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

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LAWRENCE UNIFIED SCHOOLS
DISTRICT 497 • LAWRENCE, KANSAS

1973 - 1974

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Lawrence, Kansas 66044

Director of Elementary Education

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

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

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

The elementary teachers were assisted in this program by
1. Elementary education consultant
2. Consumer-Economics education consultant
3. Materials resource consultant

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

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

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

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

The committees have suggested the following resource materials and suggestions for your consideration. We truly hope these materials will be of benefit to the inexperienced and experienced teacher.

Rev. 09/18/76
1972 COMMITTEE

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Mary Ashby, Career Education Consultant
KINDERGARTEN OBJECTIVES

World of Work

1. Recognize and identify the jobs to be done in a school.

2. Recognize and identify the jobs to be done in a home.

3. Identify and appreciate some civic and professional services in a community.

4. Recognize skills and/or desires within one's self that would relate to jobs in the school, home and/or community.

5. Recognize and comprehend the importance of self and other family members in school, home and/or community.

6. Recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom.

7. Begin to appreciate and comprehend the element of choice as a consumer.

Character Development

1. Learn to assume responsibility within the classroom.

2. Comply with school standards of behavior.

3. Listen to and follow directions for doing various jobs in the classroom.

4. Encourage positive attitudes toward all work at home and at school.
OVERVIEW OF KINDERGARTEN CURRICULUM

FAMILY, COMMUNITY AND SELF

My School in the World of Work
1. What kind of work do we do at school?
   a. Lessons
   b. Helpers
   c. Clean Up
   d. Self Care

2. How do we work together at school?
   a. Rules we must follow to help each other get work done
   b. Respecting the rights of others

3. How do we divide work at school?
   a. Helpers for each job

4. Who are the other people who work at my school?
   a. Teachers
   b. Principal
   c. Nurse
   d. Secretary
   e. Social Worker
   f. Psychologist
   g. Speech Therapist

5. Who does the work to make my school comfortable?
   a. Electricity
   b. Water
   c. Heat

A Story About Me in the World of Work
1. The work I do at school
   a. Do I do the best I can on my lessons?
   b. Am I a good helper?
   c. Can my teacher depend on me to do my jobs?
   d. Do I help make my classroom a better place for everyone to work in?

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

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

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

The Consumer Goods and Services my Family needs from the World of Work
1. Home
   a. Builder, painter, carpenter
2. Food
   a. Grocery store, butcher, mailman, bakery, fruit and vegetable market
3. Clothing
   a. Tailor, shoe repair, stores, cleaners, laundromat
4. Communication
   a. Mailman, paper boy, telephone, TV repair
5. Protection
   a. Fireman, policeman
6. Services
   a. Cash collector, gardener, baby sitter, plumber, electric
7. Transportation
   a. Bus driver, train engineer, pilot, taxi driver, service station
8. Health
   a. Dentist, doctor, nurse, pharmacist
9. How does my family buy goods and services?

Choices in the World of Work
1. As a consumer I must make choices
2. How can I be a producer?
MY SCHOOL IN THE WORLD OF WORK

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

CURRICULUM.
My school in the World of Work

What Kind of work do we do at School?
1. Lessons
2. Helpers
3. Clean Up
4. Self Care

How do we work together at school?
1. Rules we must follow to help each other get work done
2. Respecting the rights of others

How do we divide work at school?
1. Helpers for each job

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

Who are the other people who work at my school?
1. Teacher
2. Principal
3. Nurse
4. Secretary
5. Social Worker
6. Psychologist
7. Speech Therapist

Who does the work to make my school comfortable?
1. Electricity
2. Water
3. Heat

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

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

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

End of the School Day. The Gingerbread man helped the students find out about the jobs in the school: The next day to get him he was gone, but he left a note behind such as:
Hi, Ha, Ha,
I'm not here
As you can see
The Gingerbread man

So they told (not all side effects) to the next place in order to not scare him away. At each stop they heard another different school job. When they got back to their room, there was their Gingerbread man!

Pat Johnson, New York Elementary
MY SCHOOL IN THE WORLD OF WORK, Continued

Resources

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

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

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

*Available at New York School
A STORY ABOUT ME IN THE WORLD OF WORK

OBJECTIVE
The students should recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom.

The student should recognize skills and or desires within oneself that would relate to jobs in the school, home and/or community.

CURRICULUM

A Story About Me in the World of Work

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

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

When I grow up I want to be a ____________________________

Activities

1. Pantomime "What I Want to Be When I Grow Up"
2. Use thread spool family members, as described in Art projects a and b to role play with doll house
3. Make family members for doll house using thread, sports and pipe cleaners. Decorate to depict family members with material scraps, yarn, and miscellaneous trimmings.
4. Make doll house out of boxes, with picture furniture pasted on walls
5. Draw picture of "What I Want to Be When I Grow Up"
7. Draw a picture of how I help my family at home

Bulletin Boards

"The Work I do at Home" Pictures of family, pet, and me

Resources

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

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

Audio Visual
1. Developing Your Personality* Encyclopedia Britannica
   - Thinking for yourself
   - More than one friend
   - Living new things
   - Leaders and followers
   - Promises are made to keep
   - Enjoying today
2. Guidance Stories* Encyclopedia Britannica
   - Sharing with others
   - Playing fair
   - Sticking to your job
   - New friends, good friends
   - One kind of braver
A STORY ABOUT ME IN THE WORLD OF WORK, Continued

Resources

3. Making Friends* Bailey Film Associates
   How do you rate at home?
   How do you rate at school?
   How do you rate with your friends?

4. The Lollipop Dragon* SVE
   How the Lollipop Dragon Got His Name
   Working together
   Avoiding litter
   Care of property
   Taking turns
   Kindness to animals

5. How Do I Learn* Scholastic
   Who’s Afraid
   Who’s Next
   Making mistakes
   Figuring things out
   Do you forget?

Books

1. I Want to be a (Series) Children’s Press
   DUSO Kit, with Puppets* American Guidance Services, Inc
   (Developing Understanding of Self and Others)

2. Focus On Self Development* SRA
MY FAMILY IS A PART OF THE WORK WORLD

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

The student should recognize and comprehend the importance of self and other family members in school, home and community.

CURRICULUM

My Family is a Part of the World of Work

The work my father does
The work my mother does
Some other people that work in my family
The work my family do to help me

Activities

1. Roll playing in housekeeping center.
2. In discussion of occupations, emphasize the importance of all workers and interdependence of people.

Art
1. Draw pictures of ways my family helps me.

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

Resources

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

On-site Visits
1. Follow a parent at work one day.

Audio Visual
2. Family Members at Work* SVE.
OBJECTIVE. The students should identify and appreciate some consumer and professional services in a community.

CURRICULUM

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

Services
- trash collector
- gardener
- baby-sitter
- plumber
- electrician

Transportation
- bus driver
- train engineer
- pilot
- taxi driver
- mechanic
- service station

Health
- dentist
- doctor
- nurse
- pharmacist

How does my family but goods and services?

Activities

1. Go through a newspaper with the group showing the types of things that can be found—preparing for bulletin boards.

2. Discuss duties of paper boy getting his papers, bringing the paper to your home every night and collections.

3. Use hand puppets from Art (a) to role play occupations.

4. Use hats from Art (b) to role play occupations.

5. Place chairs in rows and aisles to simulate transportation vehicles. Role play transportation occupations and passengers. Can wear hats to coincide with specific transportation vehicle.

Art

1. Make hand puppets depicting men and women in different occupations from small paper sacks.

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

3. Make traffic lights from red, green and yellow circles pasted on a large black rectangle. Role play with these.

4. Trace around a child on brown wrapping paper. Let children draw uniforms or special clothing, add a special tool to the hand, etc., to depict an occupation.

5. Transform boxes, toilet tissue rolls, tinker toys, building blocks and misc. objects into items of transportation.

Resources

Speakers

1. Ask a carpenter or builder to bring tools, blue prints and etc. Supply wood scraps for miniature building projects. Speak to the class and form interest groups.

2. Plan with parents to come and tell about his or her occupation. Try to do a miniature activity involving the occupation. Baker bake bread.

On-site Visits

1. Take a walk through a shopping center to see many kinds of stores. Plan ahead of time to visit one particular store. Talk to the owner, and make an actual purchase.

2. Take a trip to the fire station that would service the neighborhood of your school. Wear fireman hats from Art project (b).

3. Take a trip to the police station. Walk to the nearest park that has a transportation object (train, plane, fire engine).
CHOICES IN THE WORLD OF WORK

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

CURRICULUM

CHOICES IN THE WORLD OF WORK

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

Activities

1. Set up a store and let children earn play money and then decide what they want to spend their money on. Three 5 cent items and one 10 cent item or save for one big 25 cent item.

2. Go through process of setting up a kool aid stand.
   Produce the goods.
   Perform the service (selling)
   Consume the goods.
   Discuss labor and capital.

Resources

On-site Visits

1. Buy a pumpkin or Christmas tree together
2. Go window shopping.
3. Have each child grocery shop with parents.
OBJECTIVES. The students should recognize land and water masses on globe.

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

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

"I Know Someone Who Is A...
Add small experience stories to photos or pictures.

Music
Traditional Mulberry Bush Tune
This is the way we build a house, build a house, build a house.
This is the way we build a house, so early in the morning.
(Do actions of builder, carpenter, painter)

This is the way we put out our fires, put out our fires, put out our fires.
This is the way we put out fires, so early in the morning.
(Do actions of fireman)
This is the way we pick up trash, pick up trash, pick up trash.
This is the way we pick up trash, so early in the morning.
(Do actions of fireman)
Let children make up verses and actions.

Resources

Books
I Want to be (Series) Childrens Press
I Want to be a Baker
I Want to be a Dentist
I Want to be a Doctor
I Want to be a Fireman
I Want to be a Mechanic
I Want to be a Nurse
I Want to be a Pilot
I Want to be a Policeman
I Want to be a Postman
I Want to be a Taxi Driver
I Want to be an Engineer
I Want to be...

Come to work With Us In
House Construction

About (Series) Childrens Press
About the Engineer of a Train
About the Friendly Helpers
About Around Town
About the Friendly Helpers for Health and Safety
About Jerry and Jimmy and the Pharmacist
About the Pilot of a Plane
About the Policeman
About the Postman
The True Book of Policemen and Firemen
Let's Look Ahead
CONSUMER GOODS MY FAMILY NEEDS FROM THE WORLD OF WORK, Continued

Resources

Audio Visuals
1. Our Neighborhood Workers* Eyegate
   The Baker
   Our Neighborhood Laundry
   The Butcher
   The Fruit and Vegetable Store

2. Some Neighborhood Helpers* Eyegate
   The Neighborhood Doctor
   The Neighborhood Nurse
   The Neighborhood Pharmacist
   The Automobile Service Station

3. World of Work Pre-Vocational
   Filmstrips* Edu-craft Mail Delivery

4. Community Workers and Helpers* SVF
   School Workers
   Library Workers
   Supermarket Workers
   Doctors Office Workers
   Department Store Workers
   Hospital Workers
   Fire Department Workers
   Television Workers

5. Traveling In and Out of Our City* SVF
   The Airport
   The Railroad
   The Bus Station

6. *Transportation* Bailey Film Associates
   What You'd See at the Airport
   Who Works at the Airport
   What You'd See at the Railroad Terminal
   Who Works at the Railroad Terminal
   What You'd See at the Bus Terminal
   Who Works at the Bus Terminal
OBJECTIVES:

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

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

OVERVIEW OF CURRICULUM
1. We Live in Our Country
2. School: A Social Institution
3. Families and the Community
4. Map and Globe
5. Transportation
6. Washington D.C.
7. Great Americans
WE LIVE IN OUR COUNTRY

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

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

Resources

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

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

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

Books
5. Let's Play House, by Lois Lenski.
   New York: Morrow, 1959

*Available at New York School
SCHOOL: A SOCIAL INSTITUTION

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

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

Bulletin Board.
School helpers and names.

Art
Make booklets about school workers.

Refer to kindergarten school-helper activities.

Resources

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

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

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

Making Friends* Bailey Film Associates
How do you rate at home?
How do you rate at school?
How do you rate with your friends?

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

How Do I Learn* Scholastic
Who's Afraid
What's Next
Making Mistakes

Getting Along* Kindle
(series of filmstrips)
FAMILIES AND THE COMMUNITY

OBJECTIVES: Children should be able to list needs of a family that must be met by those outside the family. Children should understand that many jobs are necessary for a community to survive. They should be able to list the most crucial ones. (police, fire, trash, doctor, etc.)

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

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

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

Resources
Resource speakers
1. Any Community Helpers.

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

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

Books
1. I Want to Be (Series)* Children's Press
2. About (Series)* Children's Press
MAP AND GLOBE SKILLS

OBJECTIVES: Children should be able to list several kinds of jobs that require an understanding of maps.
Children should understand the need for map skills in everyday living.

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

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

On-Site Visits
1. Bus station
2. Train station
3. Airport-local

Resources, continued
Audio Visuals
1. “Air Travel”, Stillfilm, Inc
2. “Airplanes at Work”, Curriculum Films
3. “Freight Trains at Work”, Curriculum Films
5. “Railroad and the Homes We Live In”, Association of American Railroads
7. “Railroads and the Food We Eat”, Association of American Railroads
8. “The Iron Horse”, Pictorial Events
10. “Bus Driver”, Young American Films, Inc.

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

OBJECTIVES: Children should be able to list several occupations that are connected with transportation in their community.
Children should be able to give several reasons for the importance of transportation to their community and families.
Children should be able to classify occupations in transportation according to whether it occurs on land, in the air, or on the water.

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

Resources, continued

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

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

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

Books
1. ABC of Cars and Trucks*Anne Alexander
   Garden City, NY: Doubleday, 1956
2. Big Wheels, Little Wheels*Jene Barr
   Chicago, Albert, Whitman, 1955
3. I Want to be a Space Pilot*Children's Press
4. I Want to be a Train Engineer*Children's Press
5. I Want to be a Truck Driver*Children's Press
OBJECTIVES: Children should be able to list occupations found in Washington but not in local community.
Children should be able to describe the jobs of Congressman, judge, President, etc. in simple terms.
Children should understand that rules are necessary for everyone at home, school, work, on the road. And that in a democracy everyone helps make the rules.

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

Resources
Resource Speakers
1. Local congressional representatives

On-site Visits
1. Tour State Capitol
2. Visit polling places

Audio-Visual
1. Newspaper and magazines
2. TV specials and the news (video-tape)
OBJECTIVES: Children should be aware of jobs that were available in the era of Washington or Lincoln that are no longer needed.
Children should be aware of several occupations from this era that are still needed.
Children should understand that occupations are constantly changing, becoming more specialized.

Activities

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

Resources

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

On-site Visits
1. Visit independent grocery and supermarket to compare.

Audio-Visual
1. Then and Now in the U.S.* Encyclopedia Britannica

Books
2. George Washington
3. Abraham Lincoln
4. Clara Barton
5. Amos Fortune
6. Our Working World Neighborhoods* SRA
7. Little House in the Big Woods* Laura Ingalls Wilder
SECOND GRADE: COMMUNITY WORKERS
NEIGHBORHOOD INTERDEPENDENCE

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

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

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

OVERVIEW OF CURRICULUM
My Community
1. My Place in the Community
2. Areas of the Community
3. People of the Community
4. Work of the People
5. Government in the Community
6. Private and Public Services
Communities of the U.S.
1. Historical Community
2. Military Community
3. Apple Growing Community
4. Forest Growing Community
5. Steel Making Community
6. Rural Community
OBJECTIVES

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

Activities

1. Discuss what people are called who study the globe. (Cartographer)
2. Take a ball of clay and mark the Equator, North and South poles, and continents
3. Make a map of the earth on paper
4. Discussion of the pictures:
   a. Are any of the communities in the pictures the size of Lawrence?
   b. What kind of buildings do you find in each picture?
   c. What jobs would you find in each picture?
5. Prepare simple maps of Lawrence, Kansas and route to school.
7. Discuss different jobs in the post office shown in the picture on page 14
8. Each child can make own house and build community to learn address
9. Treasure hunt to teach mapping skills

Resources

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

On-site Visits
1. Visit the post office and its systems to get mail to parts of the world

Audio Visual
1. Workers for the Public Welfare Eyegate
   The Post Office and Postal Workers

Books
1. I Want To Be A Postman*
   Children's Press
2. Let's Go To A Post Office*
   Let's Go Series
3. I Know A Postman*
   Putnam

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

OBJECTIVE II

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

Activities

1. For question 2 look at an aerial photo of Lawrence.

2. For question 8 make a booklet—"Kinds of Work in Lawrence". At end put work their own parents do

3. For question 5 have children make booklet about "Kinds of Houses In Lawrence", with a picture of their own house at the end.

4. For question 11 use the following books About Books—Children Press—primary People Who Run Your City

5. For question 10 have the children bring newspaper clippings showing their favorite recreational places in Lawrence

Resources

Resource Speakers
1. Farmer

On-site Visits
1. Tour various types of residential areas in Lawrence

2. Trip to a farm

Audio Visuals
1. Appropriate film strips in school

Books
1. Appropriate books in library
OUR COMMUNITY

OBJECTIVES

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

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

Activities

1. Homes-owned or rented - ask students if their parents rent or own the house they live in. Cut out houses of construction.
   Paper: Red - Rented
   Green - Owned
   Make a display of students homes titled "Our Homes-Owned or Rented"

2. Compare shopping center to downtown commercial area.

3. Make booklets of kinds of services each type of commercial area.

4. Set up "grocery store" with empty food boxes, cans, and jars with labels.
   Have "clerks" affix prices on the goods. Let someone ring up sales on the cash register and others make change.

5. When playing "I am Thinking" game on page 70 of teachers manual, name jobs found in commercial areas visited.

6. Interview storekeepers when on tours to find out about business and job.

7. Discuss why commercial area is separate from residential area.
   a. Stores altogether
   b. Too busy for many people to live there.
   c. High prices of good land in commercial areas

8. The children can assemble a display entitled "People Who Give Us Fun"

9. Discuss workers in a theater, bowling alley, Putt Putt Golf Course.

Resources, continued

On-site Visits

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

Audio Visuals

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

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

People in Your Community:

Activities
1. If there are any foreign children in the class that have moved to the United States from another country have them tell about adjustment to this country. (If not perhaps a foreign student from K.U. could speak.)

2. Find out how many of the children in the room have moved from one community to another or just from one residential area to another in the same town. Discuss the reasons why people move and then make a list entitled "Why People Move".

3 Discuss why all people don't work. Some suggested reasons may be:
   a. small children
   b. retired
   c. too young
   d. lack of skills
   e. poor attitudes
   f. health

4. Have each child find out work of a job in the community and role-play it.

5 Role play making choices as to how money should be spent. Perhaps have "white elephant" sale of things children bring to school. Set prices and give money (play) for things done in the room. Let the children realize that if what they want costs

Activities, continued

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

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

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

Resources

Resource Speakers
1. Have someone from a Moving Van Company come to talk to the group about their job. Atlas Van Lines, North American Van Lines

2 Have a retired person talk about his part in the community

On-site Visits
1 Go to Rusty's IGA (Hillicrest) to see assembly line at work After returning make a paper house assembly line

Books
1. The Chinatown Neighborhood, page 69

Kwan Ti, page 70 in Our Working World (SRA)
OUR COMMUNITY

OBJECTIVES

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

Private Services In A Community pages 122-123
Public Services In A Community pages 124-125
People Pay Taxes pages 126-129

Activities

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

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

Resources

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

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

Why aren't the firemen always working? Is it important that they stand by day and night? Why do neighborhoods usually share the services of a fire department? (If they put their tax money together they can have a bigger and better fire department with more equipment than if each neighborhood had its own little fire department. In case of large fires, a bigger fire department is needed).

3 Draw pictures of what it would be without public services and what it is like with them.

4 Have the children take turns being a policeman doing the following:
   a. Helping children across the street
   b. Putting up a "Slow" sign close to the school
   c. Directing traffic at an intersection where the signal light is not working
   d. Patrolling a residential section of town in a patrol car.

5 Discuss what would happen if no one collected garbage in the city.

6 To emphasize the importance of government services, the children can act out sociodramas showing what would happen if a number of these services did not exist. For example, people could not find their way at night because of poor lighting; or they would fall into holes where the roads weren't paved; or fires would spread uncontrolled. The value of damage suffered would be far greater than the amount of taxes paid for these services.

7 To discover how a neighborhood would suffer if there were no taxes, read the story "Clay town" on page 122 of Our Working World (SRA). The story shows how difficult it would be to maintain good education for all if only those people who have children in school would pay for the costs of maintaining it. After reading the story, the class can discuss what would happen if only those who could afford private tutors or private schools could get an education.

Resources, continued

5. Some Neighborhood Helpers Eyegate
   The Neighborhood Doctor
   The Neighborhood Nurse
   The Neighborhood Pharmacist
   The Neighborhood Optometrist
   The Neighborhood Barber
   The Neighborhood Beautician
   The Neighborhood Beautician
   The Neighborhood Automobile Service Station

6 The Neighborhood Community Eyegate
   Encyclopedia Britannica "Places We All Own"

7. Fundamentals of Economics Eyegate
   Money
   Taxes

8. Knowing Our School Eyegate
   Encyclopedia Britannica
   Our School In The Community

9. The Town Community Eyegate
   Encyclopedia Britannica
   How Our Town Grew
   The Future of Our Town

10 The City Community Eyegate
    Encyclopedia Britannica
    Keeping The City Alive

Books
1 I Know Series Putnam
   Mayor
   Policeman

2. Let's Go Series Putnam
   To A City Hall
   To a Police Station

3 I Want To Be Books Children's Press
   Animal Doctor
   Beauty Operator
   Dentist
   Doctor
   Mechanic
   Nurse

4 Poems
   See pages 41 "A Happy Neighborhood" and 44 "Neighborhoods" in Our Working World (SRA).
HISTORICAL COMMUNITY

OBJECTIVE I

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

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

Resources
Resource Speakers
1. Haskell student
2. Father who hunts

On-site Visits
1. Natural History Museum, K.U.
2. Visit old West Lawrence

OBJECTIVE II

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

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

Resources
Resource Speakers
1. Waiter or waitress
2. Antique dealer
3. Furniture dealer
4. Sheriff

On-site Visits
1. Newspaper Office
2. Local sheriff's office and jail

OBJECTIVE III

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

Activities
Make a handmade item from leather or yarn

Read Stories from Neighbors at Work, S.R.A
a. The Glassmakers
b. Betsy's New Hat

Resources
Resource Speakers
1. Paula Oldehoeft, Lawrence School of Hairstyling
2. Weaver, K.U. Department 864-3919
3. Susie Sheldon, Yarn Barn

On-site Visits
1. Yarn, Barn
2. Crewel Cupboard
3. Leather Shop
   a. Primarily Leather
4. Visit Lindsborg, Kansas to see craftsmen at work
OBJECTIVE IV

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

Resources
Resource Speakers
1. Bootmaker
   a. Speaker from "Primarily Leather"

On-site Visits
1. Tour of Primarily Leather

Audio Visuals
1. The Shoemaker's Eye

OBJECTIVE V

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

Activities
1. Bake bread or some other baked goods

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

On-site Visits
1. Rusty's IGA
2. Daylight Doughnuts

Audio-Visuals
1. The Baker

Books
1. I Want to Be a Baker
   Children's Press

OBJECTIVE VI

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

Resources
Resource Speakers
1. Speaker from the Stables
2. Blacksmiths
   a. Gordon Kay
   b. Michael Chew
HISTORICAL COMMUNITY

OBJECTIVE VII

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

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

Resources
Resource Speakers
1. Speaker from KU Department of Silversmithing 864-3074
2. Speaker from KU Department of Weaving 864-3919
3. Speaker from Crewel Cupboard on tatting and quilling
4. Haskell Department of Arts and Crafts
OBJECTIVES. The students should become aware of the special training needed by military men. The students should be provided with information about how training in military work can be used later in the world of work.

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

Resources
1. Resource Speakers
   - Speaker from Air Force Recruiting Office 842 Mass 843-3000
   - U.S. Army Recruiting Office 107 West 7th 843-0465
   - National Guard RDFII 842-7133
   - Navy Reserve Officers Training Corps 115 Military Science-KU UN4-3161

On-Site Visits
1. Forbes Air Force Base, Topeka
2. Fort Leavenworth

Audio-Visuals
1. The Wonderful World of Vocational Opportunities
   - Exegate
   - Automobile Mechanic
   - TV and Radio Repair
   - Cook
   - Medical Assistant

Books
1. I Want To Be Books*
   - Children's Press primary
   - I Want To Be A Mechanic
   - I Want To Be A Truck Driver
   - I Want To Be A Ship Captain
   - I Want To Be A Space Pilot
2. About Books* Children's Press
   - About The Captain of A Ship
   - About The Pilot of A Plane
AN APPLE-GROWING COMMUNITY: YAKIMA, WASHINGTON

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

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

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

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

Audio-Visuals
1. The American Farmer and Our Food Supply - Fagin
2. Fruit Farming

Books
1. Johnny Appleseed
A FOREST-PRODUCTS COMMUNITY: CROSSETT, ARKANSAS

OBJECTIVES: The students should become aware of jobs involved in forestry work. The students should have knowledge of goods produced from the forest—wood and paper, and to learn to evaluate the proper use of these goods in relation to preserving our forest. The students should be aware of the part they must play in preserving our natural resources in wooded areas, especially around Lawrence.

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

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

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

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

Books
1. I Want To Be A Forester*Children's Press
2. About The Foresters*Children's Press
A STEEL-MAKING COMMUNITY  PITTSBURG, PENNSYLVANIA

OBJECTIVES

The students should become aware of jobs involved in steel making.

The students should gain knowledge of goods produced from steel and the raw materials (coal, limestone, iron ore) needed to make the steel.

The students should understand the importance of saving steel scrap to conserve our natural resources.

Activities

1. Read the story "Dan's Day at the Factory" found on page 159 or Our Working World (SRA).

   After talking about the many things that Dan learned, the children might think up new or improved products that they would like factories to produce. Each child might write a short composition describing the product and tell why he thinks it would sell.

Resources

Resource Speakers

1. Any children whose fathers or mothers work in factories can tell about the products they make and how it is made.

On-Site Visits

1. Visit a bicycle repair shop in Lawrence.

   Find out how to care for their bicycles to keep them in proper operating condition.

   a. Bill's Bike Shop
   843-4291

   b. Ride-On Bike Shop
   401 Mass 843-8484

2. Fleetwood Homes of Kansas Manufacturing

   807 E 29th 841-2600

3. Home Queen Inc

   RFD 5 842-4286

4. Auto Salvage in North Lawrence

   Kaw Motor & Salvage Co 843-6444

Audio-Visuals

1. Consumer I due Basic Economics

   Encyclopedia Britannica

   a. Living and Work Without Money

2. America At Work Our National Industries

   Eyegate

   a. Coal Mining

   b. Iron and Steel

3. Our Working World Level 3

   a. The City Marketplace

   Goods and Services

   b. The Wonderful World of Work - Opportunities Eyegate

   a. Sheet Metal Worker

Books

1. Come to Work With Me, A

   Life in Factories "Children's Press"

2. I Want to Be A Coal Miner

   "Children's Press"

Mr.

1. Our Working World Level 2

   "Lecture In The Neighborhood"
OBJECTIVE I

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

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

Resources

Resource Speakers
1. Crop Duster

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

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

OBJECTIVE II

OBJECTIVES: The students should recognize the variety of occupations connected with the business of farm communities. Concepts which can be included:

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

Activities

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

Resources

Resource Speakers
1. Farmer
2. Hatchery Worker
3. Auctioneer
4. Douglas County Extension Agriculture Agent (843-7058) to talk about types of farms around Lawrence. What raw materials they produce for factories.

5. 4-H members to tell how young people on farms try to learn better ways of growing plants and raising livestock. Also what 4-H does and why it is important. Explain how city children can belong too

On-site Visits

1. Co-op
2. Cattle Feed Lot
3. Hatchery
4. Environmentally controlled pig farm
5. International Harvester Dealer
7. Dairy Farm

Audio-Visuals

1. The Farmer and Our Food Supply
   - Farming
   - The American Farmer
   - Animals on the Farm
   - Chicken in the Coop
   - Wheat and Bread
   - Corn for All
   - Dairy Farming
   - Greenhouse
   - Fruit Farming
   - Egg Farming

2. Other Farming
RURAL COMMUNITY

Activities

RICH WHITE BATTER BREAD

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

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

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

Resources

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

Books
1. I Want To Be Books*Children's Press
2. About the Farm Helpers*Children's Press
3. Here Comes The Bus*Carolyn Haywood
   NY Morrow, 1963 (Jonathan Mason learns several things about rural living)
4. Neighbors at Work*Light Farms*
   SRA - Our Working World pages 100-103
5. The Farmer and His Cows*Floethe
   Scribners
6. Come to the Farm*Ruth Tensen
   The Reilly and Lee Company
7. The Animals of Friendly Farm*Marjorie Hartwell
   Wilcox & Follett Co
8. Brown Cow Farm*Ipear, Dahlov
   Doubleday & Co
9. Children on a Farm*Encyclopedia
   Britannica True to Life Books
   Britannica Books, Meredith Press
10. Egg to Clock*Selsam Harper & Row
Timm Grade 11.11, 11.11, 11.11, 11.11, 11.11.1

Career Education Objectives

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

Science:
1. Develop responsibility for classroom jobs and evaluate one's performance
2. Analyze factors related to a worker's personal success
3. Demonstrate acceptance of responsibility for self by moving within the school facility without supervision
4. Analyze attitudes toward work at home and school
5. Develop realistic goals in light of interests and abilities
6. Develop healthy attitudes toward success and failure
7. Develop healthy attitudes toward change in one's society
8. Understand interdependency of workers
9. Understand that one's worth is determined by one's interests and personality
10. Understand that the environment one works in is an integral part of the world of work
11. Be able to write the long term competition
12. Be able to understand and apply the quality of precision and accuracy
13. Be able to improve the other

Third Grade

Curriculum overview

1. The Making of the American Frontier
2. Anglo-American Before the Europeans Came
3. The Westward Movement
4. The People of a Metropolitan Community
5. Services
6. Government in the Metropolitan Community
7. Government and Freedom
8. Our Own Metropolis

Metropolitan Community
1. What This Book Is About
2. Spaceship Earth
3. Our Environment
4. A Story About the City of Progress
5. Metropolitan Communities
6. The People of a Metropolitan Community
7. The People of a Metropolitan Community
8. Services
9. Government in the Metropolitan Community
10. Government and Freedom
11. The Problems of People
12. Our Own Metropolis

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9. Government in the Metropolitan Community
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11. The Problems of People
12. Out Own Metropolis
THE MAKING OF OUR AMERICA

PART I COLONIAL AMERICA

CHAPTER 1 ANGLO-AMERICA BEFORE THE EUROPEANS CAME

OBJECTIVES

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

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

Activities

1. Identify all land masses and the continents.
2. Name the four oceans: Pacific, Atlantic, Arctic and Indian Oceans and locate.
3. Show cardinal directions.
4. Cut silhouettes of continents from colored paper. Have children make a globe by putting continents on a ball or balloon in relative positions and identify continents by name. Add names of oceans.
5. Identify Equator and Poles—North and South.
6. Identify hemispheres—Eastern and Western, Northern and Southern.
7. Discuss cartographers, geographers, explorers, traders, rulers, ship builders, and their contributions to explorations.
8. Bulletin Board


   Stag Chart

   Discuss legends, symbols, colors, scale.

   Introduce people using maps in their jobs. Tell how and why. What kind of maps?

   Study city map: Use the coordinates to locate specific buildings and areas. Identify building sites from the map legend. Mark location by pasting color coded squares of paper on city map—locate city hall, churches, schools, shopping areas, parks, child’s home.

Resources

Audio-Visuals
Maps and Globes Broken Arrow
What is Geography K.U. SEIMC
Review symbols, natural features

Books

1. City maps are obtainable from the city manager’s office (Chamber of Commerce). Available at New York School.
THE MAKING OF OUR AMERICA

PART I COLONIAL AMERICA

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

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

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

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

Resources

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

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

Books
1. Indians are Pioneers Follett—Working Together—Unit 6
2. World Book Indian article
3. ABC Book of Early America Eric Sloan
4. Colonial Living Edwin Tunis
THE MAKING OF OUR AMERICA

PART 1 COLONIAL AMERICA

CHAPTER 17 BRAVE MEN COME TO THE NEW WORLD

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

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

Resources
Audio-Visuals
1. Transparencies: Explorers, French English, Dutch, Spanish (Broken Arrow)

Books
2. The Vikings C. A. Burland
3. Columbus Story Alice Dalgliesh
THE MAKING OR OUR AMERICA

PART I. COLONIAL AMERICA

CHAPTER III MAKING NEW HOMES IN ANGLO-AMERICA

OBJECTIVE

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

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

Activities

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

Resources

Resource Speakers
1. Tobacco Store Owner.

Audio-Visuals

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

Books
1. Colonial Life World Book
2. Child Life in Colonial Days, Earle, Alice Morse.
3. Teamwork in Colonial Days, Pulney, Walter K.
OBJECTIVE. The students should recognize that in early days the whole family worked long hard hours to provide basic needs. Example: clothing from field (or animal) to cloth took many steps and many hours. Colonists worked together and lived near one another to help one another.

Activities
1. Make pipe stem or paper dolls dressed to represent people in colonial community--using tools of the day or performing "typical tasks".
2. Discuss transportation of colonial days--how different? why? how powered?
3. Discuss and make samplers

Resources
Audio Visuals
1. Then and Now in the United States*
   Encyclopedia Britannica
   Along the Main Street of the East
   In the Appalachian Mountains
PART I. COLONIAL AMERICA

CHAPTER IV. LIVING IN COLONIAL AMERICA

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

Activities

1. Build copy of early settlements to be able to explain planning and positioning of buildings.

2. Compare colonial villages with southern plantations.

3. Compare Northern and Southern colonies. How are they like? How are they different?

4. Make a chart of jobs necessary to make clothes in colonial times.

5. Twist sheep's wool into yarn— if possible have someone come in with a spinning wheel. Weave yarn or rags into cloth or rugs.

6. Sew cloth scraps into doll quilt.

7. Discuss soap making.

8. Discuss cooking, preservation of food.

9. Prepare meal which could have been prepared in colonial times in ways they would have had them.

10. Discuss the "convenience foods".

11. Discuss candlemaking—make candles—compare dipping with molds.

Resources

Resource Speakers

1. Yarn Barn

2. K.U. Weaving Department

3. Oletha Blevins, Home Economist, Douglas County Extension Office

Audio-Visuals

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

   In the Old South

   In the Cotton Belt

Books

1. Historical Community, Grade 2

   Allyn-Bacon
PART II. THE COLONIES BECOME A NATION

CHAPTER I: THE FRENCH AND INDIAN WAR

CHAPTER II: THE WAR FOR INDEPENDENCE

CHAPTER III: THE NEW NATION

OBJECTIVES

The students should recognize that many different types of people and occupations were important for settling the nation:
- Hunters and trappers were important to colonial life.
- Soldiers became more important as conflict continued.
- Religious occupations were basic in settling the colonies.
- Government (representative type) implies that the people be informed about activities in the nation.

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

Activities
1. Discuss need for furs.
2. Discuss explorations helped by hunters and trappers familiar with the country.
3. Discuss and list needs of armies, methods of acquiring materials—who pays and why.
5. Find pictures of flags and uniforms.
6. Discuss the Boston Tea Party.
7. Discuss the Patriots—were they rebels?
8. Discuss or debate: should Colonists be taxed to help pay for an army they didn't want?
9. Discuss who should collect taxes and how should they be used?
10. Make collage of "tax purchased" items—schools, streets, etc.
11. Have students discuss the 3 divisions of government. Write about them. List qualifications of good representatives, justices, administrators. Pick the division in which they would like to work and have them tell (or write) why they think they're suited for the position. Campaign. Discuss elections: compare with appointments.
12. Teachers Edition pages 100-101
   Page 102 has good activities suggested.
13. Teachers Edition—page 106—last 4 activities

Resources

Resource Speakers
1. Local Representative
2. Military Officer
3. Politician

Books
1. Our Working World*SRA Lesson 7 & 8 pages 132-148
2. Neighborhoods at Work*SRA
THE MAKING OF OUR AMERICA

PART III. THE NATION EXPANDS

CHAPTER 1. SETTLING MID-AMERICA

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

Activities

1. Have students develop pioneer village from Lincoln Logs. Put in roads, necessary businesses and services.

2. Through discussion have the class decide what necessary articles would be needed on the frontier. Have students make or bring these. Set up display table.

3. Let students make replicas of actual frontier articles.


5. Discuss comparisons between how it was done during pioneer times and how work gets done today.

6. Have students role play jobs needed in the community then and now.

Resources

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

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

Other Materials
1. Historical Community, Grade 2* Allyn Bacon

Songs
1. The Erie Canal
2. Old Man River
THE MAKING OF OUR AMERICA

PART III: THE NATION EXPANDS

CHAPTER II: SETTLING THE FAR WEST

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

Activities

1. Have students develop their own telegraph code.

2. Write a diary of a wagon train trip for five days.

3. Have students develop a skit involving:
   a. Night on wagon train
   b. Setting up wagon train camp
   c. Discovering gold

Resources

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

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

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

Books
1. Lewis and Clark, Grade 1
   Booklet and filmstrip
   Allyn-Bacon series
THE MAKING OF OUR AMERICA

PART III. THE NATION EXPANDS

CHAPTER III. THE GREAT PLAINS

CHAPTER IV. THE FAR NORTH

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

Activities

1. Have students compare homes of today with those of the pioneers.

2. Have students compare the way homes are built today with the way the pioneers built theirs.

3. Take a railroad map of today and find where major cattle towns were then and determine whether the towns are of much importance today.

Resources

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

Audio-Visuals
1. On the Great Plains
   Then and Now in the United States
   Encyclopedia Britannica

2. Houses of Long Ago
   Men Who Build Our Houses
   Shelter
   Encyclopedia Britannica

3. Wheat for Bread
   The American Farmer and Our Food Supply
   Eyegate

4. Building For Millions
   America at Work
   Eyegate

Books
Little House on the Prairie
Laura Ingalls Wilder
THE MAKING OF OUR AMERICA

PART IV  INDUSTRY AND CITIES IN ANGLO-AMERICA

CHAPTER I  THE END OF SLAVERY

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

Activities

1. Have students write a report on any of the following topics
   a. "How I Help Others"
   b. "How Others Help Me"
   c. "My Freedom"

2. Bulletin Board. Make figures from pipe cleaners. Include the concepts: Be your best self; Keep your promise; Treat others. Be honest, be kind; Learn to give; Be patient; Be responsible; Be a good listener. Enrich it with "Learning to Live With Others."

3. Bulletin Board. Put the words Respect, Responsibility, and Rights on the bulletin board. Ask the students to write on any one of the three and express their feelings about them. In order to share, cut up their papers and arrange them on the bulletin board. Use the appropriate word/Phrases.

4. Ask the reader to write:
   a. "The class, the teacher, and the reader"
   b. "There should be a degree of accuracy in the descriptions."
   c. "The children are more aware of them."

Resources

Resource Speakers
1. Social Worker
2. Elementary Counselor

Audio Visuals
1. Getting Along Series*Kindle
2. Then and Now in the United States*Encyclopedia Britannica
   In the Old South
   In the Cotton Belt
THE MAKING OF OUR AMERICA

PART IV INDUSTRY AND CITIES IN ANGLO-AMERICA

CHAPTER III INDUSTRY GROWS IN ANGLO-AMERICA

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

Activities

1. Mass produce an item on the assembly line. Have the students compete with those working on an individual basis. Suggestions of an assembly line:
   a. Paper Houses
   b. Letters and envelopes

2. Have students set up "savings accounts." Pay back interest in gum, balloons, etc.

Resources

Resource Speakers
1. Ethan Smith, City Treasurer (Historian)
2. KPL
3. Judy Looney, Vice President Lawrence National Bank

Tours
1. City Museum
2. Historical tour of Lawrence

Audio Visuals
1. How America is Clothed
   America at Work*Eyegate

2. W.O.W *Educraft
   Raw Steel to Rolling Wheels
   It's the Growing Thing
   Wally, the Worker Watcher

3. Basic Economics*Encyclopedia Britannica
   Living and Work Without Money
   Money
   Money Goes to Work
THE MAKING OF OUR AMERICA

PART IV  INDUSTRY AND CITIES IN ANGLO-AMERICA

CHAPTER III  CITIES GROW IN ANGLO-AMERICA

Objective 1. Students should realize the hardships the immigrants endured in order to be part of America.

Activities
1. Have students write story of how they would feel in another country. Set up a situation for them.

2. Adopt someone from another country to share a holiday celebration at school.

3. Pen pals with a student in a foreign country.

4. Write to the head of a school in a foreign country and ask to have your classes exchange letters. Ask students to write specifically about the jobs their parents and grandparents have, what their favorite pastime is, how they spend their money, what they do in their recreation, what their favorite food is, etc.

Resources

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

Audio Visuals
1. America At Work* Eyegate
   Coal Mining
   Iron and Steel

2. Then and Now in the United States* Encyclopedia Britannica
   Along the Main Street of the East
   On the Great Lakes Waterway

3. Cities at Work*SRA
   What Keeps People Together
CHAPTER I WHAT THIS BOOK IS ABOUT

CHAPTER II SPACESHIP EARTH

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

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

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

On-Site Visits
1. Planetarium

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

CHAPTER III OUR ENVIRONMENT

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

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

Resource
Resource Speakers
1. Farmer
2. Engineer

On-site Visit
1. Clinton Dam (During trip note various ways man affects environment)
2. Construction project
OBJECTIVE: Students should recognize the progression of occupations as it relates to the development of the land.

Activities

1. Make cultural map from paper mache. Have students build city as they study land features.

2. Have students write a description of people who might have settled in the community. These should be historically accurate in detail as to the type of transportation, type of food, etc.

3. Have students simulate the settling of the land from past to present using people from number 2.

4. Have students find out about and draw their family tree.

5. Have the students find out what their ancestors did for a living. If possible, make a bulletin board from this information.


7. Make bulletin board of early occupations with today's counterpart beside it.

Resources

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

On-Site Visit
1. Railroad Station
THE METROPOLITAN COMMUNITY

CHAPTER V. METROPOLITAN COMMUNITY

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

Activities

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

Resources

Resource Speakers
1. City Planner
2. Sociologist

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

CHAPTER VI THE PARTS OF A METROPOLITAN COMMUNITY

OBJECTIVE: Students should realize different occupations exist in various parts of the city.

Activities

1. Set up a reciprocal visit with another third grade class in a totally different economic-level school. Set up situation which develop mutual understanding and respect.

2. The students could take a survey of their own neighborhood to find out what these people did for a living. Then a tally could be made in the class.

3. The students could take on a clean-up campaign to help make their part of the city more attractive.

Resources

Resource Speakers
1. Social Worker
2. County Health Nurse
3. Industrial Planner
THE METROPOLITAN COMMUNITY

CHAPTER VII  THE PEOPLE OF A METROPOLITAN COMMUNITY

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

Activities
1. Let students give a report on
their favorite hobby. As a
part of their report have
them write about an occupation
that could develop from their
interest in this hobby. Also
include how this occupation
could help their community.

2. Have students make up a parents
occupational notebook with
pictures and stories of their
parents. Make this notebook
into a bound scrapbook for the
school library.

3. Note activities in Teachers Manual
page 270-271.

Resources
Resource Speakers
1. Minister
2. Department of Foreign Students, KU
3. Manager of an Apartment House
4. Parks and Recreation Department

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

Audio Visuals
1. Park and Recreation Assistant-Bowmar
2. Cities at Work* SRA
   What is a City

Books
1. Cities at Work Teachers Manual*SRA
   Chapter 1  A City is a System
THE METROPOLITAN COMMUNITY

CHAPTER VIII  CITY SERVICES

OBJECTIVE: Students should realize that there are two major categories of occupations:
   a. those who provide goods
   b. those who provide services

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

Resources

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

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

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

CHAPTER VIII  CITY SERVICES, Continued

By

Audio News

Public Service Workers

Library Workers

Newspaper Workers

Editorial Office Workers

Depository Office Workers

Health Workers

Electrician Workers

8 Study Props

SRA Line Department Helpers

SRA Letter Group for People in the City

9 Some Neighborhood Helpers' Exposé

The Neighborhood Doctor

The Neighborhood Nurse

The Neighborhood Pharmacist

The Automobile Service Station

Books

1 Cities at Work Teachers Manual SRA

Chapter II: City Transportation and Communication

2 About Us: Children's Press

Health: Helpers Around Town

Healthy Helpers for Health and Safety

People Who Run Your City

Policemen

Postmen

3 I Know Series: Putnam

Foreman

Librarian

Mayor

Policeman

Postman

4 Encyclopedia of the City

A

A to Z

A to Z, Vol. I

A to Z, Vol. II

A to Z, Vol. III

A to Z, Vol. IV

A to Z, Vol. V

A to Z, Vol. VI
THE METROPOLITAN COMMUNITY

CHAPTER IX. GOVERNMENT IN THE METROPOLITAN COMMUNITY

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

Activities.
1. Set up a city government in the classroom. Let each student role play a definite occupation in city government.

2. Within the class conduct a campaign to elect city officials.

3. Have students collect newspaper clippings about our city officials.

4. Have students find out what other occupations the city commissioners have besides their job working for the city.

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

On-Site Visit
1. City Offices

Audio Visuals
1. Cities at Work*SRA
   The City and Government

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

CHAPTER X  GOVERNMENT AND FREEDOM

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

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

RESOURCES
Audio-Visuals
1. Learning to Live With Others *SRA
2. Learning to be Responsible
3. Learning to be Your Best Self
4. Learning What Giving is All About

CHAPTER XI  PROBLEMS OF PEOPLE IN METROPOLITAN COMMUNITY

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

ACTIVITIES
1. Have students collect and discuss newspaper articles about problems in our city. Discuss solutions. Follow progress and recognize who the people were that solved the problems.

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

Audio-Visuals
1. Cities at Work *SRA
   - Keeping Cities up to Date
   - Why a City is Where It Is
   - Why Must Cities Plan
2. Our Society *Westinghouse
   - The Community - A Lot to Do
3. The City, Community, Environment, Resources
   - Problem
   - Case
   - Keep...
FOURTH GRADE

Career Education Objectives

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

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

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

Overview of Curriculum

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

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

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

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

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

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

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

Resources

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

On-Site Visits
1. Natural History Museum
2. Gun Shop
3. Sports Store

Audio-Visuals
1. Check Field and Game Commission

Books
1. National Geographic August 1972
2. Age Men of the Philippines
3. Life National Library: Early Man
4. Sports
5. Can't Die Courage
6. O Dell, Scott
   Island of the Blue Dolphin
7. George Jean
   My Side of the Mountain

*Available at New York School
Part I. Muscles to Machines

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

PART 1 MUSCLES TO MACHINES

CHAPTER V MAN LEARNS HOW PLANTS GROW
CHAPTER VI EARLY AGRICULTURE CHANGES MEN'S LIVES
CHAPTER VII OLD AND NEW METHODS IN AGRICULTURE

OBJECTIVES

Students should recognize that man has learned to control his environment through agriculture.

Students should understand the importance of plants in economic advancement.

Activities:

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

Resources:

Resource Speakers
1. Local gardener
2. Greenhouse operator
3. Local farmer
4. Agriculturalist from Douglas County Extension Office
5. Old-time farmer

Audio-Visuals:

1. K-State Extension Films
   a. Under Keep Changing
   b. The Agriculture Story
   c. The American Farmer
   d. Agriculture U.S.A.
   e. Man on the Land
2. The American Farmer and Our Food Supply
   a. The American Farmer
   b. Machines on the Farm
3. America at Work
   a. Our National Industries
   b. Agriculture Eyegate
4. Industrial Development of Agriculture
   a. Industrial Group
   b. Biological Group
   c. K-State Group
   d. Northeastern
   e. Winnebago
   f. Commercial Eyegate

4445
AGRICULTURE: MAN AND THE LAND

PART I  MUSCLE'S TO MACHINES

CHAPTER VIII  GEOGRAPHY, THE STUDY OF THE EARTH

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

Activities

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

Resources

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

On-Site Visits
1. Natural History Museum
   Panoramic of North America
2. Weather station
   KU Natural History Reservation

Books

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

* Address for:
National Wildlife Federation
1412 Sixteenth Street, N.W.
Washington, D.C. 20036
OBJECTIVES: Students should develop an understanding of intensive agriculture.

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

Activities

Resource

Resource Speakers
1. Teachers
2. Social Studies
3. Foreign Students from KU

On-Site Visits
1. Exchange visit with another 4th grade class in Lawrence

Audio-Visuals
1. K State Extension Division
   Agriculture Showcase Abroad
PART II. RICE GROWING TWO WAYS OF AGRICULTURE IN THE WORLD TODAY

CHAPTER IV GROWING RICE IN THE UNITED STATES LONG AGO

CHAPTER V THE WAR THAT ENDED SLAVERY

OBJECTIVES

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

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

Activities

1. Compare and contrast the climates of Indonesia and the Great Plains of the United States and recognize what climate tells us about a region.

2. Make a small book about vegetation, weather, animals, and crops. Regions to be covered:
   - desert
   - tropical
   - mountainous
   - grassland
   - polar regions

Include pictures with each child making his own book.

3. Compare and contrast the industrialization of northern and southern states.

4. Have community resident in to speak on Civil War activities in Kansas and Lawrence area.

Resources

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

Audio Visuals

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

Books

1. The Slave Ship
   - Sterne, Emma Gelder

2. Amos Fortune, Free Man
   - Yates, Elizabeth
AGRICULTURE: MAN AND THE LAND

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

CHAPTER VI  GROWING RICE IN THE UNITED STATES TODAY

CHAPTER VII  ANOTHER LOOK AT TRADITIONAL AND MODERN AGRICULTURE

OBJECTIVES

Students should develop an understanding of traditional and specialized cash crop farming.

Students should develop an understanding of rice farming in developed countries.

Students should recognize how a nation grows rice.

Students should compare and contrast cultural differences in rice farming in the United States and Indonesia.

Activities

1. Discuss how Indonesian culture affects people's attitudes toward change.

2. Have students define what they think the role of each member of the family is, both American and Indonesian:

   a. Husband
   b. Wife
   c. Oldest son
   d. Family as a man

Resource

On-Site Visit:

Plant for a field trip to Agricultural Hall of Fame and the Farm House Museum.

Books:

A. Traditional and Modern Rice Farming.

B. O. Boyer.

Note: Farmer
PART III: THE BREADBASKET OF AMERICA

CHAPTER I: WHEAT ANOTHER IMPORTANT FOOD

CHAPTER II: WHEAT THE WORLD OVER

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

Activities
1. Study wheat and wheat farming.

Resources
- Resource Speakers
  1. Wheat farmer

Audio Visual
1. The American Farmer and Our Food Supply Eyegate: Wheat for Bread

Books
1. From Wheat to Flour* (Booklet
2. Wall chart
   Kernel of wheat*
*Wheat Flour Institute
Room 110 Attention. Supervisor of Distribution
14 E Jackson Blvd
Chicago, Illinois 60604
PART III THE BREADBASKET OF AMERICA

CHAPTER III THE GREAT PLAINS. A NATURAL REGION

OBJECTIVES The students should recognize and be able to locate the Great Plains of the United States as well as have general knowledge about the climate, landforms, plants and animals. The students should recognize that the natural environment helps determine the cultural environment.

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

Resources

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

On-Site Visits
1. Museum of Natural History
2. Environmental Field Laboratory - Dr. Finch, KU

Audio-Visual
1. Then and Now in the United States Encyclopedia Britannica
2. On the Great Plains

Books
1. Regions of the U.S.
   Problems booklet
   Our Working World SRA
2. The Life of Prairies and Plains
   McGraw Hill
   Vision Inter. I
PART III. THE BREADBASKET OF AMERICA

CHAPTER IV. THE PLAINS INDIANS

CHAPTER V: THE CATTLEMEN

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

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

Activities
1. Design individual brands.

Resources

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

On-Site Visits
1. Ranch
2. Stockyards
3. Local farm where wheat is grown

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

Books
1. Time Life Series
   The Cowboys
   The Rancher
   The Indians
2. Isley and Richards
   The Story of Kansas
3. Ise, John
   Sod and Stubble
OBJECTIVES. The students should recognize the population problems of both developed and developing nations.

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

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

On-Site Visits
1. Agricultural Hall of Fame
2. Fort Leavenworth Historical Museum
PART I: THE CANNING INDUSTRY

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

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

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

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

Resources

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

On-Site Visits
1. Grocery Store

Audio-Visuals

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

PART II: THE CLOTHING INDUSTRY

OBJECTIVES. The students should recognize that clothing is made from plants, animals and chemicals and is processed into wool, cotton, linen, silk and man-made fibers. The students should realize that the advertising and transportation industries are vital to the manufacturers.

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

Resources

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

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

Audio-Visuals
1. *Clothing--Encyclopedia Britannica
2. *W.O W --Educraft
3. *America at Work--Eyegate
4. *Are You Looking Ahead?--Eyegate
5. Community Workers and Helpers--SVI
6. Our Neighborhood Workers--Eyegate
7. The Tailor
8. The Neighborhood Laundry
9. The Shoemaker
PART III: WHEELS FOR AMERICA: AUTOMOBILE INDUSTRY

OBJECTIVE. The students should recognize the techniques of production.

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

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

Activities
1. What would our country be like without the automobile? Fantasy picture or story.

2. Career day to involve these occupations. (repair, dealers, oil, highway, taxi, bus, trucks, service station, tires)

3. Demonstrate standardization of parts.
   a. small boxes—exchange lids
   b. nuts & bolts
   c. draw a square—duplicate easily?

4. Display model cars—earliest to latest.

5. Display small auto parts—label, place of manufacture, origin of raw material

6. Timeline—history of land transportation.

7. Do paper house assembly line.

8. Small groups (parents sponsored) choose industry related to Auto Industry, research, visit and report to class.

9. Banker—figure cost of student purchase such as a bicycle.


Resources

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

On-Site Visits
1. Auto Plaza
2. Blevins Honda Shop or other motorcycle shop
3. Service Station

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

PART III: WHEELS FOR AMERICA: AUTOMOBILE INDUSTRY

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

Books
1. Let's Go To
   An Automobile Factory
   A Garage
   A Truck Terminal
2. Free Pamphlet: "Steel"
   "A Class Studies Rubber" Filmstrip
PART IV  PEOPLE AND INDUSTRY FIT TOGETHER

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

Activities
2. Set up a small business.
3. Pool resources, invest in stock.
4. Describe a day in the life of a city child in 1900—living standards, factory conditions, historical differences—fantasy through story or picture.
5. Union's role in apprentice program.
6. News clippings on union activities.
7. Dramatize collective bargaining session.

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

Audio-Visuals
1. Working in U.S. Communities* SVE 
   New Orleans: Marketing Community
   San Francisco: Financial Community
PART V THE NEW WORLD OF AUTOMATION

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

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

Resources
Resource Speakers
1. Policeman to tell how radar works
2. Mr. Enlow from computer program center, LHS

On-Site Visits
1. Visit high school computer programmer
2. KU computer center

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

Books
Career Series* Dillons Press
   Looking Forward to A Career in Computers,
   Looking Forward to A Career in Advertising
OBJECTIVES Students should realize the concepts involved in the mass production of a product.

Overview
1. Motivate the children
2. Present the unit of study
   A. Basic organization of Industry
   B. Divisions of Industry
      1. Management
      2. Personnel
      3. Construction
   C. Basic concepts of Mass Production
      1. Precision
      2. Standardization
      3. Interchangeability
      4. Synchronization
      5. Continuity

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

D. Economics
1. Profit and loss
2. Overhead
3. Finance
4. Taxes

E. Automation
F. Design and the Designer
G. Cost Analysis
   1. Time study
   2. Wages and salaries
   3. Waste
   4. Advertisement
   5. Transportation
H. Safety

Resources
Resource Speakers
1. draftsman
2. contractor

On-Site Visits
1. Journal World Advertising Dept

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

Career Education Objectives
A. World at Work
1. Recognize the interdependence of workers
2. Analyze the changing nature of careers through time
3. Analyze demands in relation to careers
4. List the attributes needed by people in various careers
5. Recognize that certain jobs may fulfill more than one role
6. List how industries and jobs may change because of resources
7. Recognize that people have vocabularies tied to careers

B. Need Development
1. Exercise interrelated skills between attitude, habits, experience and performance
2. List new personal attributes related to total community
3. Develop good health habits necessary to a worker's needs

C. Consumer Education
1. Develop personal habits relative to personal expenditure
2. Recognize cause of the specialization among civilizations
3. Develop appreciation for the importance of world trade
4. Recognize interdependence of economic systems throughout the states and other areas

Overview of Curriculum

Ancient Civilizations
1. Locating Ourselves in Time and Space
2. Map of the East and West
3. Solving the Mystery of Sundials

Greek and Roman Civilization
1. Government of Athens, Greece and Rome
2. Checks and Balances
3. Complex Government/No More
4. Persian Wars and Navy

Age of Pericles
6. Art in the Age of Pericles
7. Decline of Athens
8. The Roman Republic
9. Rise of Christianity

10. Teachings of Jesus
11. Byzantine Empire

Medieval Civilization
1. Periods of History
2. Time of Great Change
3. Study of Land and People of the Deeds
4. The Spread of Islam
5. African Kingdoms
6. Rise of Christendom
7. Culture of Latin Christendom
8. Religion and Government in Latin Christendom
9. The Mongol, of Mongola
10. The Rise of Western Europe

East of the Middle East
1. Nations of the Middle East
2. Land forms and waterbodies
3. Fertile Crescent and Precipitation
4. The Nile
5. Mineral Deposits
6. The Ottoman Empire Today

7. The 1950's Present
ANCIENT CIVILIZATIONS

SERVES IN HALF A MILLENIUM
ANCIENT CIVILIZATIONS

CHAPTER 1: MAN'S GREAT LEAP FORWARD Page 23

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

Activities:
1. Bulletin Board: Create a bulletin board with pictures of ancient professions and their modern counterparts.

2. Songs: You might want to prepare and to note similarities and differences between ancient civilizations and today's jobs.
   - Farmer
   - Carpenter
   - Baker
   - Merchant
   - Nurse
   - Teacher
   - Police Officer
   - Doctor

3. Group Activity: You are lost in the woods. With limited resources, how well you survived?
   a. Chart Lawrence, Karlos, and you on a map.
   b. Make a shelter with available resources.

Resources:
- Books:
  1. Harriet: A-Career in Science
  2. Carpenter
  3. Carpenter
  4. Nurse
  5. Businessman
  6. Government

On Site Visit:
1. Farm
2. Carpenter's Store
3. Pharmacy
4. Lawrence's Classroom Meeting

Audio Visuals:
1. Book: The Story of a Carpenter
2. One-Art Program

B. Work:
1. Carpenter's Career Information
2. Learning About the World (LP)
3. I Want to be a Carpenter (LP)
4. Hands-on Building (LP)
ANCIENT CIVILIZATIONS

CHAPTER II SOLVING THE MYSTERY OF SUMER Pages 35-58

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

Activities
1. Bulletin Board Construct a bulletin board entitled "Clues to the Mysteries of the Past". Include on your bulletin board pictures of ancient art. (such as those shown on pages 38-39, 52-54 in Allyn-Bacon book Ancient Civilization which has been uncovered by archeologists)

2. Stories "A Story of Babylon" pages 40-41 in Allyn-Bacon Ancient Civilization

3. Role Playing Let the children pretend they are archeologists who have been searching for 8 years, for remains of an ancient civilization. Finally discover a real "gold mine" of ancient artifacts. Include in the role playing, techniques used by the archeologist to uncover and preserve the artifacts.

4. Break old pieces of pottery Bury them in sand. Encourage students to be archeologists and see if they can put the pieces together. Make sure some pieces are missing.

5. Make a model of a tel

Resources
Resource Speakers
1. Archeology Department K.U.
2. K.U. Museum of Natural History
Ray Ashton 864 4540

On-Site Visits
1. K.U. Museum of Natural History
Ray Ashton

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

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

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

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

Resources
Resource Speakers
1. Banker
2. Loan Representative
3. Small Businessman

On-Site Visits
1. Bank
2. Loan Company

Audio-Visuals
1. Fundamentals of Economics*Eyegate
2. Our Economy*Westinghouse
3. Economics in Our World

Books
1. I Know a Bank Teller (LPL)
2. Let's Go to a Bank (LPL)
4. I Want to be a Bank Teller (LPL)
ANCIENT CIVILIZATIONS

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

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

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

Resources
- Resource Speakers
- Journalist
- Architect
- Mathematician
- Linguist
- Artist
- Computer Specialist

On Site Visits
1. Administration Center
2. KU Computer Center
3. Haskell

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

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

Activities
1. Notebooks on
   a. occupations of early civilizations
   b. family life of the different people
   c. differences and similarities of the various beliefs

2. Role Playing  Divide the class into groups of three to five to represent family groups of the different cultures. Give each group the same situation, such as making a decision, working around the house, etc. Suggest they research their assigned culture and decide as a group how and what each member might do. Each group will perform for the class.

3. Find a copy of Chinese writing and encourage students to use the symbols in an art project.

4. Write a speech based on beliefs of different religions.

5. Write a Confucian saying on a long strip of colored paper and tape it to the front of a desk.


7. "Adopt" a child from another country.

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

On-Site Visits
1. Nelson Art Gallery, K.C., MS

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

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

PREFACE

WHY STUDY THE GREEKS AND ROMANS

Pages 1-12

OBJECTIVES

Students should recognize that Greek and Roman government was the basis for our own government.

Activities

1. Compare the laws of our city government with those of ancient Greece and Rome.

2. What problem in our community would be appropriate to take to a city council meeting?

3. Videotape good and bad points in your community and present the tape to the city commission.

4. Set up a student council in your school. It should be representative of the student body.

5. Take a bus tour around Lawrence to investigate influence of Greek/Roman architecture.

6. Examine a government in classrom based on executive, legislative, and judicial branches of government. Try to use current events as material for governmental decisions.

7. Make a scrapbook of events which show different branches of government.

Resources

- Resource Speakers
  1. Mayor
  2. City Commissioner
  3. Concerned Black Parent
  4. Human Relations Director
  5. Representative to the State House
  6. Judge
  7. Architect
  8. Political Scientist

On-Site Visits

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

Audio Visuals

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

Books

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

CHAPTER 1  THE ATHENIANS DEFEAT THE PERSIANS  Pages 13-26

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

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

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

On Site Visits
1. Fort Leavenworth Museum
2. National Guard Armory

Audio-Visuals
1. Local recruiting offices have Audio-Visual materials

Books
1. Military Uniforms (LPL)
GREEK AND ROMAN CIVILIZATIONS

CHAPTER 11 THE AGE OF PERICLES Pages 27-40

OBJECTIVES The student should be aware that Ancient Greeks and Romans have influenced our modern life.

Activities

1. Your city is becoming interested in expanding its trading ability. It needs a form of transportation to get from one place to another. It needs to advertise its goods. Using the natural resources in your community decide in which direction you would expand, how, why and what kind of advertising would you use.

2. Have children write a tragedy and make costumes to aid children Bring in seamstress, carpenter and Centron to help children record the tragedy on film.

3. Incorporate Greek plays into classroom.

4. Have children try to assume the role of a Greek or Roman sculptor. Have them work with a mixture of vermiculite and plaster of Paris or the following recipe:

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

2 cups saw dust or dry coffee grounds
2 cups plaster of Paris
3 tbsp white glue
Water to make a thick but pourable batter

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

Resource

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

On-Site Visits
1. Nelson Art Gallery
2. Museum of Art, K.U
3. Voting Booth

Books
1. The Art of Ancient Greece (LPL)
2. The Art of Ancient Rome (LPL)
3. First Book of Stage Costume and Makeup (LPL)
4. Children Make Sculpture (LPL)
5. Looking at Sculpture (LPL)
OBJECTIVES. The students should discover why the great civilizations crumbled.

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

Books:
1. The Athenians in the Classical Period (LPL)
2. Men of Athens (LPL)
GREEK AND ROMAN CIVILIZATIONS

CHAPTERS IV  THE ROMAN REPUBLIC  Pages 57-82

OBJECTIVE 1  The students should realize that the ancient Greeks and Romans made provisions for the family as a unit.

Activities

1. Find out what agencies in your community are established to help the poor. Organize a class project to help the poor.

2. Have children list responsibilities that their fathers have both at work and home.

3. Have children list responsibilities of all members of their family.


Resources

Resource Speakers
1. Family Social Worker

On-Site Visits
1. State Capitol
2. Social Welfare Department

Audio-Visuals
1. Developing Your Personality - SVE
2. Learning to Live With Others - buoy Britannica

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

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

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

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

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

On-Site Visits
1. Theater at K.U.

Books
1. Masks and Mask Makers (LPL)

CHAPTER VI: THE RISE TO CHRISTIANITY Pages 107-122

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

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

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

On-Site Visits
1. Bank
2. Stained Glass Factory in Kansas City

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

CHAPTER VII: CHRISTIANITY COMES TO ROME Pages 123-142

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

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

Resources
Resource Speakers
1. Clergyman
2. Mr. Wayne Nelson

On-Site Visits
1. Lawrence Churches
2. Art Gallery, K.U.
MEDIEVAL CIVILIZATIONS

PREFACE: PERIODS OF HISTORY Pages 1-10

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

Activities
   Basic "our family" idea from the great-great-greats to child and where child's family would be included.

2. Trace your family—as many generations as feasible. If this isn't desirable, have the students make a family tree for one of the famous presidents or some famous person.

3. Illustrate your family tree drawing a scaled tree and including family members.

4. Draw a portrait of your oldest known family member in proper dress to his/her age.

5. Discuss: How can we compare our family and our generation with those of the Ancient/Classical and Medieval Civilization?

6. Discuss:
   Where does the child fit into his family?
   Where does the child fit into his society?
   How does the child see himself?
   Can the child accept self and others within a changing society?
   Other questions at your discretion.

Resources

Resource Speakers
1. Father
2. Grandfather
3. Senior Citizen

On-Site Visits
1. Any family occupations that would encourage tours.

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

Books
1. Family Helpers (LPL)
2. Families Live Together (LPL)
3. Our Happy Family (LPL)
CHAPTER I. THE RISE OF ISLAM

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

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

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

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

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

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

Resources

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

On-Site Visits

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

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

Books
1. Career Series*Dillon’s Press
   Looking Forward To A Career In Art
   Looking Forward to A Career in Building Trades
2. Study prints Arithmetic in Occupations*Walsh
3. Look at and study a copy of the Koran, the sacred book of Islam
4. Allah. The God of Islam (LPL)
Activities, Continued
11. Write to Arabian Embassy for materials on information concerning religion, economy and general occupations.
12. Make drawings of or create the dress of the Arabs or desert people—dressing for their jobs or their area.

Resources, Continued
Occupational Areas
1. Cultural Anthropologist K.U.
2. Translators
3. Astronomy
4. Medicine
5. Chemistry—developed from science, philosophy and magic
6. Religion
7. Potters
8. Weavers
9. Gardners
10. Architects
11. Paper making
CHAPTER III: AFRICAN KINGDOMS Pages 49-64

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

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

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

Activities

1. Bulletin Boards: Map of Africa that can be used and developed during study. Attach several strings to bottom of board with map pins and pull string to area studied or used as example.

2. Role Playing
   A. Various situations using trade in Gold and Salt and following.
   B. Economic terms studied in various civilizations:
      Middleman in trade
      Silent Barters type trade
      Salt as money
      Surplus product
      Division of Labor
      Trade
      Inventions
      Economics inflation

Resources

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

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

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

Occupation Areas of African Kingdom
1. Agriculture in following areas:
   Grain Growing
   Peanuts
   Kola nuts
   rubber
   bananas
   Palm Oil
   Cocoa
CHAPTER IV: THE RISE OF LATIN CHRISTENDOM

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

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

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

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

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

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

Books
1. Primer of Economics (LPL)
2. Knights and Castles and Feudal Life (LPL)
4. The Illustrated Book of Knights (LPL)
5. Knight in Armor (LPL)
MEDIEVAL CIVILIZATIONS

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

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

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

Resources

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

Books
1. Government at Work (LPL)
2. King Arthur in Fact and Legend (LPL)
3. The Story of King Arthur and His Knights (LPL)
CHAPTER VII: THE MONGOLS OF MONGOLIA, Pages 121-140

OBJECTIVES: The students should recognize the regional occupations of Asia sheptelands, map 124
The students should recognize the Allegiance to a leader of importance—example:
Temiyin by Mongols
President by Americans

Activities
1. Discuss: Occupational areas:
   1. Gun Powder
   2. Printing
   3. Compass

2. Build a yurt.

3. Map Marco Polo's route of travel.

Resources

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

Books
1. The Horse--Tamer (LPL)
MEDIEVAL CIVILIZATION

CHAPTER VIII: THE RISE OF WESTERN EUROPE. Pages 141-155

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

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

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

Resources

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

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

Audio-Visuals
1. Mr. Garcia - slides
2. Fundamentals of Economics - Eyegate
CAREER EDUCATION OBJECTIVES

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

Self Development
Sixth Grade: Personal Attributes to Occupational Interests
1. Analyze personal interests and aptitudes.
2. Relate specific interests and abilities to occupations.
3. Relate the value of personality traits to doing a job.

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

OVERVIEW OF CURRICULUM

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

New World and Eurasians Cultures

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

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

Lands of Latin America
THE AGE OF WESTERN EXPANSION

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

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

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

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

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

Audio-Visuals
1. The Watchmaker and Jeweler*Eye-gate
2. The Neighborhood Optometrist*Eye-gate
3. The Neighborhood Newspaper Store*Eye-gate

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

*Available at New York School
THE AGE OF WESTERN EXPANSION

CHAPTER II: TRADE AND THE ART OF NAVIGATION

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

Activities
1. You live in Australia. You wish to distribute your products throughout the Orient. Map your trade route.

2. Make a ship of this time out of boxes, construction paper or other products. Carve ships out of soap.

3. Spend one school day emphasizing things that navigators in Prince Henry's School might have studied.

4. Construct a ship that is "seaworthy". Test it in water. Observe the influence of winds, waves, etc.

5. Design some instruments of navigation.

Resources
Resource Speakers
1. Airplane Navigator
2. Shipbuilder
3. Cartographer
4. Navy Representative
5. Coast Guard Representative

Audio-Visuais
1. Coast Guard Films are available
2. The Harbor on Canvas
3. What You'd See at the Harbor on Canvas
4. Who Works at the Harbor on Canvas

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

CHAPTER IV: RENAISSANCE ART

CHAPTER V: RENAISSANCE THOUGHT, Pages 53-70

OBJECTIVES: The students should realize that Renaissance Art contributed new techniques and styles that are still employed today. The students should appreciate that politics and man's thinking was being re-born at this time.

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

Resources

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

On-Site Visits
1. Nelson Art Gallery

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

Books
1. Looking Forward to a Career in Art* Dillons Press
   Administration Center
2. The Golden Book of the Renaissance (LPL)
3. A Child's History of Art (LPL)
OBJECTIVES: The students should recognize that basically people all over the world are the same.

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

Resources
Resource Speakers
1. Geographer
   Contact Dept of Geography K.U. 864-4770
2. Person who has traveled in Soviet Union
   Contact Slavic Department K.U. 864-4236
3. Contact "Small World"
4. Contact Japanese Club, 864-3617

On-Site Visits
1. Nelson Art Gallery
2. K.U. Art Museum

Books
1. The Art of Japan (LPL)
2. Eating and Cooking Around the World (LPL)
3. The Wonderful World of Dance (LPL)
OBJECTIVES. The students should realize that not all forms of barter are legal. Example: Opium trade

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

Resources

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

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

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

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

CHAPTER IV: WESTERN IMPERIALISM IN AFRICA

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

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

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

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

Audio Visuals
1. Black Americans at Work*Coronet

Books
1. The Art of Africa (LPL)
2. Africa's Living Arts (LPL)
OBJECTIVES
The students should recognize that Southerners had a reason for taking their stand as people take stands today—their attitudes.

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

Activities
1. Debate
   Between Northerner and Southerner on economic systems, ways of life, attitudes.
   Questions for debate or discussion
   a. How would you describe the aims and objectives of each side in the Civil War?
   b. How was the North able to continue the war and win? (industry, etc.)

2. On the Job with Parents.

Resources

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

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

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

PREFACE: CHALLENGE OF CHANGE

CHAPTER I: ABSOLUTE MONARCHY IN FRANCE

CHAPTER II: THE TRIUMPH OF PARLIAMENT IN ENGLAND

CHAPTER III: THE REVOLUTIONARY PERIOD IN AMERICA 1763-1789

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

OBJECTIVES: The students should recognize that the same basic qualifications for jobs exist today as in revolutionary times.
The students should recognize the importance of the governmental structure in supporting our way of life.

Activities
1. Discuss. Jobs that are similar to those in the time of the revolutionary period. Whether the personal qualifications for jobs are different such as reliability, honesty etc.

2. Make a bulletin board showing similar jobs today as in revolutionary times.

3. Set up a House of Representatives in the classroom and pass laws.

4. Go through the election process with candidates, speeches, parties, conventions, and election process including private booth for voting.

5. Tape a radio show “You Were There” Include interviews, advertisements, campaign songs, etc.

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

On-Site Visits
1. City Commission meeting
2. Visit state legislature in session
3. Visit local court in session

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

Books
1. The American Revolution (LPL)
THE CHALLENGE OF CHANGE

CHAPTER 5  THE INDUSTRIAL REVOLUTION  A REVOLUTION IN TECHNOLOGY AND ECONOMICS. Pages III-132

OBJECTIVES The students should recognize the vast improvement in working conditions for the modern worker.
The student should recognize how modern technology is responsible for the way of life as well as many jobs of today.

Activities
1. Discuss The Industrial Revolution and You. What changes in the methods of production and distribution of goods were brought about by the Industrial Revolution.
3. Set up an assembly-line project. Concepts to be gained:
   a. Speed
   b. Lack of creativity
   c. Workmanship deteriorates if one doesn't perform at his best
4. Discuss What changes in society did the Industrial Revolution bring?
5. Set up a competition in the classroom.

Resources, Continued
On-Site Visits
1. Haskell Body Shop
2. Auto Plaza
3. Blevins Honda Shop
4. Lawrence Paper Company
5. Packer Plastics
6. Hallmark
7. Stokley Van Camps
8. Fairfax General Motors Plant Kansas City, KS
9. Hopcraft Art and Stained Glass Window Company Kansas City, Missouri

Audio Visuals
1. One Hour for Kalsbo*Modern Talking Pictures
2. How Steel is Made*kit
3. W.O.W.*Educraft
   a. Technical and Industrial Raw Steel to Rolling Wheels
4. Are You Looking Ahead*EyeGate
   How About Being an Electronics Assembler
5. America At Work Our National Industries*EyeGate
   a. Automobiles for Millions
   b. Iron and Steel
6. Working in U.S. Communities*SVE
   Detroit Manufacturing Community
7. Clothing*Encyclopedia Britannica
   a. How Cloth is Made
   b. How Cloth is Made
8. America At Work Our National Industries*EyeGate
   How America is Clothed
9. Then and Now in the U.S.*Encyclopedia Britannica

Resources
Resource Speakers:
1. Wesler, Weaving Department, K.U.
2. Susan Spain, Yarn Bank
3. Pat Schmidt, Patents, Co. of Clothes
4. Mr. J. L. Lawrence Paper Company
5. Ms. Bowling, Hallmark
6. Manager, Steel Van Camps

5-10
Resources, Continued

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

SIXTH GRADE
CENTENNIAL ELEMENTARY SCHOOL

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

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

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

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

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

Activities
1. Make inexpensive gifts in the classroom and give to the elderly in one of the Homes.

2. Bulletin Board Make it a growing one where each student personally adds his donation and/or suggestion of kindness. "I Can Give x x x"

3. Have a fashion show. Contact a local clothing store.

Resources

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

On-Site Visit:
1. Welfare Department
2. Orphan Home
3. Old Folks Home

Audio-Visuals
1. Our Economy* Westinghouse
   a. Supply and Demand: Jimmy's Hot Idea
   b. Taxes: The Last Vacation
   c. Labor and Its Value: Up a Tree
   d. Mediums of Exchange: Leftwing Catches On

2. Basic Economics*Encyclopedia Britannica
   a. Living and Work Without Money
   b. Money
   c. Money Goes To Work
   d. New Ways to Use Money
   e. Money and Panic
   f. Too Much Money
   g. Too Little Money

3. Clothing *Encyclopedia Britannica

Books
1. People Are My Profession(social worker)
   Open Door Series
2. Run for Your Life(community social worker)
   Open Door Series.
LATIN AMERICA

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

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

The student should be able to understand the tools used by a good lumberman.
The student should understand in which climate area a kind of forest is located.
The student should be able to have some knowledge of a lumberman's tools used in his daily work.
The student should compare Lumbering in Latin America with lumbering in the U.S.

Activities
1. Pok-a-tok—a game played in Latin America somewhat like baseball.

2. Within each country of Latin America list the different kinds of occupations. Put these occupations in a box and have each student pull out one; as the student pulls out an occupation, he must place it in the appropriate country on the map and explain why he put it there. (Example) This is a coffee grower. He would live where the soil is rich and the climate is mild.

3. Climate associated with occupations. Divide the class into groups according to various climates in Latin America. Have each group report on the kinds of occupations in their particular climate and tell how the climate helps to determine that occupation. Pupils may dress for their particular kind of occupation.

4. Students could bring in products from an occupation in Latin America or a country in Latin America. Example
   a. This is a tugboat captain. He would likely live in a seaport city.
   b. This is a coffee grower. He would live where the soil is rich and the climate is mild.

Resources

Resource Speakers
1. Agricultural Business Co., Inc. RFD 3
   Agricultural Education
   Middletown, R.I.

2. Douglas County Wood Products
   10 New Hampshire
   Fred Starmen—Wood products

   RFD 2
   Don Carlisle—1134-6960

On-Site Visits
1. Furniture Store
2. Good Year Rubber Co.

Audio-Visuals
1. America At Work, Lumbering—Eyegate
2. Forest and Forest Products—Bailey

Books
1. A Forest Products Community (5 copies)
2. I Want to be a Forester
3. The Little Carpenter (50 copies)
LATIN AMERICA

OBJECTIVES: Farming as an Occupation

Students should note the variety of farm products produced in Latin America.
The students should be able to associate climate with the type of crop or product
produced within that climate.
The students should be able to associate the same crops grown in the U.S. and in
what particular area of the U.S.
The students should learn the method of growing crops in Latin America as it relates
to how the crops will get to market.
The students should understand if most farmers in Latin America farm for a living
or to produce food need to provide for themselves.

Activities
1. Write to Embassies for information on the
   country that they are studying. This would
   be in Washington, D. C.

2. Groups may want to list the jobs similar
to those in the United States as well as
those that are different. They could
list them as well as make a chart
drawing them.

3. Groups could compare occupations of
   long ago with those today.

4. Games:
   Students make a map of the country that
   they are studying by putting in different
   occupations. You could cut this up as
   a puzzle. The students would have to
   put the puzzle back together.

5. Bring in resource persons (family members,
   friends, students, who have visited or lived
   in the particular country that you are
   studying.) If they have worked there,
give information about their particular
   occupation.

6. Game:
   Set up a game on the same idea as (G.E.
   College Bowl), use question about the
   occupation of the particular country that
   you are studying.
   a. “Charades”
   b. “Quick on the Draw”

Resources

Resource Speakers
1. Lawrence Paper Co.
   1st and New Hampshire--843-8111
corrugated shipping boxes and pans for
farming concrete

2. Pioneer Cabinet and Wood Products
   701 E. 23rd Street--843-6568

3. City Planning Office, City Hall
   11th and Massachusetts--843-4600

4. City Sewage Treatment Plant
   Eighth Street--843-6430

5. City Water Plant
   3rd and Indiana--843-1130

6. Cooperative Farm Chemicals
   843-7300 Nitrogen fertilizer
   manufacturing, etc.

On-Site Visits
1. City Water Plant
2. Sewage Treatment Plant

Audio-Visuals
1. Americans At Work *Eyegate
2. The American Farmer and Our Food Supply *Eyegate

Books
1. Farming (free pamphlet)
2. Let’s Go to the Farm
3. Looking Forward to a Career in Agriculture *Dillons Press
OBJECTIVES. Mining as an occupation
The students should have knowledge of at least four types of mining in Latin America from the list below:

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

The students should understand the safety involved with each mining job.
The students should understand which products bring the most economy into Latin America.
The students should have knowledge of the tools used to mine each product.
The students should understand what part nature plays in preventing mining.
The students should understand what part nature plays in providing transportation for mining.

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

Resources
Resource Speaker
1. Miner

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

Audio Visuals
1. America at Work Coal Mining *Eyegate*
2. America at Work Iron and Steel *Eyegate*
OBJECTIVES: The Students should understand the various occupations which are dependant upon one another in order to have a finished product. The student should have knowledge of the tools used in each construction occupation. The student should be able to name the materials used by various construction workers.

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

Resources
Resource Speakers:
1. Carpenter
2. Builder

On-Site Visits
1. Construction Site
2. Wood Company

Audio-Visuales
1. Shelter Series-Encyclopedia Britannica

Books
1. Looking Forward to a Career in Building
2. Construction Careers (Comic Book)
OBJECTIVES. The students should realize that:

Latin Americans do not value being on time. They feel that man should not be controlled by a clock. Latin Americans value a very closely knit family.
1. Families in Latin America take in many more distant relatives than in the U.S.
2. Families gather for many occasional parties, wedding, holidays, graduations etc.

Latin Americans value the personal touch of doing little favors for others
1. deliver a message
2. purchase item from the store
3. pick up a package

Upper and middle class Latin Americans have different values
1. Do not value hand labor

Latin Americans value machismo that applies only to boys and men
1. They are expected to be good at sports.
2. They are expected to show masculine qualities.

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

Resources
Resource Speakers
1. Representative from Latin America

Audio-Visuals
1. Our Values*Westinghouse
2. Learning to Live With Others*SVE
3. Developing Your Personality*Encyclopedia Britannica
ADDITIONAL ACTIVITIES

Game
“Abbreviation Puzzle”
Purpose: To give practice in learning the abbreviations for each state.
Players: Class
Materials: Flash cards with the names of each state, List of abbreviated states, Puzzle sheet and pencil.
Directions: The teacher places flash cards with the abbreviations for each state before the class.
On the students puzzle sheet they write the correct abbreviation.
Adaptations: This game can be useful in teaching other words and their abbreviations, such as; Mister (Mr.) Street (St.)

Game
“Feed Porkey”
Purpose: To give practice in determining the number of syllables in a word.
Players: Class
Materials: Poster Board and shoe box.
Procedure: Draw a pig, Write words on flash cards, (here words could be the names of cities within a Country you are studying or perhaps important rivers in that country), occupations could also be used.
The teacher flashes the card and calls on a child to pronounce the word correctly and tell how many syllables the word has. If the child can pronounce and tell the number of syllables, he gets to feed the pig.

Game
“Product”
Purpose: To gain knowledge about products produced in a particular country, state of country.
Players: Class or small groups
Materials: Cards like Bingo, List of occupations of a country, Chips to cover your cards.
Procedure: The leader calls out products of a country. If the student has this product listed on his board, he covers it. The first to cover five spaces verticle, horizontial, or diagonal wins the game.
Dear Parents:

Your child's class is currently studying various types of occupations. We feel it would be a beneficial part of the classroom activities for him to visit in the real world of work. In order to do this, we are scheduling an "On the Job Day". We are requesting that during the morning hours, from 8:00-10:00, your child be allowed to accompany you to your place of work.

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

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

Your cooperation in this activity is greatly appreciated.

Yes, my child may come to work with me.

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

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

Parents signature

6-20
APPENDIX III

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

NAME ____________________________ DATE ____________________________

OCCUPATION ______________________ JOB LOCATION ____________________

HOURS ______________________________

Education Requirements of this job ________________________________

Daily routine, responsibilities ________________________________

Physical Abilities ________________________________

How your job affects other people ________________________________

Why you like your job ________________________________

What YOU learned from this experience! ________________________________