>Free To Be You and Me, Bell Records</u></p> <hr/> <p><u>District Resources</u></p>

*Author Unknown

Suggested Activities: Grade(s) 1

Suggested Monitoring
- Procedures

Possible Resources

Procedures:

. Students make a chart as follows:

Slow Poke Worker	Does Work On Time
Plays when supposed to be working	Works first; plays later

- . Ask students: "How do brothers and sisters behave if you do not fulfill your family responsibilities?"
Use the chart with sad and happy face on top.
- . Ask: "How can you change a sad to a happy face?"

Title: Jobs For You and Jobs For Me
Group Size: individual
Materials: paper, crayons

Procedures:

- . Each student draws pictures of the people in his/her family.
- . Student writes down two things each family member does for him/her and two things the student does for that family member.

District Resources

Student Learning Objective(s) A. The student knows each family member has responsibility to family well-being. B. The student values each member's contribution to family well-being. C. The student values his own contribution to family well-being. State Goal
 District Goal
 Program Goal

1,5,7

Related Area(s) _____

Suggested Activities: Grade(s) 1 Suggested Monitoring, Procedures Possible Resources

Title: Family Mobile
Group Size: individual
Materials: coat hangers, wooden sticks or drinking straws, string, paper, crayons.

Procedures:
 . Students make mobiles with pictures of family members working.
 . Take one member off -- what happens to the mobile?

Title: Women At Work
Group Size: individual
Materials: following poem, pencil

Women At Work*

Some women are nurses,
 Some carry the mail,
 Some stop speeding drivers,
 and put crooks in jail.

Some women drive taxis,
 A bus or a car.
 Some women drive airplanes
 and trucks near and far.

Women are waitresses,
 And some are good cooks.
 Some women are teachers,
 And some work with books.

District Resources

*Author Unknown

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p>They're bankers and plumbers, They work in the sea. They're singers and dancers, And talk on TV.</p>		
<p>Women are housekeepers, They're salesladies, too. They might work with needles, Paint, paper, and glue.</p>		
<p>Some work with circuses, With churches, or zoos. Some work in factories, Or stores selling shoes.</p>		
<p>Some women are farmers, Add some empty trash. Some women explore, And some work with cash.</p>		
<p>That's the end of the page, Now it's up to you. Can you tell other work That women can do?</p>		
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Teacher reads the poem with the students. . Students circle the things their mothers do. . Students can illustrate and/or pantomime poem. 		<p>District Resources</p>

Student Learning Objective(s) A. The student knows responsibility may be determined by strengths, skills, ability and desires. B. The student is able to name tasks associated with each family member.

State Goal	1,8
District Goal	
Program Goal	1,2,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
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Title: My Jobs At Home
Group Size: individual, small groups, or entire class
Materials: paper, pencil
Procedures:
 . Each student draws pictures of what he/she does for the family from rising to bed time.
 . Discuss pictures with small groups or entire class.

Film:
 Families and Rules--Watch How Well Everything Works, McGraw-Hill

Title: Jobs I Can Do
Group Size: individual or entire class
Materials: magazine pictures or student-drawn illustrations
Procedures:
 . Students make a pictorial list of all activities they think a child of their age can do.

District Resources

Title: As I Grow Older
Group Size: entire class
Materials: none needed
Procedures:
 . Teacher leads discussion on the increase of duties in the home as the student grows older. What extra privileges go with increased duties and responsibilities?

Suggested Activities: Grade(s) 1 -

Suggested Monitoring Procedures

Possible Resources

Title: Pictorial Chart
Group Size: individual
Materials: worksheets prepared, magazine pictures, paste

Filmstrip:
Robert and His Family, SVE

Procedures:

Cassettes:
Helping Is A Good Thing, SVE

	Work	Home	Vacation
Me			
Father			
Mother			
Sister			
Brother			
Etc.			

- Students place pictures on chart of family members in different roles.

Title: Job I Know
Group Size: individuals
Materials: paper, pencil

District Resources

Procedures:

- Teacher asks students to find out what jobs their parents, relatives, brothers, sisters do.
- Students later draw pictures depicting these people on the job (with uniform, background, etc.)
- Students then put their names on the pictures and post them on the bulletin board.

Title: Different Jobs
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion: Why do people in a family do different jobs?

Student Learning Objective(s) A. The student knows that the family, like any group, must have rules. State Goal 1,3,7
B. The student is able to give reasons why families have rules. C. The student is able to name District Goal
some family rules, who make them, why? D. The student values the need for rules wherever people Program Goal 6
live or work together.

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Do's and Don'ts <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher leads discussion on do's and don'ts in the classroom. Ask the students to suggest some do's and don'ts in the classroom. Take a specific suggestion from the students and ask them to tell you the reason for the rule. (Example: Students suggest a rule that only two students may stand in the classroom at any one time. Ask them why this would be a good rule.) Teacher then asks for negative rules: What shouldn't you do? Teacher writes suggestions on the board and asks why these would be good rules. 	<p>The student can list some rules in his/her home and give reasons for the rules.</p> <p>Observe student to see if he/she follows rules at school.</p> <p>The student can tell some things that might happen if we didn't have rules.</p>	<p><u>Books:</u></p> <p><u>When I Have A Little Girl</u>, Charlotte Zolotow; Harper & Row <u>When I Have A Son</u>, Charlotte Zolotow; Harper & Row</p> <p><u>Film:</u></p> <p><u>Beginning Responsibility-Rules At School</u>, Coronet</p>
<p><u>Title:</u> Jobs At Home <u>Group Size:</u> entire class <u>Materials:</u> chalk, chalkboard</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks each student to think of one thing the student is supposed to do at home every day. Teacher lists the jobs on the board and puts X's next to those things also done by other members of the class. 		<p>District Resources</p>
<p><u>Title:</u> Most Important Rule <u>Group Size:</u> entire class <u>Materials:</u> paper, crayons</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher directs each student to think about the most 		



Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

- important rule observed in the student's home.
- Students then illustrate the rule.
- Students tell about the rule to the class.
- The illustrations can be made into a room scrapbook.
- Teacher can caption the illustrations.

Title: Rules
Group Size: small groups
Materials: none needed

Procedures:

- Teacher divides class into small groups and gives each a situation to role-play. Show what happens when a rule is not followed. Show what happens when a rule is obeyed.

Title: Donna Learns A Lesson
Group Size: entire class
Materials: Donna Learns a Lesson (see resources)

Procedures:

- Teacher reads the story to the class. Lead a discussion to elicit answers to questions such as:
 - (a) Why was Donna punished when she broke a rule?
 - (b) What would happen if none of the members of the family observes rules?

Teacher Reference:

Teacher resource guide of Families, SRA, Chapter 16 and p. 235, ("Donna Learns A Lesson").

District Resources

Student Learning Objective(s) A. The student knows that rules differ from family to family

State Goal

3,6

according to each family's needs and values. B. The student is able to discuss differences

District Goal

that arise in daily life and the reasons for these differences.

Program Goal

2,3,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
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Title: Family Rules
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion on the following:
 - (a) Discuss feelings when we are able to do things that our friends cannot do (physically, mentally, socially, and because of family rules)
 - (b) What can you do that another student is allowed to do?
 - (c) What can your family do that another family cannot do?

The student can state his family's rules and some rules of other families he/she knows.

Teacher Reference:
 Teacher resource guide of Families, SRA, Chapter 16, ("Families Make Rules").

Title: Rules In Pantomime
Group Size: individuals
Materials: paper, crayons

Procedures:

- Teacher helps individuals select a rule the student wishes to pantomime. This should be a rule that a friend's family has that the student would like to have. Then the student pantomimes a rule he/she would not like to have that a friend's family has. Discuss the reasons for wanting or not wanting a rule. The student can then illustrate the rule by drawing a picture, or painting.

District Resources



Suggested Activities: Grade(s) 1
 Suggested Monitoring Procedures
 Possible Resources

Title: Rules We Must Follow
Group Size: individuals
Materials: none needed

Procedures:
 . Select students to tell about rules they must follow because of their environment or beliefs
 (Example: Rules of religion; rules in an apartment house; rules for a home on the lake)

District Resources

Student Learning Objective(s) The student knows that family rules may be changed.

State Goal

1.3.7

District Goal

Program Goal

3.6

Related Area(s) _____

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Changing Rules

Group Size: entire class

Materials: none needed

Procedures:

Teacher leads discussion on the following:

As you grow older, will any rules you now have in your family change?

Example: bedtime

going places on bikes with friends

use of kitchen equipment

going to movies alone

Continue discussion with question: "How is a decision made to change a rule?"

(a) group discussion

(b) other

Ask: "Do rules change when you move?"

(a) from farm to city

(b) from city to rural

Title: Role-playing Rule Change

Group Size: individuals, small groups

Materials: none needed

Procedures:

Teacher presents situations to individual students or small groups as a basis for role-playing and discussion of rule changes.

Examples:

(a) Dad has worked day shift for several years and has now been transferred to night shift.

District Resources

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Suggested Activities: Grade(s) <u>4</u>	Suggested Monitoring Procedures	Possible Resources
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- (b) You have been given a pet with the understanding that you'll take care of the pet yourself.
- (c) You have been an only child for many years. Your family now has a new baby. You will need to share your parents' time and they will need extra help from you.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Food

The student knows:

- . food is a universal need. 107- 1
- . most food is grown or raised on farms and can be obtained in a variety of ways (buying, growing, etc.) 111 1
- . a family's buying power influences the type and amount of food purchased. 113- 1
- . environment affects type of food produced in an area. 117 1
- . some families do not have enough food. 119 1
- . many people are involved in food production. 121- 1

The student is able to:

- . tell why food is a basic need. 107- 1
- . name some food produced in his/her area. 117 1
- . identify foods that come from other areas. 117 1
- . name some of the workers involved in supplying food needs. 121- 1
- . give reasons why food should not be wasted. 119 1

The student values:

- . the role of the farmer for providing food for the people. 111 1
- . food and is not wasteful. 119 1

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

Student Learning Objective(s) A. The student knows food is a universal need. B. The student is able to tell why food is a basic need. State Goal

2
4

District Goal

Program Goal

Related Area(s) Health Education; Nutrition

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Why We Need Food
Group Size: entire class
Materials: a nurse

Procedures:

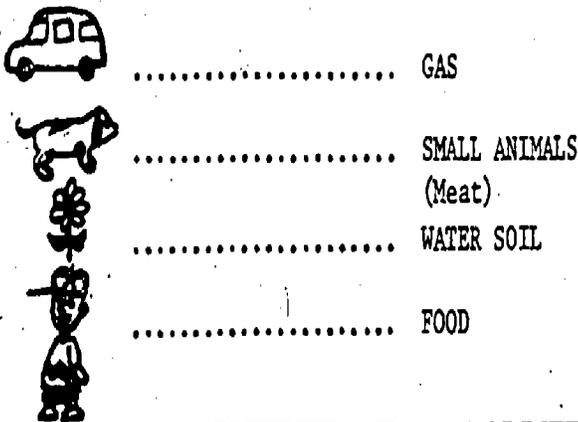
- Invite a nurse to talk to class about why people need food and why different people eat different foods.

Title: Energy Sources
Group Size: entire class
Materials: crayons, paper

Procedures:

- Teacher helps the students make a picture chart showing the energy sources for different objects and living things.

Example:



The student can give reasons why food is important.

 The student can plan a nutritious meal by choosing foods from each basic food group.

Washington Dairy Council
Materials:
We All Like Milk,
What We Do Day by Day,
Everyday, Eat the 1-2-3-4 Way,

Resource People:
 School Cook
 Nurse
 Dietitian

Free or Inexpensive Materials:
 Wheat Flour Institute, Educational Division of Millers National Foundation; 309 West Jackson Boulevard, Chicago, Ill. 60606
 "Shield of Good Health" (shows 4 basic food groups, wall chart size.)

Also Booklets for Teacher:
From Wheat to Flour, From Flour to Bread
Classroom Facts and Fun

District Resources

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Basic Food Group Chart</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> pictures from magazines of milk and dairy products; vegetables and fruit; meat and fish, poultry, bread and cereals. Paste, scissors</p> <p><u>Procedures:</u></p> <p>. Teacher and students make a basic food group chart.</p> <p><u>Title:</u> Menus From Chart</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> basic food group chart; chalkboard</p> <p><u>Procedures:</u></p> <p>. Teacher and students plan menus from the basic food chart.</p> <p><u>Title:</u> What Did I Eat Today?</p> <p><u>Group Size:</u> individuals</p> <p><u>Materials:</u> paper, pencil, basic foods charts</p> <p><u>Procedures:</u></p> <p>. Each student keeps track of everything he/she ate for one day. Student then compares this with the Basic Food Groups chart.</p>		<p>Pictures cut from magazines</p> <p><u>Audio Tapes:</u> <u>The Four Basic Foods, (#011208)</u> ESD 121 <u>Food Needs for the Young, (#011207), ESD 121</u></p> <p><u>Television Series:</u> <u>All About You, PBS</u></p>
<p><u>Title:</u> Favorite Foods</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> chalkboard</p> <p><u>Procedures:</u></p> <p>. Teacher asks students to name favorite foods. Teacher lists these on the board (or on a chart).</p> <p>. Teacher then asks:</p> <ol style="list-style-type: none"> 1. Does everyone in the family like the same food? 2. Would children in other countries like these foods or would they have different favorites? 3. Are all foods necessary for good health? 		<p>District Resources</p>

Student Learning Objective(s) A. The student knows food is a universal need. B. The student is able to tell why food is a basic need. State Goal

2
4

District Goal

Program Goal

Related Area(s) Health Education; Nutrition

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Needs--Wants
Group Size: individuals/entire class
Materials: magazine pictures of food, scissors

Procedures:

- . Teacher directs students to cut pictures of food from old magazines.
- . Teacher divides bulletin board into two sections, labeling one section Needs, the other Wants.
- . Students place pictures in the proper section.

Title: Planning Menus
Group Size: entire class
Materials: resource person: dietitian

Procedures:

- . Invite dietitian from the hot lunch program to visit and tell how and why menus are planned.
- . Take the students to visit the kitchen when food is being prepared if this is possible.

Title: Food Family Friends
Group Size: individuals
Materials: manila folders (1 for each student), 4 small envelopes for each student (can be handmade) magazine pictures or student drawn illustrations.

Procedures:

- . Students copy the Food Family Friends chart on the

District Resources

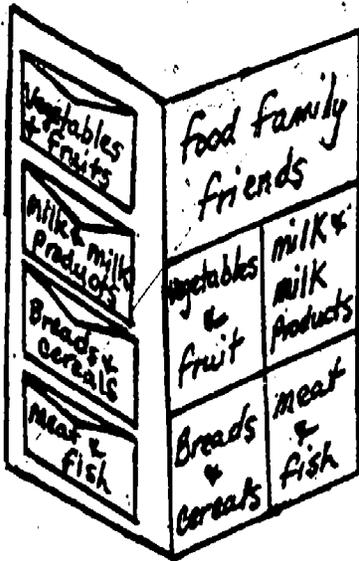
Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

inside (right side) of the manila folder. On the left side, paste envelopes, each labeled with a food group.

Students then place pictures of various foods in the appropriate envelopes.



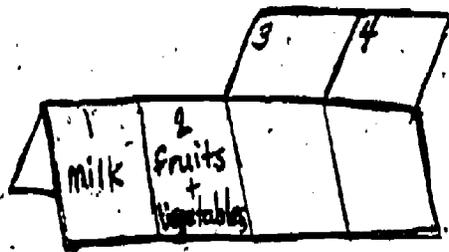
Title: 1-2-3-4 Way

Group Size: small or large

Materials: white construction paper, scissors, pencil, crayons

Procedures:

- Fold paper lengthwise, open, fold crosswise, fold again, open, you should have 8 rectangles. Cut on folds of top half to center. Print 4 groups on top flaps, flip flaps and draw pictures of food for food group.



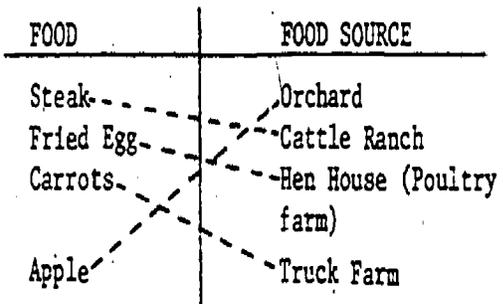
District Resources

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Student Learning Objective(s) <u>A. The student knows that most food is grown or raised on farms</u>	State Goal	2,8
<u>and can be obtained in a variety of ways. B. The student values the role of the farmer for</u>	District Goal	
<u>providing food for the people.</u>	Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Food From The Farm <u>Group Size:</u> entire class <u>Materials:</u> pictures of dairy, orchard, truck, berry farms, beef ranch, etc.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher collects and displays pictures of different kinds of farms (see materials) Teacher leads discussion, asking such questions as: <ul style="list-style-type: none"> "What kinds of food comes from each of these farms?" "Why does the farmer raise so much of one thing?" "What does a farmer use to help him/her in the job?" (machines) 	<p>Student can name sources of several types of food</p>	<p><u>Films:</u></p> <ul style="list-style-type: none"> <u>Poultry on the Farm</u>, Britannica <u>Autumn on the Farm</u>, Britannica <u>Spring on the Farm</u>, Britannica <u>Summer on the Farm</u>, Britannica <u>Machines That Help The Farmer</u>, Bailey Film Associates <u>Farm Animals</u>, Britannica <u>Uncle Jim's Dairy Farm</u>, Washington Dairy Council <p>Farmers in the community</p> <p>Nearby farms (dairy, poultry, etc) Field trip to a specialized farm.</p>
<p><u>Title:</u> Food Matching Game <u>Group Size:</u> entire class <u>Materials:</u> collect pictures of various foods and of various kinds of farms and ranches (see example below); lengths of yarn</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher prepares chart or list with different kinds of farms on one side and foods on the other side. Students match the foods with the farm source. <p>Example:</p>		<p>District Resources</p>



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Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Visit To A Farm <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Arrange to visit a local farm to see the kinds of jobs that need to be done on a farm. . Extension: Follow-up with story writing of visit. <p><u>Title:</u> A Scrapbook of Foods <u>Group Size:</u> entire class <u>Materials:</u> paper, glue, scissors, magazines to cut pictures from</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Make a scrapbook of foods from A-Z. <p>Example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="175 982 370 1260" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>A- is for</p>  <p>APPLE</p> </div> <div data-bbox="454 982 665 1260" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>B- is for</p>  <p>BET</p> </div> </div>		<p><u>Filmstrips:</u> <u>Food for Us, Curriculum Films, Inc.</u></p>
<ul style="list-style-type: none"> . Tell source of food on back of each page. (dairy farm, berry farm, cattle ranch, etc.) 		<p><u>District Resources</u></p>

Student Learning Objective(s) <u>The student knows type and amount of food purchased is determined by family's buying power.</u>	State Goal	2,7
	District Goal	
	Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Fairy Tale <u>Group Size:</u> entire class <u>Materials:</u> <u>The Magic Fish</u>, fairy tale</p> <p><u>Procedures:</u> . Teacher reads the fairy tale <u>The Magic Fish</u> to the class to start discussion on the following questions: "How did they get money in the story?" "How does your family get money for food?"</p> <p><u>Title:</u> Working Mothers and Fathers <u>Group Size:</u> entire class <u>Materials:</u> pictures from magazines of mothers and fathers doing work that earns money.</p> <p><u>Procedures:</u> . After showing students pictures of working parents, teacher discusses with class the terms full-time and part-time work.</p> <p><u>Title:</u> Film - <u>Planning The Use of Money</u> <u>Group Size:</u> entire class <u>Materials:</u> the film - <u>Planning the Use of Money</u></p> <p><u>Procedures:</u> . Teacher has the student ask parents how they decide to spend money on food wisely. (budgeting, shopping lists, needs vs. wants)</p>		<p><u>Fairy Tale:</u> (Example: <u>The Magic Fish</u>, where money comes easily just by wishing for it.)</p> <p><u>Film:</u> <u>Planning the Use of Money</u>, Sterling</p> <p><u>Teacher Reference:</u> Teacher resource guide of <u>Families</u>, SRA, chapter 12 2 ("Some People Do Not Have Jobs")</p> <p><u>Record:</u> <u>The Magic Fish</u>, Scholastic Records.</p>
		District Resources



Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources									
<p>Teacher leads in discussion of the following types of questions:</p> <p>"Do any of your families plant vegetable gardens?" (to save money)</p> <p>"What does your family do with food you grow?" (Example: canning, freezing)</p> <p>"Does your family ever stop at farms or roadside stands to buy food?" "Why?"</p> <p>"Why do you think food purchased in stores costs more?" (Refer to the concept of the cost of production from previous discussions.)</p> <p><u>Title:</u> The Cost of Breakfast <u>Group Size:</u> entire class <u>Materials:</u> food ad clippings from newspapers</p> <p><u>Procedures:</u></p> <p>Teacher has students bring in food ads from newspapers and has them:</p> <p>List all items related to breakfast and prices Example:</p> <table border="0"> <tr> <td>eggs</td> <td>cereal</td> <td>fruits</td> </tr> <tr> <td>sausage</td> <td>ham</td> <td>butter</td> </tr> <tr> <td>bacon</td> <td>juice</td> <td>bread</td> </tr> </table> <p>Help figure out the cost of three or four sample breakfasts.</p> <p>Why doesn't a family have all of these things for breakfast every day? Discuss the fact that people must make choices when they want more things than they can afford.</p> <p><u>Title:</u> People Who Do Not Have Jobs <u>Group Size:</u> entire class <u>Materials:</u> see SRA as noted in Suggested Resources for more activities if teacher wants to go into more detail.</p>	eggs	cereal	fruits	sausage	ham	butter	bacon	juice	bread		<p style="text-align: center;"><u>District Resources</u></p>
eggs	cereal	fruits									
sausage	ham	butter									
bacon	juice	bread									

Student Learning Objective(s) The student knows type and amount of food purchased is determined by family's buying power.

State Goal

2,7

District Goal

Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Procedures:

- Teacher leads discussion on what happens to buying power when people do not have jobs? (illness, seasonal workers, involuntary unemployment)

District Resources

238

237

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<p>239</p>	<p>116</p>	<p>District Resources</p> <p>240</p>

Student Learning Objective(s) <u>A. The student knows that environment affects the type of food produced in an area.</u>	State Goal	4,6
<u>B. The student is able to name some foods produced in his/her area,</u>	District Goal	
<u>C. The student can identify some foods that come from other areas.</u>	Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources						
<p><u>Title:</u> Local Farm Products and Climate <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have class list all products seen on farms around local area. Group related products together. Relate local climate to correct categories. <p>cool, damp weather, hot humid weather long growing season, short growing season much water, little water</p> <p><u>Title:</u> Farms in Washington <u>Group Size:</u> entire class <u>Materials:</u> pictures of different types of farms in Washington</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Using the pictures of different types of farms in Washington, discuss the environment shown in each picture of slide. Point out that plant life requires different geographic conditions. <p><u>Classify:</u></p> <table border="1"> <thead> <tr> <th>Foods From Farms Near Us</th> <th>Foods From Eastern Washington</th> <th>Products From Both</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Foods From Farms Near Us	Foods From Eastern Washington	Products From Both				<p>The student can name some foods that come from his/her area and some that require other environments.</p>	<p><u>Films:</u> Dairy Farm, Coronet Poultry on the Farm, Britannica</p> <p><u>Slides:</u> Farming West of the Cascades, Thompson Farming East of the Cascades, Thompson Slides geared for upper grades. Necessary to select suitable slides.</p> <p><u>Field Trip:</u> Pike Place Market or local produce market.</p> <p><u>Free or Inexpensive Materials:</u> Cleveland District Dairy Council 2010 East 102 Street Cleveland, Ohio 44106</p> <p>District Resources</p>
Foods From Farms Near Us	Foods From Eastern Washington	Products From Both						

Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

Title: Farms and Products Found in
Washington

Group Size: entire class

Materials: tagboard, paste, pictures of
different types of farms found
in the State of Washington and
also pictures of products grown
in Washington.

Procedures:

- . Using pictures of products grown in Washington have class make a collage.
- . Make a mural of different types of farms found in Washington.

Title: Visit To A Produce Market

Group Size: entire class

Materials:

Procedures:

- . Visit local produce markets. (Pike Place Market would be perfect for those in the Seattle vicinity)
- . Have student locate foods that come from our area and those that come from other areas or countries.
- . If you visit the Pike Place Market, be sure to visit the Italian grocery. (Try to make arrangements before with some of the proprietors of stands and stores so they can discuss the sources of some of their foods)
- . Extension: As follow-up locate some sources of food on the world map. On an outline map the student could draw or paste pictures of a food in the country or continent it came from.

District Resources

Student Learning Objective(s) A. The student knows that some families do not have enough food. State Goal

5,7
4

B. The student is able to give reasons why food should not be wasted. C. The student values District Goal

food and is not wasteful. Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Don't Waste Food <u>Group Size:</u> entire class <u>Materials:</u> magazine pictures of under-nourished children</p> <p><u>Procedures:</u> . Teacher shows pictures of undernourished children and starts discussion by asking: "Why do you think they look the way they do?" "What makes healthy children?" "If these children had more food, would their appearance change?" "What are some of the reasons families may not have enough food?" (Example: loss of job; illness of provider, disaster - flood, fire) "What can others do to help?" (Example: food baskets for holidays, collections after family loss) "Should food be wasted?" "What can you do not to be wasteful?"</p>	<p>Observe: Student is willing to <u>and</u> encourages other students not to waste food.</p>	<p>Pictures of undernourished children cut from magazines</p>
<p><u>Title:</u> Do Not Waste Food Posters <u>Group Size:</u> entire class <u>Materials:</u> crayons, colored tagboards</p> <p><u>Procedures:</u> . Teacher has students make Do Not Waste Food posters for the school lunch room.</p>		<p>District Resources</p>

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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		District Resources

248

247

120

Student Learning Objective(s) A. The student knows many people are involved in food production. State Goal

B. The student is able to name some of the workers involved in supplying food needs. District Goal

1,4,8
4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> The Supermarket <u>Group Size:</u> entire class <u>Materials:</u> a large supermarket picture</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher leads discussion asking: "How did the foods from farms end up on shelves for people to buy?" "Are other people involved besides farmers?" <p><u>Title:</u> Follow-up To "Dairy Farm" film <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Following film teachers discusses: "What happens to the milk after the cows are milked at the dairy farm and before you drink milk at home?" "What people are involved?" 	<p>The student can name several people who are involved in food production. (farmer, supermarket clerk, baker, etc.)</p>	<p><u>Films:</u> The Food Store, Britannica Cities and Shopping - Where We Get Our Food, McGraw-Hill Cities and Commerce - Where We Get Goods and Service, McGraw-Hill Bakery Beat, Cahill My Milkman Joe, Washington Dairy Council</p> <p>Dairy Farm Model, Washington Dairy Council</p> <p>Dairy Council Materials</p> <p>Field Trip to dairy farm or local dairy</p>
<p><u>Title:</u> "My Milkman Joe" <u>Group Size:</u> entire class <u>Materials:</u> film: My Milkman Joe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> After showing film discuss things students learned in the film about people involved. Use Dairy Farm Model to supplement discussion. 		<p>District Resources</p>

250

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> A Visit To The Dairy Farm (local)</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <p>. Visit a dairy farm or local dairy to see how mass production actually works and how many workers are involved. Have class name and list people and jobs involved in milk production and distribution.</p>		
<p><u>Title:</u> Milk - From Farm To Table</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> crayons or watercolors, paper, appropriate mural materials of teacher's choice</p> <p><u>Procedures:</u></p> <p>. Have class make a mural of milk production workers from farm to table. Include milk products.</p>		
<p><u>Title:</u> The Story of Grain</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> "The Little Red Hen"</p> <p><u>Procedures:</u></p> <p>. Teacher reads the story of <u>The Little Red Hen</u> as a follow-up to the Eastern Washington wheat farm slides and leads discussion in:</p> <p>The sequence in the story.</p> <p>"What do farmers do with the grain they grow?" (storing and selling)</p> <p>"What other people does this involve?"</p> <p>"What is the grain made into and by whom?" (cereals - flour)</p> <p>"Who makes things from flour?"</p>		
<p><u>Title:</u> Making Cookies</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> cookie recipe and necessary ingredients</p> <p><u>Procedures:</u></p> <p>. Have students bring flour and other ingredients to make cookies at school.</p>		<p>District Resources</p> <p>252</p>

Student Learning Objective(s) A. The student knows many people are involved in food production.

State Goal

1,4,8

B. The student is able to name some of the workers involved in supplying food needs.

District Goal

Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Grain Products

Group Size: entire class

Materials: empty cereal cartons, flour, various mixes

Procedures:

- . Teacher has class make a display of empty cartons of grain products.
- . Have students indicate kind of grain used on each carton.
- . Discuss what people were involved in making these products.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

256

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Shelter

The student knows:

- . shelter is a universal need. 127 1
- . environment is a determining factor in choice of shelters and material used for shelters. 129 1
- . life style, values, economic conditions determine a family's shelter. 133 1
- . shelter is a place which provides protection and privacy. 135 1

The student is able to:

- . name different materials that can be used for building shelters. 129 1
- . state reasons for needing shelter. 127 1
- . give examples of different types of shelters (apartment, mobile, A-frame, igloo, etc.) 133 1

The student values:

- . shelter for protection and privacy. 135 1
- . and respects other people's shelter and privacy. 135 1

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

OPTIONAL GOALS AND ACTIVITIES

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>LANGUAGE ARTS</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>HEALTH</p>	<p>READING</p>
<p>CAREER EDUCATION</p>	<p>ENVIRONMENTAL EDUCATION</p>	<p>OTHER _____</p>

258

259

Student Learning Objective(s) A. The student knows that shelter is a universal need. B. The student is able to state reasons for needing a shelter.

State Goal

1

District Goal

Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Comparing Homes
Group Size: entire class
Materials: large variety of art materials.

Student can give reasons for needing shelters.

Filmstrip:
Man's Shelter Today, Popular Science

Procedures:

- . Let each student choose the material he/she wishes to use to illustrate his/her home. Have each student tell the class about his/her own home.
- . Display pictures of several types of homes around the world and compare to student's illustrations.
- Ask the students:
 - a. "Are any of these homes like yours?" "How?"
 - b. "Are any of them different?" "How?"
 - c. "Which would you like to live in?"
 - d. "Why do we need a place to live?"
 - e. "How does a place to live help us when we are afraid?, cold?, hot?, sick?, sleepy?, hungry?" etc.
- . Save pictures for later activity.
- . Show film and/or filmstrip and discuss.
- . Possibly have students find pictures in magazines of the home they would most like to move into and have them give their reasons why.

Film:
A World Full of Homes, McGraw-Hill

District Resources

261

Suggested Activities: Grade(s) _____

Suggested Monitoring Procedures

Possible Resources

District Resources

232

233

Student Learning Objective(s) A. The student knows that environment is a determining factor in choice of shelters and materials used for shelters. B. The student is able to name different materials that can be used for building shelters. State Goal 1,5
 District Goal
 Program Goal 4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Writing A Poem <u>Group Size:</u> entire class <u>Materials:</u> paper, pencil</p> <p><u>Procedures:</u></p> <p>Record the students' answers to the following questions: (on chalkboard)</p> <ol style="list-style-type: none"> 1. "What are homes made of?" 2. "What happy sounds do you hear at home?" 3. "What smells good at your house?" 4. "What part of your home do you like best?" 5. "How are homes alike everywhere?" <p>Each student then writes a poem by combining an answer from each question above.</p> <p>Example:</p> <p style="padding-left: 40px;">Homes Brick, mud and wood A front porch and a red door A baby laughing Fresh cookies and a birthday candle</p> <p><u>Title:</u> Building Site <u>Group Size:</u> entire class <u>Materials:</u> paper, crayons</p> <p><u>Procedures:</u></p> <ol style="list-style-type: none"> 1. Arrange with a contractor to visit a home building site. 2. Students collect sample materials (with contractor's prior permission) and arrange them in a display at school. 	<p>Teacher observes while student matches pictures of shelters with appropriate environments.</p> <p>Student is able to name different materials used for making shelters.</p>	<p><u>Filmstrips:</u> Around the World, McIntyre Kinds of Houses, PBF My Home and Me, PBS</p> <p><u>Films:</u> How to Build an Igloo, NFB Where People Live, McGraw-Hill.</p> <p><u>Pictures:</u> How Families Live -- Year One, Social Studies Discussion Picture 1B/6, 1B/7 Huts--Igloos</p> <p><u>Film:</u> A World Full of Homes, McGraw-Hill</p> <p><u>Books:</u> Houses, Werner; Little Golden Book Story Book of Houses, Maud & Miska Petershom</p>
		District Resources

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p>• Students write an experience story about the trip.</p> <p><u>Title:</u> Homes Around the World <u>Group Size:</u> entire class <u>Materials:</u> <u>National Geographic</u>, magazines with pictures; scissors, paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> • Students cut pictures out of magazines. Group pictures into appropriate areas by climate (cold, warm, rainy, etc.) • Students list materials used for each home. • Follow up with film <u>A World Full of Homes</u>. <p><u>Title:</u> Places I'd like to Live In and Not Like to Live In <u>Group Size:</u> entire class <u>Materials:</u> paper, crayon</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> • Teacher directs students to draw pictures of places they would like to live. Discuss. • Teacher directs students to draw pictures of places they would not like to live. Discuss their reasons. 		
<p><u>Title:</u> Different Kinds of Shelters <u>Group Size:</u> entire class <u>Materials:</u> pictures from magazines or student drawn pictures</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> • Divide student into groups. Each group is assigned as follows: <ul style="list-style-type: none"> Group 1: Farm shelter Group 2: City shelter Group 3: Recreational shelter Group 4: Portable shelter Group 5: Suburban (be sure to explain what this means) shelter 		<p>District Resources</p> <p>237</p>

Student Learning Objective(s) A. The student knows that environment is a determining factor in choice of shelters and materials used for shelters. B. The student is able to name different materials that can be used for building shelters.

State Goal	1,5
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<ul style="list-style-type: none"> . Students are to find or draw pictures of the above kinds of shelters. . Students write down likenesses and differences. <p><u>Title:</u> Houses <u>Group Size:</u> entire class <u>Materials:</u> various art materials</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Teacher reads the book, <u>Houses</u> to students. . Students then illustrate one kind of house, using art materials provided. 		
		<p>District Resources</p>

208

209

Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

District Resources

270

271



Student Learning Objective(s) <u>A. The student knows life style, values, economic conditions</u>	State Goal	1,5,6
<u>determine a family's shelter. B. The student is able to give an example of different types</u>	District Goal	
<u>of shelters. (Apartments, mobile homes, igloos, etc.)</u>	Program Goal	4

Related Area(s) Environmental Education

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Identifying Shelter Types</p> <p><u>Group Size:</u> two students</p> <p><u>Materials:</u> pictures from previous activity, tagboard strips and pictures of many different kinds of shelters (apartments, tents, igloos, mobile homes, grass huts, etc.)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Arrange a display of different type shelters on bulletin board. Print words on tagboard strips (apartments, tents, etc.) and place in pocket attached to bulletin board. Students may work in pairs to match words to pictures. After checking for accuracy, remove words so that the next pair may work. 		<p><u>Film:</u> Families and Shelters-A House for the Hernandez, McGraw-Hill</p>
<p><u>Title:</u> Illustrating Shelter Types</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> pictures of different type shelters</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Fold 18"x 24" paper into six sections. Label each section with one of the following words and illustrate: House, apartment, mobile home, tent, igloo, and grass hut. 		<p>District Resources</p>
<p><u>Title:</u> Factors Influencing Shelter Type</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> pictures of homes from the various income groups in America</p>	<p>1. Student can draw or find pictures of different types shelters.</p>	

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> • Display examples of several types of homes found in America. Be sure to include houses from very poor, moderate, and high income areas. • Teacher will lead discussion on: <ul style="list-style-type: none"> a. "Which homes do you think house many families?" b. "Are some homes made differently than others?" c. "Are there any that might have been built in a factory rather than where they are located?" d. "Do some homes cost more than others?" e. "What do you think a good home should have?" (water, electricity, heat, light, fresh air, space for eating, sleeping, keeping clean, etc.) List qualities of a good home. • Collect pictures of slums and substandard housing. Have students study pictures and then have discussion to discover characteristics of poor housing. (Crowded, poor lighting & ventilation, dirt, litter, etc.) List these. • Ask children to discuss why people might choose to live in each type of housing previously presented. <p>(NOTE: Keep in mind homes are more than appearance they include love, understanding, contentment...)</p>	<p>2. The student can give reasons why a family might live in a certain type of shelter.</p>	
		<p>District Resources</p>

Student Learning Objective(s) A. The student knows shelter is a place which provides protection and privacy. B. The student values shelter for protection and privacy. C. The student values and respects other people's shelter and privacy. State Goal
 District Goal
 Program Goal

1,5
4

Related Areas) _____

Suggested Activities: Grade(s) 1 Suggested Monitoring Procedures Possible Resources

<p><u>Title:</u> Shelter <u>Group Size:</u> entire class <u>Materials:</u> filmstrip</p> <p><u>Procedures:</u> . Teacher leads class discussion: Questions: "Why do we need shelter?" Introduce filmstrip: "This is a filmstrip about a boy who thought he didn't need shelter." "Do you think he might change his mind?" After showing filmstrip, ask: "Why do you think Ken decided he liked living in a house?" Students dramatize some things that might happen if they did not have a shelter. . Discuss respecting other people's property.</p>	<p>During discussion, student will be able to tell how shelters provide protection.</p> <p>Observe: Student is careful not to abuse classmates' belongings.</p> <p>Student shows pride in and respects for school grounds.</p>	<p><u>Filmstrip:</u> <u>Why We Need Houses</u>, EBF</p> <p><u>Film:</u> <u>Shelter</u>, Britannica</p>
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District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

278

279

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Clothing

Page	Suggested Grade Placement	District Placement
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The student knows:

- . clothing is a universal need. 139 1
- . different types of clothing have different purposes. 141 1
- . environment affects type of clothing worn. 141 1
- . clothing is made from a variety of materials (animal, plants, man-made). 145 1
- . clothing style is determined by individual and group values. 149 1
- . clothing can be hand or factory made. 151 1
- . families may spend a large portion of their income for clothes 153 1

The student is able to:

- . list clothes suitable for a certain environment of occasion (hot weather, cold, recreational vs. formal). 141 1
- . name sources of types of clothing (animal, plant, man-made). 145 1

The student values:

- . taking care of his/her clothes. 153 1

280

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

281

282

Student Learning Objective(s) The student knows clothing is a universal need.

State Goal

1

District Goal

Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Clothing</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> <u>National Geographic</u> Magazines, pictures of people from other countries (student-brought)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students to bring pictures of people from other countries to class. Teacher has available pictures from <u>National Geographic</u> to display. Teacher leads discussion to find out what all the people have in common. If students don't bring it up, suggest that clothing is something all have in common. Save pictures for a later activity. 	<p>Student is able to tell some reasons why clothing is necessary.</p>	<p><u>National Geographic</u> and other picture magazines.</p> <hr/> <p>District Resources</p>

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		<p data-bbox="1240 1262 1474 1297">District Resources</p> <p data-bbox="1386 1871 1463 1934">286</p>

285

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Procedures:

Teacher directs students to make a collage by putting the proper pictures on the proper tagboard sheet.

Title: Sorting Clothes

Group Size: entire class

Materials: pictures from magazines (saved from activity 1)

Procedures:

Teacher directs students to sort pictures according to their suitability for warm climate, cold climate, rainy climate, etc.

Title: Clothes And Why We Wear Them

Group Size: entire class

Materials: Film; 1 sheet construction paper 18" x 24" (1 for each student) folded into eight parts. Each section labeled with one of the following: warmth, coolness, rain, special job, party, beauty, protection, comfort.

Procedures:

Teacher directs students to illustrate each section with drawing of proper clothing or pictures from catalogues or magazines.

Film:

Clothes and Why We Wear Them, EBE

District Resources

Warmth	Coolness	Rain	Special Jobs
Party	Beauty	Protection	Comfort

289

290

Student Learning Objective(s) A. The student knows that different types of clothing have different purposes. B. The student knows that environment affects the type of clothing worn. C. The student is able to list clothes suitable for a certain environment or occasion (hot vs. cold; recreation vs. work, etc.).

State Goal

1

District Goal

Program Goal

4

Related Area(s) Science

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Guess What Activity
Group Size: entire class
Materials: article from home such as sunglasses, earmuffs, boots, baseball cap, sunhat, bathing cap

Procedures:

- Teacher asks each student to bring an article of clothing (see above) from home. Other students then guess what activity or type of weather each article would be worn for.

Title: Dress Up Day
Group Size: entire class
Materials:

Procedures:

- Teacher first sends home a letter informing parents of the activity.
- Students wear party clothes to school on a selected day. (Would be good time to discuss party manners, behavior.)
- Serve apples and cheese some time during the day and let students tell where they usually wear their dress up clothes.

Title: Weather Drama
Group Size: entire class
Materials: none needed

District Resources

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
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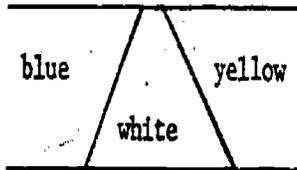
Procedures:

- Teacher directs the students to react to descriptions of weather conditions.
- Example: Teacher says: "Its so hot today." Students dramatize reactions. "It snowed all night." "The streets are covered with snow." "There's a storm coming - - listen to the thunder!"

Title: Clothes & Why We Wear Them
bulletin board

Group Size: small or large

Materials: tagboard, white construction paper, teacher prepared paper dolls on tagboard divided into colors: blue for rain, white for snow and yellow for sunshine.



Procedures:

- Students select weather they want.
- Each student cuts out a paper doll and traces around it making appropriate clothes (and making sure to put on standout tags so they can be put on and taken off!)
- Place in appropriate section of display.

District Resources

204

Student Learning Objective(s) <u>A. The student knows clothing is made for a variety of materials</u>	State Goal	1
(animal, plants, man-made). <u>B. The student is able to name sources of types of clothing (animal,</u>	District Goal	
plant, man-made).	Program Goal	4

Related Area(s) Science

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Various Materials <u>Group Size:</u> entire class <u>Materials:</u> samples of materials clothes are made from: wood, cotton, leather, rubber, etc. Filmstrip: <u>Materials for Clothing</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Let students touch and hold samples of materials. Discuss weight, texture of various materials. Show filmstrip. 	<p>Teacher asks student to name several sources of clothing materials.</p>	<p><u>Filmstrip:</u> <u>Materials For Clothing, EBE</u></p> <p><u>Film:</u> <u>Cotton --From Fiber to Fabric, McGraw-Hill</u></p> <p>Fabric Store</p> <p><u>Free or inexpensive materials:</u></p> <ol style="list-style-type: none"> Louisiana State Dep. of Agriculture and Immigration, Baton Rouge, La. Exhibit: cotton balls and lint cotton. National Cotton Council of America; P.O. Box 12285, Memphis, Tn. Pendleton Wollen Mills, Home Economics Dept., Portland, Ore. <p>Chart: <u>Wool</u>, also <u>Fiber In The Making</u> (8 steps in manufacturing with samples of wool at each stage.)</p>
<p><u>Title:</u> Animal Fabrics <u>Group Size:</u> entire class <u>Materials:</u> clay, tagboard strips, samples of material made from animals.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher directs students to make clay models of animals which provide material for clothing. Label with tagboard strips. Put a sample of material beside each animal model. 		
<p><u>Title:</u> Plant Fabrics <u>Group Size:</u> entire class <u>Materials:</u> paper, crayon, sample of plant fabric</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to draw pictures of plants which provide material for clothing fabric. Attach a sample of material to the drawing. 		<p>District Resources</p>

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

. Variation: The two preceding activities could be combined, with half the class working with animal fabric, the other with plant fabrics.

Title: Fabric Cards
Group Size: individual
Materials: 2 sets of cards (3" x 5"); one set with pictures of sources of materials and the other set with words for materials (wool, cotton, etc.)

Procedures:

. Students match picture cards with word cards.

Title: Cotton: From Fiber to Fabric
Group Size: entire class
Materials: Film

Procedures:

. Show film and discuss.

Title: Synthetic Materials
Group Size: entire class
Materials: samples of synthetic materials chart (see below)

District Resources

	Soft	Hard	Rough	Smooth	Shiny	Dull	Etc.	Will Burn	Wrinkles	Teasily
Wool			X			X				
Cotton	X			X	X	X		X		
Silk										
etc.										

Student Learning Objective(s) <u>A. The student knows clothing is made from a variety of materials</u>	State Goal	1
<u>(animals, plants, man-made). B. The student is able to name sources of types of clothing (animal,</u>	District Goal	
<u>plant, man-made).</u>	Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to describe how the samples feel. Discuss whether materials can come from something other than plants or animals. <p><u>Title:</u> Field Trip To Fabric Store <u>Group Size:</u> entire class <u>Materials:</u> Fabric Store, scrapbook(s)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher takes students to a fabric store. Students identify as many materials as possible. If samples are available, have each student make a scrapbook labeling the samples. If not enough samples are available for each student, make a class scrapbook. 		
		<p>District Resources</p> <p style="text-align: right;">300</p>

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

301

302

Student Learning Objective(s) The student knows the clothing style is determined by individual and group values.

State Goal	5,6
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: What Are You Wearing?
Group Size: entire class
Materials: chalk, chalkboard

Procedures:

- Teacher stands at board with chalk and gives the following directions:
 - "All those wearing tennis shoes stand up." Teacher puts the number on the board.
 - "All those wearing jeans or slacks stand up." Record number on board.
 - "All those wearing party clothes." Record.
- Teacher counts responses and leads discussion on which groups most students fit into.
- Variation: Graph the number of responses by using stick figures or squares of colored paper for each student wearing a particular type of clothing.

Title: Why Do You Like It?
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads class discussion on what kinds of clothing the students like and why.

Title: Historical Clothes
Group Size: entire class
Materials: snapshots or pictures of clothing worn in olden times (e.g., 1930's, 1940's, 50's and 60's, etc.)

District Resources

304

303

Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

Procedures:

- . Have students bring snapshots of relatives or neighbors showing what they wore as children; identify snapshots by year if possible.
- . Group the pictures brought in by years on a chart:

1930	1940	1950	1960	1970

Discuss similarities and differences in the styles

District Resources

Student Learning Objective(s) The student knows that clothing can be hand or factory made.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Career Education

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Patterns
Group Size: entire class
materials: clothing pattern; portable sewing machine; seamstress (parent or volunteer) fabric (see below)

Procedures:

- Teacher brings a garment pattern to class.
- Teacher asks if anyone knows what it is.
- Hold up individual pieces of the pattern and ask students what part of the garment the piece is for.
- With parental assistance and a sewing machine demonstrate how to make a simple garment form a pattern.

Student can tell teacher which item of his/her clothing were purchased ready-made and which were home made.

Parents
 Volunteers
 Agreeable seamstresses

Filmstrip:
Where Clothes Come From, EBF

Title: Sewing a Garment
Group Size: small groups
Materials: volunteers with sewing machines, patterns, fabric

Procedures:

- Volunteers make a simple garment, involving the students as much as possible.

District Resources

Title: Visit To Garment Factory
Group Size: entire class
Materials: Filmstrip: Where Clothes Come From

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show filmstrip. Lead discussion on where students get their clothes. <p><u>Title:</u> Clothing <u>Group Size:</u> small groups <u>Materials:</u> paper, crayon</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask each student to draw a picture of the article of clothing he/she would most like to have. Student describes the article to the class or to a small group, detailing what it is made of, what color, where it can be purchased, the cost, etc.) 		
		<p>District Resources</p>

Student Learning Objective(s) A. The student knows families may spend a large portion of their
income for clothes. B. The student values taking care of his clothes.

State Goal

1,5
4

District Goal

Program Goal

Related Area(s) Math-Money

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: New Clothes
Group Size: entire class
Materials: none needed

Observe how the student takes care of his/her own clothes at school.

Old magazines, newspapers
 5th or 6th grade students as helpers.

Procedures:

- . Teacher leads discussion:
 Teacher asks students what they would do if they wanted a new shirt or dress. (Possible responses: Ask mother or dad; go to the store, etc.)
- . Teacher elicits answer: "Buy them." (Even if clothes are to be sewn at home, materials must be purchased).
 Teacher: "What do you need to buy clothes?"
 Student: "Money."
 Teacher: "Where do you or your parents get the money to buy clothes?"
 Student: "They work, etc.: (many possible answers).

District Resources

Title: How Much Do Clothes Cost?
Group Size: entire class
Materials: mail order catalogs, scissors, chalk, chalkboard, older students

Procedures:

- . Students cut pictures of clothing they would like to have from the mail order catalogs. (Allow about 15 minutes for selection.)
- . With the help of the older students, have the students find the amount of money needed to purchase the clothes they want.
- . Pose the following question to the students:

Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

If they received 10¢ for every hour they were in school, how many hours would they need to earn enough money to buy the clothes they wanted? Older students may help the class.

Title: Risa Earns Her Dime

Group Size: entire class

Materials: Film: Risa Earns Her Dime

Procedures:

- . Show film to the class.
- . Ask students to dramatize or illustrate how they would earn money for something they wanted.

Title: Mural

Group Size: entire class

Materials: large sheet of paper (suitable for mural) pictures from newspapers or magazines; scissors, paste or glue

Procedures:

- . Teacher draws sections on top of mural sheet as follows:

\$10	< \$10	> \$10
		

- . Students make a mural of clothing advertisements. Pictures should be arranged in areas of cost of clothing article. Example: Less than \$10; more than \$10. (Coordinate with math lesson on "greater than" and "less than.")

Film:

Families and Jobs: Risa Earns Her Dime, McGraw-Hill

District Resources

314

Student Learning Objective(s) A. The student knows families may spend a large portion of their income for clothes. B. The student values taking care of his clothes.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Math-Money

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Clothing Care <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher leads discussion on clothing care: Begin by asking "What are some ways we can help to make our clothes last longer?" "Does your family have any rules about taking care of clothes?" "Why should we take good care of our clothes?" 		
<p><u>Title:</u> Worn Out Clothes <u>Group Size:</u> entire class <u>Materials:</u> worn clothing from student's home</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks each student to bring in one article of clothing he/she has not taken good care of and what might have been done to prevent the damage to the clothing. 		<p>District Resources</p>
<p><u>Title:</u> Clothing Cost <u>Group Size:</u> entire class <u>Materials:</u> mail order catalog; clothing ads from newspapers, magazines, older students</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students to go home and list each article of clothing that each member of his/her family is wearing at the time. Bring list to school and with the help of older students, look up approximate prices of each item 		<p>316</p>

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p>of clothing in the catalog or ads. Student determines the total cost to the family to buy one outfit for each member of the family. (Note: If listing each member of the family's clothing is too difficult, let the student choose just one member of the family or himself/herself).</p>		
		<p>District Resources</p> <p>318</p>

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs-- Love

The student knows:

- . human's need to give and receive love.
- . there are many ways to show love.
- . the family helps meet a person's need for love.

The student is able to:

- . identify people or other living things he/she loves.
- . name ways in which he/she shows love.
- . name ways in which his/her family members provide love for each other.

The student values:

- . giving and receiving love by sharing in family activities and responsibilities.

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

159

1

161

1

163

1

159

1

161

1

163

1

163

1

OPTIONAL GOALS AND ACTIVITIES

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>LANGUAGE ARTS</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>HEALTH</p>	<p>READING</p>
<p>CAREER EDUCATION</p>	<p>ENVIRONMENTAL EDUCATION</p>	<p>OTHER _____</p>

320

321

Student Learning Objective(s) <u>A. The student knows that humans need to give and receive love.</u>	State Goal	1,2,5
<u>B. The student is able to identify people or other living things which he/she loves.</u>	District Goal	
	Program Goal	1,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> What Mary Jo Wanted</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> book (above)</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Read <u>What Mary Jo Wanted</u> to the class. Ask the students: <ul style="list-style-type: none"> "How did Mary Jo show she loved the puppy?" "Do you have a pet you love?" "Why do you love it?" Students draw a pet they have or would like to have, showing some of the things they would do for it. 	<p>Student can name or draw pictures of living things he/she loves.</p> <p>Student can express what love means to him/her.</p>	<p><u>Books:</u></p> <p><u>Love is a Special Way of Feeling</u>, Joan Walsh Anglund, Harcourt Brace</p> <p><u>Do You Know What I'll Do?</u> Charlotte Zolotow, Harper</p> <p><u>What Mary Jo Wanted</u>, Scott, Foresman</p> <p><u>Big Sister and Little Sister</u>, Charlotte Zolotow, Harper</p>
<p><u>Title:</u> Love Is A Special Way of Feeling</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> butcher paper, poster paint writing paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students complete the following sentence on writing paper: "Love is _____." (If they can't write, have them dictate to an older student, or to teacher.) Students paint large LOVE posters on butcher paper. 		<p>District Resources</p>
<p><u>Title:</u> Love List I</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> paper, pencil, crayon</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Allow students ten minutes to list everything they love. 		

Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

- . Explain that the list must contain only living things. (They may dictate to older students)
- . Students then draw pictures of each of the things listed.

Parent

Cat



etc.

District Resources

Student Learning Objective(s) A. The student knows there are many ways to show love. B. The student is able to name ways in which he/she shows love. State Goal

1,2,5
1,7

District Goal

Program Goal

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

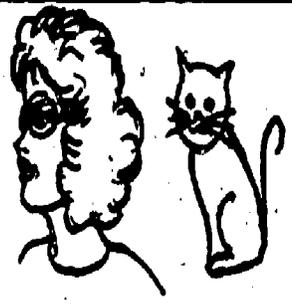
Title: Love List II
Group Size: entire class
Materials: Love list (see previous activity) paper, pencil

Student orally tells of ways to show love.

Procedures:

. The student uses the pictures that he/she drew for the previous activity and then lists (or tells) the ways that show love for that person or animal. On the back the student lists (or tells) how that person or animal loves the student.

Mother Cat etc.



Title: Family Love
Group Size: entire class
Materials: none needed

Procedures:

. Teacher leads discussion on the following questions:
 (a) "How do members of your family show they love you?"
 (b) "Can you think of a time when someone in your family was angry with you?" "Why?"

District Resources

327

Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

- (c) "Did they still love you even though they were angry?"
- (d) "Can you be unhappy with someone and still love that person?"

Title: Peter Rabbit

Group Size: entire class

Materials: The Tale of Peter Rabbit, by Beatrix Potter

Procedures:

- . Teacher reads the story to the class.
- . Teacher leads discussion on why Peter was sent to bed without dinner.
- . Ask: "Did his mother and brothers and sisters still love him?"
- . The students write or dictate a story telling what Peter should have done.
- . NOTE: Since many students are familiar with story have them retell it.

Title: Gift Searching

Group Size: small or large

Materials: Ask Mr. Bear

Procedures:

- . Teacher reads story
- . Discuss how child searches for present for mother and ends up with a bear hug.

Books:

The Tale of Peter Rabbit,
Beatrix Potter, Warne
Ask Mr. Bear, Marjorie Flack,
MacMillan

District Resources

- Student Learning Objective(s) A. The student knows the family helps meet a person's need for love. State Goal 2,7
- B. The student is able to name ways in which his/her family members provide love for each other. District Goal
- C. The student values giving and receiving love by sharing in family activities and responsibilities. Program Goal 1,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> How Families Live <u>Group Size:</u> entire class <u>Materials:</u> "Ties of Affection" pictures <u>How Families Live:</u> teacher's guide</p> <p><u>Procedures:</u> . Teacher leads discussion using questions from teacher's guide. 1C/2 Mother and Children 1C/3 Mother and Son 1C/4 Father and Daughter</p> <p><u>Title:</u> Family Love <u>Group Size:</u> entire class <u>Materials:</u> books (see resources)</p> <p><u>Procedures:</u> . Teacher reads book(s) to class and leads discussion on how love is shown in that family. . Teacher asks: (for class discussion) (a) "How does your family show they love you?" (b) "What do you do that shows love for your family?"</p> <p><u>Title:</u> What's A Family For? <u>Group Size:</u> entire class <u>Materials:</u> paper, crayons or water colors</p> <p><u>Procedures:</u> . Teacher leads discussion by asking students why they think that people all over the world live in families. Accept all responses. Try to elicit, "Because they love each other."</p>	<p>Teacher observation: student says positive things about other family members.</p> <p>During show and tell the student tells of family activities he/she enjoyed.</p>	<p><u>How families Live -- Year One, Social Studies Discussion</u> Picture Fitzhenry and Whiteside Limited Concept C -- Box</p> <p><u>Books:</u> <u>My Mother is the Most Beautiful Woman in the World</u>, Becky Reyher Lothrop, Lee & Shepard <u>Do You Know What I'll Do?</u>, Charlotte Zolotow, Harper & Row</p> <hr/> <p>District Resources</p>



Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

- Students then make crayon or water color illustrations of ways their families show love.
- Students then write or dictate a story about a family activity they enjoy.

Title: Families Share Activities and Responsibilities

Group Size: large

Materials: resources from Schools, Families and Neighborhoods, (study print 38 and teacher's guide p. 114) ditto

Kit:
Schools, Families and Neighborhoods: A Multimedia Readiness Program, Field Education Publications, Inc.

Responsibilities: Jobs at Home	S	M	T	W	Th	F	S

Procedures:

- Discuss responsibilities using teacher's guide and study print.
- Pass out ditto. Share individual responsibilities each student has at home.
- Students list each job she/he is responsible for.
- Take sheets home and use as a checklist for a week.

District Resources

333

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Recreation

The student knows:

- . that people everywhere need some form of recreation. 167 1
- . that recreational activities are available in immediate surroundings. 169 1
- . that recreation can take a variety of forms (groups--individual; sport--hobby). 171 1

The student is able to:

- . name a variety of sports and hobbies, which he/she can appreciate and enjoy throughout life. 171 1
- . identify recreational activities which cost money and activities which are free. 169 1

The student values:

- . enjoyment derived from participation in some form of recreation. 167 1
- . using leisure time in self-satisfying ways. 167 1

Page	Suggested Grade Placement	District Placement				
		K	1	2	3	4
167	1					
169	1					
171	1					
171	1					
169	1					
167	1					
167	1					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Student Learning Objective(s) A. The student knows people everywhere need some form of recreation. State Goal 5,9
B. The student values enjoyment derived from participation in some form of recreation. C. The District Goal
student values using leisure time in self-satisfying ways. Program Goal 7

Related Area(s) Me and My Environment section of K curriculum

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Take A Walk <u>Group Size:</u> entire class <u>Materials:</u> paper, crayons, magazines, scissors</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher takes class for a walk at recess and asks class to observe what other students are doing. Class discusses what recreation means and why it's necessary. Students find pictures of recreational activities in magazines and make a collage or scrapbook. Students then illustrate or tell what their family members do for recreation. 	<p>Observe whether student becomes involved in some activity during play time.</p>	<p><u>Film:</u> <u>Cities and Recreation: Places We Play, McGraw-Hill</u></p> <p>magazines</p> <p>people from community</p>
<p><u>Title:</u> Recreation <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Invite other teachers, parents, senior citizens etc., to tell the class what they do for recreation. Ask them to bring equipment needed for their particular form of recreation. Encourage the students to ask questions. 		<p><u>District Resources</u></p>

397

333

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

339

340

Student Learning Objective(s) <u>A. The student knows that recreational activities are available</u>	State Goal	1,9
<u>in the immediate surroundings. B. The student is able to identify recreational activities</u>	District Goal	
<u>which cost money and activities which are free.</u>	Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> What's Free and What Isn't</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> list of recreational activities</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher refers to the list of types of recreation already made. Put the list on the chalkboard. Teacher asks students to circle the recreational activities that are available in the area. Students classify the activities according to those which cost money and those that are free. 	<p>Students can name some forms of recreation available in the area and tell if they are free or if they cost money.</p>	
<p><u>Title:</u> Fun For Free</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher directs students to tell of their experiences where they had fun with their families without spending money. Bring out the idea of using natural resources that are available to everyone -- picnics, swimming, hiking, mountain climbing, skiing. 		District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring Procedures

Possible Resources

District Resources

343

344



Student Learning Objective(s) A. The student knows recreation can take a variety of forms (group, individual; sport, hobby). B. The student is able to name a variety of sports and hobbies which he/she can appreciate and enjoy throughout life. State Goal 9.10
 District Goal
 Program Goal 7

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Classifying Recreation <u>Group Size:</u> entire class <u>Materials:</u> chalk, chalkboard</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher leads discussion, asking class to name as many forms of recreation and fun they can. Teacher records the list on the board (or makes a chart.) Ask students to classify according to group or individual recreation; classify according to hobby or sport; classify according to whether the activity costs money or is free. As a follow up, show the film, <u>Families and Recreation--Fun is for Everyone.</u> 		<p><u>Film:</u> <u>Families and Recreation--Fun is for Everyone, McGraw-Hill</u></p>
<p><u>Title:</u> Recreational Collage <u>Group Size:</u> entire class <u>Materials:</u> pictures from magazines, paste, scissors</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher directs students to make a recreational collage or mural out of pictures collected by the class from magazines. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Hobbies <u>Group Size:</u> entire class <u>Materials:</u> chalkboard</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher lists hobbies of students in the class. 	<p>Student can orally name several types of recreation.</p>	<p>316</p>



Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p>. Students then share hobbies in a short presentation to the class.</p> <p>. Students can write about their favorite hobby and share with the class.</p> <p><u>Title:</u> Pantomime Games <u>Group Size:</u> small groups <u>Materials:</u></p> <p><u>Procedures:</u></p> <p>. Teacher divides class into small groups which then pantomime different games students like--either school games or family games at home.</p> <p>. Lead discussion on which games provide the most exercise.</p> <p><u>Title:</u> Who Participates and Why <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <p>. Teacher leads discussion on</p> <p>(a) what recreational activities parents have that students cannot participate in and the reasons why.</p> <p>(b) what recreational activities parents and children both participate in (hiking, swimming, camping, etc.)</p>		
		<p>District Resources</p>

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SMALL SCHOOLS PROJECT

Page
Suggested
Grade Placement
District
Placement

SUBJECT: Social Studies

SPECIFIC AREA: People and Communities

			K	1	2	3	4
The student knows:							
. that people form communities to help each other.	175	2					
. that country's communities are made up of many different groups of people.	177	2					
. that an ethnic group is a group of people who share a common culture; language, customs, heritage, religion.	179	2					
. that there are many different ethnic groups in this country.	181	2					
. that the heritage of a people affects their way of life (celebrations, food, clothing, language, religion, music and recreation).	183	2					
The student is able to:							
The student values:							
. the cultural contributions of the different ethnic groups to the development of our communities.	183	2					
. and respects the rights of individuals to their cultural differences.	179	2					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

350

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Student Learning Objective(s) <u>The student knows that people form communities to help</u>	State Goal	7
<u>each other.</u>	District Goal	
	Program Goal	1,4,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Group Activity <u>Group Size:</u> small group <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have groups of five students join hands in a circle. Tell them to get tangled up without dropping hands. They can duck under arms and step over joined arms. Allow them a few minutes to tangle. Then tell them to untangle without dropping hands. Afterward, discuss these questions: <ul style="list-style-type: none"> How did you feel? How and when did you help each other? Were you all supposed to do the same things? Discuss some things that a group could do for a person that a person could or could not do. Ask: "If a group of families went out to the wilderness to live together how could they help each other?" Ask: "Can you think of ways people in a neighborhood or a community are held together?" Give an example or two to get students going. 	<p>The student (during group discussion or individually) can give examples of how people in communities help each other.</p>	<p><u>Film:</u> Our Community, EBE</p> <p><u>Filmstrip:</u> Communities Around the World, SVE</p> <p><u>Film:</u> Why We Need Each Other: The Animals' Picnic Day, Learning Corporation</p> <p><u>Teacher Reference:</u> Are School Children People? Free from: The Geo. F. Cram Co., Inc. Box 426, E. Washington Street, Indianapolis, Indiana 42606</p>
<p><u>Title:</u> A Collage Activity <u>Group Size:</u> small group or entire class <u>Materials:</u> scissors, newspapers, magazines, glue, tagboard</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have the children cut pictures from newspapers and magazines and or draw pictures that show people working on community jobs. If possible try to include some foreign magazine so that other cultures are represented. 		<p>District Resources</p>



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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- . Then have the children paste their pictures together to form a collage.
- . The collage can be displayed on the bulletin board.

Title: Making Bread (or Candles, Soap)
Group Size: small groups
Materials: as needed in the activity chosen

Procedures:

- . Demonstrate skills practiced in the home 100 years ago. (Making bread, making soap, weaving, making candles, sewing all your own clothes, etc.)
- . Ask: "Does each family make all these things now?"
"Why?"

District Resources



Student Learning Objective(s) The student knows that our country's communities are made up of many different groups of people.

State Goal	6
District Goal	
Program Goal	1,4

Related Area(s) _____

Suggested Activities: • Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Observing People <u>Group Size:</u> entire class <u>Materials:</u> paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students to stand on a street corner on their own time and observe people to see how they are different. Example: <ul style="list-style-type: none"> Senior citizens Business groups Handicapped Ethnic groups Children The next day discuss their observations and list the various ways people in their community are different. 	<p>The student can discuss differences and likenesses of people in the community.</p>	<p><u>Books:</u> <u>Carlos of Mexico</u>, Betty Cavanna, Watts <u>This is San Francisco</u>, <u>This is France</u>, and <u>This is Hong Kong</u>, by K. Sasek and W.E. Allen</p> <p><u>Films:</u> <u>Navaho Children</u>, EPF <u>A Boy of Seminoles</u>, Coronet</p> <p><u>Filmstrip:</u> <u>Ethnic Heritage: A Living Mosaic</u>, J.C. Penny</p>
<p><u>Title:</u> Community Churches <u>Group Size:</u> large or entire class <u>Materials:</u> phone book</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Check the phone book to notice the various churches in the community. Ask: Do all people go to church? Why do people go to different churches? 		<p>District Resources</p>
<p><u>Title:</u> Your Nationality <u>Group Size:</u> large or entire class <u>Materials:</u> U.S. map, world map, pins and colored strips</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask: "Were you born in this community?" Trace the background of all students and try to determine the national backgrounds of children. 		<p>357</p>

Suggested Activities: Grade(s) 2

Suggested Monitoring
Procedures

Possible Resources

. Use pins and color strips to locate the places where students were born on the maps.

Title: Are People Alike or Different?

Group Size: large or entire class

Materials: a can of tomato soup, a can of fruit cocktail, a bowl, can opener

Procedures:

- . Bring in a can of tomato soup and a can of fruit cocktail. Ask: "If we could put all of our communities' people in a can would they look like the tomato soup (all alike) or would they look like the fruit cocktail (different sizes, shapes and colors)?"
- . Arrange for guest speakers from different and distinct groups in the community.

Charts:
People in the Neighborhood,
Child's World

District Resources

Student Learning Objective(s) <u>A. The student knows that an ethnic group is a group of people</u>	State Goal	3,6
<u>who share a common culture: Language, customs, heritage, religion. B. The student values and</u>	District Goal	
<u>respects the right of individuals to their cultural differences.</u>	Program Goal	1,3,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: The Settling of America
Group Size: entire class
Materials: world map

Procedures:

- . Ask the students who discovered America--discuss Columbus' voyage. Who lived in America then?
- . Using a world map show the different countries that sent immigrants to settle here.
- . Discuss where immigrants came from. All became Americans.
- . Discuss how Blacks were brought over against their will and were slaves until 100 years ago.
- . Discuss influence of immigrants' customs (music, food, festivities) on our culture.
- . Ask students to identify ethnic and cultural groups in the community.

Given the names of some ethnic groups, children can give some characteristics of each.

Books:
Greek Fairy Tales, Barbara Wilson, Follett Publishing Co.
Favorite Fairy Tales Told in . . ., Virginia Haviland, Little Brown Series
A Sky Full of Dragons, Mildred Wright, Streck-Vaughan

Cassette:
Legends & Tales From Around the World, Troll Associates

Record:
Sing a Song of People, Unicorn Learning Products

Title: Ethnic Communities
Group Size: entire class
Materials: brochures of San Francisco's Chinatown, New Orleans' French Quarter, etc.

District Resources

Procedures:

- . Indicate to the children that big cities have large ethnic communities. Collect brochures of San Francisco's China town, New Orleans' French Quarter and others from travel agencies to show the various ethnic groups in various communities around the country.

300

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Suggested Activities: Grade(s) 2

Suggested Monitoring
Procedures

Possible Resources

Title: Ethnic Celebrations

Group Size: entire class

Materials: photos, clippings from newspapers
and magazines, bulletin board

Procedures:

- . Check newspaper for holidays or ethnic celebrations. Teacher can make up folder on such pictures from his/her own clippings and students can ask their parents to help them find such pictures.
- . A bulletin board can be made--the country found on the map, etc. Some grandparents receive newspapers in other languages.
- . Locate some ethnic music and directions for easy folk dances and teach to the class.
- . Discuss holidays from other countries that are celebrated in our country. (St. Patrick's Day, etc.)
- . Teach students how to say hello, good-bye, thank you, and count in various languages.

Book:

Muja Means One, Swahili
Counting Book, Muriel Feelings,
Dial

Teacher Reference:

Holidays and Customs, vol. 9
of Childcraft The How and
Why Library, Field Enterprises
Educational Corporation.

Film:

Holidays Your Neighbors Celebrate
Coronet

District Resources

Student Learning Objective(s) The student knows that there are many different ethnic groups in the country.

State Goal	3,6
District Goal	
Program Goal	4,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: Your Ethnic Origin
Group Size: entire class
Materials: blackboard, a globe or world map

Procedures:

- Ask students to check with their parents about their ethnic origin.
- Make a list of all the countries from which their ancestors came --locate them on a globe or a world map.
- Invite older people to discuss how they or their parents or their grandparents came from other countries.

The student expresses an awareness that ethnic groups exist in our country and can name some of the groups (particularly those in his/her own area).

Each student can tell about his/her own ethnic origin (nationally) and some of their customs and cultures.

Filmstrip:
Community Around The World, SVE

Film:
The Eskimo Children, EBF

Books:
Inatuk's Friend, Suzanne Morrow, Little Brown
Islands of Hawaii, Louise Floethe, Scribner

Title: A Poetry-Writing Activity
Group Size: large or entire class
Materials: pencil, paper

Procedures:

- Invite the students to write poems about likenesses and differences among people. You may wish to let students choose one of the following opening lines as a starter. Be sure to remind the students that the poem does not have to rhyme.

One night I had a dream as strange
could be;
I dreamed I was a twin, instead of me.

See the people marching by,
In a parade on the Fourth of July.

District Resources _____



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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I wonder what would happen if everyone looked the same.

I traveled to the far-off lands that lie beyond the seas.

Title: Ethnic Puppets
Group Size: small groups or individuals
Materials: paper bags, crayons, scissors, glue, construction paper

Procedures:
 . Make paper bag puppets of different ethnic groups.

Title: Foreign Guest
Group Size: entire class
Materials: none needed unless guest would need a slide projector and screen to present slides

Procedures:
 . Invite a person from another country to the class to show dress, books and pictures or slides.

District Resources

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Student Learning Objective(s) A. The student knows that the heritage of a people affects their way of life (celebrations, foods, clothing, language, religion, music and recreation). B. The student values the cultural contributions of the different ethnic groups to the development of the communities. State Goal 3,6 District Goal Program Goal 6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Ethnic Foods <u>Group Size:</u> entire class <u>Materials:</u> books, magazines on foods that different groups eat.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask Librarian to help locate picture books or magazines with information on foods that different groups eat. Ask students if they eat any of the foods displayed at home. The class could be divided into research groups to tell a class about a typical meal for each group. 		<p><u>Books:</u> <u>Ash Tuesday</u>, Joan Woodberry, Macmillan of Australia <u>Happy New Year</u>, Yen Liang, Lippincott <u>The Holiday Book</u> by the Child Study Association of America, Crowell</p> <p>picture books</p> <p>magazines</p>
<p><u>Title:</u> Field Trip <u>Group Size:</u> entire class <u>Materials:</u> none needed.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Take the students to grocery shops that specialize in foreign food. Take them to Mexican, Indian, Greek or Japanese, etc., restaurants. The students can make a class multi-ethnic cookbook. Individual students can ask their parents, grandparents, relative, etc., for recipes that reflect a specific cultural background. Ideally, the students will have actually made the recipe they bring in. You can help them have the recipes reproduced in books so that each student has one. Have parents of ethnic origin prepare ethnic food in class for students. 		<p><u>District Resources</u></p> <p style="text-align: right;">300</p>

Suggested Activities: Grade(s) 2

Suggested Monitoring
Procedures

Possible Resources

Title: Dramatic Activity

Group Size: entire class

Materials: none needed

Procedures:

- Have students pretend they have several friends who don't speak English.
- "You are all together on the playground. What would you teach them? How would you do it?"
- Take the students to the playground and have them take turns teaching different things with using words.

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Work to Meet Their Needs

The student knows:

- . the relationship between, and interdependency of, jobs in the local community. 187 2
- . the size of a community determines the types of jobs available to the residents of that community. 189 2
- . geography and weather determine the types of jobs that are available in certain communities. 191 2

The student is able to:

- . identify occupations in the local community. 192 2

The student values:

- . the dignity and worth of work and workers. 189 2
- . the importance of jobs in the local community (as an aid to the economy and productivity of people). 137 2
- . his/her job at school as a student and his/her job at home. 193 2

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Page	Suggested Grade Placement	District Placement			
			K	1	2
				2	3
					4

OPTIONAL GOALS AND ACTIVITIES

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>LANGUAGE ARTS</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>HEALTH</p>	<p>READING</p>
<p>CAREER EDUCATION</p>	<p>ENVIRONMENTAL EDUCATION</p>	<p>OTHER _____</p>

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Student Learning Objective(s) <u>A. The student knows the relationship between and interdependency</u>	State Goal	7,8,9, 10
<u>of jobs in the local community.</u>	District Goal	
<u>B. The student values the importance of jobs in the local</u>	Program Goal	1,6
<u>community (as an aid to the economy and productivity of people).</u>		

Related Area(s) Career Education

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Question and Answer <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks what if there were no farmers, truckers, loggers, TV repairmen, etc. Could a family make all the things it needs--(time element). 	<p>Students can name different workers and their jobs.</p> <p>Students can explain what might happen if certain jobs were not available in the community (no hospital, no grocery store, etc.)</p>	<p><u>Book:</u> <u>About Friendly Helpers Around Town</u>, Elaine Hoffman, Melmont Publishers, Inc.</p> <p><u>Film:</u> <u>Moving People and Goods</u>, McGraw-Hill <u>What Is A Community</u>, EBE</p> <p><u>Filmstrips:</u> <u>Let's Imagine We're Going Places</u>, Troll Associates <u>Community Workers & Helpers</u>, Society for Visual Aid, Inc.</p>
<p><u>Title:</u> The Hospital <u>Group Size:</u> entire class <u>Materials:</u> crayons, paper, construction paper.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Take a tour of a local hospital. Have a doctor or the school nurse come to class and explain his or her professional duties. Have the students make a "Hospital Things" booklet by drawing pictures of various things that would be found in a hospital, labeling them, telling who would use them and describing what they would be used for. As a follow-up have students tell about their parents' jobs. Invite some parents in to talk to the class. 		<p>District Resources</p>
<p><u>Title:</u> Mini-Trips <u>Group Size:</u> small groups <u>Materials:</u> pencil, paper, crayons, newspaper ads, envelopes</p>		



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students choose career-interest area. Parent Volunteers take students with related interest to observe someone in the field. (Those interested in becoming firepersons will visit the Fire Station, etc.) Student should tell teacher privately or write on paper what they want to be in order to have more variety. The students could write and illustrate reports for class. Write thank-you letters to place visited. Develop a vocabulary list from words students use in describing their experiences. Collect newspaper ads of jobs wanted and available in community. <p><u>Title:</u> Original Goods <u>Group Size:</u> small or large <u>Materials:</u> referente books</p>		<p><u>Kit:</u> <u>The Man Who Made Fire Tops, SRA</u></p> <p><u>Filmstrip:</u> <u>How Our Service Station Helps Us, Standard Oil of California</u></p> <p><u>Films:</u> <u>Why Communities Trade Goods, Churchill</u> <u>Why People Have Special Jobs, Learning Corporation</u></p>
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Select a good and have students trace progress from origin to final good. For example: logs in river to sawmill to lumber company to furniture factory to store to home. Discuss services performed during process. Student writes about and illustrates a similar process. 		<p><u>District Resources</u></p>

Student Learning Objective(s) A. The student knows that the size of a community influences the types of jobs available to the residents of that community. B. The student is able to identify occupations in the local community. C. The student values the dignity of work and workers.

State Goal	2
District Goal	
Program Goal	2,4,6

Related Area(s) Career Education

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: Resource Speaker
Group Size: entire class
Materials: none needed

Procedures:

- Invite a photographer, reporter, editor and other resource speakers to come to your classroom to discuss his/her job and why he/she choose that particular job.
- Students could write thank-you letters to resource speakers.

The student can list some occupations in his/her area and give reasons for the importance of each.

Books:
 I Want to Be A . . . Series, Carla Greene, Children Press, Inc.

Films:
 Everyone Helps In A Community, Churchill
 People Who Work At Night, Bailey Film Associates
 Food Store, Britannica
 Airport In The Jet Age, Britannica . . .
 The Factory, Bailey Film Assoc.
 A Community Keeps Healthy, Bailey Film Associates
 A Community Keeps House, Bailey Film Associates

Title: Careers
Group Size: small group
Materials: chalkboard, paper, crayons, picture clippings

Procedures:

- Have the class write a book about careers with each letter of the alphabet beginning the name of a career.
- First list the alphabet on the chalkboard. Go through several letters and name a job which starts with that letter. Then go through the remainder of the letters having students name the jobs. Example:
 - A. is for Airman up in the sky.
 - B is for Barber who cuts hair.
 - C is for Carpenter who builds.
- Assign one letter to each student. Each is to make the pages for the book with the letter assigned. Each page should contain information about the job as above and an illustration of that job.

District Resources



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Who Does It
Group Size: entire class
Materials: paper, and pencil.

Procedures:

- . Class discusses and lists names of occupations in their community.
- . Group Chooses 10 they want to study.
- . Students sign up, 2 or 3 for each occupation. Students who have a parent employed in one of the occupations could be encouraged to sign accordingly.
- . Each group makes a report using books, resource people and interviews for material.
- . Reports are shared and posted with illustration.

District Resources

Student Learning Objective(s) The student knows that geography and weather determine the types of jobs that are available in certain communities.

State Goal 8

District Goal

Program Goal 4

Related Area(s) Career Education

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: How Weather Affects Our Lives

Group Size: entire class

Materials: none needed

Procedures:

- Ask how the weather affects us (clothing, activities).
- Ask "Does it affect the kind of houses we live in?"
- Discuss living in Alaska. Discuss living where it is very warm as well as in your own climate.
- Ask how the weather affects jobs that people do (farming in Arizona, where it snows, construction).
- How does where we live affect jobs that adults can have (fishing, logging, farming, shipping, canning, etc.)?

Given a certain type of environment, the student can list some occupations that might be found in that area.

Books:

Dan The Weatherman, Jene Barr;
Albert E. Whitman Co.
Farm Helpers, Evelyn Payton,
 Hastings, Melmont
Mike and Dick on a Washington Apple Farm, Joan Liffing,
 Follett

Films:

Washington State Appleland,
Washington Apple Commission Dairy Farm, Coronet
Let's Visit A Tree Farm, Coronet
Truck Farmer, Britannica
Johnny Appleseed, Coronet

Filmstrip:

How Apples Grow, National Apple Institute

Title: Geographical Mural

Group Size: small or large group

Materials: crayons, paper, picture cuttings, etc., according to teacher's choice

Procedures:

- Make a mural of the kinds of geographical features in your community.

District Resources

Title: Things Grown in Our Community

Group Size: small or large group

Materials: paper, pencil

Procedures:

- Write stories about things that grow in your community.
- Possibly draw pictures and/or bring items in to share with class.

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Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Types of Geographical Communities</p> <p><u>Group Size:</u> small or large group</p> <p><u>Materials:</u> library books which show types of geographical communities</p>		
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Obtain some library books showing various types of geographical communities; mountainous, coastal, prairie, etc. <p><u>Title:</u> How Geographic Conditions are Changed</p> <p><u>Group Size:</u> small or large group</p> <p><u>Materials:</u> pictures</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Discuss how geographic conditions could be changed by man's technical knowledge (air conditioning, transportation, bringing raw materials to factories, irrigation). Have students make a mural or collage of pictures. 		
		<p>District Resources</p>

Student Learning Objective(s) The student values his/her job at school as a student and his/her job at home.

State Goal 9,10

District Goal

Program Goal

Related Area(s) Career Education

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Charts <u>Group Size:</u> small group <u>Materials:</u> chart, pictures, bulletin board</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Place large chart on bulletin board. Divide in two sections. Title "Jobs At School" - "Jobs At Home". Students collect pictures from magazines and newspapers. Place under correct heading. 	<p>The student can list his/her responsibilities at school and home and tell why it is important to carry out their responsibilities.</p>	<p><u>Films:</u> <u>Everyone Helps in a Community</u>, Churchill <u>School and Jobs</u>, McGraw-Hill</p>
<p><u>Title:</u> Game - "Tell Me Why?" <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students if they can think of good answers to the following questions: <ul style="list-style-type: none"> "Why do you clean your room?" "Why do you feed your pet?" "Why do you wash dishes?" "Why do you pick up your toys?" "Why do you clean your desk?" "Why do you put your trash in the wastebasket?" "Why do you work hard at school?" "Why do you write neatly?" "Why do you learn new words?" "Why should you be a good listener?" "Why do you work quietly?" 		<p><u>District Resources</u></p>

337

333

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Organize to Meet Their Needs

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

The student knows:

- . that community rules (laws) are necessary for group living and that rules protect the well-being of the community. 197 2
- . that people in the community choose leaders and give them authority to run the community. 199 2
- . that elected leaders in the community are chosen through the vote of the people. 201 2
- . that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads). 203 2
- . that people in communities organize to meet cultural needs. 205 2
- . that people in communities organize to meet religious needs. 207 2
- . that people in communities organize to meet educational needs. 209 2
- . that people in communities organize to control pollution and other problems. 211 2

The student is able to:

- . identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President. 201 2

The student values:

- . the services available in the community: Recreation, fire, safety, garbage collection, streets, roads. 203 2

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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Student Learning Objective(s) The student knows that community rules (laws) are necessary for group living and that rules protect the well being of the community.

State Goal

2.5

District Goal

Program Goal

1.6

Related Area(s) Safety Education

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: School Rules
Group Size: entire class
Materials: Principal, Student Council Officer

Observe: Student shows a willingness to obey rules.

Sound Filmstrips:
Cycle Safety, SPI
Walk Wisely, SPI
Safe Riding In A Car, SPI

Procedures:

- Teacher says: "Rules are made to help us get along." Start a discussion of the need for rules in school.
- Ask the students how they would feel if others could get in their desks and take what they wanted, or if anyone could push ahead of them when they were in line for a drink? What would it be like if everyone could come to school whatever time they wanted to or could talk whenever they wanted to?
- Allow a few minutes for the discussion.
- Teacher begins discussion by saying: "Groups make their rules in different ways. When you decide to play a new game, do you need the rules?" Wait for discussion. Discuss how you share in making the necessary rules.
- With Principal and Student Council Officer lead discussion or panel: "Do you know how school rules are made?" (Adults-together)

Students can explain why rules are necessary.

Films:
Schools and Rules: Rules To View A Zoo By, McGraw-Hill
Why We Have Laws, Shiver, Gobble and Shane

District Resources

Title: Community Rules
Group Size: entire class
Materials: Police Officer, Student Patrol

Procedures:

- Ask: "What would it be like if everyone could drive as fast as they liked, or throw trash on the streets, or take anyone's bike? What do we call rules when we're talking about the rules of our towns or country?" (Laws)

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p>. Have Policeman or Student Partol person act as panel in discussion: "Who makes our laws?" (People whom we have chosen by election.)</p> <p><u>Title:</u> Rule-Finding Activity <u>Group Size:</u> entire class <u>Materials:</u> paper, pencil</p>		
<p><u>Procedures:</u></p> <p>. To help students become aware of the different kinds of rules that people may work together to have passed say: "Our community has rules to protect people and rules to protect property, which means things owned by people."</p> <p>. Ask the students to use the next few days to find as many examples of each of these kinds of rules as they can. Each student can bring in his/her list at the end of that period of time. The class can make then a collective list.</p> <p><u>Title:</u> Bulletin Board Activity <u>Group Size:</u> entire class <u>Materials:</u> bulletin board, newspaper or magazine clippings, crayons, paper</p>		
<p><u>Procedures:</u></p> <p>. Students start a bulletin board display of articles about people who break rules and the consequences of breaking rules. Such articles can be clipped from daily newspapers or magazines.</p> <p>. The students discuss whether the rule was fair, whether the punishment was fair, and whether the people involved in enforcing the rule and deciding on the punishment were fair. (Articles about laws being made or requested.)</p> <p>. Have students discuss and draw pictures of what happens when people cooperate and don't cooperate with each other.</p>		<p>District Resources</p> <p>397</p>

Student Learning Objective(s) The student knows that people in the community choose leaders State Goal

and give them authority to run the community. District Goal

1,5
1,2,6

Program Goal

Related Area(s)

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: Story to Discuss
Group Size: entire class
Materials: the book, Peter Rabbit

Procedures:
 . Read or tell the story about Peter Rabbit in which he is instructed not to go into Farmer MacGregor's field. Ask the students to comment on the following:
 "What rule did Mother give Peter Rabbit?"
 "Why did Mother make this rule?"
 "Did Peter obey the rule?"
 "Should he have obeyed the rule?" "Why or why not?"
 "What happened to Peter because he didn't obey his Mother's rule?"
 "Who makes rules in your family?"
 "What are some rules in your family?"
 "Why were these rules made?"
 "What sometimes happens when you do not obey your parents?" "Why?"

Observe students during discussion.

Book:
Peter Rabbit

Films:
Why We Have Elections: King of Snark, Learning Corp.
Why We Need Each Other: The Animals' Picnic Day, Learning Corp.

District Resources

Title: Elected Leaders Review
Group Size: entire class
Materials: none needed

Procedures:
 . Review the understanding that elected leaders have the authority to make and enforce rules to run the community.

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> A Class Play</p> <p><u>Group Size:</u> small group</p> <p><u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Allow six or seven student volunteers to put on a play for class. Don't name a leader or any specific rules. . Later discuss with them, "Was it difficult or easy. Did everyone agree? What could you have done to make the job easier?" (Try to elicit from students that they needed a leader and rules.) Let them (or another group) try again after voting for a leader and establishing some rules. 		
		<p>District Resources</p>

400

401

Student Learning Objective(s) A. The student knows that elected leaders in the community are State Goal 1,2
chosen through the vote of the people. B. The student is able to identify elected leaders and District Goal
their respective areas of responsibilities: Mayor, Governor and President. Program Goal 1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Bulletin Board <u>Group Size:</u> entire class <u>Materials:</u> bulletin board, pictures of the President, Senators and Congressmen</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Make a bulletin board showing the President, Senators and Congressmen chosen by our parents to go to Washington to make rules for our whole country. . Encourage students to find pictures of the President, Governor and Mayor in the newspaper. . Explain that the President is the leader of the U.S.A. and the Governor is the leader of the state, and the Mayor is the leader of the community--city or town. . Discuss problems which might be city, state or national. Have students decide whether it would be the President, Governor or Mayor's problem. 	<p>Given the terms Governor, Mayor, President, etc., the student can give a <u>simple</u> definition (example: that is the leader of our town, state, country, etc.) and relate how that person was chosen.</p>	<p><u>Film:</u> <u>Why We Have Elections, Learning Corporation</u></p>
<p><u>Title:</u> Guest Speaker <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Invite mayor, city council member, legislator to discuss election process and procedures. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Choosing A President <u>Group Size:</u> entire class <u>Materials:</u> slips of paper, pencil</p>		



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Procedures:

- . Pretend the classroom is the U.S. Choose two or three students to be Presidential candidates.
- . Ask each candidate to tell why he/she thinks he/she will be a good President.
- . Distribute slips of paper with each candidate's name printed on them and have each pupil mark his/her choice with an X. (Borrow sample voting machine to use in election.)

District Resources

404

405

Student Learning Objective(s) A. The student knows that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, etc.) B. The student values the services available in the community: Recreation, fire safety, garbage collection, streets, roads.

State Goal	2,9
District Goal	
Program Goal	1,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Discussion
Group Size: entire class
Materials: none needed

Procedures:
 . Discuss with students:
 What services does your family receive from other people? (education, protection, garbage, etc.)
 How do we receive these services? Point out the people that provide these services.
 How do these people provide for their families?
 "They are paid!" How? By Whom?

Observation and recording of student responses to determine their understanding.

Films:
Cities and Recreation-Places We Play, McGraw-Hill
Cities and Protection-Protecting Lives and Property, McGraw-Hill
Why We Have Taxes: The Town That Had No Policeman, Learning Corporation

Title: Guest Speaker - Fireperson
Group Size: entire class
Materials: none needed

Procedures:
 . Invite fireperson to class to discuss fire prevention, who they work for, who pays them, etc.

District Resources

Title: Write A Story
Group Size: individual
Materials: paper, pencil

Procedures:
 . Write a story pretending you are a policeperson, fireperson or postperson. Tell why people in the community need your services.

406

407



Suggested Activities: Grade(s) 2

Suggested Monitoring
Procedures

Possible Resources

Title: Role Playing

Group Size: small group

Materials: play money

Procedures:

- . Let each student pretend to be a grown-up wage earner. It is pay day. Teacher "pays" each worker ten one-dollar bills in play money.
- . Have the workers count their wages. Be sure that each student knows he has ten bills.
- . Now discuss a public need. Example: The school library needs some new books for second grade. The books will cost \$30.00. Discuss with class who will pay for books and how.
- . Point out the fairness for everyone to pay a part of his/her wages.
- . Variation: Place a large box on a table. Ask the students to come to the box, one at a time, and put one of their dollar bills in the box. When each student has contributed, count the money.
- . Ask: "Is this a fair way to buy books?" (Yes)
"Why?" (Because everyone will use them.)

District Resources

409

408

Student Learning Objective(s) <u>The student knows that people in communities organize to</u>	State Goal	1,6,7
<u>meet cultural needs.</u>	District Goal	
	Program Goal	1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Discussion <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u> . Discuss with student when people in their community get together for fun or special occasions, Club activities (Boy Scouts, Bluebirds, etc.) Sports programs (Little League, tournaments, etc.). Local community festivals. (Kla Ra Ya Days, Salty Sea Days, etc.) Parades (Fourth of July, etc.) County, State Fairs</p>	<p>Student can tell what special days their community celebrates and some of the activities included in the celebration.</p>	
<p><u>Title:</u> Guest Speakers <u>Group Size:</u> entire class <u>Materials:</u> paper, pencil, envelopes</p> <p><u>Procedures:</u> . Invite speakers to classroom to tell about their activities in the community. Write thank-you letters to speakers.</p>		District Resources
<p><u>Title:</u> Writing to Other Communities <u>Group Size:</u> small groups, individuals <u>Materials:</u> paper, pencil, envelopes, stamps</p> <p><u>Procedures:</u> . Students write to other community officials to find out what is celebrated in their communities.</p>		



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Collage
Group Size: small groups, individuals
Materials: newspapers, brochures, magazines
glue, tagboard

Procedures:
. Make a collage of pictures of government officials, community groups, clubs, activities.

Title: Using a Calendar to Find Observances
Group Size: large groups or entire class
Materials: calendar, paper, pencil

Procedures:
. Use a calendar to have students:
List observances in the community, state, nation.
Categorize types of observances.
. Have students write a report on who and how people observe these special needs.

District Resources

412

413

Student Learning Objective(s) The student knows that people in the community organize to meet religious needs.

State Goal	1,7,9
District Goal	
Program Goal	1,2

Related Area(s) _____

Suggested Activities: Grade(s) <u>6</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Discussion <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u> . Discuss with the children what is meant by freedom of religion.</p>		
<p><u>Title:</u> Churches in Our Community <u>Group Size:</u> entire class <u>Materials:</u> telephone book, newspaper</p> <p><u>Procedures:</u> . Ask students if they know how many churches and synagogues there are in their town. Help them with the names of the churches. (Check telephone book)</p>		<p>District Resources</p>
<p><u>Title:</u> Field Trip <u>Group Size:</u> entire class <u>Materials:</u> newspapers, paper, pencil</p> <p><u>Procedures:</u> . Take students on a walk or bus ride around the community and list the different churches they see. . Return to room and ask: "Why are there different churches?" . Pass our religion section of the newspaper. . Children could read and list the different news about the churches.</p>		<p>415</p>



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Starting a Church <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <p>. Ask the students what the people in a new town do if they want a church or synagogue. (Choose a site, collect money, obtain minister, priest or rabbi.)</p> <p><u>Title:</u> Bulletin Board <u>Group Size:</u> small groups <u>Materials:</u> newspapers, magazines</p> <p><u>Procedures:</u></p> <p>. Make bulletin board, preferably with contributions from students, of pictures of churches and church activities.</p>		
		<p>District Resources</p>

416

417

Student Learning Objective(s) The student knows that people in communities organize to meet educational needs.

State Goal

1

District Goal

Program Goal

1

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Schools <u>Group Size:</u> entire class <u>Materials:</u> resource people such as principal, superintendent, teacher</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask: "Why does everyone have to go to school?" Lead discussion in such a way as to show the importance of education. Ask: "Do you think you can refuse to go to school?" "Why not?" "Who will wake you to go to school?" Point out that if someone's parents won't make him/her go to school, the truant officer will go after him/her. 	<p>Students can give reasons for going to school.</p>	<p><u>Films:</u> <u>School's and Learning - Learning Is My Job</u>, McGraw-Hill <u>Schools and Jobs - Lots Of People Work Here</u>, McGraw-Hill <u>Schools and Neighborhoods Josh Gets A Job</u>, McGraw-Hill</p> <p><u>Teacher Reference:</u> <u>Social Studies Sampler: Understanding the Schools's Neighborhood</u>, The Ealing Corp.</p>
<p><u>Title:</u> Different Schools <u>Group Size:</u> entire class <u>Materials:</u> paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask: "Does everyone go to the same school?" Make a list of the various types of schools--public, private, vocational, elementary, secondary, etc. Ask: "What are the reasons for choosing different schools?" You could cover the various schools one at a time. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Paying for Schools <u>Group Size:</u> entire class <u>Materials:</u> none needed</p>		

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask: "Who pays for the schools?" Have the students ask their parents whether they pay for schools. Use the information to conclude that parents pay. Relate this information to special levies. <p><u>Title:</u> Parents and Schools <u>Group Size:</u> entire class <u>Materials:</u> parents as resource</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask: "What do parents do to help the school?" Invite someone from the PTA group to discuss their activities. 		
		<p><u>District Resources</u></p>

420

421

Student Learning Objective(s) <u>The student knows that people in communities organize to</u>	State Goal	1,4
<u>control pollution and other problems.</u>	District Goal	
	Program Goal	3,5

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Pollution <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u> . Discuss meaning and kinds of pollution.</p>	<p>Students can name pollutants found in their area.</p> <p>Observe: Students show willingness to help control pollution:</p>	<p><u>Books:</u> <u>The Wump World</u> <u>Who Cares? I Do</u>, Munro Leaf</p> <p><u>Films:</u> <u>Conservation - A Job For Young America</u>, McGraw-Hill <u>Garbage, King Screen</u> <u>Urban Sprawl</u>, Barr</p>
<p><u>Title:</u> Observing Pollution <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u> . Take a class walk observing various kinds of pollution; litter, car-bus fumes, smoke, excess noise.</p>		<p><u>District Resources</u></p>
<p><u>Title:</u> Field Trip <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u> . Take a field trip to a recycling center, sewage treatment plant, water filtration plant.</p>		
<p><u>Title:</u> Demonstration <u>Group Size:</u> entire class <u>Materials:</u> car, white cloth</p> <p><u>Procedures:</u> . Tie a piece of white cloth on the muffler of an auto. Run the motor for five minutes. Remove the cloth and have the students examine it.</p>		

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Litter Discussion
Group Size: entire class
Materials: none needed

Procedures:

- . Discuss the fact that although all litter is unsightly, some is more serious as it doesn't decompose--aluminum, plastic and glass.
- . Encourage students to recycle items in the classroom--lunch sacks, paper, cardboard, bottles.

Title: Guest Speaker
Group Size: entire class
Materials: none needed

Procedures:

- . Have a member of city council come in to tell of present city problems.

District Resources

424

425

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

427

428

Student Learning Objective(s) The student knows that small communities differ from each other in size and in the way people meet their needs. State Goal

1,4
2,4

District Goal
Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: The Size of Towns
Group Size: whole class
Materials: large sheet of paper for chart

Procedures:

- . Ask students to identify the small towns in the area. Students probably come from some of these towns or have visited some of them.
- . Make a chart with two columns. In one column list the names of the towns and in the other column place the most recent population count of each town. Using a state map of Washington supply the information concerning population count.

Title: Available Services in Small Towns
Group Size: small
Materials: phone books from surrounding small towns.

Procedures:

- . Divide class into groups equal to the number of small towns for which you have phone books.
- . Direct each group to find the services available in each town: doctors, grocery stores, post office, churches, schools, etc. (second graders will need a considerable amount of guidance in this activity.)
- . Point out that the number and variety of services available are related to the size of the population.
- . Emphasize the fact that really small towns do not have some of the services such as doctors, hospitals, etc. This could be used later as a reference point to develop the objective "small communities rely on the big cities for some services."

Washington State map with population counts and/or atlas.

Small communities' phone books

District Resources

430

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Jobs in Small Towns
Group Size: small or large
Materials: phone books from surrounding small towns

Procedures:

- . Using the phone books students should attempt to find out the kinds of jobs people in various small towns may be doing. In some areas there may be a single industry employing most of the people.
- . Another approach, if you are teaching in a small town, is to survey the students in your class to find out what kind of work their parents are doing.
- . As a class write to second graders in surrounding small towns to find out what their parents are doing.
- . Compare the findings with the size of towns as found in the first activity.

Small communities' phone books

District Resources

Student Learning Objective(s) A. The student knows that a community changes as the need of the State Goal 4,8
people living in it change. B. The student is able to identify causes of community change; District Goal
congestion, technology, industry, transportation, recreation, people needs. Program Goal 2,4

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Community Changes
Group Size: entire class
Materials: none needed

Procedures:

- . Ask the student what would happen if a big automobile factory was built in their town.
- . Discuss the need for more homes, stores, bigger schools.
- . Ask: "What would be good about the new factory, more jobs, a town with new stores?"
- . "What could be some changes that we might not like?" (Too much traffic, rivers polluted by factory, crowded schools.)
- . "Could planning help?" (Parks, traffic patterns, build a larger school.)

Films:
A Field Becomes A Town, EBF
Land, Labor, Capital, Oxford
Changing Wheat Belt, McGraw-
Hill

District Resources

Title: How Communities Change
Group Size: entire class
Materials: photos, magazines, newspapers

Procedures:

- . Identify jobs and services in the community today and contrast those of a village of 1800.
- . Ask the students to find pictures of machines or inventions that have caused changes.

431

Suggested Activities: Grade(s) _____

Suggested Monitoring Procedures

Possible Resources

District Resources

436

435

218

Student Learning Objective(s) The student knows that some communities grow larger while other communities grow smaller.

State Goal	2,4,10
District Goal	
Program Goal	2

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Community Change <u>Group Size:</u> entire class <u>Materials:</u> photos, old newspapers</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . If you can locate a picture of your community that shows it as it was fifty to one-hundred years ago, show it to the students. . Next show them a contemporary picture of their community. . Hold the pictures side by side and ask the students to identify the changes that have occurred. . Then ask them why these changes have occurred. . Finally ask them if they think that all of these changes were/are helpful. 		<p><u>Book:</u> <u>Little House in the Big Woods,</u> Laura Ingalls Wilder</p> <p>newspapers</p> <p>magazines</p>
<p><u>Title:</u> Comparing Shopping Centers to General Stores <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Discuss differences and similarities between contemporary shopping centers and early general stores. <p><u>Extension:</u></p> <ul style="list-style-type: none"> . Draw pictures or make a mural comparing general stores to a shopping center (be sure to include the parking lot). 		<p><u>District Resources</u></p>

497

498

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		<div data-bbox="1214 1270 1445 1312" data-label="Section-Header"> <p>District Resources</p> </div>

439

220

440

Student Learning Objective(s) <u>The student knows that rural communities have a low density population and provide products for urban communities.</u>	State Goal District Goal	<table border="1"> <tr> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">2,4</td> </tr> </table>	2		2,4
2					
2,4					
Program Goal					

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Field Trip
Group Size: entire class
Materials: magazines, brochures, catalogs

Procedures:

- Plan a field trip to the country. Contact a farmer, logger, miner, etc., to arrange a visit of the students.
- Have the person contacted emphasize the kind of environment he/she works in, specialized equipment, cost, qualifications needed, weather, products and the market.
- Following that visit have the students discuss and illustrate major concepts they have learned. These can be displayed under a caption, "Our Visit To _____".
- (A variation could be to have students prepare a display using pictures from magazines, brochures and catalogs on the kinds of activities they observed in their visit.)

Give the students a worksheet with characteristics of urban and rural communities and have them identify the rural characteristics.

Books:
I Want To Be A Farmer,
 Carla Greene

The Little Farm, Walch

Farmer and His Cows, Scribner

Films:
Dairy Farm, Coronet
Tree On the Road To Turn Town,
 Mc-Craw-Hill
Machines That Help Farmers,
 Bailey Film Assoc.
The Lumberyard, Bailey Film Assoc.
Crack In The Pavement, Film Fair

newspapers from nearest big city

Title: Small Towns' Contributions to the City
Group Size: small or large
Materials: newspapers from nearest big city

Procedures:

- Bring in newspapers from the nearest big city and have students examine the grocery advertisements to identify the products that grow or are produced on farms. Make a list of these items.



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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- . If you live in a small town identify those products that are produced in your town and are sold to the city.
- . Expand this activity beyond grocery items.

District Resources

443

444

Student Learning Objective(s) The student knows small communities rely on the big cities for some services.

State Goal	1
District Goal	
Program Goal	1

Related Area(s): _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Community Services <u>Group Size:</u> small or large <u>Materials:</u> chart, paper</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Remind students that some small towns do not have many of the services that are very important to the people. Have students identify them and list on chart. Raise the question: Where do the people go for these services? Allow the students to relate to their personal experiences and/or speculate. List responses next to appropriate item on chart. 		
<p><u>Title:</u> Comparing Community Services <u>Group Size:</u> whole class <u>Materials:</u> chart, paper</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Discuss services your community has for which people from other communities must come to your town. Discuss services for which you must go to another town and/or city (i.e. zoos, museums, hospitals, shopping centers, commercial establishments, etc) Make lists on a chart under (a) Our Community, (b) Another Community. In comparing lists emphasize the fact that larger communities and especially big cities have more services. 		<p><u>Film:</u> <u>Cities and Commerce-Where We Get Goods and Services, McGraw-Hill</u></p> <hr/> <p>District Resources</p>

416



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

417

224

418

Student Learning Objective(s) The student knows that rate of change in a community varies; communities change rapidly or gradually.

State Goal	2,4,10
District Goal	
Program Goal	2,4

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Rate of Community Change <u>Group Size:</u> entire class <u>Materials:</u> chalkboard</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Remind the class of the town where a factory moved in. Ask students what changes may have occurred. Ask the students, "Do most towns change rapidly or more slowly?" Ask them to verify their opinions. With the students develop a list on the chalkboard of conditions that might cause a community to grow rapidly and list of conditions that might cause a community to grow gradually. 	<p>Observation of students in a discussion being able to tell of some changes that have occurred in their community and whether the changes were rapid or gradual.</p> <p>Students can give a simple comparison of today with "long ago" (by art work, telling, writing, arranging pictures in sequence, etc.)</p>	<p><u>Book:</u> <u>Wake Up, City</u>, Alvin R. Tressalt, Lothrop, Lee E. Shepard.</p> <p><u>Films:</u> <u>Cities and History—Changing the City</u>, McGraw-Hill <u>Cities and Beauty—Cities Can Be Beautiful</u>, McGraw-Hill</p>
<p><u>Title:</u> Changes in Local Area <u>Group Size:</u> entire class <u>Materials:</u> none needed</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Invite a grandparent or senior citizen who has lived in the area for a long time to discuss changes that they have seen. 		<p>District Resources</p>
<p><u>Title:</u> Picture Display <u>Group Size:</u> entire class <u>Materials:</u> old pictures of towns in the area</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students if any of their parents have old pictures of town in the area for a display. Have the students make a list and illustrate one item of something they can do today that they could not do in the past. 		<p>450</p>

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Time Line
Group Size: individual
Materials: parent or grandparents as resource

Procedures:

- Have students ask their parents and grandparents about their youth. A simple time line can be formed with these headings:

When My Grandparents When My Parents I Am
 Were ? Were ? ?

- Under the headings, the students, with help, can list the information she/he has learned from her/his family.

District Resources

451

452

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: The Cities and How They Develop

	Page	Suggested Grade Placement				
		K	1	2	3	4
The student knows:						
• cities have developed in areas where it is easy for people to work and trade.	229	2				
• technology helped cities to grow.	233	2				
• the growth of a city is influenced by the natural features of the area in which it is located.	235	2				
• people living in cities come from a variety of cultural backgrounds.	237	2				
• people in a neighborhood often group and work together to make their neighborhood and their city a better place to live.	239	2				
• cities have many problems such as pollution, traffic congestion, and the like.	241	2				
• many people that work in the city live in suburbs.	243	2				
The student is able to:						
• identify on a map the important natural features (rivers, ports, etc.) of a city.	229	2				
• explain why people usually do not live in the downtown area (CBD).	243	2				
• give reasons why cities have more pollution problems than the countryside.	241	2				
• identify similarities and differences in rural, urban and suburban communities.	245	2				
The student values:						
• the contributions of all cultural groups in the richness of city life.	237	2				
• attempts to beautify and clean the city.	239	2				



OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

454

228

455

Student Learning Objective(s) <u>A. The student knows that cities have developed in areas where it is</u>	State Goal	1,4
<u>easy for people to reach, find work or trade. B. The student is able to identify on a map the</u>	District Goal	
<u>important natural features (rivers, ports, etc).</u>	Program Goal	1,2,4

Related Area(s) _____

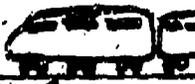
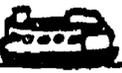
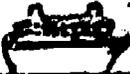
Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Citing Transportation Means
Group Size: small or large
Materials: city map, town map

Film:
Cities and Geography-Where People Live, McGraw-Hill.

Procedures:

- Get a close-up map of a large city in which the various means of transportation to and from the city are visible. Identify them and list on the board or on a wall chart. Pictures could also be used to identify various modes of transportation (since most of the cities developed by waterways, select a city by a river or other body of water).
- Repeat the above procedure for a small town. If the students live in a small town have them identify the ways one can travel to and from their town. A chart similar to the following will emphasize the differences.

City: Seattle	Town: Bruce, WA.
car 	car 
train 	
plane 	
ferry 	
ship 	

District Resources

457

456

Suggested Activities: Grade(s) 2

Suggested Monitoring
Procedures

Possible Resources

Have students speculate on the reasons for the differences. The following might be included among these differences:

- More people live in cities.
- It is easier to make connections for traveling to different parts of the country.
- Farmers and other producers in the countryside bring their products in the city to sell them.
- It is easier to find work.
- Life is more interesting for some people (some just come for a short period of time to be entertained).

Title: Continental Perspective.

Group Size: individual or small

Materials: U.S. map

Procedures:

- Display a large map of the United States and have students identify the major cities. Write each city on a small slip of paper and put in a hat (or a bowl, jar, etc).
- Have individuals, pairs or groups draw a slip. They are then responsible to investigate that city and determine whether the city:

- is near a waterway
- has a railroad going through it
- has an airport
- has a major highway going through or by it

Title: What is a City?

Group Size: small or large

Materials: newspapers, paste, lined paper, pencils, black paper, scissors

District Resources

Student Learning Objective(s) A. The student knows that cities have developed in areas where it is State Goal 1,4
easy for people to reach, find work or trade. B. The student is able to identify on a map the District Goal
important natural features (rivers, ports, etc.). Program Goal 1,2,4

Related Area(s)

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

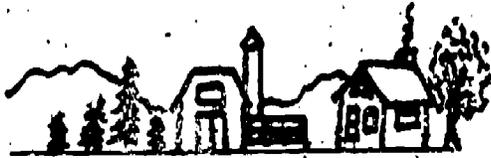
Possible Resources

Procedures:

- On black paper paste the silhouette of tall buildings (baken from the classified section for uniformity of print).



- Below the silhouette paste lined paper with the student's definition of what a city is.
- Repeat procedure for the country.



Title: Building Cities
Size: small
Is: "Where Do We Live" game

Proc

- outlined game instructions. Players apply concepts of geography which consider human needs and environmental quality to plan and build cities on a game board.

Title: Why People Live in Cities
Group Size: small or large
Materials: Life in the City tape

Procedures:

- Listen to tape.

Game:
Where Do We Live, Scott Foresman and Co.

Audio Tape:
Life in the City, ESD 121.
 (#036204)

District Resources

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p>Discuss why people live in the city and how it affects them.</p>		
		<p>District Resources</p>

402

403

Student Learning Objective(s) The student knows technology helped cities grow.

State Goal	1,4
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Getting to School <u>Group Size:</u> small or large <u>Materials:</u> <u>Procedures:</u></p> <ul style="list-style-type: none"> Take a hand count and tally on board the various ways the students get to school. walk III 1 bike III 1 car III 1 bus III 1 Recalling how students are bused or driven to school in small towns, ask children to speculate about what they would have to do if there were no buses or cars. How would they get to school? How would the community be different? Hopefully the students will indicate they would have to live near the school. 		
<p><u>Title:</u> Distances from Work <u>Group Size:</u> small or large <u>Materials:</u> <u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students to check with their grandparents and other older people they may know to find out how close to their place of work they used to live when they were young. In discussion emphasize how cars and the development of other means of transportation made it possible for people to live away from their jobs and this caused the cities to spread out. 		<p>District Resources</p> <p style="text-align: right;">455</p>

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Field Trip
Group Size: small or large
Materials:

Procedures:

- Have students visit several areas in a city where the population is increasing. Observe the changes in land use, the number of new buildings, the number of apartments versus the number of single family dwellings, shopping areas, etc.
- Upon returning to class and discussing what was seen, have students write prose or poetry about the city using their senses.

example: City of Everett

- What I Saw
- What I Heard
- What I Smelled
- What I Felt

Title: City Changes
Group Size: small or large
Materials: film

Procedures:

- Show the film Cities and History-Changing the City.
- Discuss observed changes.
- Possibly have students draw before and after pictures.

Film:
Cities and History-Changing The City, McGraw-Hill.

District Resources

Before Much Industry After Industry Grew

436

437

Student Learning Objective(s) A. The students know that the growth of a city is influenced by the natural features of the area in which it is located. B. The student is able to identify on a map the important natural features (rivers, ports, lakes, etc.)

State Goal	1,4
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) 2

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Lake Washington Bridges <u>Group Size:</u> small or large <u>Materials:</u> maps of metropolitan area of Seattle and Washington State</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show a map of the Seattle metropolitan area. Place it within the context of Washington State and your own location. Point out that prior to building the bridges across Lake Washington very few people lived on the east side of the Lake. Allow children to share their speculations. 		<p><u>Film:</u> <u>A Field Becomes A Town, EBF</u></p>
<p><u>Title:</u> Aerial Photographs <u>Group Size:</u> small or large <u>Materials:</u> aerial photos</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Secure aerial photographs of cities and observe the various patterns of growth which usually avoid rough paths of rivers or cover areas in which it is easy to build roads and have water lines bring other needed facilities. 		<p>District Resources</p>
<p><u>Title:</u> Field to Town <u>Group Size:</u> small or large <u>Materials:</u> film</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show the film <u>A Field Becomes A Town</u>. Discuss changes emphasizing time period involved. 		

403

403



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

470

471

Student Learning Objective(s) <u>A. The student knows people living in the cities come from a variety</u>	State Goal	1,6
<u>of cultural backgrounds. B. The student values the contributions of all cultural groups in the</u>	District Goal	
<u>richness of city life.</u>	Program Goal	1,2,3

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Ethnic Restaurants <u>Group Size:</u> small or large <u>Materials:</u> large city phone book, world map</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Take the phone book of a large city and identify as many ethnic restaurants as possible. Point out that people operating these restaurants often come from different countries. On a wall map of the world place strings from that city to the various countries identified. 		
<p><u>Title:</u> Urban People <u>Group Size:</u> small or large <u>Materials:</u> magazines</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Collect photographs of urban scenes and possibly mount them for a bulletin board display. Have students analyze the pictures noting and discussing the differences in people. 		District Resources
<p><u>Title:</u> Tourist Brochures <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students and/or teacher contact a travel agency or the Chamber of Commerce of large cities. Ask them for public relations brochures on specific cities. Invariably they will depict the variety of people living in these cities and the contributions they 		473

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

make to the life of the city. For instance, the oriental District in Seattle or the Scandinavian area of Ballard are generally projected as unique Seattle attractions.
• Arrange an exhibit using the brochures to highlight an area's ethnic composition.

District Resources

Student Learning Objective(s) <u>A. The student knows people in a neighborhood often group and work together to make their neighborhood and their city a better place to live. B. The student values attempts to beautify and clean the city or any other location.</u>	State Goal	1,5,6,7
	District Goal	
	Program Goal	1,2,3

Related Area(s) _____

Suggested Activities: <u>Grade(s) - 2</u>	Suggested Monitoring Procedures	Possible Resources															
<p><u>Title:</u> Surveying Community Groups <u>Group Size:</u> individual and large <u>Materials:</u> <u>Procedures:</u> . Ask students to survey their parents and neighbors to find out to what neighborhood or community groups they belong and what is the purpose of these groups. Let people know you are interested in groups existing for the good of the neighborhood or the community. A format similar to the following may be helpful here:</p> <p>Our class is gathering information about community groups that exist for the good of the neighborhood. We are interested in these groups' purpose and their products. Thank you for your help.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Group(s)</th> <th>Group Purpose</th> <th>Group Project</th> <th>Contact Person address/phone</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>. Discuss findings.</p> <p><u>Title:</u> Newspaper Coverage <u>Group Size:</u> small or large <u>Materials:</u> urban newspapers 476</p>	Name	Group(s)	Group Purpose	Group Project	Contact Person address/phone												<p>District Resources</p> <p>477</p>
Name	Group(s)	Group Purpose	Group Project	Contact Person address/phone													

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Urban newspapers, (city dailys as well as neighborhood weeklys), usually report on the activities of neighborhoods or community groups. Cut out reports and discuss with the children. Possibly have students search papers for additional articles. <p><u>Title:</u> Film <u>Group Size:</u> small or large <u>Materials:</u> film</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show film <u>Communities Keep Clean.</u> Identify ways to keep communities clean. <p><u>Title:</u> Taking Action <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students discuss areas that need improvement in their neighborhood. List problem areas as they are identified and have class brainstorm possible solutions. As a class decide which project they will undertake. Organize class for action. 		<p><u>Film:</u> <u>Communities Keep Clean.</u></p>
		<p><u>District Resources</u></p>

479

473

240

Student Learning Objective(s) A. The student knows cities have many problems such as pollution traffic congestioh and the like. B. The student is able to give reasons why cities have more pollution problems than the countryside.

State Goal	1,4,7
District Goal	
Program Goal	3,4

Related Area(s): _____

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: Considering Crowded Conditions
Group Size: small or large
Materials: magazine or poster pictures

Procedures:

- Ask students to speculate on the problems that might occur if the students from two other classes were to come and work in their class. Record answers on the board.
- Show pictures depicting urban problems—an industrial complex with smoke quite visible over it, a crowded city street, a crowd community swimming pool during the summer months. Have children cite problems and record answers on board.
- Check for similarities and differences with list generated from discussion of crowded classroom.

Title: Field Trip
Group Size: small or large
Materials:

Procedures:

- Visit the waterfront or any other body of water near the city and notice the pollution. Have students explain why the water is polluted.
- Upon returning to the classroom discuss ways to decrease pollution in waterways. Possibly make posters to alert the public of ways to help.

Audiotape:
The Transport Mess, ESD 121
 (#31601)

District Resources

480

481



Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Comparing City and Countryside

Group Size: small or large

Materials: pictures, slides or films

Procedures:

- . After studying visuals of urban and rural scenes, contrast them discussing the differences. Organizing the information as follows may be helpful:

Film:

Garbage, King Screen

City

Country

City		Country	
Characteristic	Reason	Characteristic	Reason

Title: Film

Group Size: small or large

Materials:

Procedures:

- . Show the film Garbage.
- . Discuss how garbage is a menace as well as an art.

District Resources

Student Learning Objective(s) A. The student knows many people who work in the city live in the suburbs. B. The student is able to explain why people usually do not live in the downtown area (CBD=Central Business District).

State Goal

1,6

District Goal

Program Goal

1,4

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Comparing City and Suburb <u>Group Size:</u> small or large <u>Materials:</u> pictures of city and suburban scenes</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Take a map of the nearest metropolitan area and draw a circle around the CBD to separate the city from the suburbs. Ask students to speculate what might be different about the two areas. Show pictures of suburban and residential areas and identify differences. Notice how the downtown area has little room for yards and playing fields. 		
<p><u>Title:</u> Class Survey <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> If students live in a suburban small town or a suburb, make a survey of the class to find out how many of their parents and/or people they know work in the city. 		<p><u>District Resources</u></p>
<p><u>Title:</u> Analyzing Rush Hour Traffic <u>Group Size:</u> small or large <u>Materials:</u> aerial pictures of rush hour traffic, Seattle map</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Show a picture of some frustrated people in a traffic jam and/or aerial photos of congested 		



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p>traffic. Discuss possible reasons for congestion. Bring in a map of Seattle and point out how traffic towards city in morning and away from city in the afternoon. Mention the two Lake Washington bridges and the helicopter traffic controls on the radio. Have students analyze the situation and discuss reasons for it. Have students recall previous activities about problems in the cities.</p>		<p>District Resources</p>
<p>436</p>	<p>244</p>	<p>437</p>

Student Learning Objective(s) The student is able to identify similarities and differences in rural, urban and suburban communities.

State Goal

1

District Goal

Program Goal

1,4

Related Area(s)

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: City Life versus Country Life
Group Size: small or large
Materials: board, pencil, paper, crayons.

Procedures:

- . Have student discuss how life in a city would be different from country life. On the chalkboard make two columns and head one "city" and the other "country." List student responses under each heading.
- . Ask students to list advantages and disadvantages of the two.
- . Discuss the kinds of jobs people would typically get in the country.
- . Have students write a paragraph about why they would like to live in the country or city and illustrate the paragraph with a drawing.
- . A variation would be to have the students make a mural of the family in the country or city.

Films:

Cities Are Different and Alike,
 Coronet.

Cities and Suburbs-The Metropolitan Area, McGraw-Hill.

District Resources

Title: Poem
Group Size: small or large
Materials: poem entitled "City Child"

Procedures:

- . Read poem and discuss characteristics of city and country. These can be listed under two columns labeled "city" and "country."

City Child

The sidewalk is my yard,
 The lamppost is my tree;
 Up three long flights of stairs,

493

Suggested Activities: Grade(s) 2

Suggested Monitoring
Procedures

Possible Resources

My home is Flat 4-C.

The fire escape is my porch,
Where clothes hang out to dry;
All the day the noise and rush,
All night the trains go by.

Tall buildings all around,
Reach up and shadow me;
Sometimes the great big sun
Comes, peeping round to see.

All day people pass,
They hurry as they go;
But when they are my friends,
They stop and say hello.

- Students draw or point pictures showing characteristics of city and country. Exhibit as "Children Live (1) in the Country (2) in the City."

Title: Different Ways of Life
Group Size: small
Materials: butcher paper, paints, crayons,
etc.

Procedures:

- Make a large mural comparing the farm, the town and the city. Some of the categories that might be compared are homes, work activities, play activities and transportation.
- Divide class into three or four groups, each responsible for the illustration of one category. Pictures can be collected from other charts and/or drawn and/or cut out of magazines and catalogues.

District Resources

Student Learning Objective(s) The student is able to identify similarities and differences in rural, urban and suburban communities.

State Goal

1

District Goal

Program Goal

1,4

Related Area(s)

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Telling a story
Group Size: individual
Materials: tape recorder, chalkboard, paper and pencil.

Procedures:

- Students may finish a story beginning, "If I lived in the city. . ." or "If I live in the town. . ." or "If I lived in the country. . ."
- These will be dictated or spoken into a tape recorder. Play back to share with classmates.
- Words about the city, town or country may be written on the board to the alphabetized and used in a picture dictionary.

Title: Subways-A City Characteristic
Group Size: small or large
Materials: book

Procedures:

- Read Barto Takes the Subway.
- Discuss how a person feels when they come from a farm to a city and take their first subway ride.

Title: Country vs. City
Group Size: small or large
Materials: books

Procedures:

- Read We Live in the Country (or City) and discuss students' experiences.
- Tape We Live in the City (or Country) and have the

Books:

Barto Takes the Subway by Barbara Brenner, Knopf.

We Live in the City by Lois Lenski, Lippincott.

We Live in the Country by Lois Lenski, Lippincott.

District Resources

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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students listen to the story without seeing the book's pictures. Ask them what pictures would be necessary to illustrate the book. Assign each picture to student(s). Then gather pictures together and bind in book form.

District Resources

494

495

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--Developed by the People

The student knows:

- . that in the United States the westward expansion of the railroad affected the development of the land.
- . that in the United States colonization, western expansion and immigration affected the use of the land.
- . that technology and the industrial revolution affected the use of land and increased production.
- . that in the United States the cultural background of many of the immigrants influenced the way they used the land.
- . that the life of early American was tied closely to the land and its resources.
- . that the Government played a role in systematically using the land in order to meet the needs of people.

The student is able to:

- . identify ways the railroad affected the development of the land.

The student values:

- . the contributions the immigrants and pioneers have made in the development of the land.

	Page	Suggested Grade Placement	District Placement					
				K	1	2	3	4
251	3							
253	3							
255	3							
257	3							
259	3							
261	3							
251	3							
253	3							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

497

250

498

Student Learning Objective(s) <u>A. The student knows that in the United States the westward expansion of the railroad affected the development of the land. B. The student is able to identify ways the railroad affected the development of the land.</u>	State Goal	3,4
	District Goal	
	Program Goal	5

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Ghost Town Picture <u>Group Size:</u> small or large <u>Materials:</u> <u>Procedures:</u></p> <ul style="list-style-type: none"> . Present students with a picture of a ghost town. . Ask: "Why do you think this town became a ghost town?" . Continue to develop the concept. 	<p>Have students list ways in which the railroad affected land development.</p> <p>Given a teacher-made list, have students identify the specific contributions the railroad made on land development.</p>	<p>Write local Railways and ask for posters and other information they may have to offer.</p> <p>magazines and newspapers</p> <p>School library Public library Bookmobile</p> <p><u>Film:</u> <u>The Ballad of the Iron Horse,</u> Learning Corporation</p> <p><u>Charts and Pictures:</u> Various titles available from Association of American Railroads</p>
<p><u>Title:</u> Railroads' Impact and Decline <u>Group Size:</u> small or large <u>Materials:</u> train <u>Procedures:</u></p> <ul style="list-style-type: none"> . Set up a train in the classroom (this can be a real model train or a wall mural). . Have various freight cars carrying products to various cities. . Emphasize the impact the railroads had on land development and the moving of products from one area to another. . Be sure to discuss the decline also. . Variation: Have an outline map of the U.S. showing the development of the railroads across our nation. The students map out the original routes. (Add the states, cities, and whatever you are teaching about as you go along.) <p style="text-align: center;">400</p>		<p>District Resources</p> <p style="text-align: center;">500</p>

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Op Art Poster
Group Size: small or large
Materials: newspapers, magazines

Procedures:

- . Have students cut pictures and words out of newspapers. Have the students cut these into train shapes, wheels, smoke stacks, etc.
- . Paste the shapes collage style on poster board.
- . Variation: Have a very large shape of a train already on bulletin board and have students completely fill in with words and pictures from newspapers or magazines.

Title: The Train
Group Size: entire class
Materials:

Procedures:

- . The teacher indicates to the class that they are going to see how many interesting facts they can find about the contributions of the railroad in developing land use in the U.S.
- . Each time students discover a contribution it will be written on a train car and added to the train. The class should see if they can make a very long freight train.
- . Variations:

Oral Reports: Describe the work of railroads in pioneering land settlement.

Compare the role of the homesteader and private development companies in settling the west.

District Resources

501

502

Student Learning Objective(s) A. The student knows that in the United States colonization, westward expansion and immigration affected the use of the land. B. The student values the contributions the immigrants and pioneers have made in the development of the land.

State Goal	3,6
District Goal	
Program Goal	5

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Student Reports <u>Group Size:</u> individuals <u>Materials:</u> reference books</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students do individual research at home or in library on the contributions the pioneers made to land development. Have them decorate the covers. 	<p>Have students verbalize the contributions made by the immigrants colonists and pioneers.</p> <p>Have students match the name of the group with their contribution.</p>	<p><u>Filmstrips:</u> <u>Jamestown: The Settlement and Its People, EBE</u></p> <p><u>Children's Stories of Famous Americans, EBE</u> <u>Quest for Equality, EBE</u></p> <p>School library Public library, Bookmobile</p> <p>U.S. wall map</p>
<p><u>Title:</u> Twenty-One <u>Group Size:</u> entire class <u>Materials:</u> chalkboard, paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> The purpose of this game is to establish the relation of person and place in the student's mind; to review early settlement and places involved. Teacher lists on the chalkboard places connected with early settlement of the United States. Divide the class into two groups. Tell the students they are going to have a contest by matching the correct name with the place. Allow two points for each correct matching. Deduct two points for each error. Allow one extra point if a student can tell and interesting fact about the person or group being matched. The first group with 21 points wins. Example: William Penn Pennsylvania William Bradford Plymouth Quakers Pennsylvania Puritans Massachusetts 		<p><u>Audio Tapes:</u> <u>Cowboy Songs - Music of the Lone Prairie, (#024303), ESD 121</u> <u>The Westward Thrust, (#044154) ESD, 121</u></p> <p>District Resources</p>

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Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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. Variation: This could be a seatwork lesson. It could be used as a map study with the students pointing out the locations.

Title: Rocket Contest
Group Size: entire class
Materials: large rocket (use overhead projector to project rocket ship and trace around it), paper, paints for student's individual rockets, small silver and large gold stars

Procedures:

- . Teacher explains the Rocket Contest to class.
 "We are going to use these rockets to see who can blast off and reach the stars. Each day this week we will answer questions about the contributions immigrants made to the development of the land. Each time you have a perfect score you may put a silver star on your rocket. If you have a perfect score all week you may put a gold star on your rocket."
- . Sample questions: (May be given orally or written.)
 1. Why did the immigrants colonize?
 2. How did they use the land?
 3. Why did they leave their native lands?
- . Variation: Use covered wagons going west.

Have students list contributions of immigrants to the land.

Texts
Reference books

District Resources



Student Learning Objective(s) The student knows that technology and the industrial revolution State Goal

affected the use of the land and increased production. District Goal

4
5

Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Frontier of a City <u>Group Size:</u> small groups <u>Materials:</u> paper, pencil</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have the students draw pictures of a city scene. Have them put things in the picture that don't belong, such as a farmer plowing a field, in the middle of a city street. The students exchange drawings and try to find what is wrong in the drawings. The idea is to mix rural things in with urban surroundings. 	<p>Have students make a chart identifying the effects of industry and technology.</p> <p>Have students list some ways in which the automobile has affected our nation.</p>	<p><u>Books:</u> Spark, Mary M. Roy, Educational Service America Moves Forward, Gerald Johnson, Morrow</p> <p><u>Films:</u> The Factory, Baily Film Assoc. Cities and Manufacturing, McGraw-Hill Cities and Commerce, McGraw-Hill</p> <p>Magazines</p>
<p><u>Title:</u> Assembly Line <u>Group Size:</u> entire class <u>Materials:</u> paper, cardboard, paper fasteners, punch lettering pens, ink, rubber cement, pictures of factories and workers</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> The purpose of this activity is to show how assembly line methods speed production and to demonstrate that work can be done faster when one practices the same movements over and over. Teacher helps the students set up an assembly line as follows: "Let's see just how an assembly line works. We are going to make booklets about the different types of factories and what they produce and we can form our books by using an assembly line. Each of you will be responsible for one job on every 		<p>District Resources</p>

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Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p>book. The materials will start at one end of the line and will be the finished product when they reach the other end of the line."</p> <p>. Place the desks in a row with the necessary working materials in front of the workers. Pass the materials to the right.</p> <p><u>Title:</u> Products <u>Group Size:</u> entire class <u>Materials:</u> magazine pictures, yarn</p>		
<p><u>Procedures:</u></p> <p>. The teacher begins the discussion by asking: "What are some of the products that are grown in our country?"</p> <p>. Teacher lists the answers on the board.</p> <p>. Teacher has collected pictures of different things which are made from products grown in this country.</p> <p>. Teacher then says to students: "Each of you will have a chance to place one of the pictures next to the product from which the object is made."</p> <p>Example: A picture of a dress or piece of fabric would be placed next to "cotton plant" or a picture of lumber next to "trees."</p>		
<p>. Variation: A contest or game may be played using this activity. The teams would receive a point for each correct placement.</p> <p>. The pictures may be placed on the board with yarn to attach them from the product to the use and used as quiet activity for the learning corner.</p>		<p><u>District Resources</u></p>

Student Learning Objective(s) The student knows that in the United States the cultural background of many of the immigrants influenced the way they used the land.

State Goal

3,6

District Goal

Program Goal

5

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Cultural Contributions
Group Size: entire class, individuals
Materials: reference books

Procedures:

- Teacher has each student write a story on how he/she learned to do something at home (plant a garden, cook something, fish, build something).
- Teacher related this activity to the immigrants and how they influenced the way things were done. Each group brought its own way of doing things. Example: Italian wine growers in California, Scandinavian fishermen, Greek sponge divers, Pennsylvania Dutch (German) farmers in Pennsylvania, Japanese truck farmers, Basque shepherders.

Title: Immigrants' Contributions
Group Size: small groups
Materials: Yarn, large map of U.S.

Procedures:

- Refer to activity above. Have students draw pictures of grapes, fish, sponges, anything to pictorialize the contribution of the immigrants.
- Have students connect the picture with the appropriate part of the country where the immigrants settled. (Example: Greek sponge divers in Florida.)

Have students match the cultural group with the influence on the land.

Have students illustrate the cultural influences of several countries on land development in the United States.

Books:
 Spark, Mary M. Roy, Educational Services

Films:
Cities and Geography, McGraw-Hill
Cities and History, McGraw-Hill

U.S. map
 special guest speaker

Audio Tape:
A Nation of Immigrants (#137002) ESD, 121.

District Resources

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Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Recipe Booklet <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Have students collect recipes that they know come from another culture (Swedish pancakes, German sauerkraut, Tacos, Chow Mein, etc.) . Have the students choose a dish to prepare either at school as a group project or at home, bringing it to school to share with classmates. <p><u>Title:</u> Visit to a Bakery <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Visit a baker with a particular cultural influence (Danish, German, Swedish, French, etc.) . Have the students identify the type of goods that are particular to the baker visited. . Contrast to bakeries found in supermarkets. 		
<p style="text-align: center;">513</p>		<p style="text-align: center;">District Resources</p> <p style="text-align: center;">514</p>

Student Learning Objective(s) The student knows that the life of early Americans was tied closely to the land and its resources.

State Goal	3,4
District Goal	
Program Goal	5

Related Area(s) _____

Suggested Activities: Grade(s)- <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Early American Life <u>Group Size:</u> small groups <u>Materials:</u> see below</p> <p><u>Procedures:</u> . Teacher divides class into three or more groups. Each group works on one aspect of early American life: Group A: Make candles or Indian crafts (bead-work, etc.), butter churning Group B: Make models of shelters (teepees, log cabins, Indian long house--use Lincoln logs) Group C: Collect pictures or make drawings of clothing and collect materials (or draw) used to make such clothing (deer hide, buffalo, raccon fur, muslin, etc) Group D: Food sources Group E: Outfit a wagon for wagon train.</p>	<p>Have students list ways in which natural resources were used.</p> <p>Have students match a list of items with the correct natural resource.</p>	<p>Resource person to come in and demonstrate weaving, spinning, candle making, etc.</p> <p>Visit a museum</p> <p><u>Books:</u> <u>The Bears on Hemlock Mountain</u>, Alice Dalgliesh Scribner <u>From the Eagle's Wing</u>, Hildegard Swift, Morrow</p> <p><u>Films:</u> <u>Indian Family of long Ago</u>, Britannica <u>Our Productive Resources</u>, Barr</p>
		District Resources

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518

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<p>517</p>	<p>260</p>	<p>District Resources</p> <p>518</p>

Student Learning Objective(s) The student knows that government played a role in systematically using the land in order to meet the needs of the people. State Goal

4,7
5,6

District Goal

Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Written or Oral Reports
Group Size: individual or small group
Materials: reference books, library materials

Procedures:

- . Discuss governmental projects that have influenced land development.
- . Have students select one for a written/oral report. (Could be done in small groups).

Title: Resource Person
Group Size: entire class
Materials:

Procedures:

- . Invite a speaker from a governmental agency to come to the class. (Example: National Parks, P.U.D., Department of Natural Resources, Department of Interior.)

Have students tell ways in which our government has aided in the development of the land.

The student matches a specific project with its purpose.

School library
 Public library
 Bookmobile

Ross Dam Tour
 Grand Coulee Dam Tour

Films:
Cities and Utilities, McGraw-Hill
Cities and Government, McGraw-Hill
Cities and Communication, McGraw-Hill

District Resources

519

520

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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		District Resources

521

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TEACHER RESOURCE MATERIALS

I. HOW SETTLERS CHANGED THE LAND

1. They helped drive away and slaughter the bison^o herds.
2. They killed the deer and the elk.
3. They killed the birds or drove them away.
4. They cut many trees.

II. THE RAILROAD HELPED BUILD AMERICA

A young man by the name of Frithjof Meidell who came in this country from Norway wrote to his mother in Norway and told her how the railroad helped to build American and expand it westward. Below are his own words:

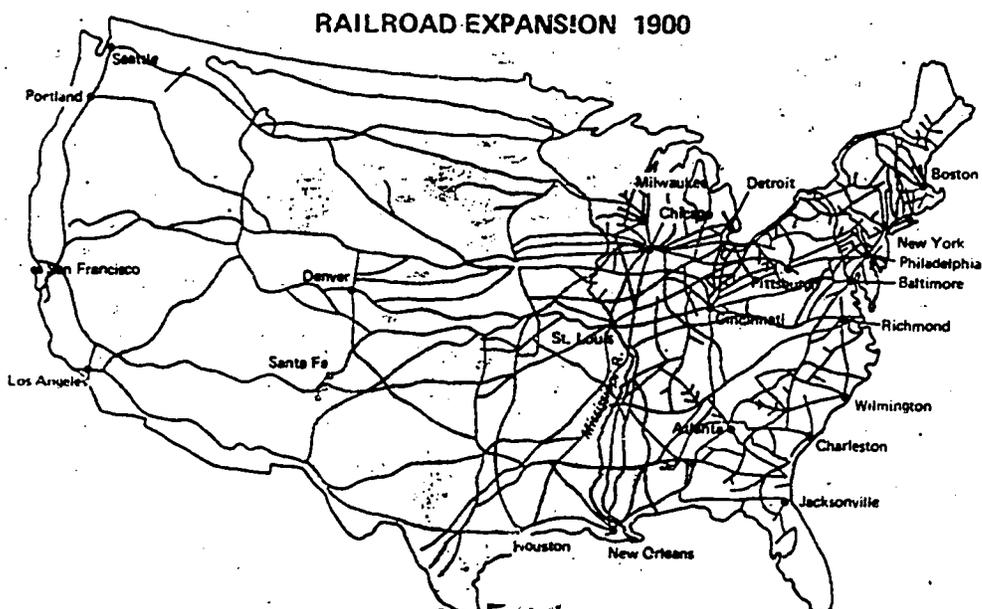
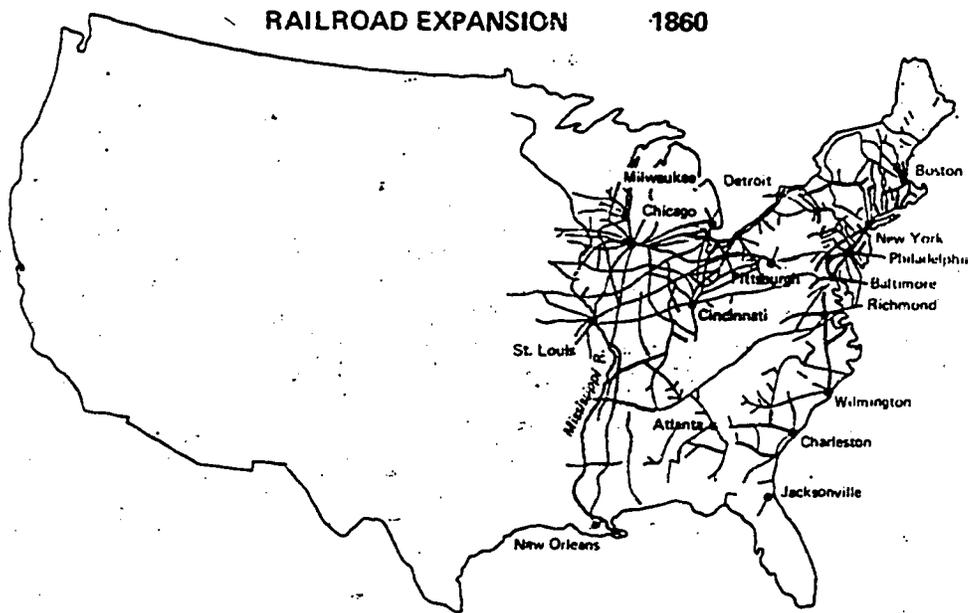
Here in America it is the railroads that build up the whole country. Because of them the farmers get wider markets and higher prices for their products. They seem to put new life into everything. Even the old apple woman sets off at a dogtrot when she hears that whistle to sell her apples to the passenger. Every ten miles along the railways there are stations, which soon grow up into towns. "Soon," did I say? I should have said "immediately," because it is really remarkable how rapidly the stations are transformed into little towns.

(From Marion and Howard Brady's Idea and Action in American History. Englewood Cliffs, New Jersey: Prentice-Hall, 1977, p. 207.)

The first locomotive (a steam engine that could push and pull) was first tried on a 13 mile track on August 18, 1830. It was brought to the United States from England.

III. THE RAILROAD MOVES WEST

The two maps below show how the railroad expanded between 1860 and 1900. How did that expansion change the use of the land?



IV. RAILROAD EXPANSION IN MILES

<u>Year</u>	<u>Miles</u>
1830	20
1840	2,820
1850	9,020
1860	30,630
1870	52,920
1880	93,260
1890	166,700
1900	192,560

MAJOR FUNCTIONS OF THE RAILROAD

1. Tied cities with the farm land.
2. Tied city with city.
3. Cities moved from harbors and rivers to anywhere people wanted.

ADVANTAGES OF RAILROADS OVER OTHER TRANSPORTATION

1. Moves large loads.
2. Moves faster than boats or horses.
3. Moves during winter (canals freeze).
4. Can cross hills, valleys, rivers, deserts. . .

V. OTHER TECHNOLOGICAL INVENTIONS THAT AFFECTED THE USE OF THE LAND AND INCREASED PRODUCTION

Cotton Gin - Invented in 1793 by Eli Whitney, the cotton gin helped separate the fibers from the seed hundred times faster than by hand. This increased the production of cotton.

Spinning Machine - Developed by Samuel Slater in 1791, the spinning machine helped spin cotton fiber into thread. This machine increased the textile factories.

Power Loom - The first power loom was built around 1814 and helped weave thread into cloth much faster than by hand. By 1840 there were 4,000 power looms operating in the United States.

Reaper - Developed by Cyrus Hall McCormick in 1834, the reaper helped harvest wheat 20 times faster than by hand.

VI. IMMIGRATION

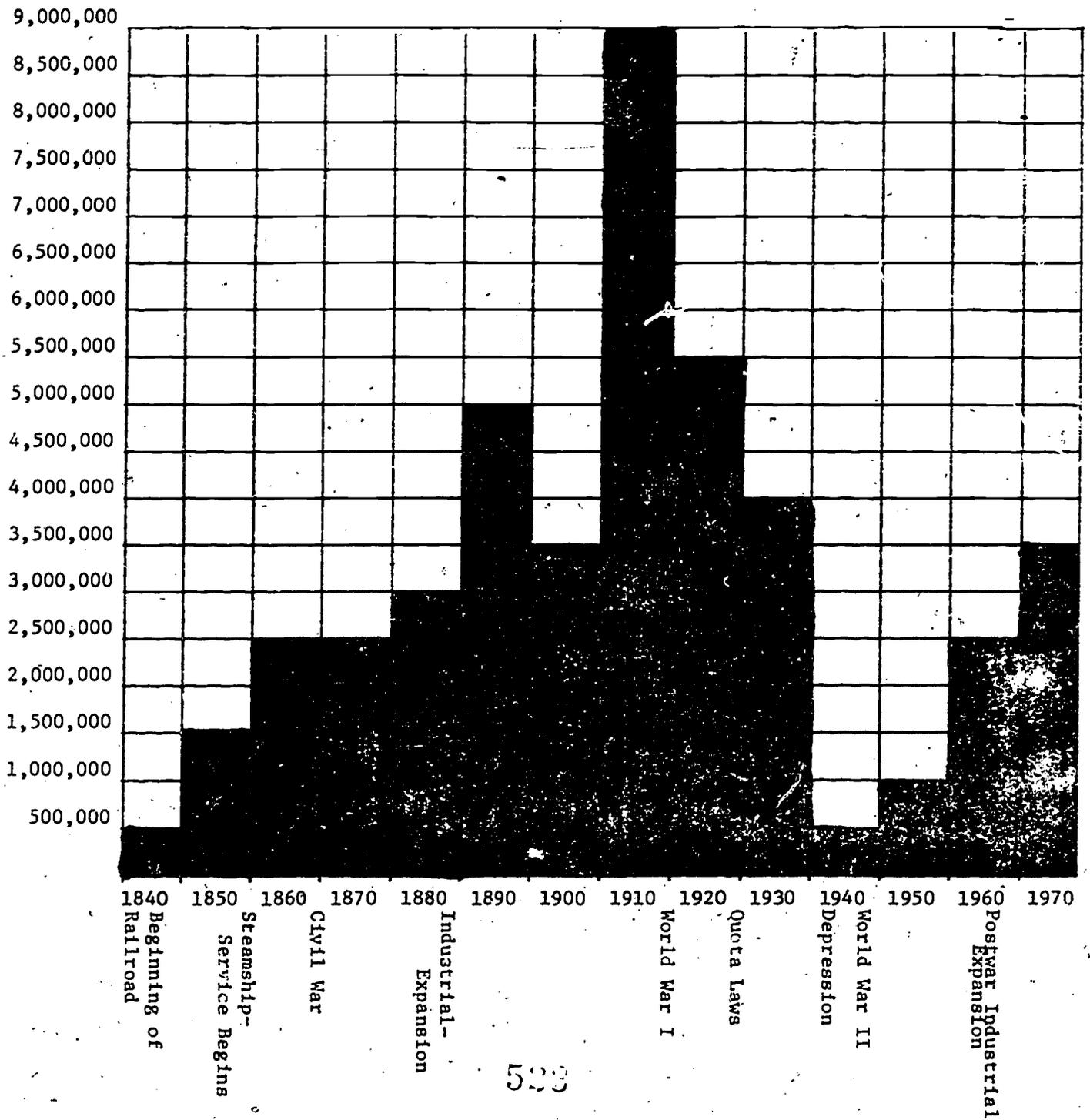
The following statement is found in Compton's Encyclopedia (1975), p. 1-56 and 57:

By 1780 the estimated colonial population was about 2,780,000. After 1820, when the official count of immigration began, the number of immigrants increased until by 1830 the arrivals numbered more than 20, 000 each year. Immigration continued a general upward trend with the average immigration climbing from 60,000 in the 1831-40 decade to 260,000 in the 1851-60 decade. Sturdy German farmers swarmed into Illinois, Wisconsin, and Missouri as early as 1830, when land sold at \$1.25 an acre. Norwegians and Swedes followed them during the next few decades, and many of them found new homes . . . in Minnesota, the Dakotas, and Wisconsin.

Famine in Ireland in the early 1840's . . . caused the death of thousands from privation. American relief ships sent to Ireland with food returned with immigrants. These newcomers settled first in New York City and Boston, Mass. Some furnished unskilled factory labor. Others drifted west with construction gangs . . .

At first, the United States held out open arms to the strangers. There were canals to be dug, railroads to be built, minerals to be mined, forests to be cut, farmlands and prairies to be cultivated, industrial plants to be planned.

VII. IMMIGRANTS ARRIVE IN THE UNITED STATES TO WORK THE LAND AND IN INDUSTRY



VIII. HOW AGRICULTURE HAS CHANGED

1. Up to 1850 farmers owned their own land and just about everyone worked on the farm.
2. Industrialization took the people away from the farms and farmers did not have enough help.
3. Industry developed machines to do the work on the farms.

IX. GOVERNMENT HELPS PEOPLE ACQUIRE LAND

The following paragraph is found in Melvin Schwartz and John R. O'Connor's The New Exploring American History, (New York: Globe Book Company, 1974), p. 255:

The railroads brought people to the plains in search of farmland. The plains were once thought to be worthless. Now it was found that the dry lands west of the Mississippi were some of the best wheat lands in the world. Farmers were encouraged to move west by the new land policy of the national government. Under the Land Act of 1785, a farmer could buy 640 acres of land for as little as one dollar per acre. However, this was more than the average farmer could buy and work. In 1820, the farmer was able to buy eighty acres at \$1.25 per acre. Even this was too expensive and the west demanded free land to attract settlers. In 1862, the government passed the Homestead Act, which provided 150 acres of free land to any citizen who would farm it for five years.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--In Our World

Page
Suggested
Grade Placement
District
Placement

The student knows:

- . that people use the land to meet their need for recreation. 273 3
- . that people use the land to meet their need for food. 275 3
- . that people use the land to meet their need for natural resources. 277 3
- . that the type of climate influences the way the land is used. 279 3
- . that in some areas the land resources influence the work people do. 281 3
- . that the level of technology influences the way the land is used. 283 3
- . that our nation is one of the largest nations in the world. 285 3
- . that our nation is one of the leading nations in the world. 287 3

The student is able to:

- . identify several natural resources found within the land and describe how these natural resources benefit the lives of people. 277 3
- . compare the different uses of land within the following regions: Wetlands, deserts, forests, mountains. 279 3
- . compare the technology of an underdeveloped country (e.g., India) to a developed country (e.g., U.S.) as it affects land usage in each country (hand plow v. tractor). 283 3
- . identify the largest nations in the world (Russia, Canada, China, U.S., India). 285 3
- . identify some of the leading nations of the world. 287 3

The student values:

- . the need to care for land as a source of recreation. 273 3

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

501

272

502

Student Learning Objective(s) <u>A. The student knows that people use the land to meet their needs</u>	State Goal	9
<u>for recreation. B. The student values the need to care for land as a source of recreation.</u>	District Goal	
	Program Goal	2

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Picture Books <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have the students collect pictures of different kinds of recreation. Tell them to look for as many different kinds as they can find. Label the books: <u>Our Land--Provides Fun.</u> 	<p>Have students list ways in which the land is used for recreation.</p> <p>Have students list ways in which he/she personally uses the land as a source of recreation.</p>	<p>Magazines</p> <p><u>Readaloud Books:</u> <u>The Big Wave</u>, Pearl Buck, John Day <u>The Dead Bird</u>, Margaret W. Brown</p> <p><u>Films:</u> <u>Cities and Recreation - Places We Play</u>, McGraw-Hill</p> <p><u>Resource People:</u> Sports shop operators Golf pros Swimming instructors Skiing instructors</p> <hr/> <p>District Resources</p>
<p><u>Title:</u> Recreation in 3-D <u>Group Size:</u> small or large <u>Materials:</u> pipe cleaners, paper</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students make pipe-cleaner figures of students engaged in various recreational activities. Fasten them to sheets of paper on which appropriate background scenery has been drawn (wall mural). 		
<p><u>Title:</u> Game: <u>I'm Going To</u> <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> To play the game, have the students form a circle and sit on the floor. One student starts the game by saying, "I'm going---(pantomime area) and I'll take with me---(pantomime skis). The student who guesses first gets to pantomime next. (Each student should tell the teacher first what area and equipment, so she can guide the activity.) 		

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Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Title: Seasonal Wall Chart

Group Size: small or large

Materials:

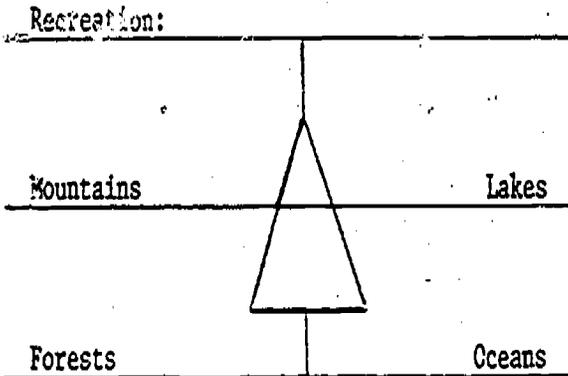
Procedures:

- Teacher prepares a wall chart for recreational activities in the area. The students paste pictures of people engaged in recreational activities under the correct time of year.

Title: Different Offerings at Recreational Areas

Group Size: small or large

Materials: worksheet with following chart:



Procedures:

- Students are to fill in the designated areas with people doing their thing! It may be pictures drawn or cut from magazines.

District Resources

535

536

Student Learning Objective(s) The student knows that people use the land to meet their need for food. State Goal

4
4

District Goal
Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Grain pictures <u>Group Size:</u> small or large <u>Materials:</u> paper, grains</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students make a collection of pictures and samples of grains, etc., from farms (wheat, oats, corn, barley). Art idea: Grain pictures - use different grains and lentils to create a picture. Fill in flower with corn, beans, peas, etc. <div data-bbox="446 1060 673 1354" style="text-align: center;">  </div>	<p>Have students list ways in which the land is used for growing food.</p>	<p><u>Books:</u> <u>The First Book of Supermarkets,</u> Jeanne Bendick <u>Meat from Ranch to Table,</u> Walter Buehr <u>Change for Children - Ideas & Activities for Individualizing Learning,</u> Goodyear</p> <p><u>Film:</u> <u>Cities & Shopping - Where We Get Our Food,</u> McGraw-Hill</p>
<p><u>Title:</u> Bake-In <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have a "bake-in" to show uses of different types of flour (ties into first activity). <p><u>Title:</u> Matching Game <u>Group Size:</u> small group <u>Materials:</u> flannelboard, pictures</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> In one column on the flannelboard place pictures of different foods. Have the students arrange the pictures in the first column to correspond with the appropriate resource. 		<p>District Resources</p>

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Foods Resource

bread  grain

sausage  pig

spaghetti  grain

Title: Game: Find the Source
Group Size: two to four players
Materials: cards with food and animal pictures

Procedures:

- Deal four cards to each player.
- Place the other cards in a stack face down.
- The first player asks any other player for the match to a card he holds. (Example: If you have a cow, ask for milk)
- If the first player doesn't get what he asks, he must draw from the stack.
- The winner is the person with the most pairs.

District Resources

599

540

Student Learning Objective(s) A. The student knows that people use the land to meet their

State Goal

4

needs for natural resources. B. The student is able to identify several natural resources

District Goal

found within the land and describe how these natural resources benefit the lives of people.

Program Goal

7

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Jigsaw Puzzle

Group Size: individual

Materials: as noted

Procedures:

- . The student selects a picture of a natural resource. These pictures may be enlarged and backed with cardboard. Cut into several jigsaw pieces, keeping the parts of each resource (forest, water, minerals) in separate envelopes. Distribute the envelopes to the students.
- . When they have completed the puzzles, ask a volunteer to name the natural resource and tell an important fact about it (this could be written).

Title: Creative Thinking and Drawing

Group Size: individual

Materials: art paper, crayons, etc.

Procedures:

- .. Help each student to design his/her ideal park.

Title: Foldout Pictures

What Natural Resources I Value Most

Group Size: small groups

Materials: paper, cardboard, crayons, paints

Procedures:

- . Teacher and students discuss their need for natural resources and conservation of these resources.

Have students list several natural resources.

Have students list several ways in which natural resources benefit him/her.

Films:

- Our Productive Resources, Barr
- Your Friend, The Soil, Britannica
- Your Friend, The Water, Britannica

Visit:

A Dam, Forest Reserve, Mine

Kit:

Your and Your World, SRA

District Resources

542

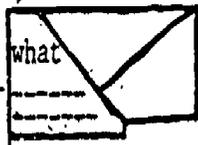
Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Students are instructed to select three natural resources that they value the most and illustrate in a foldout picture.

1	2	3
forests	lakes	oceans



District Resources

Student Learning Objective(s) A. The student knows that the type of climate influences the way the land is used. B. The student is able to compare the different uses of land within the following regions: Wetlands, Deserts, Forests, Mountains.

State Goal	4
District Goal	1
Program Goal	7

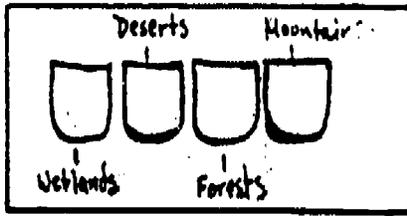
Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources								
<p><u>Title:</u> Comparing Regions <u>Group Size:</u> small or large <u>Materials:</u> chart paper, reference materials</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have the class divide into groups with each group taking a region (West, East, Middle West, South, etc). They should identify land use in their region, listing climate, topography and general uses of the land. On a large chart put all the regions together showing differences and similarities. 	<p>Have students list the four major climatic regions.</p> <p>Have students compare land uses of each region to its climate, e.g., wetlands, deserts, forests, mountains.</p>	<p><u>Films:</u></p> <ul style="list-style-type: none"> <u>Living in Tropical Rain Forest</u> <u>Communities in Cold Lands, EBE</u> <u>Living in the Desert, EBE</u> <u>Living in Western Coastal Lands, EBE</u> <u>Living on Plains, EBE</u> <u>Living in Mountains, EBE</u> <p><u>Filmstrips:</u></p> <ul style="list-style-type: none"> <u>Regions of the U.S. The Great Plains, EBE</u> <u>Regions of the U.S. The Pacific N.W., EBE</u> 								
<p><u>Title:</u> Mural</p> <p><u>Group Size:</u> small group</p> <p><u>Materials:</u> crayons, tempera paint, chalk, water color, finger paint</p>		<p><u>District Resources</u></p>								
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students design a mural depicting the different land uses in wetlands, deserts, forests, mountains. 										
<table border="1" data-bbox="154 1522 657 1690"> <tr> <td>Wetlands</td> <td>Deserts</td> <td>Forests</td> <td>Mountains</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Wetlands	Deserts	Forests	Mountains						
Wetlands	Deserts	Forests	Mountains							
<p><u>Title:</u> Who Am I?</p> <p><u>Group Size:</u> partners</p> <p><u>Materials:</u> prepare cards with pockets as shown in diagram:</p>		<p>546</p>								

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources



Procedures:

- . Write a description of a region on a card and put it in a pocket.
- . The partner reads the card and puts it in the correct pocket. If he/she misses, the partner gets to draw.
- . Score points for the number correct.

District Resources

513

517

Student Learning Objective(s) The student knows that in some areas the land resources influence state Goal 4
the work people do. District Goal

Program Goal 3

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Guests in the Classroom
Group Size: individual, entire class
Materials:

Procedures:

- Have students conduct a series of interviews with the workers in your own local area.
- Students should interview based on the following criteria: (a) What does the person do, (b) In what environment does he/she work, and (c) What training or education does the worker need to do the job.
- Have these people come into the classroom and share what they do and how they do it (farmers, forestry personnel, utility personnel, fishing people).

Title: Mural
Group Size: small group
Materials: butcher paper, paints, etc.

Procedures:

- Discuss land-related resources in the local area, region or state and how this has influenced the work people do.
- Divide the class into groups to develop a mural based on jobs people do related to the land. Have students sketch their ideas on sections of a mural before painting them.

Have students list the relationship between work roles and development of land.

Have students list three jobs people do related to the land and identify what the worker does, in what environment and what training or skill is needed.

Books:
Eric Plants a Garden, Jean Heedlow
I Want To Be A Forester, Eugene Baker

Filmstrip:
Food For Big City, Eye Gate
Big City, U.S.A., Eye Gate
Fathers Work; Filmkare Products

Workers in local community

District Resources

519

550

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

581

582

Student Learning Objective(s) A. The student knows that the level of technology influences the way the land is used. B. The student is able to compare the technology of an underdeveloped country (India) to a developed country (U.S.) as it affects land use in each country (hand plow v. tractor).

State Goal	4
District Goal	
Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Comparative Study
Group Size: entire class
Materials:
Procedures:
 . Teacher brings into classroom pictures of farmers from India or Viet Nam tilling the soil.
 . Teacher conducts a comparative study of the plow verses tractor, etc., hand labor verses machinery, etc.
 . As a follow-up activity, have each student take a sheet of paper and fold into fourths. Instruct them to draw a picture in space one showing how the farmer in India prepares the soil for planting. In space two, draw a picture showing a farmer in Kansas preparing the soil for planting. Continue until all four spaces are filled.

Have students match the types of tools or equipment used in the U.S. as compared with several foreign countries.

 Have students describe ways that technology has influenced the way the land is used.

Films:
Machines That Help the Farmer, Bailey Film Associates
The Factory, Bailey Film Assoc.
Sheperd and His Sheep, Frith

Study Prints:
Regions and Special Needs, Laidlaw

One World/The Community, Geppert

 Visit a large wheat farm
Weyerhaeuser
 District Resources

Title: Picture Books
Group Size: small group or individual
Materials: pictures, paper, paste, scissors
Procedures:
 . The students collect pictures of machines that make farm work easier and more productive. They also collect pictures of hand plow, horse, etc.
 . They construct a comparative study using pictures, e.g.; oxen v. tractor.

553

554

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: From Cave to Outer Space
Group Size: small groups or individual
Materials: crayons, chalk, water colors, tempera, finger paint

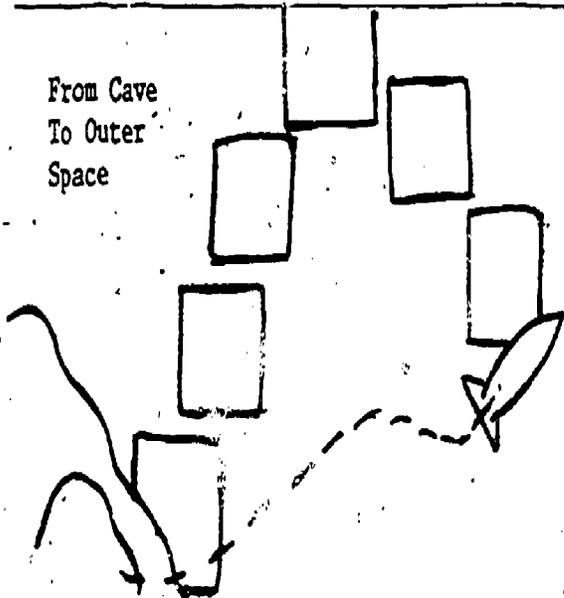
Procedures:

Students are to show in a series of pictures what changes took place in our society from early man to the 20th. Century. The students should choose one of the following areas to illustrate:

- Communication
- Transportation
- Land Development
- Industrialization
- Education
- Science/Research

Note: The picture frames are only suggestions for a progression series.

From Cave
To Outer
Space



District Resources

550

Student Learning Objective(s) A. The student knows that our nation is one of the largest nations in the world. B. The student will be able to identify the largest nations in the world (Russia, Canada, China, U.S., India).

State Goal	3.5
District Goal	
Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Identifying Large Nations
Group Size: entire class
Materials: world map, atlas, encyclopedia, almanac

Procedures:

- On a map of the world, have students identify the largest nations of the world. Teacher can ask: "Who can name one of the largest nations in the world?" "Who can find it on the world map?" "Now, who can name another one?" etc.
- Give students outline maps and have them label the largest nations on the maps and color them.
- Note: The teacher may want to set a specific number to identify.
- Variation: Have students compare the largest nations they have selected by population.

Have students identify on a map some of the largest nations (including the U.S.)

Given a list of the ten large nations, have students identify the five largest nations.

World map

Rank By Geographical Size	Nation	Rank By Population
	U.S.A.	
	Canada	
	etc.	

District Resources

557

558



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

580

580

Student Learning Objective(s) <u>A. The student knows that our nation is one of the leading</u>	State Goal	3,5
<u>nations in the world. B. The student will be able to identify some of the leading nations</u>	District Goal	
<u>of the world.</u>	Program Goal	7
Related Area(s) _____		

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Leading Nations
Group Size: entire class
Materials: newspapers, magazines

Procedures:

- Have the students brainstorm ideas on what makes a leading nation. Accept all ideas and list them on the chalkboard. Group the ideas after brainstorming. Some suggested groups are as follows:
 Defense
 Economics
 Standard of Living
 Stable Government
 Natural Resources
 Commerce & Trade
 Industrialization
 Educational System
- Divide the students into groups and assign a leading nation to each group. Have the groups identify as many of the criteria listed above to support the position that the nation assigned is a leading nation.

Have students list the criteria for a leading nation.

Have students point out on map some of the leading nations in the world.

One World/The Community Discussion Picture Programme for Elementary Social Studies, Year 3, Denoyer Geppert

Filmstrips:
The United States - A World Leader, EBE
The United Nations - A World Forum, EBE
The United States Capitol, EBE
The Supreme Court, EBE

Kit:
You and Your World, SRA

Title: What Makes A Nation Great?
Group Size: small or large
Materials: newspapers and magazines

Procedures:

- Use an outline map of the U.S.
- Project on wall for students to trace around.
- Cut from newspapers and magazines WORDS that describe greatness (power, money, industry).

District Resources

501

502

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Title: Proud Whip
Group Size: entire class/small groups
Materials: none needed

Procedures:

- . Have the students sit in a circle.
- . The teacher stands in the center and points in turn or at random to a student in the circle. (With younger students, it is helpful to touch them.)
- . The student pointed to stands, give his/her name and tells why he/she is proud to live in the United States: "I'm proud that I live in the United States because _____."
- . When student has finished, say "Thank you."
- . A student has the option of remaining silent.
- . Give the students time to reflect on their answers.
- . Teacher might begin the exercise by stating why he/she is proud to live in the United States.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--A Challenge to Man

Page
Suggested
Grade Placement
District
Placement

The student knows:

- . that groups (private, citizens, businesses, state, local and national government) are working to protect the environment. 291 3
- . that a people's survival is dependent upon clean resources such as water and air. 293 3
- . that environmental problems (water, air, noise, pollution) in the cities are acute and citizen groups and government groups are working systematically toward their solution. 297 3
- . that concentrated populations in the cities result in such problems as: Housing, transportation, education, employment (work). 299 3
- . that governments have a concern regarding concentrated populations in the cities. 303 3
- . that urban renewal is a never-ending process that requires government leadership and civic cooperation. 305 3
- . that as urban areas continue to grow, their problems become more complex. 299 3
- . that there are non-renewable resources such as oil (petroleum), natural gas and minerals. 397 3
- . that there are renewable resources such as lumber, food, people, water, soil, nitrogen, carbon. 309 3
- . that as the present resources are depleted, renewing resources and recycling old products becomes necessary. 311 3

The student is able to:

- . evaluate present uses or abuses of the land on the basis of how they might affect the future. 293 3
- . list several methods used in attempting to protect our environment (litter control, pollution control, noise control). 291 3
- . identify problems caused by the increase of population in the cities. 299 3
- . identify problems caused by overcrowding in the cities. 303 3

The student values:

- . the Earth and accepts responsibility for its preservation. 293 3
- . the need for continual improvement of one's community. 305 3
- . the wise use of natural resources to reserve them for future use. 307 3

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER

506

507

Student Learning Objective(s) A. The student knows that groups (private, citizens, businesses, state, local and national government) are working to protect the environment. B. The student is able to name/list several methods used in attempting to protect our environment (litter control, pollution control, noise control).

State Goal	5,7
District Goal	
Program Goal	6

Related Area(s) Art

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Posters: Give A Hoot Don't Pollute!

Group Size: individual

Materials: poster materials, paint



Procedures:

- Students are encouraged to create their own posters conveying the message of protecting their environment.

Have students list groups and what they do to protect the environment.

Have students demonstrate concern for his/her environment by picking up litter and encouraging others to do so.

Books:

People Use The Earth, Silver Eurdett

Principles and Practices in the Teaching of the Social Sciences, Harcourt Brace, Jovanovich.

Title: Letters to Local Paper

Group Size: individual

Materials:

Procedures:

- Let students write a letter to the local newspaper about some ecology issue (air pollution, litter, noise).
- Teacher may want to have a class project where just one letter is composed by writing the student's ideas on overhead or chalkboard.

Films:

Heritage of Splendor, Richfield

Nature Is for People, Aims Conservation - A Job For Young Americans; McGraw-Hill

Your Friend, The Soil Keep It, Or Lose It, Britannica

Filmstrips:

The Land and Its Resources, EBE

Title: Businesses' and Industries' Needs

Group Size: small or large

Materials: copies of the yellow pages of the local telephone directory

Procedures:

- The students look through to find the kinds of businesses and industries found in their area. Have them

Resource People - Environmentalist, etc.

District Resources

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p>list the different ones they find.</p> <p>Discuss what materials these businesses and industries might need in order to do their work.</p> <p>Write an experience chart together using the information gathered.</p> <p><u>Title:</u> Industries' Effects on Environment</p> <p><u>Group Size:</u> entire class or small group</p> <p><u>Materials:</u> magazine pictures</p> <p><u>Procedures:</u></p> <p>Begin a bulletin board showing the effects of industry on the environment. Let the students start collecting and drawing pictures for the display. The positive and negative effects of industrialization should be stressed.</p> <p><u>Title:</u> Environmental Problems and Solutions</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <p>Invite the manager, president or public information officer from a local company to discuss ways in which industrial and commercial companies are protecting the environment in the areas of noise, pollution and litter control.</p> <p>Example of companies--telephone, light, power, paper and timber.</p> <p>Have students list problems of environment faced by commercial and industrial firms and how they are attempting to protect the environment.</p>		
		<p>District Resources</p> <p>570</p> <p>571</p>

570

571

Student Learning Objective(s) A. The student knows that a people's survival is dependent upon
clean resources such as water and air. B. The student is able to evaluate present uses or
abuses of the land on the basis of how they might affect the future. C. The student values
the earth and accepts responsibility for its preservation.

State Goal	4
District Goal	
Program Goal	3

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Pollution Puzzle Find Where the Pollution Word Goes

Group Size:

Materials: prepare worksheets with following puzzle

Procedures:
 . Students put in correct words.

Noise
 Smoke
 Garbage
 Factories
 Paper

Have the students list reasons man must preserve his environment and why it is important.

Have students select proper ways of preserving our environment from pictures or prepared list.

Books:
The Little Circle, Ann Atwood Scribner

Films:
How Air Helps Us, Coronet
The Water Says, Churchill
Our Productive Resources, Barr
Your Friend, The Water
(Clean or Dirty?), Britannica
Water For All Living Things, Britannica

Filmstrips:
The Land And Its Resources, EBE
Commerce and Industry, EBE
Discovery and Development, EBE

To Stop Pollution
 "Pollution" is dirt in the air, water or land. People pollute when they throw things out of their cars, when they throw things into rivers or when lots of smoke comes out of chimneys. There are all sorts of ways people dirty our world.

magazines

District Resources

573

572

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Pollution Collages
Group Size: small or large
Materials: paper, magazines, newspapers

Procedures:

- Encourage students to collect pictures of various kinds of pollution. Have them make picture collages. Put the collages up on the bulletin board.

Title: Organizing Recycling Station
Group Size: small or large
Materials:

Procedures:

- Teacher initiates, organizes and aids in setting up a recycling station.
- Variation: Conduct collection drives--old papers, aluminum, glass, tin, etc.
- Students respond to littering by:
 - Writing to companies requesting their empty oil drums to decorate and place either at school or in community.
 - Clean up school yard.
 - Clean up vacant lots.
 - Clean up along roadways.

District Resources

Title: Pollution Puzzle
Group Size: prepare puzzle below on worksheets

Procedures:

- Students find the words that tell what pollutes:

Can you find?

- Noise
- Smoke
- Factories
- Exhaust
- Garbage

575

574

Student Learning Objective(s) A. The student knows that a people's survival is dependent upon clean resources such as water and air. B. The student is able to evaluate present uses or abuses of the land on the basis of how they might affect the future. C. The student values the earth and accepts responsibility for its preservation.

State Goal

4

District Goal

Program Goal

3

Related Area(s)

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

a	b	c	d	f	g	h	i	k	l	l
m	n	v	s	a	t	y	v	w	x	v
z	k	l	m	c	n	o	r	e	r	f
g	k	l	i	t	a	m	m	m	a	m
g	k	l	i	b	i	m	g	m	u	m
p	a	p	e	r	s	w	x	o	s	s
n	c	m	s	l	e	o	q	i	t	m
a	a	a	a	b	k	l	v	w	t	x
t	t	t	t	s	n	i	o	v	e	n
g	a	r	b	a	g	e	o	f	k	v

District Resources

576

577

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

578

579

Learning Objective(s) <u>The student knows that environmental problems (water, air, noise, pollution) in the cities are acute and citizens' groups and governmental groups are working systematically toward their solution.</u>	State Goal	4,7
	District Goal	
	Program Goal	3,6

Area(s) _____

Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p>Title: Scrapbook Group Size: individuals/entire class Materials: paper, notebook, pictures Procedures: Students make a scrapbook of newspaper and magazine articles that present pollution problems.</p>	<p>Have students select articles from newspaper, magazine, etc., that present a pollution problem.</p>	<p>Books: <u>Urban Community</u>, Davies and Ramsey, Ames Book, Unit IV <u>How Americans Live</u>, Davies and Elough, Unit III</p>
<p>Title: Manmade Problems and Possible Solutions Group Size: small or large Materials: reference books, films Procedures: Problem created by some of the ways man has learned to use the land could be studied by the students. Water and air pollution, urban sprawl, soil erosion, depletion of forest land and building on agricultural land, are some problems that could be studied. Discuss with students how the problem was started and what could be done to solve it. Collect the responses and group them by categories.</p>	<p>Have students list groups that are working toward solving pollution problems and what they are doing or attempting to do.</p>	<p>Films: <u>Population and Pollution</u>, International Film Bureau <u>Garbage</u>, King Screen <u>Cities and History; Changing the City</u>, McGraw-Hill <u>Our Land Needs Your Help</u>, Barr</p> <p>Filmstrip: <u>The People and Their Way of Life</u>, EBE</p> <p>Study Prints: <u>Regions and Special Needs</u>, Laidlaw Bros.</p> <p>magazines and newspapers</p>
<p>Title: Field Trip Group Size: entire class Materials: _____ Procedures: Visit an area where varied types of land use can be seen. Cent Valley offers an excellent example of land use change from agriculture to industry. The</p>		<p>Audio Tapes: <u>Noise Pollution</u> (#02810), ESD 121 <u>Dangers of Pollution</u>, (#02854) ESD 121 <u>The Noise Makers</u>, (#028405) ESD 121 <u>I Can't Hear You, I've Got Pollution in My Ear!</u> (#028313) ESD 121</p>



Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Duwamish Waterway industrial area is a good example. Perhaps a trip to Sea-Tac to see the changes taking place in the land use around the area.

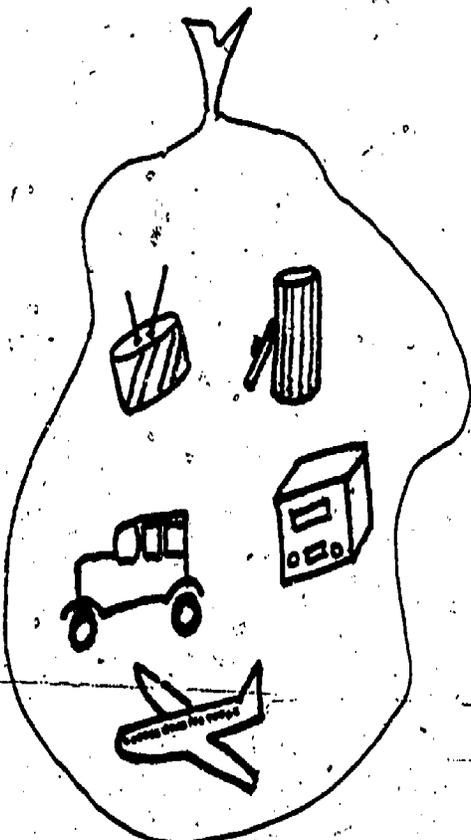
Title: Noise Pollution

Group Size: individual

Materials: see below

Procedures:

- Provide light-colored paper bags for students. Blow them up as if to pop them. Then stuff them with old newspaper and tie the end.
- Have students cut out newspaper words and pictures of items that contribute to noise pollution. Paste these clippings on the bags in a montage design.
- Think of other ways to develop pollution themes as a motivating activity for an ecology unit.



District Resources

Student Learning Objective(s) A. The student knows that concentrated populations in the cities State Goal 4.5
result in such problems as housing, transportation, education, employment (work). B. The District Goal
student is able to identify problems caused by the increase of population in the cities. C. The Program Goal 3.6
student knows that as urban areas continue to grow their problems become more complex.

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Traffic <u>Group Size:</u> small group <u>Materials:</u> as noted</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students make a model of a freeway using long spaghetti. Show junctions, etc. Indicate with arrows the flow of traffic. 	<p>Have students select problems of concentrated population from a prepared list.</p> <p>Have students orally identify a problem of increasing population in a city:</p>	<p><u>Books:</u> <u>How Americans Live</u>, Davies & Blough, Unit III <u>Farewell to Shady Glade</u>, Bill Peet</p> <p><u>Films:</u> <u>Tree House</u>, King Screen <u>Cities & Transportation</u>, McGraw-Hill <u>Cities & Beauty</u>, McGraw-Hill <u>Cities & Protection</u>, McGraw-Hill <u>Cities & Suburbs</u>, McGraw-Hill <u>Urban Sprawl</u>, Barr</p> <p><u>Filmstrips:</u> <u>Types of Cities</u>, McGraw-Hill <u>Man and the City</u>, Social Studies School Service</p> <p><u>Filmloops:</u> <u>Urban Studies series</u>, Hubbard Scientific Company</p>
<p><u>Title:</u> Traffic Sign Collage <u>Group Size:</u> small group <u>Materials:</u> paper, crayons</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have the students design and draw freeway signs. Painted signs would be effective. Create a collage for bulletin board display. 		
<p><u>Title:</u> Booklet <u>Group Size:</u> small or large <u>Materials:</u> magazines</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students collect different forms of urban transportation, past and present. Discuss the problems created by advanced forms of transportation. 		
<p><u>Title:</u> Role Playing <u>Group Size:</u> small group <u>Materials:</u></p>		<p>District Resources</p>

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Let pairs of students role-play what might happen in their own home if all their relatives moved in with them. (Illustrates overcrowding of cities.) <p><u>Title:</u> A.B.C. -- Cities Book <u>Group Size:</u> entire class <u>Materials:</u></p>		
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students use the newspaper to look for cities that begin with each letter of the alphabet. Example: A -- Atlanta. The student then writes a sentence telling about the City of Atlanta. <p><u>Title:</u> Shoe Box Activity <u>Group Size:</u> small group <u>Materials:</u></p>		
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher prepares a show box with a family unit (e.g., mother, father, children). Discuss with students how each member may marry and thus increase the size of the family. Soon the students are able to see that the show box fills up as the family increases in size. Continue to fill up the box until it overflows. <p><u>Title:</u> Round-Table Discussion <u>Group Size:</u> small group <u>Materials:</u></p>		<p><u>District Resources</u></p>
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have the students discuss: Why man uses land the way he does. Students may work in teams. <p><u>Title:</u> People Change Environment <u>Group Size:</u> entire class <u>Materials:</u></p>		<p>597</p>

Student Learning Objective(s) A. The student knows that concentrated populations in the cities State Goal 4,5
result in such problems as housing, transportation, education, employment (work). B. The student District Goal
is able to identify problems caused by the increase of population in the cities. C. The student Program Goal 3,6
knows that as urban areas continue to grow their problems become more complex.

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Procedures:

- Teacher may discuss the way man changes the land to suit his needs (land fill, excavation for highways or buildings, the creation of man-made lakes or waterways).
- The students could be asked to look for examples of the way man has changed the environment in the local area.

Title: Skyline

Group Size:

Materials: newspapers--classified ad section, construction paper (black & white), felt pen or crayon

Procedures:

- Use the classified section of the newspaper to make a skyline of your city. With a black felt pen, or crayon, outline buildings and windows and doors. Mount on black construction paper. Use white paper for detail. Line each student's skyline up end to end on one classroom wall. This give the impression of a skyline across the whole room.

District Resources

599

593

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Population Exploration

Group Size: large

Materials: paper, scissors

Procedures:

- Students will fill a chalk doughnut with paper people to experiment with the concept of population and density.
- Hand out 6" x 18" strips of colored construction paper to each student. The students are to fold their paper and cut out ten people with hands attached (have people dittoed).
- Direct the students to come to the doughnut and lay their people-rows anywhere in the doughnut. The only rule is that there must be space between the people rows--they must not touch each other.

Have students list several problems that confront cities as a result of population growth.

Filmstrips:

Commerce and Industry,

Encyclopedia Britannica

Educational Corp.

Man and His Resources, Britanni.

The House of Man, Britannica

Our Crowded Environment, EBE



Fold Side

Make sure hands overlap both sides.

District Resources

501

500

302

Student Learning Objective(s) <u>A. The student knows that governments have a concern regarding</u>	State Goal	4,5
<u>concentrated populations in the cities. B. The student is able to identify problems caused</u>	District Goal	
<u>by overcrowding in cities.</u>	Program Goal	3,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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<p><u>Title:</u> Letter Writing <u>Group Size:</u> individual or small <u>Materials:</u> paper, pencils</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students write a letter to a friend as if in an overerowed city, explaining some of the problems you are experiencing. 	<p>Have students tell of a way government shows its concern for overpopulation.</p> <p>Have students list some problems caused by overcrowding in a city</p>	<p><u>Book:</u> <u>How Americans Live</u>, Davies & Blough, Unit III <u>Farewell to Shady Glade</u>, Bill Peet</p>
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<p><u>Title:</u> Role Playing Mayor <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have student pretend he/she is Mayor of his/her town encourage citizens to meet together to solve some of the city's problems? (Plan of action: Meeting in the park to discuss the city's recreational needs, etc.) 	<p>Have students select problems caused by over-crowding from a teacher-prepared list.</p>	<p><u>Films:</u> <u>Tree House</u>, King Screen <u>Cities & Transportation</u>, McGraw-Hill <u>Cities & History</u>, McGraw-Hill <u>Cities & Commerce</u>, McGraw-Hill <u>Cities & Shopping</u>, McGraw-Hill</p> <p><u>Filmstrip:</u> <u>Types of Cities</u>, McGraw-Hill</p>
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<p><u>Title:</u> Resource Person <u>Group Size:</u> entire class <u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Invite city official (Mayor, councilman, etc.) to talk with students about housing problems in their city or community. Have students role-play to identify problems and how they would attack the problems. 		<p>District Resources</p>
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593



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		<div data-bbox="1218 1249 1591 1291" data-label="Section-Header"> <p>District Resources</p> </div> <div data-bbox="1372 1764 1453 1837" data-label="Text"> <p>505</p> </div>

504

304

Student Learning Objective(s) <u>A. The student knows that urban renewal is a never-ending process</u>	State Goal	4,5,7
<u>that requires government leadership and civic cooperation. B. The student values the need for</u>	District Goal	
<u>continual improvement of one's community.</u>	Program Goal	3,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> City Government Simulation <u>Group Size:</u> entire class, small groups <u>Materials:</u> <u>Procedures:</u> . Have students form a city government, electing a Mayor, City Council, etc., which will then organize to clean up the playground, vacant lot, park, etc. (Example: Mayor appoints certain people to clean specific areas or do specific jobs. Some pick up litter, some transport to garbage cans or dumpster. Perhaps there is a vacant lot the students could get permission to clean up.)</p>	<p>Have students list several urban renewal projects and their value to the community.</p> <p>Have students list ways in which they could be involved.</p>	<p><u>Books:</u> People and Places, Margaret Mead World Wild Green Things In the City, Dowden</p> <p><u>Films:</u> Cities and Government - Governing Our Local Community, McGraw-Hill Cities and Protection, McGraw-Hill Cities and Suburbs, McGraw-Hill</p> <p><u>Audio Tape:</u> The Renewal of Our Cities, (#036205), ESD 121</p>
<p><u>Title:</u> Cleanup-Fixup Poster <u>Group Size:</u> individual <u>Materials:</u> poster paper, crayons, paints <u>Procedures:</u> . Student designs a Cleanup-Fixup Poster that encourages the citizens of their community to clean up and fix up around their homes (clean up yards, etc.)</p>		<p>District Resources</p>
<p><u>Title:</u> Field Trip <u>Group Size:</u> entire class <u>Materials:</u> <u>Procedures:</u> . Contact the Mayor, City Manager, etc., and identify a renewal project and get permission for a field trip. Have a government agency tell students about the project, its purpose, cost and cooperative agencies.</p>		

597

500



Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p>Discuss with students the major parts of renewal and its value in improving the community and the role of government in such efforts (local, state and national).</p>		
<p>598</p>	<p>306</p>	<p>District Resources</p> <p>599</p>

Student Learning Objective(s) <u>A. The student knows that there are non-renewal resources such as</u>	State Goal	4
<u>oil (petroleum), natural gas and minerals. B. The student values the wise use of natural re-</u>	District Goal	
<u>sources to preserve them for future use.</u>	Program Goal	3,5

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

<p><u>Title:</u> Goin' Fishin'</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Divide class into two teams. Each student "goes fishing" by lowering magnet into the box filled with picture cards. When the student "catches" a card, he/she looks at the picture and tells which source of energy powers the object or is used in making the object. . Teacher: "Is this a non-renewable or renewable resource?" If student answers correctly his/her team gets a point. The team with the most points wins. . Suggestions for energy card pictures: <ul style="list-style-type: none"> Gas stove (gas) Potbellied stove (coal) Air-conditioner (electric) Car (oil) Airplane (oil) Bus (oil) Toaster, TV, Washing machine (electric) Paint, record (coal) Plastic containers, shirt, blanket (gas-oil) 	<p>Have students list the non-renewable resources and ways in which to preserve them for future use.</p>	<p>National Science Teachers Assoc. (NSTA) 1975 - <u>Energy-Environment Mini-Unit Guide.</u></p> <p>"Color Us Energy Users", Primary Packet: Activities include: Pictorial Inventories, Picture Books, Energy Stamps, and Energy Games.</p> <p><u>Energy Ant Acticity Packet - Federal Govt. (Free)</u></p> <p>American Gas Assoc. Educ. Service, 1515 Wilson Blvd. Arlington, Va. 22209</p> <p>Free Material: #N00170</p> <p>"<u>Natural Gas Serves Our Community</u>" (free from local gas companies in most cases)</p> <hr/> <p>District Resources</p>
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Title: Mobile

Group Size: individual

Materials: art supplies

601

600



Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Procedures:</u></p> <ul style="list-style-type: none"> Students are instructed to design a mobile illustrating the natural resources. They may choose their own design. (Ideas: Trees, water, soil, food, minerals.) <p><u>Title:</u> Environmental Activity</p> <p><u>Group Size:</u> small group</p> <p><u>Materials:</u> magazine pictures, wastebasket</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher labels a wastebasket, "New Uses for Old Environment". Have the students throw into this wastebasket pictures or actual objects that were part of their environment, <u>but is not any more.</u> Be sure to have their pictures and objects labeled. Teacher relates these non-usable items to our natural resources (goes into recycling, conservation, renewing). Help students to see the relationship between the activity and renewing, conserving and recycling resources. 		
<p><u>Title:</u> Poetry Writing:</p> <p>"Our World Without Trees"</p> <p>"Our World Without Light"</p> <p>"What??? Dirty Air!"</p> <p>"Sorry--Out of Gas"</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> paper</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> These same titles could be used for creative writing rather than poetry writing. 		<p><u>District Resources</u></p>

602

603

Student Learning Objective(s) <u>A. The student knows that there are renewable resources such as</u>	State Goal	4,5
<u>lumber, food, people, water, soil, nitrogen, carbon. B. The student values wise use of</u>	District Goal	
<u>natural resources to preserve them for future use.</u>	Program Goal	

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Energy Folder <u>Group Size:</u> individual <u>Materials:</u> paper, scissors, magazines</p> <p><u>Procedures:</u> . Each student creates his/her folder depicting the wise use of natural resources. They may add a descriptive sentence below each picture.</p>	<p>Evaluate student knowledge of conversation methods. Pass out conservation check lists. Explain that there are two pictures in a set--one showing a way to save energy (resources) and one showing a way to use more energy.</p>	<p><u>Books:</u> <u>Contemporary Social Science Curriculum - People Use The Earth</u>, Silver Burdett Co. <u>Principles and Practices in the Teaching of the Social Sciences</u>, Harcourt, Brace, Jovanovich</p>
<p><u>Title:</u> Energetic Game! (Bingo Energy Game - see p. 14-.7 of N.S.T.A.) <u>Group Size:</u> small group <u>Materials:</u> bingo cards</p> <p><u>Procedures:</u> . Have students play the game as you would Bingo, using the materials as outlined.</p>	<p>Have student check the pictures which show how you can conserve energy (resources).</p>	<p><u>Films:</u> <u>Our Productive Resources</u>, Barr <u>Heritage of Splendor</u>, Richfield <u>Conservation - A Job For Young America</u>, McGraw-Hill <u>Your Friend, The Soil</u>, Britannica <u>Your Friend, The Water</u>, Britannica</p>
<p><u>Title:</u> Happy Face Poster <u>Group Size:</u> individual <u>Materials:</u> paper, magazines, scissors</p> <p><u>Procedures:</u> . Cut words or pictures of renewable resources out of the newspaper or magazines. Paste on yellow construction paper. Draw a smiling face. . On the other side of the poster paste a blue sheet of construction paper. Then cut out pictures or words of non-renewable resources, paste them to the blue side and draw a frowning face. Cut out the circle and hang it from the ceiling.</p>		<p>National Science Teachers Assoc. (NSTA) 1975 - <u>Energy - Environment Mini-Unit Guide</u>. "Color Us Energy Users", Primary Packet: Activities include: Pictorial Inventories, Picture Books, Energy Stamps, and Energy Games.</p> <p><u>Energy Ant Activity Packet</u> - Federal Govt. (Free)</p>

605

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources																						
<table border="0"> <tr> <td data-bbox="154 241 267 283"><u>Renewable</u></td> <td data-bbox="446 241 738 283"><u>Non-Renewable Resources</u></td> </tr> <tr> <td data-bbox="154 283 235 325">Trees</td> <td data-bbox="511 283 560 325">Oil</td> </tr> <tr> <td data-bbox="154 325 219 367">Game</td> <td data-bbox="511 325 625 367">Minerals</td> </tr> <tr> <td data-bbox="154 367 365 409">People (workers)</td> <td></td> </tr> <tr> <td data-bbox="154 409 235 451">Water</td> <td></td> </tr> <tr> <td data-bbox="154 451 219 493">Soil</td> <td></td> </tr> <tr> <td data-bbox="154 493 203 535">Air</td> <td></td> </tr> <tr> <td data-bbox="154 535 251 577">Carbon</td> <td></td> </tr> <tr> <td data-bbox="154 577 267 619">Nitrogen</td> <td></td> </tr> <tr> <td data-bbox="154 619 219 661">Food</td> <td></td> </tr> <tr> <td data-bbox="154 661 316 703">Solar energy</td> <td></td> </tr> </table>	<u>Renewable</u>	<u>Non-Renewable Resources</u>	Trees	Oil	Game	Minerals	People (workers)		Water		Soil		Air		Carbon		Nitrogen		Food		Solar energy			<p data-bbox="1209 262 1599 388">American Gas Assoc. Educ. Servi 1515 Wilson Boulevard Arlington, Va. 22209</p> <p data-bbox="1209 430 1567 598"><u>Free Material: #N00170</u> <u>"Natural Gas Serves Our Community"</u> (free from local gas companies most cases)</p> <p data-bbox="1209 640 1567 724">Field trip to a power plant, mine, oil field, etc.,</p> <p data-bbox="1209 766 1599 892">Sierra Club: Arlene Bell 1808 N.E. Ravenna Seattle, WA. 9810</p> <p data-bbox="1209 934 1518 1060"><u>Kit:</u> <u>Energy X, Social Studies</u> School Service</p> <hr/> <p data-bbox="1209 1270 1453 1312"><u>District Resources</u></p>
<u>Renewable</u>	<u>Non-Renewable Resources</u>																							
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696

697

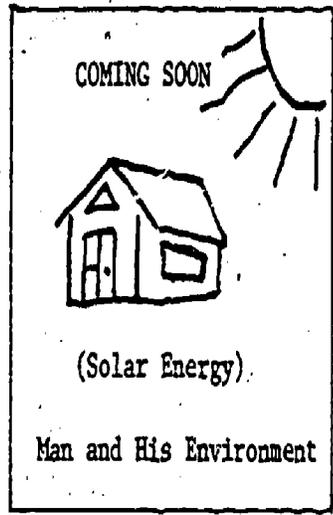
Student Learning Objective(s) <u>The student knows that as the present resources are depleted,</u>	State Goal	<u>4</u>
<u>renewing resources and recycling old products becomes necessary.</u>	District Goal	
	Program Goal	<u>3.5</u>

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Coming Soon Posters
Group Size: individual
Materials: poster paper, crayons, etc.

Procedures:
 . Students make a poster entitled, "Coming Soon." Posters are to convey message of new resources being developed to compensate for the depletion of others (sea, sun, nuclear power).



Title: Picture Collage
Group Size: individual or small
Materials: paper, magazines, scissors

Procedures:
 . Students collect pictures of sun, sea, atoms, etc., and create a collage of available resources under study for future use.

Have students list several sources that are being explored for future development and use.

 Have students list several products that can be used and then recycled for use again.

Books:
First Book of Energy, G.R. Harrison
Living Science: Energy, Jordan Moore, Grosset & Dunlap

Films:
A Thousand Suns, Gilbert Film Assoc.
Trees and Their Importance, EBE
Energy: A First, Bailey Film Associates.

Teacher Reference:
Inquiring About Cities, Holt Databank System

District Resources

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Creative Writing
Group Size: individual or small
Materials:

Procedures:

- Students write stories and illustrate with pictures possible uses of the sea, sun, nuclear power.
- Example: "Mother's Homemade Kelp Jelly".

District Resources

611

610



SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Indians of Washington State

Page
Suggested
Grade Placement
District
Placement

The student knows:

- . early Indians of Washington State lived in three major regions—the coastal region, the Puget Sound region, and the inland plateau region.
- . early Indians of Washington State lived in tribal groups that differed in size.
- . early Indians of Washington State utilized the natural environment to satisfy their basic physical needs.
- . white people came to the Northwest for a variety of reasons and interrupted and threatened the way of life of the Indian people.
- . contemporary Indians of Washington State live in tribes with reservations, in tribes without reservations, or in the cities.
- . Contemporary Indians strive to increase their land base and to develop programs that would make them self-supporting.
- . urban Indians have organized to help each other and fight for their rights as full members of the American society.
- . Indians of Washington State have a rich culture which they try to preserve.

Page	Suggested Grade Placement	District Placement	K	1	2	3	4
315	3						
317	3						
319	3						
321	3						
223	3						
325	3						
327	3						
329-	3						

The student values:

- . the contributions of the Indians of Washington State and appreciates their cultural values.

329- 3

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION <u>613</u>	ENVIRONMENTAL EDUCATION	OTHER <u> </u> 614

Student Learning Objective(s) The student knows early Indians of Washington State lived in three major regions - the coastal region, the Puget Sound region and the inland plateau region.

State Goal	1,6
District Goal	
Program Goal	5

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Impressional Views
Group Size: Small groups or entire class
Material: Films

Procedure:
 . Over a series of days show the following films:
A Boy and the Mountains, Common Animals of the Woods, Beaver Valley, Father Ocean and Beach and Sea Animals.
 . Help the students to notice the differences in land and nature as they view different regions of the Northwest.
 . Completing a chart similar to the following may be helpful:

coastal Puget Sound inland plateau

plants			
animals			
climate			

Films:
A Boy and the Mountains, M. Moyer
Common Animals of the Woods, EBE
Beaver Valley, Walt Disney
Father Ocean, Martin Moyer
Beach and Sea Animals, EBE

Teacher Reference:
The History and Culture of the Indians of Washington State - A Curriculum Guide published by the Superintendent of Public Instruction, p. 1-7.

District Resources

616

625



Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> A Visual Image</p> <p><u>Group Size:</u> Small groups or entire class</p> <p><u>Material:</u> Magazines, scissors, glue, markers, paper</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Collect magazine pictures and/or photographs showing the basic differences between the coastal region, the Puget Sound region and the inland plateau. . Mount on paper and label them to point out the differences. . Organize into a scrapbook or bulletin board display. <p><u>Extension:</u></p> <ul style="list-style-type: none"> . Ask students who have traveled in any of these areas to share their impressions concerning differences. <p><u>Title:</u> Organizing Understandings</p> <p><u>Group Size:</u> Individual, small group or entire class</p> <p><u>Materials:</u> Paper, markers</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> . Make three wall charts, one for each region. On top of each write the name of the regions with capital letters and under it list the basic characteristics. . May emphasize by using pictures showing differences . Listen to tape for additional information on the Puget Sound Indians. 		<p><u>Reel-to-reel tape:</u> <u>Indians of Puget Sound, National Center for Audio Tapes.</u></p>
		<p><u>District Resources</u></p>

617

618



Student Learning Objective(s) The student knows early Indians of Washington State lived in tribal groups that differed in size and other ways.

State Goal	1,6
District Goal	
Program Goal	2,5

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources																																																												
<p><u>Title:</u> Getting An Overview <u>Group Size:</u> Small groups or entire class <u>Materials:</u> Large pieces of paper, markers</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> Prepare a large chart with three columns. In each column place the name of one region and list under it the tribes that lived in each region. They include: <p>Coastal Region</p> <table border="0"> <tr> <td>Chinook</td> <td>Makah</td> <td>Quileute</td> </tr> <tr> <td>Hoh</td> <td>Ozette</td> <td>Quinault</td> </tr> <tr> <td>Klallam</td> <td>Queets</td> <td></td> </tr> </table> <p>Plateau Region</p> <table border="0"> <tr> <td>Cayuse</td> <td>Kootenai</td> <td>San Poil</td> </tr> <tr> <td>Chelan</td> <td>Lakes</td> <td>Spokane</td> </tr> <tr> <td>Coeur d'Alene</td> <td>Methos</td> <td>Wallula</td> </tr> <tr> <td>Columbia</td> <td>Nespelem</td> <td>Wenatchee</td> </tr> <tr> <td>Colville</td> <td>Nez Perce</td> <td>Wishram</td> </tr> <tr> <td>Kalispel</td> <td>Okanogan</td> <td>Yakima</td> </tr> <tr> <td>Kittitas</td> <td>Palouse</td> <td></td> </tr> <tr> <td>Klickitat</td> <td></td> <td></td> </tr> </table> <p>Puget Sound</p> <table border="0"> <tr> <td>Cathlamet</td> <td>Lummi</td> <td>Skokomish</td> </tr> <tr> <td>Chehalis</td> <td>Meshall</td> <td>Skykomish</td> </tr> <tr> <td>Chemakum</td> <td>Muckleshoot</td> <td>Snohomish</td> </tr> <tr> <td>Clakamas</td> <td>Nisqually</td> <td>Snoqualmie</td> </tr> <tr> <td>Copalis</td> <td>Nooksack</td> <td>Squaxin</td> </tr> <tr> <td>Cowlitz</td> <td>Puyallup</td> <td>Stillaguamish</td> </tr> <tr> <td>Duwamish</td> <td>Samish</td> <td>Suquamish</td> </tr> <tr> <td>Humtulpis</td> <td>Satsop</td> <td>Swinomish</td> </tr> <tr> <td>Kwalihaiqua</td> <td>Skagit</td> <td>Twana</td> </tr> </table>	Chinook	Makah	Quileute	Hoh	Ozette	Quinault	Klallam	Queets		Cayuse	Kootenai	San Poil	Chelan	Lakes	Spokane	Coeur d'Alene	Methos	Wallula	Columbia	Nespelem	Wenatchee	Colville	Nez Perce	Wishram	Kalispel	Okanogan	Yakima	Kittitas	Palouse		Klickitat			Cathlamet	Lummi	Skokomish	Chehalis	Meshall	Skykomish	Chemakum	Muckleshoot	Snohomish	Clakamas	Nisqually	Snoqualmie	Copalis	Nooksack	Squaxin	Cowlitz	Puyallup	Stillaguamish	Duwamish	Samish	Suquamish	Humtulpis	Satsop	Swinomish	Kwalihaiqua	Skagit	Twana		<p>District Resources</p>
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620

620



Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p>. Impress on the students there are many tribes. Point out the major tribes presently in existence and have them learn their names.</p> <p>. Point out place names reflecting the tribes, i.e. Snoqualmie Falls, Snohomish, etc.</p> <p><u>Title:</u> Discussion Starter</p> <p><u>Group Size:</u> Small groups or entire class</p> <p><u>Materials:</u> Filmstrips</p> <p><u>Procedure:</u></p> <p>. Use one or several of the following as a basis for discussion:</p> <p><u>The Untouched Land: Pre-Columbian American American Indians of the North Pacific Coast</u>, film-strip series titles include:</p> <p>"Lands and Tribes"</p> <p>"How They Lived"</p> <p>"Myths and Ceremonies"</p> <p>"How They Changed"</p> <p>"Their Life Today"</p> <p>"Northwest Indians" from filmstrip series entitled <u>How the Indians Lived</u></p>		<p><u>Film:</u></p> <p><u>The Untouched Land: Pre-Columbian America</u>, Gracur.</p> <p><u>Filmstrips:</u></p> <p><u>American Indians of the North Pacific Coast</u>, Coronet.</p> <p><u>How the Indians Lived</u></p> <p><u>Teacher Reference:</u></p> <p>L. Middleton's <u>Place Names of the Pacific Northwest Coasts</u>.</p>
<p><u>Title:</u> Language Differences</p> <p><u>Group Size:</u> Entire class for a point of information</p> <p><u>Material:</u></p> <p><u>Procedure:</u></p> <p>. Mention that various tribes in the Pacific Northwest spoke different languages that belonged to the following seven different families of languages: Chemakuan, Chinook, Molale-Cayuse, Wakashan, Sahaptin, Salishan and Athabasean.</p>		<p><u>District Resources</u></p>

691

692

Student Learning Objective(s) The student knows early Indians of Washington State utilized the natural environment to satisfy their basic physical needs. State Goal

1,4,6
2,5

District Goal

Program Goal

Related Area(s)

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Plant uses
Group Size: entire class
Materials: possibly references on plants
Procedure:
 . Invite an Indian to class (or consult a guide) to help the students identify the various plants the Indians used to meet their needs (i.e. roots, berries, sprouts, cattails, sweet grass, tules, cedar bark, seeds, etc.)
 . Have students illustrate and/or bring in samples of the various plants and describe their uses.

Books:
Indian Uses of Native Plants by Edith Van Allen Murphey, Mendocino County Historical Society, Fort Bragg, California.
Plants that American Indians Used by Marie Svoboda, Field Museum of Natural History, Roosevelt Road and Lake Shore Drive, Chicago, Illinois, 60605.

Title: Gather Those Sown Seeds!
Group Size: individuals, small groups
Materials:
Procedure:
 . Have students collect various seeds the Indians ate.
 . Have class prepare and taste a cereal like granola.

District Resources

623

624

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Title: Mat-Making

Group Size: individuals, small or large group

Materials: cattails, tules, cedar bark

Procedure:

- . Have students make mats out of cattails, tules or cedar bark.

Title: Utilizing Resources

Group Size: small or large group

Materials: large piece of paper

Procedure:

- . From the series American Indians of the North Pacific Coast show the filmstrip "How They Lived." Using a large sheet of paper for a chart, organize the following information:

Resource	Use

- . From the book, Indian Children of America, read to the students the part that deals with the Northwest Coast Indians. Emphasize points that deal with the utilization of natural resources.

Filmstrip:

American Indians of the North Pacific Coast, Coronet.

Book:

Indian Children of America, by Margret C. Farquhar, Holt Rinehart and Winston.

District Resources

626

625

Student Learning Objective(s) <u>The student knows white people came to the Northwest for a variety of reasons and interrupted and threatened the way of life of the Indian people.</u>	State Goal	1,3,6
	District Goal	
	Program Goal	1,3,5

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Sharing Experiences

Group Size: small or large

Materials:

Procedure:

Check with the nearest senior citizens home to find a person or persons who moved to this area a long time ago. Ask them to tell the class what brought them to the Northwest. Some of the students' grandparents might be a good resource to speak about their arrival in this part of the country and how things were at time. Keep in mind white people came for a variety of reasons. They include:

- Explores came to explore the area and claim land.
- Fur trappers and traders came to establish and conduct fur trade.
- Missionaries came to convert the Indians to Christians.
- Miners and farmers came to extract the natural resources.
- The U.S. Army came to protect the lives and property of the colonists.
- The U.S. government sent representatives to enlarge land claims for the government, to settle land claim disputes, to survey the routes for the railroad and to reserve land for the Indians.

Title: Sense the Feeling

Group Size: entire class

Materials:

623

District Resources

623

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Procedure:

- Divide the class into two distinct sections, section A and B, with adequate space for each student to be comfortable then instruct the class that students from section A can move into section B and make themselves comfortable in any way they wish. They can take over seats from other students who should double up with students from their group or sit on the floor. Students from section A can take away paper, books and other resources from students in section B. If students in section B need paper or other resources they have to ask the teacher who appears to be favoring the students in section A.
- Ask the students in section B to express their feelings. How did they feel being thrown out of their seats and having their things taken away? Relate these feelings to the feelings of the Indians when the white people came, took their land and destroyed the nature from which they used to get their food and other resources they needed to meet their needs.

Title: Citing Influences

Group Size: small or large

Materials: filmstrip

Procedure:

- From the filmstrip series American Indians of the North Pacific Coast, show "How They Changed."

Filmstrip:

American Indians of the North Pacific Coast, Coronet.

District Resources

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Student Learning Objective(s) <u>The student knows contemporary Indians of Washington State live in tribes with reservations, in tribes without reservations or in the cities.</u>	State Goal	1,6
	District Goal	
	Program Goal	2,4

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Indians Today
Group Size: small or large
Materials: film

Procedure:
 . Show the film American Indians of Today in order to contrast the life of Indians on reservations and in urban centers. Emphasize the fact that from 1951 to 1973 termination of reservations was the official policy of the United States government. At the present time most of the tribes are trying to establish a land base and to gain self-determination over their future.

Title: Compare and Contrast
Group Size: small or large
Material:

Procedure:
 . Invite a reservation Indian to class to explain the reasons for maintaining the reservations. Invite a non-reservation Indian to explain why they are no longer on a reservation.

Title: Locating the Reservations
Group Size: individual, small or large
Materials: outline maps of Washington State, possibly transparency of map.

Procedure:
 . Distribute an outline map of Washington State. Label key places to help orient students.

Film:
American Indians of Today,
 Britannica.

Send a self-addressed stamped #10 envelope to the following address. You will receive a black and white map showing where tribes, reservations and settlements are located.
 Indian Rights Association
 1505 Race Street
 Philadelphia, Penn. 19102

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

. Help students locate the larger reservations in the State. (An overhead projection of a transparency of their map may be a helpful teaching aid).

Title: Excursion

Group Size: small or large

Material:

Procedure:

. Those of you near a reservation may want to visit the tribal headquarters and tour the reservation.

District Resources

633

634

Student Learning Objective(s) The student knows contemporary Indians strive to increase their land base and to develop programs that would make them self-supporting.

State Goal

1,6,7

District Goal

Program Goal

3,5,6

Related Area(s)

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Indians Help Themselves

Group Size: small or large

Materials:

Procedures:

- . Have students write letters to tribal headquarters of reservations to get information and materials on their projects. (Exemplary community action programs are under way on the following reservations: Lummi, Makah, Quileute, Quinault, Swinomish, Tulalip, and Yakima) see appendix for addresses.
- . (Sometimes teachers feel more comfortable if they also include their own cover letter with the children's letters):
- . When discussing information emphasize how the tribes try to help their people to become economically independent.

Teacher Reference:

Wright, Don D. "Lummi Shape Own Economic Destiny" Opportunity, Volume 1 No. 7, October, 1971, pp. 19-22.

District Resources

Title: Emphasis on the Natural

Group Size: small or large

Materials: bulletin board items

Procedures:

- . Referring to the film American Indians of Today. (preceding objective), identify the natural resources of the Indian reservations and how they are used today.
- . Depict these ideas in a bulletin board display-emphasizing how Indians are trying to return as much land as possible to its natural state.
- . Ideas to include:
 - Creeks and streams are cleared of mining wastes and banks are replanted.

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Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Replant idle clear land.
Clean beaches, restore oyster and clam beds
(Lummi, Quinault, Swinomish)
Set aside wilderness areas.
Stress conservation jobs.

District Resources

637

638

Student Learning Objective(s) The student knows urban Indians have organized to help each other and fight for their rights as full members of the American society.

State Goal

1,6,7

District Goal

Program Goal

3,4,6

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Urban Indians Organize
Group Size: small or large
Materials:

Procedures:

- . Write to urban Indian centers to ask for any literature about what they do to help the urban Indian. Such centers are:
 Seattle Indian Center
 Spokane Indian Center
 Tacoma Area Native American Center
- . Also write organizations such as Northwest Indian Economic Development Association, Seattle Indian Health Board, Seattle Schools Indian Heritage Program, Small Tribes Organization of Western Washington and United Indians of all Tribes. See appendix for addresses.
- . Arrange display area with information.

Title: Problems of Urban Indians
Group Size: small or large
Materials: film

Procedures:

- . If possible schools should arrange for personnel from the various Indian organizations to speak about the problems of the urban Indians and what they do to overcome these problems, (Among the problems are discrimination, poverty, unemployment, lack of education, poor health, and cultural conflicts.)
- . Again refer to the film American Indians of Today and ask the children to identify the problems of the urban Indians. Brainstorm possible solutions.

District Resources

640

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

611

612

Student Learning Objective(s) <u>The student knows Indians of Washington State have a rich culture</u>	State Goal	1,4,6
<u>which they try to preserve. The student values the contributions of the Indians of Washington</u>	District Goal	
<u>State and appreciates their cultural values.</u>	Program Goal	2,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Cultural Characteristics <u>Group Size:</u> small or large <u>Materials:</u> filmstrip and cassette recorder or record player</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> View filmstrip <u>Northwest Coast Indian Traditions Today: A Contemporary Look at Remnants of a Heritage.</u> Note Indian traditions which range from making baskets to exchanging gifts. Possibly make and display some traditional items. <p><u>Title:</u> Indians and Nature-Sensing Feelings <u>Group Size:</u> small or large <u>Materials:</u> poem</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Distribute copies of the following poem by Pauline Covington, a Lummi. Read and discuss the feelings Indians have toward the environment. 		<p>Filmstrip and Cassette or Record: <u>Northwest Coast Indian Traditions Today: A Contemporary Look at Remnants of a Heritage, University of Washington Press.</u></p>
<p>The Eternal Family I am an Indian I am proud! The mountains are my brother, the streams that tumble from them are my brothers' voices. Lakes, set high for safety, are my little sisters, they're shy to make great noises. The trees are my servants, they are good to me, whatever they do, it is done very well.</p>		<p>District Resources</p> <p style="text-align: right;">611</p>

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

The flowers are the callers
throughout the year,
and they visit very often.
Mother Earth is kind and feeds me,
her breasts are full,
herbs and fruit are
always in her basket.
Father Sea challenges me
everyday to hunt the fish
he natures.
I am an Indian
I am proud
This is my family.

District Resources

618

615

Student Learning Objective(s) The student knows Indians of Washington State have a rich culture which they try to preserve. The student values the contributions of the Indians of Washington State and appreciates their cultural values.

State Goal	1,4,6
District Goal	
Program Goal	2,7

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Indian Contributions
Group Size: individuals
Materials:
Procedures:
 . With the help of their parents, students can identify things in their home of Indian origin—a blanket, an artifact, a record, a painting, etc.
 . Make a list of the contributions.
 . Possibly students can bring items to class and set up an exhibit. Include prints of Northwest Coastal Indians.

Picture Set:
 "Northwest Coast Indian Prints" by Paul Kane from Shorey Book Store, Seattle.

Title: Place Names
Group Size: small or large
Materials:
Procedures:
 . Look around your area and identify Indian names and other aspects of Indian culture.
 . If living in or nearby Seattle take students to Burke Museum at the University of Washington, Ivar's Salmon House and/or the Indian Cultural Center at Discovery Park.

Record or Cassette:
Indian Music of the Pacific Northwest Coast, (in state curriculum guide and no source cited.)

Teacher Reference:
L. Middleton's Place Names of the Pacific Northwest Coast

Title: Relate Rhythmically
Group Size: small or large
Materials:
Procedures:
 . Listen to Indian Music of the Northwest Coast and Quillayute Songs.

Reel-to-Reel Tape:
Quillayute Songs, National Center for Audio tapes.

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p>. Refer to descriptive notes for information on songs and dances.</p> <p><u>Title:</u> Crafts <u>Group Size:</u> small or large <u>Materials:</u> vary with project</p> <p><u>Procedures:</u></p> <p>. Using <u>Indian Crafts</u> as a reference, select appropriate projects. . Share finished products.</p>		<p><u>Teacher Reference:</u> Janet and Alex Amato's <u>Indian Crafts</u>, Lion.</p> <p>Robert Hofsinde's <u>Indian Beadwork</u>, Morrow.</p> <p>Allan A. McFarlan's <u>A Book of American Indian Games</u>, Association Press.</p>
<p><u>Title:</u> Indian Games <u>Group Size:</u> varies with activity <u>Materials:</u></p> <p><u>Procedures:</u></p> <p>. Refer to cited reference to select appropriate activity(ies) for your group.</p>		<p>Ella E. Clark's <u>Indian Legends of the Pacific Northwest</u>, University of California Press</p>
<p><u>Title:</u> Sharing Legends <u>Group Size:</u> small or large <u>Materials:</u></p> <p><u>Procedures:</u></p> <p>. Refer to cited reference and select legend(s) appropriate for group. . Whenever possible have an Indian share legends with class.</p>		<p><u>District Resources</u></p>
<p><u>Title:</u> Totem Poles <u>Group Size:</u> small or large <u>Materials:</u> Appendix Reference</p> <p><u>Procedures:</u></p> <p>. Using reference information, (see following page) as a basis, share meanings of totem pole carvings. . Have students develop their own myths of totem pole carvings and/or have them design and possibly carve miniature totem poles.</p>		<p>630</p>

TOTEM POLES WITH THE STORIES THEY TELL *

By Boma

Vancouver, B.C., Canada - The Northwest Coast Indians believed that in the beginning all living things shared the world in a state of equality and mutual understanding. They spoke the same language and the difference between them was in their superficial external appearance. If, for convenience, the form underneath was identical with a human form. This allowed a human to live with birds and animals and return with their secrets to hand on to his people.

From this belief, the Indians developed a series of legends and myths many of which are illustrated in their totem pole carvings.

On a single pole there might be illustrated one simple tale or several events in tribal history, legendary or actual. Almost every tribe and clan prized at least one story of an encounter between an ancestor and a spirit, usually in the guise of an animal. Following a series of exciting adventures, the man would be granted the right to adopt the animal as his crest. His descendants inherited this right, and so carved a stylized and abstract likeness of their badge on their poles.

The following are brief descriptions of the mask personalities which appear on most poles.

WHALE

The much-feared Ruler of the Deep, can be recognized by his dorsal fin. Understandably, among a people who depended on the sea for their staple food, Whale usually was the villain of Indian legends. One tale deals with the kidnapping of a beautiful young girl by Whale. Her husband was able to rescue her only with the assistance of friendly birds and animals, and after practicing black magic. It was a common belief that should a fisherman drown, his spirit would return in the guise of a Whale. To insure a good catch, the Indians would precede each fishing trip with a dance to the Killer Whale to show their goodwill.

RAVEN

Centre of many legends, is a rogue-mischievous, sly, thieving. Despite these characteristics, he was an asset. One legend states that he stole the salmon from the Beaver by rolling up their lake, absconding with it, and letting the salmon loose in the rivers, thus giving the Indians their staple food. He is also credited with stealing the sun from the chief who kept it hidden in a box. He managed this by turning himself into a pine needle, arranging to be swallowed by the chief's daughter and thus being born into the chief's house as his grandson. A pampered child, he finally persuaded his dotting grandparent to give him the sun to play with. Seizing his opportunity, he changed himself back into Raven, flew through the smokehole and flung the sun into the sky to provide light. Because of this legend, Raven is often depicted with a disk in his straight beak.

* Reprinted from The History and Culture of the Indians of Washington State, a publication of the Superintendent of Public Instruction, Olympia, WA.

Totem Poles cont.

WASGO (Or SEA WOLF)

The legend of Wasgo concerns a young gambling man with a nagging mother-in-law. Dressed in the skin of a sea monster, he caught various fish by night, until he was finally overpowered by a pair of whales. He returned only to take his wife to an underwater home. Good luck will come to any fortunate enough to see him, his wife, or their offspring, the "Daughters of the Creeks." Wasgo is depicted with the head of a Wolf, but the fins of a Killer Whale.

BEAVER

is always indicated by prominent teeth and a cross-hatched tail. His patience, wisdom, and craftsmanship earned respect among the tribes, although his cunning ways caused him to be held in some awe. One legend states that it was Beaver who felled trees for the first Indian's home, and another credits him with bringing fire to the Indians. The Beaver is a prized crest of the Eagle Clan, won after a variety of legendary incidents had occurred in which Eagle was the victor.

FROG

Was often used as a guardian symbol because of his tendency to croak a warning when anything approached. He also was credited with the ability to draw out evil supernatural powers with his tongue, hence he was sometimes carved with a very long one. He figured often in legends dealing with a common theme—that if one member of a community was needlessly cruel to an animal, the whole community would suffer in a violent manner.

BEAR

As a symbol of earthly power, was sometimes used to indicate the authority of a chief. His short snout, large teeth and paws make him an unmistakable figure, representing a particularly great force and might. One crest, often seen, pictures Bear Mother with her two cubs. This illustrates the myth of the Indian maid who was captured by a Bear, turned into one herself, and married to the son of the chief. She had two sons who were endowed with supernatural powers and who were able to take the form of Bear or Human at will. She was finally rescued by her brother and returned to her people.

EAGLE

Was a symbol of wisdom, authority and power. One legend concerns a young man of the Bear clan, punished by his chief by being set adrift in a canoe. The Eagle chief rescued him and permitted him to marry his daughter. Many adventures followed. During one of these, Bear, exhausted by his efforts to subdue and capture a sea creature, is assisted by his Eagle wife.

THUNDERBIRD

Lord of the skies and source of the elements, was credited with animal human and supernatural powers. Legend explained that when storms occurred, Thunderbird was capturing Whale, his only enemy and favorite food. As he sailed over the ocean, looking for his prey, the spread of his gigantic wings would darken the sky. Then, sighting Whale, he would swoop down and thunder was in the flap of his mighty wings and lightning was the flash of his eyes or the fire from his tongue, as he pierced his victim before carrying him off to a mountain retreat. To the Indians, Thunderbird was a great helper and assisted them in many ways. Recognized on totem poles by his long curved beak. Thunderbird is one of the best-known crests in Indian carving.

THE HISTORY AND CULTURE OF THE INDIANS OF WASHINGTON STATE-A Curriculum

Guide available for the Office of Superintendent of Public Instruction, Indian Education Office has been the primary source for objectives, content and resources included in the Small Schools unit "Indians of Washington State." Following is an address appendix listing resources which may be useful when teaching to the objectives of "Indians of Washington State."

American Friends Service Committee
Indian Programs Division
160 N. 15th. St.
Philadelphia, Pa. 19102

American Indian Center
738 W. Sheridan Road
Chicago, Ill. 60613

American Indian Civil Liberties
Trust
Box 708
Benjamin Franklin Station
Washington, D.C. 20044

American Indian Inter-Tribal Assoc.
175 Charles Ave.
St. Paul, Minn. 55103

American Indian Movement
Association on American Indian Affairs
532 Park Ave. S.
New York, N.Y. 10016

California League for American Indians
P.O. Box 389
Sacramento, California 95802

Commission on Indian Rights
and Responsibilities
Dr. Sophie D. Aberle Brophy
Rt. 3, Box 3030
Albuquerque, N.M. 87105

Governors' Interstate Indian Council
Erin Forrest, Pres.
P.O. Box 763
Alturas, Calif. 96101

Great Lakes Inter-Tribal Council
Rev. Mitchell Whiterabbit, Pres.
Route 4
Black River Fall, Wisc. 54615

Indian Rights Assoc.
1505 Race St.
Philadelphia, Pa. 19102

Indian Student Workshop
American Indian Development
Dr. V. Ffroemer, Field Director
Anthropology Dept.
University of Arizona
Tucson, Ariz. 85721

Institute of Indian Studies
University of South Dakota
Vermillion, S.D. 57609

Inter-Tribal Council of Nevada
877 Aitken St.
Reno, Nevada 89502

Inter-Tribal Friendship House
51 Ninth St.
Oakland, Calif. 94607

Museum of the American Indian
Heye Foundation
Broadway at 155th. St.
New York, N.Y. 10032

National Congress of American
Indians
1346 Connecticut Ave.
Washington, D.C. 20036
or (western office):
1450 Pennsylvania St.
Denver, Colorado 80203

Address Appendix cont.

National Indian Education Assoc.
National Indian Youth Council
P.O. Box 118
Schurz, Nevada 89427

Dr. Sol Tax
Anthropology Dept.
University of Chicago
Chicago, Illinois 60637

St. Augustine's Indian Center
Rev. Peter Powell, Director
4710 Sheridan Road
Chicago, Ill. 60640

United Scholarship Service
1452 Pennsylvania Street
Denver, Colorado 80230

UNITED STATES GOVERNMENT AGENCIES

To find the nearest office of a certain government agency or department, inquire at the post office, public library or newspaper office. Here are addresses of a few agencies with which Indians have frequent dealings:

Bureau of Indian Affairs
1951 Constitution Ave. N.W.
Washington, D.C. 20240

For the Bureau's free maps, booklets and other information about Indians, write to:

Publications Service
Haskell Institute
Lawrence, Kansas 66044

Educational institutions operated by the Bureau include:

Institute of American Indian Arts
Cerrillos Road
Santa Fe, N.M. 87501

Intermountain School
Brigham City, Utah 84302

Sherman Institute
Riverside, CA. 92503

Division of Indian Health
U.S. Public Health Service
7915 Eastern Ave.
Silver Spring, Md. 21910

Indian Arts and Crafts Board
4004 Interior Bldg.
Washington, D.C. 20240

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SOURCES OF PHOTOGRAPHS

American Museum of Natural History
Division of Photography
Central Park West and 79th. St.
New York, N.Y. 10024

Write for lists of Indian slides of United States, Indian art, paintings of Indian life, masks, Eskimos, totem poles. Slides at 70¢ each or 60¢ each if 10 or more is ordered.

Library of Congress
Prints and Photographs Section
Washington, D.C. 20540

The library sells reproductions of old Indian photographs for a small fee.

Museum of the American Indians
Broadway at 155th. St.
New York, N.Y. 10032

Send postage for descriptive brochures about the photographs, color slides, and postcards available from the museum. Albums of 10 color photographs cost 30¢, postcards 5¢.

National Anthropological Archives
Smithsonian Institution
Washington, D.C. 20560

The institution has a collection of 50,000 black and white photographs and negatives pertaining to more than 350 Indian tribes of North America. The collection includes portraits of individuals and groups, dwellings, costumes, ceremonials, domestic activities, arts, etc. Most of the photos were taken between 1860 and 1900. Requests for descriptive leaflets, price lists, and instructions for ordering photographs should be addressed to the Archives. Allow six weeks for completing orders.

National Archives
National Archives and Records Service
General Service Administration
Washington, D.C. 20408

Select Picture List, Indians in the United States. General Information Leaflet # 21. The pictures (either photographs or copies of art works) have been selected from 15 government agencies and are grouped by subjects such as Agency Buildings, Agriculture, Beadwork, Burial Customs, Children, etc. The back cover of this leaflet constitutes an ordering form. 2x2 slides (black and white, color) cost 50¢ prints begin at \$2.00 for 8x10; color transparencies begin at \$6.00 for 4x5.

THOMAS BURKE MEMORIAL WASHINGTON STATE MUSEUM
UNIVERSITY OF WASHINGTON
Education Division
Seattle, Washington 98105

Traveling Study Collections

The Museum offers a variety of study collections in science and social studies for use by the schools in the state. The collections contain artifacts, specimens, models, and written information on the subject presented. Some collections contain supplementary books and illustrations. Collections are checked out for two-week periods.

School districts share with the Museum the cost of processing and maintaining the collections. The fee for a two-week period is two dollars (\$2.00) for all collections. The teacher or school district is responsible for picking up and returning the collection to the Museum. For schools unable to pick up, the Museum will mail the collections. The fee is three dollars (\$3.00). The school pays the return postage to the Museum. Collections may be mailed at the Library Materials rate.

The weight of each collection is listed for your convenience, along with the description of its contents.

Collections MUST be back in the Museum on the date stamped inside the box cover and on the shipping tag. Because of the very heavy scheduling for most of the collections, we ask that teachers cooperate by returning collections on time. For return mail, allow a minimum of two days for delivery. A fine of \$2.00 per box is charged for collections which are not returned on time.

University student teachers may have the use of one collection free of charge during their quarter of teaching responsibility.

The school and the teacher using the study collections are responsible for the care of the material in the classroom and the careful packing and return to the Museum. The teacher or school will be charged for any necessary repair or replacement of missing or damaged items.

TO ORDER

Four school districts-- Seattle, Shoreline, Highline, and Bellevue-- maintain their own pickup, delivery and return service. The school districts are billed for the collections.

Seattle: Write or call the Education Division of the Museum to place order for collection, 543-5591. Deliveries are scheduled every other Monday.

Shoreline: Order through the librarian at your school. Deliveries are scheduled every two weeks.

Highline: Write or call the Education Division of the Museum to place order for collection, 543-5591. Deliveries are scheduled every week.

Traveling Study Collections cont.

Bellevue: Detailed directions for ordering can be found in your copy of Classrooms Unlimited. Deliveries are scheduled every Tuesday and Thursday.

Other school-districts: Write to the Education Division of the Thomas Burke Memorial Washington State Museum, University of Washington, 98105, or phone, 543-5591. Include in your request: name of collection, approximate dates desired, school, address. Send appropriate fee, \$2.00 is pickup, \$3.00 if mailed. PLEASE MAKE CHECKS PAYABLE TO THE UNIVERSITY OF WASHINGTON. RESERVATIONS FOR COLLECTIONS CANNOT BE CONFIRMED UNTIL RECEIPT OF PAYMENT.

SOCIAL STUDIES COLLECTIONS

These collections contain museum specimens, and authentic reproductions of typical household objects, tools, and clothing.

INDIANS

(Northwest) House model, wood-working tools, and household implements of the North Pacific Coast from the Canadian border through southeastern Alaska. (26 lbs.)

INDIANS

(Eastern Washington) Tools, household implements and clothing. (25 lbs.)

INDIANS

(North America) Two or three artifacts from each of the major culture areas of North America. (26 lbs.)

INDIANS

(Puget Sound) A canoe model, cattail mat, wood-working tools, household implements and a pair of dolls dressed in aboriginal costume. (25 lbs.)

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SUBJECT: Social Studies

SPECIFIC AREA: Map Skills

Page
Suggested
Grade Placement
District
Placement

K 1 2 3 4

The student knows:

- . the directions of left and right; up, and down.
- . the Earth is the place in which we live.
- . the globe is a representation of the Earth.

343 K
345 K
347 K

The student is able to:

- . identify a map as being a special flat drawing of a location.
- . identify a globe as a small model of the Earth.
- . identify land and water (by color) on the map or globe.

K
347 K
349 K

The student values:

The previous numbered page in
the original document was blank.

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 659	ENVIRONMENTAL EDUCATION 342	OTHER _____ 689

Student Learning Objective(s) The student knows the difference of left and right; up and down. State Goal

1
4

District Goal

Program Goal

Related Area(s) Reading Readiness

Suggested Activities: Grade(s) K Suggested Monitoring Procedures Possible Resources

Title: Left and Right, Up and Down
Group Size: entire class
Materials:
Procedures:
 . Teacher introduces the game "Simple Simon" explaining the procedure and using left, right, up and down.
 . Play the game, "Hokey Pokey."
 . Teacher can label each side of the doorway with a left and right hand:



. Stress these directions whenever the students line up at the door (for lunch, recess).

Title: Handprints
Group Size: small group
Materials: worksheets

Name	
Left	Right
o	o

Procedures:
 . Students place thumb in prints to have placement for hand. Then the students trace their whole hand.

Observe the students when you ask the students to demonstrate a direction (Ex: raise your right hand, put pegs in order from left to right).

Sullivan Program "Language Arts Readiness"

District Resources

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Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Handprints</p> <p><u>Group Size:</u> whole class</p> <p><u>Materials:</u> finger paints, large piece of paper</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . When finishing a finger painting session, but before students wash their hands, have each student print right hand on a large piece of paper-large enough for everyone in the class to get their hand on. . Teacher prints her/his hand also. . Emphasize this is your right hand. 		
<p style="text-align: center;">633</p>		<p style="text-align: center;">District Resources</p> <p style="text-align: center;">634</p>

Student Learning Objective(s) The student knows the Earth is the place on which we live.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Defining Earth <u>Group Size:</u> entire class <u>Materials:</u> film, globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to talk about the Martians. The students may bring out the idea that they come from another planet or one of the stars. Bring to their attention that our astronauts have gone to the moon. Display pictures of the moon and Earth. Discuss the Viking explorations of Mars. Stress that we live on the Earth. Show the film, <u>Our Big, Round World</u>. Teach them the song, <u>It's A Small World</u>. 	<p>After completing these activities ask students individually to tell you what the Earth is.</p>	<p><u>Films:</u> <u>Our Big, Round World</u>, Coronet <u>Introducing Globes</u>, Bailey Film Associates <u>Understanding Our Earth</u>, Coronet</p> <p><u>Song:</u> <u>It's A Small World</u>, Walt Disney productions</p> <hr/> <p>District Resources</p>

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Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

637

633

Student Learning Objective(s) <u> A. The student knows the globe is a representation of the Earth. </u>	State Goal	1
<u> B. The student is able to identify a "globe" as a small model of the Earth. </u>	District Goal	
	Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u> K </u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Defining Globe <u>Group Size:</u> entire class <u>Materials:</u> pictures, film, globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Display a picture of the Earth taken from the moon. . Display a circular flat object (tray) and a ball. Ask students to speculate which is more like the Earth as shown in the picture. . Show the globe and tell them that if someday they go to the moon, the Earth would look like this to them. 	<p>Ask each student to tell you what the globe is.</p>	<p><u>Films:</u> <u>Our Big, Round World</u>, Coronet <u>Introducing Globes</u>, Bailey Film Associates</p> <p>a model of the globe</p> <p><u>Kit:</u> <u>Maps Show the Earth</u>, Nystrom</p>
<ul style="list-style-type: none"> . Introduce the word "globe." 		<p style="text-align: center;">District Resources</p>

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Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map and Globe Skills--Symbolism, Directions

The student knows:

Symbolism:

- . map symbols are special combinations of colors, shapes and lines on maps.
- . map symbols stand for real objects or information.
- . map symbols and maps are much smaller than the objects they represent.

Directions:

- . The names of the four main geographic directions are North, South East and West.
- . the letter symbols N., S., E., W., stand for the words North, South, East and West.
- . The opposites of each of the four cardinal directions

The student is able to:

Symbolism:

- . identify water and land by color.
- . draw a simple room map using symbols.

Directions:

- . name the four main cardinal directions.
- . match the cardinal directions with symbols N., S., E., W.
- . give the opposite of each cardinal direction.

The student values:

	Page	Suggested Grade Placement				
		K	1	2	3	4
. map symbols are special combinations of colors, shapes and lines on maps.	353	1				
. map symbols stand for real objects or information.	355	1				
. map symbols and maps are much smaller than the objects they represent.	357	1				
. The names of the four main geographic directions are North, South East and West.	359	1				
. the letter symbols N., S., E., W., stand for the words North, South, East and West.	359	1				
. The opposites of each of the four cardinal directions	361	1				
. identify water and land by color.	353	1				
. draw a simple room map using symbols.	355	1				
. name the four main cardinal directions.	359	1				
. match the cardinal directions with symbols N., S., E., W.	359	1				
. give the opposite of each cardinal direction.	361	1				

677

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

679

Student Learning Objective(s) A. The student knows map symbols are special combinations of colors, shapes and lines on maps. B. The student is able to identify water and land by color.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Art

Suggested Activities: Grade(s) 1 Suggested Monitoring Procedures Possible Resources

Title: Symbols
Group Size: entire class
Materials: chalkboard, chalk, film: Father Ocean

Procedures:
 Draw the following pictures on the chalkboard:



Ask: "What do the pictures tell you?"
 (a. someone is happy. b. someone is sad. c. a tree d. someone is singing.)
 After viewing the film, discuss what symbols were used to tell the story.
 Cut squares of construction paper to represent chairs and desks. Tell students you have made symbols for the desk and chairs. Hold them up and ask: "How are these like your desks and chairs?" "How are they different?"
 On a chalkboard do the following with students supplying the answers:
 On a map, the waters is _____ (blue)
 On a map, land is a different color from water.
 etc.

Film:
Father Ocean, Legend of Quinalt Indians, Martin Moyer

Book:
Indian Picture Writing, Robert Hofsinde

Teacher Reference:
Sally Cartwright's What's in a Map? Coward.

Kit:
Maps Show the Earth, Nystrom
Cram Map Symbols kit, set #4500, The George F. Cram Co.
Learning to Use Maps and Globes, Step I Beginning-Unit, Cram

District Resources

681

680

Suggested Activities: Grade(s) 1

Suggested Monitoring
Procedures

Possible Resources

Title: Poem
Group Size: entire class
Materials: poem below; paper, pencil

Procedures:

. Put the following poem on the board for the students to copy:

Things To Draw

Can you draw hills?
Or Mountain peaks? 
Can you draw heads - -  with funny
beaks? 

Can you draw a fence? 
Or a lollipop? 
Can you draw a tent? 
Or a spinning top? 

Lousie Binder Scott

District Resources

Student Learning Objective(s) A. The student knows map symbols stand for real objects or information. State Goal 1

B. The student is able to draw a simple room map using symbols. District Goal

Program Goal 4

Related Area(s) _____

Suggested Activities: Grade(s) 1

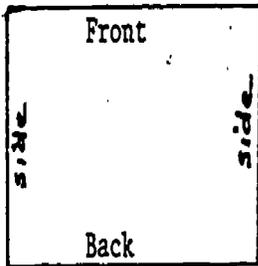
Suggested Monitoring Procedures

Possible Resources

Title: Room Map
Group Size: individuals
Materials: 9 x 12 piece of paper, pencils

Procedures:

. Distribute paper to students. Have them label the paper.



. Tell the students to pretend the paper represents the classroom floor. Ask them to decide where their desk is in the room (toward the front, in the middle, in the back, etc.) Ask them to put their real desk on the paper in the correct spot. They can't! Ask them how they could show where their desk is on the paper. (using a square, X, etc.)

. Ask: "Could you put your real chair on the paper?" "How could you show where it belongs?"

. Do the same with other objects in the room.

Teacher Reference:
Teacher's Guide of Our Country,
 Allyn and Bacon, Inc. 1970
 pp. 126-130

Kits:
Maps Show the Earth, Nystrom
Cram Map Symbols Kit, set #
 4500, The George F. Cram Co.

Transparencies:
Development of Social Studies
Skills set #700 #S2702, 2703,
 2707, 2708, Cram Company

District resources

685

Suggested Activities: Grade(s) 1

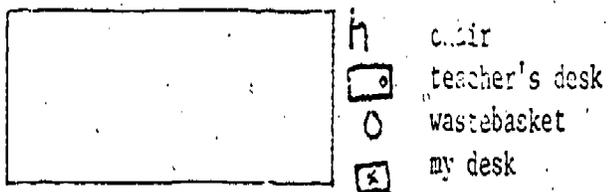
Suggested Monitoring
Procedures

Possible Resources

Title: Mapping Classroom
Group Size: small or large
Materials: chalkboard, worksheets, pencils

Procedures:

- On chalkboard, draw shape to represent the classroom.
- Have the students decide what symbols to use for the objects in the room and draw these at the side of the room shape.



Fill in the map on chalkboard and let students do their own maps.

Title: Mapping Classroom
Group Size: individuals
Materials: large laminated square or rectangle to represent room.
Symbols for desks, chairs, etc.

Procedures:

- This is an activity for your Activity Table. During free time students place symbols in the correct places.

District Resources

Student Learning Objective(s) The student knows map symbols and maps are much smaller than the objects they represent.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) 1 Suggested Monitoring Procedures Possible Resources

Title: Model vs. Reality
Group Size: entire class
Materials: model car, other models of familiar objects, paper, pencils

Procedures:

- Show the students a model car.
 Ask: "What is this?" "How is it like a real car?"
 "How is it different from a real car?"
- Show other models and ask similar questions.
- Explain that the objects you have shown the students are called models and write the word "model" on the board.
- Draw the shape of the classroom on the board.
 Ask the students to help you draw a model of the room.
- After drawing the classroom map on the board, give students paper and let them copy the map, giving assistance to those who need it.

models, (cars, airplanes, trucks, etc.)

Primary globe

Film:
Maps and Landmarks, BFA

District Resources

698

699



Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

District Resources

Student Learning Objective(s) A. The student knows the names of the four main geographic directions State Goal 1
~~are North, South, East and West.~~ B. The student knows the letter symbols N.S.E. and W. stand District Goal
for words "North," "South," "East and "West," C. The student is able to name the four main Program Goal 4
cardinal directions. D. The student is able to match the cardinal direction with the symbols N.S.E.W.

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Left and Right
Group Size: entire class
Materials: red and green strips of paper for each student, book, Good Day, Which Way

Procedures:

- . Read the book then discuss importance of knowing left from right.
- . Follow-up game:
 Give each student a piece of red paper to hold in the right hand and a green strip for the left hand. Do exercises such as: Hold up red paper - which hand is it in? Hold up your left hand. What color are you holding? Continue the game until you are sure each (or most) students(s) know right from left.

Title: North, Sough, East, West
Group Size: entire class
Materials: tagboard strips with direction words (North, South, East, West)

Procedures:

- . Explain that there are other words which tell directions besides right and left.
- . Discuss and demonstrate: behind, in front of, up, down, next to, etc.
- . Then ask if anyone knows the name of other directions.
- . When the cardinal directions are named, hold up tab-board strips with the directions printed on them. Post the strips on correct sides, of the room.

The student can name the four cardinal directions.

 The student can match the words North, South, East and West with the appropriate symbol (N,S,E,W)

Book:
Good Day, Which Way,
 Charlotte Steiner; Alfred A. Knopf

Cassette:
Where and Why, cassette #3
 Nystrom Co.

Films:
Learning How to Find Direction,
 McGraw-Hill
Learning About North and South,
 McGraw-Hill
Learning About East and West
 McGraw-Hill

District Resource

693

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

- Then face North and ask which direction is behind you, or your right, left, etc. Let students take turns facing the direction you name.
- Ask such questions as "Where are the windows?" "Door?" "Teacher's desk?" "Chalkboard?" (insist on North, South, East, West as answers.)

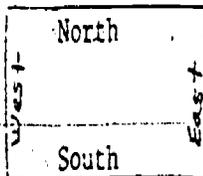
Title: Direction Locaters in Classroom

Group Size: entire class

Materials: worksheets

Procedures:

- Give students sheet of paper to represent classroom. Have them print cardinal directions on edges of the sheets.



- When talking with students during the day, try to refer to location in the room using North, South, etc. Example: "Hand your papers in on the table at the east side of the room."

Title: Up and Down

Group Size: entire class

Materials: filmstrip

Procedures:

- Discuss the filmstrip. Let students take turns describing the location of an object in the room by using directional words. Let class guess what the object is. (Example: It is north of the teacher's desk, east of the windows, and next to the red table.)

Filmstrip:
Up and Down, North, South, East, West, Jim Handy Organization

District Resources

695

Student Learning Objective(s) A. The student knows the opposites of each of the four cardinal directions. B. The student is able to name the opposite of each cardinal direction.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Opposites <u>Group Size:</u> entire class <u>Materials:</u> <u>Procedures:</u> . To determine whether students know the term "opposite" play the following game. Ask the students to fill in (by calling out) the proper word which is the opposite of the word you say: "What is the opposite of "big"?" "You're either big or _____." Repeat: "What is the opposite of _____?" "You're either _____ or _____, with the following: open (shut) right (left or up (down) wrong) hot(cold) fast (slow) black (white) front (back) day (night)</p> <p><u>Title:</u> Opposite Directions <u>Group Size:</u> entire class <u>Materials:</u> tagboard strips from previous activity <u>Procedures:</u> . Refer to tagboard directional slips posted in room from previous activity. Review reading directional terms. . Have students face North, then face the opposite direction. . Ask them to name that direction. . Repeat with East and West.</p>	<p>Given a cardinal direction, the student can name the opposite direction.</p>	<p>District Resources</p> <p style="text-align: right; font-size: 2em;">697</p>

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Opposite Directions
Group Size: small or large
Materials: four small cardboard strips for
 each student

Procedures:

- . Have the students print each directional word on their cardboard strips.
 - . Play the game of (a) holding up each word named by you, (b) holding up the opposite of each word named, (c) put North at top of desk: "Where will you put South?"
- Example: "Put North at left of desk." "Where will you put South?"

District Resources

693

693

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

701

364

702

Student Learning Objective(s) The student knows maps and globes provide information about names of places, what they are, and where they are located.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1.</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Map Use <u>Group Size:</u> entire class <u>Materials:</u> <u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students how many of them go on vacations. Ask: "How would you know where to go if you had never been there before?" "Have any of you ever seen someone use a map?" "Go home and ask your parents to tell you how they have used maps." The next day: List things on board that the students' parents used maps for. Ask students to watch weather reports on the local news. The next day ask: "Did the weather reporter use a map?" "What did he/she tell you from the map?" (Where it rained, snowed, etc.) 		<p>Globes, USA or world wall maps</p> <p>Best maps for these objectives are those which show different colored political divisions and which use different type style and color to indicate terms.</p> <p><u>Kits:</u> <u>Maps Show the Earth, Nystrom</u> <u>Map Symbols and Geographic Concepts Charts, Nystrom</u> <u>District Resources</u></p>

703

704



Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

708

Student Learning Objective(s) <u>A. The student knows oceans are the largest bodies of water and</u>	State Goal	1
<u>continents are the largest land areas. B. The student is able to locate oceans and</u>	District Goal	
<u>continents on a globe. C. The student is able to refer to maps and globes for geographic</u>	Program Goal	4
Related Area(s) <u>information. D. The student is able to locate and identify North America and its surrounding oceans.</u>		

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Land and Water</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> map of world worksheet</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students to point out all the land on the globe. Ask them to point out the water. Ask: "Is there more land or more water?" "Does anyone know what the largest bodies of water on Earth are called?" Print the word "oceans" on the board. Point out the 4 oceans (Pacific, Atlantic, Indian, Arctic (not necessary for students to learn the names now)). Explain that the largest land masses are called continents. Point out the continents by name. Print the word "continent" on the board. Give the students a simple outline world map. Ask them to color the water blue and the land masses different colors. Keep the map on display for their reference. 	<p>Students can point out the oceans and continents on a map or globe.</p>	<p>Simple outline map of world</p> <p><u>Film:</u> <u>Learning About Continents and Oceans</u>, McGraw-Hill</p> <p><u>Cassette:</u> <u>Where and Why</u>, cassette no. 1, Nystrom Co. <u>The First Steps with Maps and Globes #4</u>, Rand McNally</p> <hr/> <p>District Resources</p>

707

703



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

Student Learning Objective(s) The student knows North America is the name of our continent

State Goal

1
4

and it is surrounded by three oceans.

District Goal

Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Recognizing North America <u>Group Size:</u> entire class <u>Materials:</u> globe, traced pattern of North America</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Ask students: "Do we live on a land mass (continent) or on an ocean?" "Why can't we live on an ocean?" "On which continent do we live?" Display a large traced silhouette of North America with North America printed on it. Let students trace around the shape with their fingers. Have several students find the continent of North America on the globe. 	<p>Student can name and point out North American continent on a map of globe.</p>	<p>Globe Traced pattern of North America</p> <p><u>Cassette:</u> <u>Where and Why</u>, cassette no.1. Nystrom</p> <hr/> <p>District Resources</p>

711

712



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		<div data-bbox="1230 1262 1463 1304" data-label="Section-Header"> <p>District Resources</p> </div> <div data-bbox="1458 1776 1523 1829" data-label="Text"> <p>714</p> </div>

713

370

Student Learning Objective(s) A. The student knows North America is divided into countries and the United States of America is the name of our country. B. The student is able to locate his/her country (U.S.A.) on a map or globe.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Countries in North America
Group Size: entire class
Materials: outline map of North America, globe, Flannel board with North America divisions, cardboard N.A. map puzzle parts, N.A. outline map with boundary lines of countries (on worksheets)

Cassette:
Where and Why, Cassette #1, Nystrom Co.

Procedures:

- . Refer to large North America silhouette. Have students locate North America on the globe.
- . Outline with chalk.
- . Explain that North America is divided into three large parts called countries. Point out Canada, USA and Mexico. Ask: "What Country do we live in?"
- . Using large North America silhouette, place USA silhouette in proper place and label.
- . Give each student a silhouette of North America with boundary lines of Canada, USA and Mexico drawn in. Have students trace USA boundary lines with crayon and print UNITED STATES OF AMERICA on their maps.
- . Cut a silhouette of North America into parts in flannel representing US, Canada and Mexico. Place pieces of flannel board and fit together. Let students fit pieces together.
- . Same procedure as above paragraph except on a smaller scale with cardboard or individual puzzles for students.

District Resources

728

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

727

372

718

Student Learning Objective(s) A. The student knows the United States of America is divided into State Goal

50 areas called states and Washington is the name of our state. B. The student is able to District Goal

locate the state of Washington on a map or globe. Program Goal

1
4

Related Area(s) _____

Suggested Activities: Grade(s) <u>1</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> States of U.S.</p> <p><u>Group Size:</u> entire class</p> <p><u>Materials:</u> three transparencies of outline maps (the 1 of North America, 1 of US and 1 of US with state boundary out- lines. Worksheets of US maps with state outlines., US puzzles.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Using first two transparencies, review previous lesson on North America and United States. Explain to students that the United States is made up of states and place outline map of US with state boundary lines on the overhead. Ask: "Does anyone know what state we live in?" Point to it on the map. Write "Washington" on the board. Let students give names of other states they know while you point them out. Give students the outline map with states of the US and have them color in their state and write its name on the map. Tell those who know the names of other states that you will help them locate the state and spell their names so they can be included on their maps. Have several US puzzle maps available for students to put together during free time. 		<p>U.S. puzzles</p> <hr/> <p>District Resources</p> <p style="text-align: right;">720</p>

723



Suggested Activities: Grade(s) _____ Suggested Monitoring Procedures Possible Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

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Student Learning Objective(s) The student knows his/her city or local community is within State Goal 1
the State of Washington. District Goal

Program Goal 4

Related Area(s) _____

Suggested Activities: Grade(s) 1 Suggested Monitoring Procedures Possible Resources

<p><u>Title:</u> Locating Community in State <u>Group Size:</u> entire class <u>Materials:</u> globes, U.S.A. and world wall map</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Point out the city, town or nearest point of reference for each student (example: lake or mountain). If all students live in the same town or city, circle it on the map with crayon. If the students are spread over a larger area, circle the general area. 	<p>To be used at the completion of the Map Skills unit: Map and Globe Skills Assessment Test Program Development Division Spokane Public Schools Ned Hammond, author "Primary A" Grade 1 and 2; "Primary B" Grade 3.</p>	<p>Globes Map of USA and world wall map</p>
<p><u>Title:</u> Our School Vicinity <u>Group Size:</u> small or large <u>Materials:</u> chalkboard, chalk</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher labels chalkboard N,S,E, and W. Teacher draws street where school is located. Students tell where school and other landmarks are located and teacher draws them on board. Each student tells which direction they live from school. 		<p>District Resources</p>

723

724



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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District Resources

725

725

376

Student Learning Objective(s) The student knows that day and night are caused by the sun and
by the spinning of the earth.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Science

Suggested Activities: Grade(s) 1 Suggested Monitoring Procedures Possible Resources

Title: Why Day and Night?
Group Size: entire class
Materials: globe that spins on its axis and lamp or flashlight, pictures depicting day and night.

Procedures:

- . Show two pictures depicting day and nighttime.
- . Ask: "What makes it light?" (Sun)
- . Display globe on a table and spin it slowly.
- . Put a shadeless lamp or flashlight a short distance from the globe and tell the students it represents the sun. Turn off other lights and keep globe rotating slowly.
- . Ask: "What is happening?" "Which is moving, the sun or the earth?"
- . Explain that the earth moves (slowly) all the time, going around and around. The sun shines on whatever part of the earth is facing the sun and gives us daytime.
- . Ask individual students to walk around the globe by a chosen country to follow sequence from waking up, daytime, getting dark, nighttime.

Globe that spins on its axis

Film:
The Globe and Our Round Earth,
 Coronet

District Resources

728

727

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

730

720

378

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills

The student knows:

- . the meaning of several commonly used map symbols; rivers, mountains, cities. 381 2
- . the meaning of both the terms "key" and "legend." 381 2
- . the importance of the key or legend as the first reference to use in order to discuss the meanings of map symbols. 381 2
- . the names of the four main directions and their opposites. 383 2
- . that directions are used to find the locations of places on maps and globes. 383 2
- . that the word "sphere" is used to describe the round shape of the earth. 385 2
- . that the globe is very small and the earth is very large (scale). 385 2
- . that a globe is the most accurate representation of the earth because it has the same shape. 385 2
- . that maps provide more detail than globes. 385 2
- . an atlas contains many different kinds of maps. 387 2

The student is able to:

- . locate the key or legend on a map. 381 2
- . use the key on a map to explain the various symbols found on a map. 381 2
- . locate West, North and South when given the direction East (where the sun rises). 383 2
- . use directions to locate places on a map. 383 2
- . find and identify some oceans, continents, countries, states and cities on globes and maps. 387 2

The student values:

	Page	Suggested Grade Placement	District Placement						
			K	1	2	3	4		
The student knows:									
. the meaning of several commonly used map symbols; rivers, mountains, cities.	381	2							
. the meaning of both the terms "key" and "legend."	381	2							
. the importance of the key or legend as the first reference to use in order to discuss the meanings of map symbols.	381	2							
. the names of the four main directions and their opposites.	383	2							
. that directions are used to find the locations of places on maps and globes.	383	2							
. that the word "sphere" is used to describe the round shape of the earth.	385	2							
. that the globe is very small and the earth is very large (scale).	385	2							
. that a globe is the most accurate representation of the earth because it has the same shape.	385	2							
. that maps provide more detail than globes.	385	2							
. an atlas contains many different kinds of maps.	387	2							
The student is able to:									
. locate the key or legend on a map.	381	2							
. use the key on a map to explain the various symbols found on a map.	381	2							
. locate West, North and South when given the direction East (where the sun rises).	383	2							
. use directions to locate places on a map.	383	2							
. find and identify some oceans, continents, countries, states and cities on globes and maps.	387	2							
The student values:									

731

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER

732

380

733

Student Learning Objective(s) A. The student knows the meaning of several commonly used map symbols - State Goal
1
B. The student knows the meaning of both the terms "key" and "legend."
C. The student knows the importance of the key or legend as the first reference to use in order to District Goal
discuss the meanings of map symbols.
D. The student is able to locate the key or legend on a map.
E. The student is able to use the key on a map to explain the various symbols found on a map. Program Goal
4

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Introduction to Maps <u>Group Size:</u> entire class <u>Materials:</u> encyclopedia, atlas, road maps, navigational charts, worksheets, paper, pencil, hiking map, rail-road map</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students: "What do your parents use to find their way if they have to drive a long way to a place they haven't been before?" Teacher displays road maps and discusses them with class, placing emphasis on the Key and Legend symbols. Teacher asks: "What kind of map would a pilot use? A sea captain?" Display such maps and discuss the differences, stressing how the Key and Legend assist the map reader. Teacher asks students to bring different kinds of maps from home. If encyclopedias are available, teacher assigns some students to look for different kinds of maps to show the class. Teacher helps students make a neighborhood map with streets and using simple symbols. Show stores, post office or cows in fields, or friends' homes. A Key or Legend is used to identify the symbols. Make a worksheet of the map to give to each student. Take the map on a tour. Before the tour, discuss the route and allow students to trace route on their own maps. 	<p>Worksheet with symbols and legend to be matched.</p>	<p><u>Books:</u> <u>Maps Show the Earth Kit, Nystrom</u> <u>A Map is a Picture, Barbara Rinko</u> <u>Good Times with Maps, Irene Estep</u></p> <p><u>Charts:</u> <u>Map Symbols and Geographic Terms, Nystrom</u></p> <p><u>Cassette:</u> <u>Where and Why, cassette #2, Nystrom Co.</u></p> <p><u>Kit:</u> <u>Cram Map Symbols Kit, set #4500, The George F.Cram Co.</u></p> <p><u>Films:</u> <u>Maps, Land Symbols and Terms, Academy</u> <u>Let's Make a Map, Bailey Film Associates</u> <u>Reading Maps, EBF</u> <u>Maps and Landmarks, Bailey Film Associates</u></p>

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Tracing Maps <u>Group Size:</u> entire class <u>Materials:</u> maps used in previous activity</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to trace the route to the library or some other location on the map. <p><u>Title:</u> Symbols <u>Group Size:</u> entire class <u>Materials:</u> world map</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Teacher asks students to look at the symbols beside a world map. Ask students what each symbols stands for. Point out a river and a city on the map. Ask who can find other rivers and cities by looking for the same symbols (colors). <p><u>Title:</u> Chart Riddle Game <u>Group Size:</u> entire class <u>Materials:</u> chart as described below</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Bring a long chart to classroom with definitions of each vocabulary word to be studied: 		
<p>ocean -- large body of water on the earth continent -- largest land areas on the globe sphere -- the name of a round, ball-shaped object country -- usually one section of a continent globe -- a small model of the earth model -- a replica of an object sea -- a large body of water that is smaller than an ocean (but larger than a lake) symbol -- anything that stands for something else, such as blue on a globe stands for water</p> <ul style="list-style-type: none"> Using the vocabulary studied so far, pick one word and ask riddles. <p>Example: "I am the largest body of water on Earth-- what am I."</p>		<p>District Resources</p> <p>737</p>

Student Learning Objective(s) A. The student knows the names of the four main directions and their opposites. B. The student knows that directions are used to find the locations of places on maps and globes. C. The student is able to locate West, North and South when given the direction East (where the sun rises). D. The student is able to use directions to locate places on a map.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) 2 Suggested Monitoring Procedures Possible Resources

Title: String Activity

Group Size: entire class

Materials: map or globe

Procedures:

- Teacher helps students locate United States, Mexico, Japan, India, Greece on the map or globe.
- Teacher directs the students to extend the string from their section of the country to various other countries. (Example: India.)
- Teacher asks the following questions:
 "In which direction would you go to reach India?"
 (Can be extended to include intermediate directions, NW, SW, SE, etc.)
 "In which direction would you go to reach Japan?", etc.
- (As the students engage in extending the string around the globe, point out oceans, countries, seas and mountains the string crosses.)
- Extension:
 Ask students if they know the name of the country from which their parents, grandparents, great-grandparents may have come.
- Help the students locate the countries and draw a string to each of them.
- Ask: "What oceans (countries, mountains, seas) would you have to cross to get here?" "Would you travel by car, boat or plane?" "Why?" "In what direction would you travel?"

Book:

How Maps and Globes Help Us, David Hackler

Films:

By Map and Compass, International Film Bureau
Globe and Our Round Earth, Coronet

Cassettes:

Where and Why, cassette #3 Nystrom
First Steps with Maps and Globes, Rand McNally and Co.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
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		District Resources

740

384

741

Student Learning Objective(s) A. The student knows the word "sphere" is used to describe the round shape of the earth. B. The student knows that the globe is very small and the earth is very large (scale). C. The student knows that a globe is the most accurate representation of the Earth because it has the same shape. D. The student knows that most maps provide more detail than globes.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Maps and Globes <u>Group Size:</u> entire class <u>Materials:</u> story of Columbus' first voyage</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Read the story of Columbus' first voyage to the class. Discuss the belief at that time that the Earth was flat and the fear of falling off the edge. Show photos of Earth taken from space: Use the word "sphere." Discuss the size of the classroom globe compared to the Earth's actual size. (It is said that if a person could walk around the Earth without stopping, it would take one year.) Display both a world map and a globe. Ask students which is the more accurate shape. Ask students: "If a globe is more accurate, why do we use maps at all?" (convenience, maps can be folded, printed in books, more detailed, etc.) <p><u>Title:</u> Spin the Globe (game) <u>Group Size:</u> small groups <u>Materials:</u> small globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Send a helper with two or more students to a quiet corner or to a center. With eyes closed, one student spins the globe and, as it slows, touch a spot with his/her fingertip. Student opens eyes and reads the place touched on the globe. 		<p><u>Book:</u> <u>The First Book of Maps and Globes, Sam and Beryl Epstein</u></p> <hr/> <p><u>District Resources</u></p>

713



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p>. Proceed with next students. . (Make the game more complicated by using U.S. wall map for Touch and Say.)</p>		
		<p>District Resources</p> <p>7:5</p>

Student Learning Objective(s) A. The student is able to find and identify some oceans, continents, countries, states and cities on globes and maps. B. The student knows that an atlas contains many different kinds of maps. State Goal 1
 District Goal 4
 Program Goal 4

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Outline Maps of World <u>Group Size:</u> individual <u>Materials:</u> large outline map (2½' x 5') of the world. Label continent silhouettes (not labeled)</p> <p><u>Procedures:</u> . Teacher directs students to take turns in placing the individual silhouettes correctly on the large map, naming the continents as they do it.</p> <p><u>Title:</u> Continents <u>Group Size:</u> entire class <u>Materials:</u> globe or map showing land masses and water, but without names on it.</p> <p><u>Procedures:</u> . Teacher writes the names of the continents on the board North America, South America, Asia, Australia, Africa, Europe, Antarctica. . Direct the students to point out and name the continents.</p> <p><u>Title:</u> Where Was It Made? <u>Group Size:</u> entire class <u>Materials:</u> labels with "Made In _____" (country) on them</p>	<p>Observation of groups and individuals.</p>	<p><u>Books:</u> <u>First Book of Maps and Globes</u>, Sam and Beryle Epstein <u>Story of Maps</u>, Monroe Schere <u>Illustrated Atlas for Young Americans</u>, C.S. Hammond & Co.</p> <p><u>Files:</u> <u>Learning to Study Your State</u>, DeFonet <u>Maps - Land Symbols</u>, Academy</p> <p><u>Game:</u> <u>The Four Color Game</u>, Herder & Herder</p> <p>Globe Wall map</p> <p><u>Cassettes:</u> <u>Where and Why</u>, cassette #1 Nystrom & Co. <u>First Steps with Maps and Globes</u>, Rand McNally and Co.</p>
		<p>District Resources</p> <p style="text-align: right;">7-7</p>

718



Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
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Procedures:

- . Teacher asks students whether or not they have seen "Made in Italy," "Made in Japan," etc., on a can label or on the bottom of an object.
- . Ask students to look for the label and tell other students what the project was and where it was made.
- . Ask students to locate the cities, states or countries on a map and determine the ways the products could be have been transported.

Title: States

Group Size: entire class

Materials: worksheets with maps of U.S.

Procedures:

- . Distribute maps to each student. Ask students to locate the state he/she lives in and three other states. (Incorrect spellings accepted.)

Title: Wall Map Game

Group Size: individual

Materials: wall map of U.S.A., colored pins

Procedures:

- . Teacher directs students to place colored pins on the map to mark places mentioned or read about in "Weekly Reader."
- . Once a month, review the states by asking what happened in New York, for example.
- . All pins should be pulled off so the class can start over.

Title: The State We Live In

Group Size: entire group

Materials: wall map

Procedures:

- . Ask students: "Do you know what state we live in?"
- . Take any correct answer and ask to locate Washington on a map. (Provide assistance if necessary and use cardinal direction.)

District Resources

719

Student Learning Objective(s) A. The student is able to find and identify some oceans, continents State Goal

1

countries, states, and cities on globes and maps. B. The student knows that an atlas contains District Goal

many different kinds of maps. Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) <u>2</u>	Suggested Monitoring Procedures	Possible Resources
<ul style="list-style-type: none"> . Ask students if they have been in other states and direct them to locate these states on the map. . Ask students if they are familiar with other states. . Explain that all states together make up the U.S.A. <p style="margin-left: 40px;"> <u>Title:</u> Atlas Reading <u>Group Size:</u> entire group <u>Materials:</u> large atlas </p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . Using a large atlas, show the students how to find a city, country, river, etc., in the index and by using the key find the map page and the exact location of place desired. . Explain and show that an atlas has many different kinds of maps. . If possible, leave an atlas on the reading table for a period for interested students to look through. 		<p style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black;">District Resources</p>

750

751



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

752

390

753

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Geographic Knowledge

The student knows:

- . the names and locations of the seven continents and four oceans. 393 3
- . the difference between the terms continents, oceans, countries, states and cities. 395 3
- . that the equator is an imaginary line that divides the earth in half, midway between the north and south poles. 397 3
- . that the word "hemisphere" describes half of a sphere and that the earth can be divided into any number of hemispheres. 399 3
- . that all of the earth north of the equator is the northern hemisphere and that all of the earth south of the equator is the southern hemisphere. 401 3
- . that winter, spring, summer and autumn are the names of the seasons and that the tilt of the earth and its movement around the sun is the cause of seasonal changes. 403 3
- . the term "distortion" and that a globe is a more accurate representation of the earth than a flat world map. 405 3
- . that world maps can be more detailed and convenient to use than globes and that they are valuable references as long as the observer is aware of the distortion. 407 3

The student is able to:

- . locate the equator on maps and globes. 397 3
- . locate the northern and southern hemispheres on a globe. 401 3
- . indicate how the climatic conditions of an area would change with the changes of the angle of the sun's rays upon the earth. 403 3
- . use the term "distort (ed, ion)" to explain why the globe is a more accurate representation of the earth than a flat world map. 405 3
- . give reasons why world maps are sometimes more useful than globes. 407 3
- . label the seven continents and four oceans on either a nameless slate globe or a world map. 393 3
- . give examples of a continent, ocean, country, state and city on a globe. 395 3

The student values:

Page	Suggested Grade Placement	District Placement					
			K	1	2	3	4
393	3						
395	3						
397	3						
399	3						
401	3						
403	3						
405	3						
407	3						
397	3						
401	3						
403	3						
405	3						
407	3						
393	3						
395	3						

754

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

753

Student Learning Objective(s) A. The student knows the names and locations of the seven continents and four oceans. State Goal 1

B. The student is able to label the seven continents and four oceans on either a nameless slate globe or a world map. District Goal

Program Goal 7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Labeling Maps <u>Group Size:</u> entire class or small group <u>Materials:</u> globe, outline maps or worksheets</p> <p><u>Procedures:</u> . Using a globe as a reference, have students label and color continents and oceans on paper desk outline maps.</p>	<p>Have students name the seven continents.</p> <p>Have students name the four oceans.</p> <p>Have students locate on an outline map the seven continents and four oceans.</p>	<p><u>Films:</u> <u>Our Round Earth: Its Atmosphere</u>, Coronet <u>Our Round Earth: Its Water</u>, Coronet <u>Our Round Earth: What It's Like</u>, Coronet <u>Learning About Land and Water</u>, AIMS</p> <p>Globes (regular and outline) World desk outline maps</p>
<p><u>Title:</u> Make A Globe <u>Group Size:</u> small group <u>Materials:</u> balloons, strips of paper, paste or glue</p> <p><u>Procedures:</u> . Make a simple globe by pasting strips of paper on a balloon. Have students draw and color the continents, emphasizing shapes and sizes.</p>		<p><u>Transparency:</u> <u>Development of Social Studies Skills Set No. 700, #2718</u>, Cram Company</p>
<p><u>Title:</u> Twenty Questions <u>Group Size:</u> small group <u>Materials:</u> globe</p> <p><u>Procedures:</u> . Play <u>Twenty Questions</u>. Use a globe for reference. The answer must be "yes" or "no" until the correct answer is achieved. . Ask one of the students to think of a continent or ocean. The student responds to questions in this manner.</p> <p>"Is it an ocean?" "No." "Is it a small continent?" "Yes." "Is this continent attached to Asia?" "No." "Is it crossed by the equator?" "No." "Is it Antarctica?" "No." "Is it Australia?" "Yes."</p>		<p>District Resources</p>

758

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

(This game contributes to learning the names and locations of continents and oceans.)

Title: Identifying Continents and Oceans

Group Size: entire class

Materials: outline maps or worksheets, maps and globes

Procedures:

Give students desk outline maps of the world. They must identify each continent and ocean and write the correct names on it.

District Resources

700

753

Student Learning Objective(s) A. The student knows the difference between the terms continents, oceans, countries, states and cities. B. The student is able to give examples of a continent, ocean, country, state and city on a globe. State Goal 1 District Goal 7 Program Goal 7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Where We Live <u>Group Size:</u> entire class <u>Materials:</u> paper, pencils, duplicated sheets with the following terms at the top: City State Country Continent Planet</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Divide the class into two teams which are fairly equal in ability. Give each student a duplicated sheet. 	<p>Have students match names with definitions on a globe.</p> <p>Have students list specific continents, oceans, countries, etc., under their proper headings.</p>	<p>Globes (with appropriate colors and type styles)</p> <p>World and U.S. wall maps</p>
<p><u>Title:</u> Citing Examples <u>Group Size:</u> small group <u>Materials:</u> globe</p>		<p>District Resources</p> <p>782</p>

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Procedures:

- . Using a globe, demonstrate examples of continents, oceans, countries, states and cities.
- . Have students also point out examples.
- . Continue until students can easily show examples of each of the items on the globe.

District Resources

734

Student Learning Objective(s) A. The student knows that the equator is an imaginary line that divides the earth in half, midway between the north and south poles. B. The student is able to locate the equator on maps and globes.

State Goal

1

District Goal

Program Goal

7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Defining Equator <u>Group Size:</u> small group <u>Materials:</u> globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Give students a globe and first have them point out the north and south poles. Next, have them "discover" the printed name "equator" on the globe by asking them to find the name of the largest east-west grid line on the globe. When they find it, ask them where it appears to be located on the globe. Discuss the meaning of the word "equator." 	<p>Have students locate the equator on a map or globe.</p> <p>Have students explain that the equator is a point of reference.</p>	<p>Globes</p> <p>World wall map</p> <p><u>Cassette:</u> <u>The First Steps with Maps and Globes, Rand McNally</u></p>
<p><u>Title:</u> Conceptualizing Equator <u>Group Size:</u> entire group <u>Materials:</u> ball or orange</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Cut a ball or orange in half. Discuss and relate the area of the "slice" to the equator. Discuss significance of "imaginary line" vs. "real line" on a globe. 		<p>District Resources</p>
<p><u>Title:</u> Locating Equator <u>Group Size:</u> small group <u>Materials:</u> maps and globes</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Have students locate the equator on both globes (tracing all the way around) and world maps (tracing all the way across). 		<p>738</p>

7:5

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: North and South Game

Group Size: large

Materials:

Procedures:

- . Divide class into two groups, one north and one south of an imaginary line.
- . On directions from teacher group you state will perform a simple task. Examples: People north of the room's equator stand up. People south of the equator touch your toes.

District Resources

757

758

Student Learning Objective(s) The student knows that the word "hemisphere" describes half of a sphere and that the earth can be divided into any number of hemispheres.

State Goal

1
7

District Goal

Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Hemispheres
Group Size: entire class or small group
Materials: flashlight, ball

Have students point out on a globe the four major hemispheres.

Ball, globe

Procedures:

- Discuss the word "hemisphere." Hemi means half. Have students pronounce it often and learn to spell it.
- Shine a light on a ball while students observe that the lighted side is one hemisphere and dark side another.
- Next, move the light sources so it is shining on two new hemispheres. Ask them how many hemispheres they think there are.
- Continue moving the light source to different positions until they reach the conclusion that there can be an infinite number of hemispheres.

Have students define the word "hemisphere."

Transparencies:
Development of Social Studies Skills Set #700, #2717, Cram Company

District Resources

709

770

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<p>7.1</p>	<p>400</p>	<p>District Resources</p> <p>7.2</p>

Student Learning Objective(s) A. The student knows that all of the earth north of the equator is the northern hemisphere and that all the earth south of the equator is the southern hemisphere. B. The student is able to locate the northern and southern hemispheres on a globe.

State Goal	↑
District Goal	
Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources										
<p><u>Title:</u> Matching Game <u>Group Size:</u> entire class <u>Materials:</u> worksheet or chalkboard</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Below are some words that were used during the map study. Have students match each word in the first column with the correct statements in the second column. Example: <table border="0"> <tr> <td>Continent</td> <td>a model of the earth</td> </tr> <tr> <td>Hemisphere</td> <td>the most northern point on earth</td> </tr> <tr> <td>North Pole</td> <td>one-half of the earth</td> </tr> <tr> <td>Globe</td> <td>a very large body of land</td> </tr> <tr> <td>Sphere</td> <td>the shape of our planet</td> </tr> </table>	Continent	a model of the earth	Hemisphere	the most northern point on earth	North Pole	one-half of the earth	Globe	a very large body of land	Sphere	the shape of our planet	<p>Have students point out on a map or globe the northern and southern hemispheres.</p>	<p>Globes</p> <p><u>Cassettes:</u> Where and Why cassette no. "Hemisphere," Nystrom <u>The First Steps with Maps and Globes</u>, Rand McNally.</p>
Continent	a model of the earth											
Hemisphere	the most northern point on earth											
North Pole	one-half of the earth											
Globe	a very large body of land											
Sphere	the shape of our planet											
<p><u>Title:</u> Identifying Northern and Southern Hemispheres <u>Group Size:</u> entire class <u>Materials:</u> string, globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Use a piece of string to divide the earth into two hemispheres. Wrap the string around the globe at the equator. Have students look at the entire half of the globe between the equator and the north pole. That half is called the Northern Hemisphere. Find the half between the equator and the south pole. That half is called the Southern Hemisphere. Ask: "Do you live in the northern or southern hemisphere?" "Which of these hemispheres has more land?" "Which hemisphere has more water?" 		<p>District Resources</p> <p style="text-align: right;">774</p>										

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Hemisphere Tic Tac Toe
Group Size: entire class
Materials: globes

Procedures:

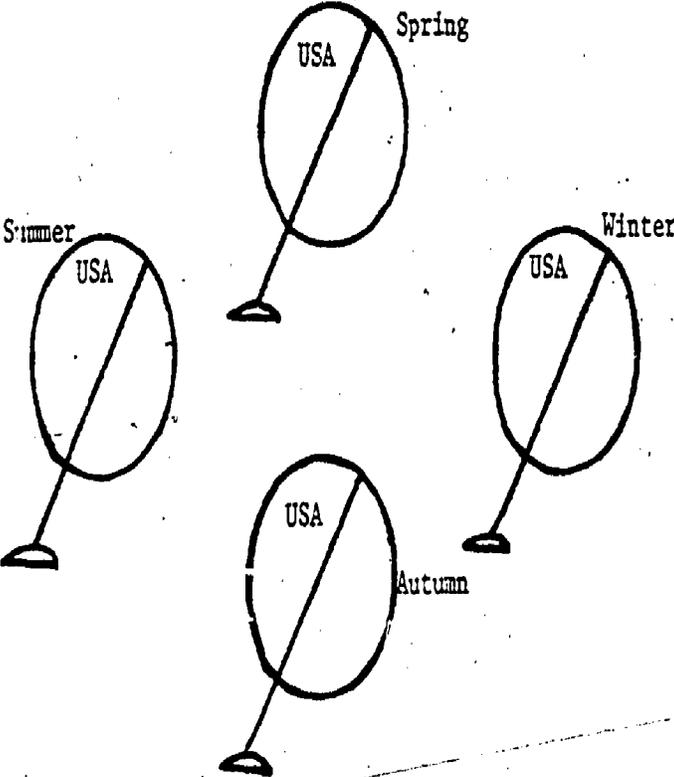
- . Divide the class into two teams. As each student's turn comes up he/she should have a globe to look at.
- . Give the first student on one team the name of a country, continent or city. If the student correctly identifies the hemisphere in which it is located, an X can be placed anywhere the student chooses on the Tic Tac Toe diagram.
- . The first student on the O team would be given a different place to find. If the student cannot give the correct hemisphere, that student cannot place an O on the diagram and the turn goes back to the X's.

District Resources

Student Learning Objective(s) A. The student knows that winter, spring, summer and autumn are the names of the four seasons and that the tilt of the earth and its movement around the sun is the cause of seasonal changes. B. The student is able to indicate how the climatic conditions of an area would change with the changes of the angle of the sun's rays upon the earth.

Related Area(s) Science

State Goal	1
District Goal	
Program Goal	7

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Why Seasons Change <u>Group Size:</u> entire class or small group <u>Materials:</u> globes, light</p>  <p><u>Procedures:</u> . Move one globe in a counterclockwise direction. Emphasize that it is the angle of the direct rays of the sun and not the distance that causes the seasons to change.</p> <p>777</p>	<p>Have students label seasonal positions on a worksheet of a globe in the four seasonal positions.</p>	<p><u>Film:</u> <u>Shadows On Our Turning Earth</u>, Bailey Film Associates</p> <p><u>Filmstrips:</u> <u>The Four Seasons</u>, EBE <u>Seasons</u>, Currie Material</p> <p><u>Cassette:</u> <u>Where and Why</u>, cassette <u>"Seasons"</u>, Nystrom (used with a lighted planetarium)</p> <hr/> <p>District Resources</p> <p>778</p>

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
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Title: Illustrating Seasons
Group Size: entire class
Materials: paper or pictures

Procedures:

- . Have students collect or draw pictures depicting the four seasons.

Title: Making Mosaic Maps
Group Size: small group
Materials: paper, paints, glue, scissors

Procedures:

- . Landscape colors of North America in each of the four seasons can be an enjoyable experience and worthwhile activity. However, sufficient research should be done to determine the average climatic conditions in each of these four months: March, June, September and December.
- . Students should plan their own materials and methods. Such a map should start with a large outline map of North America on which white triangles could be pasted, one overlapping another, to represent snow covered mountains. Dark green triangles could be used to represent trees; brown, yellow or green squares for fields; red, yellow or purple circles for fruit; pink or lavender circles or fancy shapes for flowers, etc. Strips of gummed tape may be colored and applied as needed.

District Resources

780

Student Learning Objective(s) A. The student knows the term "distortion" and that a globe is a more accurate representation of the earth than a flat world map. B. The student is able to use the term "distort (ed, ion)" to explain why the globe is a more accurate representation of the earth than a flat world map. State Goal 1
 District Goal
 Program Goal 7

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Distortion
Group Size: entire class or small group
Materials: as noted

Procedures:

- . World maps have varying degrees of distortion, depending upon the projection. For purposes of illustration, you will want to select projections which show extremes.
- . Essentially, flat world maps distort shapes and sizes. It is impossible to duplicate a round surface without distorting either the shape or size, or both. A Mercator projection is a good example of extreme size distortion.
- . Have students observe the size of Greenland on this projection and compare it with the size of South America. Then, have them make this same comparison on a globe. This comparison is quite graphic.
- . To illustrate shape distortion, use an equal area projection such as a Mollweide. On this projection the sizes of areas are relatively proportionate, but the shapes are greatly distorted.
- . Again, always compare with the globe to reinforce the fact that the globe is the most accurate reference to use when comparing the shapes or sizes of large areas.
- . Variations: Rubber Ball: Use rubber balls to show distortion of flat world maps. Cut a rubber ball in half and try to flatten it out on a piece of paper.

Have students correctly define the word "distortion."

 Have students correctly answer the following questions:
 What is the best representation of the earth's surface-- a flat map or a globe? Why?

Book:
Map Making: The Art That Became Science, Lloyd A. Brown, Little Brown & Co.

Films:
Earth, Man's Home, Unit 1 of The Earth We Live On, EBE
Our Big, Round World, Coronet
Introducing Globes, Bailey Film Associates

Mercator World Desk Outline Map

Equal Area World Desk Outline Map

Cassette:
Where and Why, cassette no. 11, "Distortion, Part I," Nystrom

District Resources

782



Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Nystrom Form A Globe Activities:

Have students assemble perforated paper world
outline maps (flat) into their own globe.
Follow activities in Form A Globe Guide.

District Resources

793

406

794

Student Learning Objective(s) A. The student knows that world maps can be more detailed and convenient to use than globes and that they are valuable references as long as the observer is aware of distortion. B. The student is able to give reasons why world maps are sometimes more useful than globes.

State Goal 1

District Goal 7

Program Goal 7

Related Area(s) _____

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Comparing Maps and Globes
Group Size: entire class or small group
Materials: maps, globes

Have student select the best resource for planning a trip to Disneyland.

Globe
 World wall map

Procedures:

- All flat maps are not distorted--just small scale ones. While it is important that students know of the accuracy of a globe, it is just as important they know the useful characteristics of flat world maps.
- Ask students why they think a world map might be better than a globe, leading them to the conclusions that they are often more convenient to use, they are usually more detailed and larger, the whole world can be seen at one time, etc.

Have student select the best resources for finding the shortest distance and proper direction to locate a specific point in another hemisphere.

Game:
Euro-Card, International Learning Corporation

District Resources

736

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

738

737

408

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Symbolism

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that the key and/or legend is used to interpret symbols on a map.	411	3					
. that maps show both man-made and natural features on earth (bridges, dams, roads, cities, mountains, lakes, rivers, islands).	413	3					
. the difference between map symbols for an international boundary and a national boundary, cities of different sizes and capital cities on a United States map.	415	3					
The student is able to:							
. use a key and/or legend to interpret map symbols shown on a map.	411	3					
. identify the natural and man-made features shown on a map.	413	3					
. show examples of an international boundary, a national boundary, a city of over one million and a capital city on a United States map.	415	3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 799	ENVIRONMENTAL EDUCATION 410	OTHER 791

Student Learning Objective(s) A. The student knows that the key and/or legend is used to interpret symbols on a map. B. The student is able to use a key and/or legend to interpret map symbols shown on a map.

State Goal	1
District Goal	
Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Using A Map Legend
Group Size: entire class or small group
Materials: worksheet

Have students locate specific items on a map using the legend.

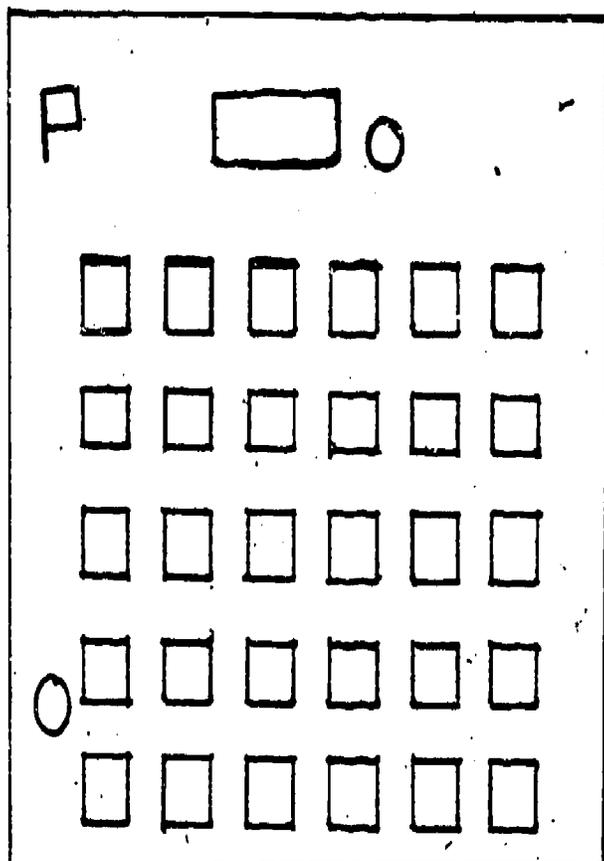
 Have students match names on a map with the proper symbols.

Filmstrips:
Learning to Use Maps, Series 6, EBE
Locating Places on Maps, EBE
Reading Directions on Maps, EBE
Reading Physical Maps, EBE

Globes, U.S.A. and world wall maps with legends,
 Map Symbols & Geographic Concepts Charts (real photos with accompanying symbols)

Kits:
Maps Show the Earth, Nystrom

Cassette:
Where and Why, cassette #2, "What is a Map?". Nystrom
How to Use Maps, Denoyer Geppert



District Resources

792

Suggested Activities: Grade(s) 3

Suggested Monitoring
Procedures

Possible Resources

Procedures:

- . Use the key to find answers to the following questions.
 1. What do you think this map shows? _____
 2. How many flags? _____
 3. How many teacher's desks? _____
 4. How many student's desks? _____
 5. How many wastepaper baskets? _____
- . Students make up symbols for items around the school, draw and share with class.
- . Using legend symbol cutouts, students play tic-tac-toe. Two students at chalkboard #1 shows #2 a symbol. If #2 can correctly identify the symbol, he/she puts X/O on the number on the board. If not identified by #2, then #1 must correctly identify and put X/O on the board. Then #2 shows #1 a symbol, etc.
- . Have a map of the surrounding area and school that has symbols. Take a trip to actually locate on the grounds the symbols of the map.
- . Have several types of maps available so that students may explore many different legends on maps.
- . Make an imaginary treasure map. As a class decide on symbols to use on the legend. Put a legend on the map each student makes.
- . Use a photograph or drawing of an area such as a downtown section or a residential area. Identify buildings and other objects seen in the picture. Make up symbols for building, streets, houses, etc. Then draw a map of the picture.

Transparencies:

The Language of Maps, EBE

District Resources

795

Student Learning Objective(s) A. The student knows that maps show both man-made and natural features on earth (bridges, dams, roads, cities, mountains, lakes, rivers, islands). B. The student is able to identify the natural and man-made features shown on a map.

State Goal

1

District Goal

Program Goal

7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Man-Made and Natural Features

Group Size: small or large

Materials: wall maps

Procedures:

- . Have students look at a wall map and list items that are (a) man-made and (b) those that are natural features.
- . Natural Feature--Island:
Have students locate and identify by name, islands in the Puget Sound area on a Washington map.
- . Man-Made Features:
Have students locate and identify by name cities, highways, dams, etc., on a map of Washington.

Have student identify colors used on a map or globe of man-made and natural features.

Have student put under the proper heading Man-Made and Natural Features, from a map depicting man-made and natural features.

Charts:
Map Symbols and Geographic Concepts, Nystrom

Kit:
Learning to Use Maps and Globes, Step II - Intermediate Unit, Cram Company

Wall map of Washington

Title: 3-D Map

Group Size: individual or small

Materials: clay, paper mache' supplies

Procedures:

- . Make a paper mache' or clay relief map that can be partially filled with water to show how islands are formed.

District Resources

Title: Creative Writing

Group Size: small or large

Materials: paper, pencil

Procedures:

- . Have students write about the things they think they would need in order to survive on a deserted island.

797

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

798

414

799

Student Learning Objective(s) A. The student knows the difference between map symbols for an international boundary and a national boundary, cities of different sizes and capital cities on a United States map. B. The student is able to show examples of an international boundary, a national boundary, a city of over one million and a capital city on a United States map.

Related Area(s) _____

State Goal	1
District Goal	
Program Goal	7

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
-----------------------------------------	---------------------------------	--------------------

Title: Interpreting Map Symbols
Group Size: entire class or small group
Materials: maps

Procedures:

- Have students identify international and national boundaries on a map of Washington.
- On a United States wall map, have students (a) find four states that are bounded entirely by imaginary, man-designated lines, (b) determine the population size of selected cities, and (c) identify the capitals of selected states, including Washington.
- May also be done with Washington State road maps.

Have student point out on a map information about boundaries, cities and capitals.

Given a blank outline map with numbered map symbols, have students identify the required symbols.

Charts:
Map Symbols and Geographic Concepts, Nystrom
 World, U.S. and Washington wall map

Cassette:
Where and Why Cassette, #18, "Boundaries and Cities," Nystrom.

Title: Map Flash
Group Size: small group
Materials: paper and pencil for each player; a set of large tagboard cards having outline maps of the U.S. with a different state colored on each and the name of that state and a number on the back.

Procedures:

- The teacher stands before the players and flashes the cards in the order they are numbered. The students write the name of each state as it is flashed and number the names in order. The student with the greatest number of correct responses is the winner.
- Variation: Sections of the U.S. or countries on a continent could be used.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

802

416

803

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<ol style="list-style-type: none"> 1. What ocean is west of the continent where you live? 2. What ocean is east of the continent where you live? 3. Find Europe. What ocean is north of Europe? 4. Find Asia. What ocean is south of Asia? 5. Find Australia. What ocean is west of Australia? 6. What is the only direction you can travel from the north pole? 7. In what direction is South America from the south pole? <p>Variation: A hunter walked two miles south from camp. The hunter then walked two miles west and was scared by a bear. He ran two miles north and ended up in camp again! What kind of a bear was it and where was the camp? (Polar bear - north pole.) Can only be seen on a globe.</p>		
		<p style="text-align: center;"><u>District Resources</u></p> <p style="text-align: center;">805</p>

804



Student Learning Objective(s) A. The student knows that north is toward the north pole, south is toward the south pole and that north, south, east and west can be determined on a globe by following along the printed grid lines. B. The student is able to locate any place north, south, east or west of a given reference on a globe by using the grid lines as a guide. State Goal
 District Goal
 Program Goal

1
7

Suggested Activities: Grade(s) 3 Suggested Monitoring Procedures Possible Resources

Title: Grid Lines
Group Size: small group
Materials: globes

Procedures:

- Have students observe the printed lines on the globe that are drawn between the poles. Have them notice that they all meet at the poles. Call them "north-south grid lines."
- Have students use their fingers to trace over any of these lines, first moving toward the north pole and then the south pole. Remind them they are moving north and south, respectively, on the globe.
- Have them place their fingers between any two printed lines and move toward the poles, illustrating they do not have to be on a grid line to find north and south but that they are using the grid lines on either side as a guide.
- Have them go north to the north pole and stop. Then have them find the grid line opposite the one they travelled north on. Have them continue along that line. They are now moving south!
- Follow this procedure, using the east-west grid lines.

Have students locate the north and south poles on a globe.

Have students determine east and west by pointing to the grid lines.

Have students locate any given reference, using grid lines.

Globes

Cassette:
 Where and Why, cassette #4
 "Directions on Globes,"
 Nystrom Co.
The First Steps with Maps and Globes, Rand McNally

Book:
What We Find When We Look at Maps, John E. Oliver, McGraw-Hill

Kit:
How To Use Globes, Denoyer-Geppert

District Resources

Title: Can You Find Your Way?
Group Size: small group
Materials: globes

Procedures:

- Have students answer questions below by locating the places on the globe and writing them on a paper numbered from 1 to 7.



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		<p data-bbox="1224 1276 1458 1310">District Resources</p> <p data-bbox="1279 1745 1349 1797">809</p>

838

424

Student Learning Objective(s) <u>A. The student knows that the cardinal directions are determined</u>	State Goal	1
<u>by the south and north poles. B. The student is able to locate and identify the north</u>	District Goal	
<u>and south poles on a globe.</u>	Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Defining Axis and Poles <u>Group Size:</u> entire class or small group <u>Materials:</u> as noted</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Give each student a styrofoam ball with a dowel through it to represent the earth's axis. Explain that without common agreement, the directions would have little meaning. Identify the poles as reference points for the directions north and south. Use a toy top to illustrate the earth spinning on its axis and the north and south poles. 	<p>Have students name the two cardinal directions.</p> <p>Have students point out on a globe the north and south poles.</p>	<p>globes styrofoam balls toy top</p> <p><u>Cassette:</u> <u>The First Steps with Maps and Globes</u>, Rand McNally</p>
<p><u>Title:</u> Identifying Poles <u>Group Size:</u> small or large <u>Materials:</u> globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Use a globe and ask the following questions: <ol style="list-style-type: none"> The point farthest north on earth is called the north pole. Find this point on the globe. Is the north pole on land or water? The farthest point south is the south pole. Find this point on the globe. Is the south pole on land or water? 		<p>District Resources</p>

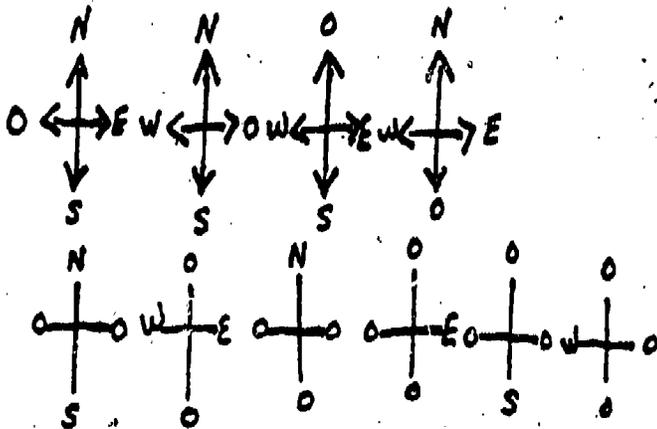
810

811

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources



Title: Directions Worksheet

Group Size: entire class

Materials:

Procedures:

- Prepare a worksheet which becomes progressively more difficult, as illustrated.

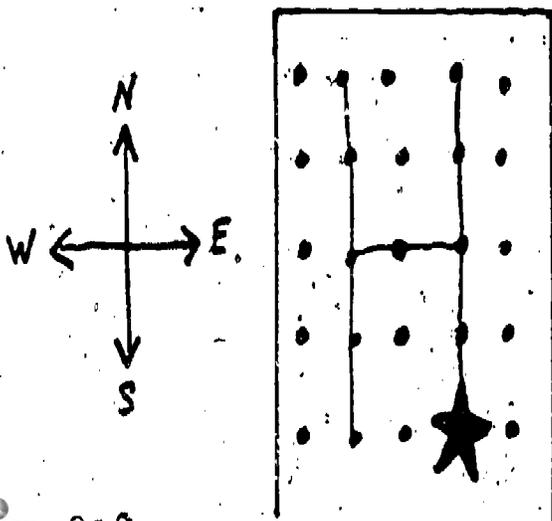
Title: Direction Drill

Group Size: small or large

Materials: worksheet

Procedures:

- Start with the star and, always keeping pencil on the paper, have students move their pencil four dots north making an unbroken line. Now, move pencil two dots south. Next, have students move two dots west. Move two dots north and then four dots south. Ask students what letter they have drawn. (H)



Transparencies:

#2700 series, Cram Co.

District Resources

813

Student Learning Objective(s) <u>A. The student knows the names of the four main directions and</u>	State Goal	1
<u>their opposites. B. The student is able to determine any of the other three directions when</u>	District Goal	
<u>given either north, south, east or west as a reference.</u>	Program Goal	7

Related Area(s) _____

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Internalizing Directions</p> <p><u>Group Size:</u> small or large</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Place large cards or letters on the walls of the classroom to help orient students to directions inside the building. Have a set of four students stand at the front of the room. Let another student give directions to turn. When a student misses a direction a new students may take his/her place. Go outdoors. Talk about one direction at a time. Ask students what they see facing north, then south, etc. Locate objects that are particular directions from the school. State a place and see if they can guess the direction. Sample: Rice Creek is which way from the school? The shopping center is which direction from the school? etc. Review correct usage of words <u>up</u> and <u>down</u> to avoid confusing those words with north and south. <u>Up</u> means away from the earth. <u>Down</u> means toward the center of the earth. Draw pictures showing examples like: People climb <u>up</u> a mountain. Rockets go <u>up</u> into the air. A child digs <u>down</u> into the ground. Water falls <u>down</u> over a cliff. 	<p>Student names the four major directions and their opposites.</p> <p>Student diagrams the four principal directions.</p> <p>Given three principal directions the student identifies or names the fourth direction.</p>	<p><u>Films:</u></p> <p><u>If Your Could See The Earth, EBE</u></p> <p><u>Reading Maps, EBE</u></p> <p><u>The Language of Maps, EBE</u></p> <p><u>Which Way is North? EBE</u></p> <p><u>Cassette:</u></p> <p><u>Where and Why, cassette # 3,</u></p> <p><u>"Four Main Directions," Nystrom Co.</u></p> <p><u>Kit:</u></p> <p><u>Maps Show the Earth, Nystrom Co.</u></p> <p><u>The First Steps with Maps and Globes, Rand McNally</u></p> <hr/> <p>District Resources</p>



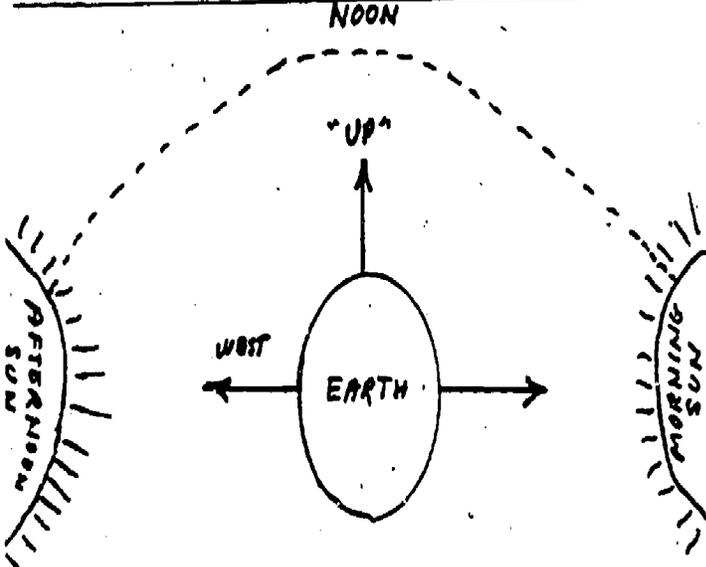
Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
<p><u>Title:</u> Observing Shadows</p> <p><u>Group Size:</u> small group</p> <p><u>Materials:</u></p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> . The student should discover that early in the morning our shadow points west, at noon it is very short but it <u>does</u> point north, and in the late evening the shadow points east. . Variations: <ul style="list-style-type: none"> Set objects on a table, move a flashlight overhead through the cycle and observe the shadows. Orient to proper east-west directions in the room. Draw a picture of the earth and of yourself standing on it at noon on a summer day. Where is the sun? Draw it too. Have students draw themselves with, morning, noon and afternoon shadows. 		<hr/> <p>District Resources</p>

816

817

Student Learning Objective(s) <u>A. The student knows that the sun appears to rise in the east and</u>	State Goal	1
<u>set in the west. B. The student is able to determine east or west from the position of the</u>	District Goal	
<u>sun.</u>	Program Goal	7

Related Area(s) Science

Suggested Activities: Grade(s) <u>3</u>	Suggested Monitoring Procedures	Possible Resources
 <p><u>Title:</u> The Sun's Position <u>Group Size:</u> entire class <u>Materials:</u> flashlight and globe</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> Using a flashlight and globe, illustrate the above cycle: In which direction does the sun rise? Where is the sun at noon? In which direction is the sun at sunset? Variations: Use an overhead projector and have a student demonstrate the above cycle to the rest of the class, or use a flamelboard. 	<p>Have students point out the directions--E, W, S, N.</p> <p>Have the students answer the following questions:</p> <p>In which direction does the sun rise?</p> <p>Where is the sun at noon?</p> <p>In which direction is the sun at sunset?</p>	<p><u>Kit:</u> <u>Maps Show the Earth, Nystrom Co.</u> <u>How Earth Moves, Denoyer-Geppert.</u></p> <hr/> <p>District Resources</p>

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____



SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Directions

	Page	Suggested Grade Placement				
		K	1	2	3	4
The student knows:						
. that the sun appears to rise in the east and set in the west.	419	3				
. the names of the four main directions and their opposites.	421	3				
. that the cardinal directions are determined by the south and north poles.	423	3				
. that north is toward the north pole, south is toward the south pole and that north, south, east and west can be determined on a globe by following along the printed grid lines.	425	3				
The student is able to:						
. determine east or west from the position of the sun.	419	3				
. determine any of the other three directions when given either north, south, east or west as a reference.	421	3				
. locate and identify the north and south poles on a globe.	423	3				
. locate any place north, south, east or west of a given reference on a globe by using the grid lines as a guide (complete understanding of the grid system is not expected).	425	3				
The student values:						