The third of a series of nine career education guides includes four social studies units for grades 4-6. Part one, famous Americans from Plymouth Rock to Tranquility Base, includes goals, objectives, skills to be taught or reviewed, lists of famous Americans in the fields of science and medicine, inventions, sports, religion, politics, literature, art, music, and civil rights, and suggests general and specific activities and selected student written exercises and puzzles. Part two (on birds and bird house construction), part three (on behind-the-scenes activities of a supermarket), and part four (on careers in journalism), contain statements of goals, objectives, and skills to be taught or reviewed, and suggest a wide variety of activities (including puzzles, games, and arts and crafts projects). In addition, part four lists careers in journalism and provides evaluation and test materials for the various grades. (JR)
CAREER EDUCATION

FAMOUS AMERICANS FROM PLYMOUTH ROCK TO TRANQUILLITY BASE

GRADERS 4, 5 OR 6 SOCIAL STUDIES OR READING
CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
        Cortland–Madison BOCES
        Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974
FAMOUS AMERICANS
FROM PLYMOUTH ROCK TO TRANQUILLITY BASE
Grades 4, 5, or 6
Social Studies or Reading

Career Elements
Self-Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Attitudes and Appreciations

Career Clusters
Fine Arts and Humanities
Manufacturing Occupations
Communication and Media
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<td>49, 50</td>
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FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager
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Homer Central School
Homer Central School
McGraw Central School
Lansing Central School

Cover by Robert Gerlach - South Seneca Central School
This is a Suggested Six week Unit

It is suggested that this unit be read in its entirety first. Select those activities most applicable to your class. It is not intended that all these activities be used. They are listed as suggestions.

When visitors are invited to come to speak to the children, besides having the speaker tell how and what they do, be sure to ask why they choose their occupation. Have the children prepared with questions for the visitor.

If trips are not feasible, invite as many representatives as possible to the class.

Please feel free to send comments, evaluations and new suggestions to McEvoy Education Center.

G. Douglas Van Benschoten
McEvoy Education Center
Cortland-Madison BOCES
Cortland, New York, 13045
FAMOUS AMERICANS

General Purpose - Goal - The continuing success of America is influenced by the talents of famous Americans and immigrants of the past and present.

Specific Objectives - As a result of this unit the child will be able to:

Fourth Grade -
1. List good personal qualities that contributed to the person's success.
2. List famous people who have contributed to more than one occupational cluster.
3. Write and organize a "Famous Person" notebook.
4. Write a biographical sketch of a famous worker using resource material.
5. Describe what he or she will be doing in his or her job twenty years from now.

Fifth Grade -
1. List good personal qualities and describe how they contributed to the individual's success.
2. Identify famous people who have contributed to more than one occupational cluster.
3. Write and organize a "Famous Person" notebook.
4. Write a biographical sketch of a famous worker using resource material.
5. Write an autobiographical sketch describing his or her job in twenty years.

Sixth Grade -
1. Analyze the personal qualities that contributed to the individual's success.
2. Identify famous people and contributions they have made in more than one occupational cluster.
3. Write and organize a "Famous Person" notebook.
4. Write a biographical sketch of a famous worker using resource material.
5. Write an autobiographical sketch projecting himself or herself twenty years into the future, describing his or her success as a famous American.
Teachers Sheet

1. Field Trips
   A. ______________________
   B. ______________________
   C. ______________________
   D. ______________________
   E. ______________________

2. Parents who visited class
   a. 
   b. 
   c. 
   d. 

3. Guest Visitors
   Name Contact by-address phone
   A. 
   B. 
   C. 
   D. 

4. Special Books Used
   Name Publisher
   A. 
   B. 
   C. 

5. Special Tapes or filmstrips -- not included
   name catal. number area

6. Best Ideas Made
   A. 
   B. 
   C.
Skills to be Taught or Reviewed

A vocabulary list should be compiled by the teacher and/or children as the unit develops.

A. Research Skills:
   Encyclopedia
   Dictionary
   Readers Guide (6th)
   Card Catalog
   Newspaper
   Text books
   Table of Contents
   Index

B. Writing-Permanence
   Letter writing
   Reports
   Biography
   Autobiography
   Outlining
   Organizing

C. Speaking-Plays
   Skits
   Puppet Shows
   Speeches
   Debates
   Role Play
   Interviews
   Choral speaking

D. Listening to - tapes records
   E. Art
   F. Music
   G. Reading
   H. Motor Skills
Note: The famous Americans listed here are in specific areas and their contributions. These lists are intended for teacher reference. They may be used as the needs of the children, class or group require. These lists may be expanded or deleted as necessary.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contribution</th>
<th>Birth - Death</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
<td>3rd President</td>
<td>1743-1826</td>
</tr>
<tr>
<td>John Audubon</td>
<td>Naturalist &amp; Artist</td>
<td>1785-1851</td>
</tr>
<tr>
<td>Clara Barton</td>
<td>Founded American Red Cross</td>
<td>1821-1912</td>
</tr>
<tr>
<td>Luther Burbank</td>
<td>Plant breeder &amp; Horticulturalist</td>
<td>1849-1926</td>
</tr>
<tr>
<td>Walter Reed</td>
<td>Control of Typhoid &amp; Yellow Fever</td>
<td>1851-1902</td>
</tr>
<tr>
<td>Booker T. Washington</td>
<td>Educator</td>
<td>1856-1915</td>
</tr>
<tr>
<td>Robert Peary</td>
<td>Arctic explorer</td>
<td>1856-1920</td>
</tr>
<tr>
<td>Dr. William Mayo</td>
<td>Founded Mayo Clinic</td>
<td>1861-1939</td>
</tr>
<tr>
<td>Dr. Charles Mayo</td>
<td>Founded Mayo Clinic</td>
<td>1865-1939</td>
</tr>
<tr>
<td>Charles Steinmetz</td>
<td>Mathematician &amp; Engineer</td>
<td>1865-1923</td>
</tr>
<tr>
<td>Albert Einstein</td>
<td>Outstanding Scientist</td>
<td>1879-1955</td>
</tr>
<tr>
<td>Amelia Earhart</td>
<td>First woman to fly solo</td>
<td>1897-1937?</td>
</tr>
<tr>
<td>George W. Carver</td>
<td>Agricultural Research</td>
<td>1859-1943</td>
</tr>
<tr>
<td>Elmer Sperry</td>
<td>Scientist, Inventor Manufacturer</td>
<td>1860-1930</td>
</tr>
<tr>
<td>Enrico Fermi</td>
<td>Physicist</td>
<td>1901-1959</td>
</tr>
<tr>
<td>Edwin Link</td>
<td>Inventor &amp; Businessman</td>
<td>1904 -</td>
</tr>
<tr>
<td>Albert Sabin</td>
<td>Oral Polio Vaccine</td>
<td>1906 -</td>
</tr>
<tr>
<td>Wernher Von Braum</td>
<td>Rocket Engineer</td>
<td>1912 -</td>
</tr>
<tr>
<td>Jonas Salk</td>
<td>First Polio Vaccine</td>
<td>1914 -</td>
</tr>
<tr>
<td>John Glenn</td>
<td>1st American to orbit Earth</td>
<td>1921 -</td>
</tr>
<tr>
<td>Scott Carpenter</td>
<td>2nd American to circle Earth</td>
<td>1925 -</td>
</tr>
<tr>
<td>Neil Armstrong</td>
<td>1st Man to step on Moon</td>
<td>1930 -</td>
</tr>
<tr>
<td>Gus Grissom</td>
<td>1st American to make more than one space flight</td>
<td>1926 -</td>
</tr>
<tr>
<td>Inventor</td>
<td>Inventions</td>
<td>Date</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Eli Whitney</td>
<td>cotton gin</td>
<td>1793</td>
</tr>
<tr>
<td>Robert Fulton</td>
<td>steamboat</td>
<td>1807</td>
</tr>
<tr>
<td>Cyrus McCormick</td>
<td>reaper</td>
<td>1834</td>
</tr>
<tr>
<td>John Deere</td>
<td>light steel plow</td>
<td>1837</td>
</tr>
<tr>
<td>Charles Goodyear</td>
<td>Vulcanization of rubber</td>
<td>1844</td>
</tr>
<tr>
<td>Samuel F.B. Morse</td>
<td>telegraph</td>
<td>1844</td>
</tr>
<tr>
<td>Elias Howe</td>
<td>sewing machine</td>
<td>1846</td>
</tr>
<tr>
<td>Gordon McKay</td>
<td>shoe sewing machine</td>
<td>1862</td>
</tr>
<tr>
<td>George Pullman</td>
<td>pullman car</td>
<td>1865</td>
</tr>
<tr>
<td>Cyrus W. Field</td>
<td>Atlantic cable</td>
<td>1866</td>
</tr>
<tr>
<td>George Westinghouse</td>
<td>railroad air brakes</td>
<td>1869</td>
</tr>
<tr>
<td>Alexander G. Bell</td>
<td>telephone</td>
<td>1876</td>
</tr>
<tr>
<td>Thomas A. Edison</td>
<td>phonograph</td>
<td>1877</td>
</tr>
<tr>
<td></td>
<td>electric light</td>
<td></td>
</tr>
<tr>
<td></td>
<td>binetoscope</td>
<td></td>
</tr>
<tr>
<td>Wilbur &amp; Orville Wright</td>
<td>airplane</td>
<td>1903</td>
</tr>
<tr>
<td>Lee DeForest</td>
<td>radio vacuum tube</td>
<td>1907</td>
</tr>
<tr>
<td>Vladimir Zworykin</td>
<td>television</td>
<td>1934</td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td>stove</td>
<td>1706 - 1790</td>
</tr>
<tr>
<td></td>
<td>eye glasses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>electricity-lightening rod</td>
<td></td>
</tr>
<tr>
<td>Henry Ford</td>
<td>assembly line</td>
<td>1863 - 1930</td>
</tr>
<tr>
<td></td>
<td>Ford car</td>
<td></td>
</tr>
<tr>
<td>Igor Sikorsky</td>
<td>helicopter</td>
<td>1889 - 1972</td>
</tr>
<tr>
<td></td>
<td>airplane designer</td>
<td></td>
</tr>
<tr>
<td>E. I. DuPont</td>
<td>nylon, plastics, dyes</td>
<td>1771 - 1834</td>
</tr>
<tr>
<td></td>
<td>Founded DuPont Co.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thomas DuPont</td>
<td>1863 - 1930</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Years</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Abner Doubleday</td>
<td>Invented Baseball in 1839</td>
<td>1819-1893</td>
</tr>
<tr>
<td>John L. Sullivan</td>
<td>World Heavyweight boxing Champion</td>
<td>1858-1918</td>
</tr>
<tr>
<td>Knute Rockne</td>
<td>Great American Football Coach</td>
<td>1888-1931</td>
</tr>
<tr>
<td>Babe Ruth</td>
<td>Outstanding Baseball Player</td>
<td>1895-1948</td>
</tr>
<tr>
<td>Jersey Jo Wolcott</td>
<td>Outstanding Boxer</td>
<td></td>
</tr>
<tr>
<td>Bobby Jones</td>
<td>Outstanding Golfer</td>
<td>1902-1971</td>
</tr>
<tr>
<td>Babe Didrickson</td>
<td>Outstanding Golfer</td>
<td>1914-1956</td>
</tr>
<tr>
<td>Joe DiMaggio</td>
<td>One of the greatest outfielders in Baseball history</td>
<td>1914-1956</td>
</tr>
<tr>
<td>Joe Louis</td>
<td>World Heavyweight Champion</td>
<td>1914-1956</td>
</tr>
<tr>
<td>Arnold Palmer</td>
<td>Outstanding Golfer</td>
<td>1929-1956</td>
</tr>
<tr>
<td>Bob Mathias</td>
<td>Olympic Track Star</td>
<td>1930-1956</td>
</tr>
<tr>
<td>Lee Trevino</td>
<td>Golfer</td>
<td></td>
</tr>
<tr>
<td>Hank Aaron</td>
<td>Most homeruns in Baseball history</td>
<td>1934-1956</td>
</tr>
<tr>
<td>Orlando Cepeda</td>
<td>Baseball player</td>
<td></td>
</tr>
<tr>
<td>Roberto Clemente</td>
<td>Baseball player</td>
<td></td>
</tr>
<tr>
<td>Billy Jean King</td>
<td>Outstanding Tennis player</td>
<td></td>
</tr>
<tr>
<td>Joe Namath</td>
<td>Football player</td>
<td></td>
</tr>
<tr>
<td>Mark Spitz</td>
<td>Olympic swimmer</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title and Contributions</td>
<td>Years</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-------------</td>
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<tr>
<td>Elder William Brewster</td>
<td>Spiritual leader of Plymouth Colony</td>
<td>1566-1643</td>
</tr>
<tr>
<td>Lord Baltimore (George Calvert)</td>
<td>Proprietor of Maryland Colony, Member of Virginia Colony</td>
<td>1580-1632</td>
</tr>
<tr>
<td>John Colton</td>
<td>Puritan Minister &amp; Author</td>
<td>1584-1652</td>
</tr>
<tr>
<td>Ann Hutchinson</td>
<td>Religious Leader, Colonial America</td>
<td>1591-1643</td>
</tr>
<tr>
<td>Roger Williams</td>
<td>Clergyman - founded Rhode Island</td>
<td>1603-1683</td>
</tr>
<tr>
<td>Lord Baltimore (Cecil Calvert)</td>
<td>Founder of Maryland</td>
<td>1605-1675</td>
</tr>
<tr>
<td>William Penn</td>
<td>English Quaker, Founded Pennsylvania</td>
<td>1644-1718</td>
</tr>
<tr>
<td>Cotton Mather</td>
<td>Intellectual &amp; Religious leader in Colonial America</td>
<td>1663-1728</td>
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<tr>
<td>Brigham Young</td>
<td>Established Mormon Church in Utah</td>
<td>1801-1877</td>
</tr>
<tr>
<td>Joseph Smith</td>
<td>Founder of Mormon Church</td>
<td>1805-1844</td>
</tr>
<tr>
<td>Billy Sunday</td>
<td>Evangelist</td>
<td>1862-1935</td>
</tr>
<tr>
<td>Cardinal Spellman</td>
<td>Outstanding leader of Roman Catholic Church</td>
<td>1889-1967</td>
</tr>
<tr>
<td>Bishop Fulton Sheen</td>
<td>Roman Catholic leader</td>
<td>1895-</td>
</tr>
<tr>
<td>Cardinal Richard Cushman</td>
<td>Roman Catholic leader</td>
<td>1895-1970</td>
</tr>
<tr>
<td>Norman V. Peale</td>
<td>Protestant Clergyman and Writer</td>
<td>1898-</td>
</tr>
<tr>
<td>Billy Graham</td>
<td>Evangelist &amp; Writer</td>
<td>1918-</td>
</tr>
<tr>
<td>Oral Roberts</td>
<td>Evangelist</td>
<td></td>
</tr>
<tr>
<td><strong>POLITICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>John Peter Zenger</strong></td>
<td>Gained first major victory for freedom of the press</td>
<td>1697-1746</td>
</tr>
<tr>
<td><strong>Benjamin Franklin</strong></td>
<td>Inventor and Statesman</td>
<td>1706-1790</td>
</tr>
<tr>
<td><strong>George Washington</strong></td>
<td>First President</td>
<td>1732-1799</td>
</tr>
<tr>
<td><strong>Thomas Paine</strong></td>
<td>Pamphleteer Agitator and Writer on Politics and Religion</td>
<td>1737-1809</td>
</tr>
<tr>
<td><strong>Thomas Jefferson</strong></td>
<td>Author of Declaration of Independence</td>
<td>1743-1826</td>
</tr>
<tr>
<td><strong>Daniel Webster</strong></td>
<td>Orator, Lawyer, Statesman</td>
<td>1782-1852</td>
</tr>
<tr>
<td><strong>Oliver W. Holmes, Sr.</strong></td>
<td>Writer of essays, poems, novels</td>
<td>1809-1894</td>
</tr>
<tr>
<td><strong>Oliver W. Holmes, Jr.</strong></td>
<td>One of least known American judges</td>
<td>1841-1935</td>
</tr>
<tr>
<td><strong>Jacob Riis</strong></td>
<td>Newspaperman &amp; Social Reformer</td>
<td>1849-1914</td>
</tr>
<tr>
<td><strong>Theodore Roosevelt</strong></td>
<td>26th President</td>
<td>1858-1919</td>
</tr>
<tr>
<td><strong>Alfred Smith</strong></td>
<td>Governor of N.Y.S. 4 times</td>
<td>1873-1944</td>
</tr>
<tr>
<td><strong>Franklin D. Roosevelt</strong></td>
<td>32nd President - WWII - Served 4 terms</td>
<td>1882-1945</td>
</tr>
<tr>
<td><strong>Jacob Javits</strong></td>
<td>U.S. Senator from N.Y.</td>
<td>1904-</td>
</tr>
<tr>
<td><strong>Nelson Rockefeller</strong></td>
<td>Gov. of N.Y.S. 1958-1974</td>
<td>1908-</td>
</tr>
<tr>
<td><strong>Samuel Stratton</strong></td>
<td>State Senator</td>
<td></td>
</tr>
<tr>
<td><strong>John F. Kennedy</strong></td>
<td>35th President - youngest man elected - assassinated Nov., 1963 1st Catholic elected (died at 46 years old)</td>
<td>1917-1963</td>
</tr>
<tr>
<td><strong>Any U.S. President</strong></td>
<td>Mayor of your area</td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td>Role</td>
<td>Years</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td>&quot;Poor Richard's Almanac&quot;</td>
<td>1706-1790</td>
</tr>
<tr>
<td>Washington Irving</td>
<td>Writer of short stories and essays</td>
<td>1783-1859</td>
</tr>
<tr>
<td>James Fenimore Cooper</td>
<td>Novelist &amp; Social Critic</td>
<td>1789-1851</td>
</tr>
<tr>
<td>H.W. Longfellow</td>
<td>Most famous American Poet of 1800's</td>
<td>1807-1882</td>
</tr>
<tr>
<td>J.G. Whittier</td>
<td>Poet</td>
<td>1807-1892</td>
</tr>
<tr>
<td>Edgar Allen Poe</td>
<td>One of America's greater poets, short story writers and literary critics</td>
<td>1809-1849</td>
</tr>
<tr>
<td>Mark Twain</td>
<td>Humorist &amp; Author</td>
<td>1835-1910</td>
</tr>
<tr>
<td>Paul Lawrence Dunbar</td>
<td>Novelist &amp; Poet</td>
<td>1872-1906</td>
</tr>
<tr>
<td>Robert Frost</td>
<td>Most popular American poet of his time</td>
<td>1874-1963</td>
</tr>
<tr>
<td>Jack London</td>
<td>Author of short stories, novels, plays, essays</td>
<td>1876-1916</td>
</tr>
<tr>
<td>Carl Sandburg</td>
<td>Poet &amp; Biographer</td>
<td>1878-1967</td>
</tr>
<tr>
<td>Pearl Buck</td>
<td>Author - Nobel Prize for Literature - 1938</td>
<td>1892-1974</td>
</tr>
<tr>
<td>S.V. Benet</td>
<td>Writer - Pulitzer Prize</td>
<td>1898-1943</td>
</tr>
<tr>
<td>Langston Hughes</td>
<td>Poet and short story writer</td>
<td>1902-1967</td>
</tr>
<tr>
<td>Dr. Seuss</td>
<td>Cartoonist &amp; Writer</td>
<td>1904-</td>
</tr>
<tr>
<td>Charles Shultz</td>
<td>Cartoonist</td>
<td></td>
</tr>
<tr>
<td>Wm. Sydney Porter</td>
<td>Cartoonist O'Henry</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Profession</td>
<td>Years</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Benjamin West</td>
<td>Artist</td>
<td>1738-1820</td>
</tr>
<tr>
<td>Gilbert Stuart</td>
<td>Artist</td>
<td>1755-1828</td>
</tr>
<tr>
<td>John J. Audubon</td>
<td>Naturalist &amp; Author</td>
<td>1785-1851</td>
</tr>
<tr>
<td>James McNeill Whistler</td>
<td>Artist</td>
<td>1834-1903</td>
</tr>
<tr>
<td>Winslow Homer</td>
<td>Artist</td>
<td>1836-1910</td>
</tr>
<tr>
<td>Francis B. Carpenter</td>
<td>Artist</td>
<td></td>
</tr>
<tr>
<td>John Singer Sargent</td>
<td>Painter</td>
<td>1856-1925</td>
</tr>
<tr>
<td>Frederick Remington</td>
<td>Painter, Sculptor, Writer</td>
<td>1861-1909</td>
</tr>
<tr>
<td>Rembrandt Reale</td>
<td>Artist</td>
<td></td>
</tr>
<tr>
<td>Frank Lloyd Wright</td>
<td>Architect</td>
<td>1867-1959</td>
</tr>
<tr>
<td>Gutzon Bohum</td>
<td>Sculptor, planned and began Mt. Rushmore</td>
<td>1871-1941</td>
</tr>
<tr>
<td>Alex Caulder</td>
<td>Sculptor</td>
<td></td>
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<tr>
<td>Grant Wood</td>
<td>Painter</td>
<td>1892-1942</td>
</tr>
<tr>
<td>Norman Rockwell</td>
<td>Illustrator</td>
<td>1894-</td>
</tr>
<tr>
<td>Andrew Wyeth</td>
<td>Painter</td>
<td>1917-</td>
</tr>
<tr>
<td>Musician</td>
<td>Role</td>
<td>Years</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Francis Scott Key</td>
<td>Wrote words to &quot;Star Spangled Banner&quot;</td>
<td>1779-1843</td>
</tr>
<tr>
<td>Stephen Foster</td>
<td>Songwriter</td>
<td>1826-1864</td>
</tr>
<tr>
<td>John Philip Sousa</td>
<td>Composer &amp; Bandleader</td>
<td>1854-1932</td>
</tr>
<tr>
<td>Victor Herbert</td>
<td>Composer &amp; Conductor</td>
<td>1859-1924</td>
</tr>
<tr>
<td>Edward MacDowell</td>
<td>Composer &amp; Pianist</td>
<td>1861-1908</td>
</tr>
<tr>
<td>Pablo Casals</td>
<td>Spanish Cellist</td>
<td>1876-</td>
</tr>
<tr>
<td>W.C. Handy</td>
<td>Composer &amp; Bandleader</td>
<td>1873-1958</td>
</tr>
<tr>
<td>George M. Cohan</td>
<td>Actor, Director, Songwriter</td>
<td>1878-1942</td>
</tr>
<tr>
<td>Irving Berlin</td>
<td>Songwriter</td>
<td>1888-</td>
</tr>
<tr>
<td>Paul Whiteman</td>
<td>Orchestra Conductor</td>
<td>1890-1967</td>
</tr>
<tr>
<td>George Gershwin</td>
<td>Composer of musical comedies and popular songs</td>
<td>1898-1937</td>
</tr>
<tr>
<td>Duke Ellington</td>
<td>Jazz composer, bandleader, pianist</td>
<td>1899-1974</td>
</tr>
<tr>
<td>Eugene Ormandy</td>
<td>Conductor</td>
<td>1899-</td>
</tr>
<tr>
<td>Marion Anderson</td>
<td>Singer</td>
<td>1902-</td>
</tr>
<tr>
<td>Benny Goodman</td>
<td>Clarinet player &amp; Bandleader</td>
<td></td>
</tr>
<tr>
<td>Leonard Bernstein</td>
<td>Conductor, Composer, Pianist</td>
<td>1918-</td>
</tr>
<tr>
<td>Steve Allen</td>
<td>Songwriter &amp; Pianist</td>
<td></td>
</tr>
<tr>
<td>Andy Williams</td>
<td>Popular Singer</td>
<td></td>
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<tr>
<td>James Brown</td>
<td>Soul Singer</td>
<td></td>
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<tr>
<td>Simon &amp; Garfunkel</td>
<td>Popular Singers &amp; Songwriters</td>
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<tr>
<td>Sonny &amp; Cher</td>
<td>Popular Singers</td>
<td></td>
</tr>
<tr>
<td>Supremes</td>
<td>Singing Group</td>
<td></td>
</tr>
<tr>
<td>Carpenters</td>
<td>Brother &amp; Sister Singers</td>
<td></td>
</tr>
</tbody>
</table>
CIVIL RIGHTS

Thomas Jefferson 3rd President 1743-1826
Dred Scott Sued for his freedom before Supreme Court 1800-1859
John Brown Radical Abolitionist 1809-1865
Abraham Lincoln 16th President 1817-1895
Frederick Douglas Spokesman for American Negroes in 1800's 1820-1906
Susan B. Anthony Women's Suffrage Leader 1821-1913
Harriet Tubman Negro leader in underground Railroad 1849-1914
Jacob Riis Newspaperman & Social Reformer 1882-1945
W.E.B. DuBois Helped found N.A.A.C.P. 1895-1914
Franklin D. Roosevelt 32nd President 1895-1914
Lyndon B. Johnson 36th President 1917-1963
John F. Kennedy 35th President 1968-1973
Cesar Chavez Labor Union Organizer Mexican-American 1927-
Dr. Martin Luther King Civil Rights Leader 1929-1968
Bella Abzug Congresswoman from N.Y.
Senator Montoya Senator from Alaska
Senator Inouye Senator from Hawaii
Senator Fong Senator from Hawaii
Introduction Activities

1. Poem "I hear America Singing" by Walt Whitman. (Poem included)
   a. Play record or read poem.
   b. List all occupations in the poem.
   c. What does the poem mean to the children.
   d. Illustrate the poem.
   e. Listen to poem again and list more occupations and another meaning.
   f. Match the occupation listed with people they know.
   g. Choral reading and role play the occupations.
   h. Film-Land of Immigration CM-832 121
   i. Do choral reading and role play for other grades.
   j. Discuss new vocabulary terms.
   k. What jobs are no longer as popular.

2. Discussions of qualities -
   a. courage
   b. perseverance
   c. trustworthiness
   d. patience
   e. fortitude
   f. honesty
   g. initiative
Walt Whitman - 1800's writing about the builders of America.

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood-cutter's song the plow boys on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother,
or the young wife at work, or of the girl sewing or washing,Each singing what belongs to him or her and none else.....

Vocabulary: blithe
carol
mason
hatter
2. a. Make a bulletin board, match words above with name or pictures of famous people. (more than one match)

   George Washington
   
   Courage

2. b. Open ended stories---to develop personal qualities of courage, honesty.....

1. What if you saw your friend break a window?
   a. Would you tell?
   b. What would you tell him?

2. What if you wanted a tennis racket for $10.00 and you had saved $8.50 and you saw a cheaper one for $3.98 made of plastic. What would you do?

3. What if you were a helper of slaves on the underground escaping north, would you feel you were breaking the law? Is it ever right to break the law?

   Teacher may include others.
GUIDE SHEET - OUTLINE

Your report should include the following:

1. Name of famous American______________________________

2. Subject Area___________________________________________

3. Birth date_________________________death_________________

4. Place of birth___________________________________________

5. Period of time in history_________________________________

6. Three important events that took place during this American’s adult life:
   1. ______________________________________________________
   2. ______________________________________________________
   3. ______________________________________________________

7. Contributions made by this person__________________________

8. a. 4th Grade - Good personal qualities_____________________
     b. 5th & 6th Grade - Personal qualities of success_______________

9. Other important facts_____________________________________

10. a. Why did you enjoy studying about this famous American?
    b. Why didn’t you enjoy studying about this famous American?

11. Would you like to be his or her friend? Why or why not?

12. Why did your famous American choose this career?

   This report is to be made into your famous person booklet with: pictures, sketches, writings.

   5th & 6th Grade only -

13. What kinds of demands did your famous American have because of the period of time in which he or she lived?

14. 6th Grade - How would his or her career have been different if he or she had lived during our early history or today?

15. List of references used (by child)

   Author__________________________
   Title____________________________
   Publisher________________________
General Activities

1. This activity is divided into groups of famous people in these areas...... Science and Invention
   Religion
   Politics
   Literature-Colonial/19th Cent./20th Cent.
   Artists
   Music
   Civil Rights
   Sports

*Resources provided - Famous Americans Lists

2. Divide class into groups. The list could be divided into two groups and studied at 2 times or depending on class size done at one time. Suggested time, 2 weeks for research.

3. Children work from guide sheet - provided.

4. a. Collect pictures of famous American or his/her contributions.
   b. Make collages
   c. Bring in any object connected with the famous Americans.

5. Write to states for specific information on your Famous Americans.

6. Presentation
   a. An assembly program of famous Americans for entire school, parents...
      1. Skits of subject area
      2. Write songs
      3. Dress up
   b. Present or make speeches to class.
   c. Presentation to Senior Citizen Groups or other groups outside of the schools.
   d. Go into other classrooms
   e. Radio
f. T.V. Program - video taped

g. Bulletin Board display of famous American people.

7. Interview the famous American

8. "This is Your Life" program of famous American

9. Concentration Game-3X5 cards

<table>
<thead>
<tr>
<th>NAME</th>
<th>CONTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Pretend you are your famous personality.

11. "What if" you were "Ben Franklin" e.g. walked down Main St.
and compare what you see from how you saw it when you were alive.

12. Time line for past 500 years along wall - help children make
transition of parents ago to years ago.

**Activities - Parents ago and years ago**

If one parent ago is 30 years - how many parents ago is 100 years,
200 years, etc.

Mark the time line of parents ago or years ago. (Example given)
As a result of this activity the students should be able to
identify how many years ago major events occurred and the time
relationship between the founding and the development of
each of the colonies studied.

13. Collages - save old magazines - Sunday newspaper supplements for ideas.

14. Newspaper articles - you could cut out good-clear articles from
local newspapers- use as guidelines.

15. Debates - present views

16. Role play

17. Diorama

18. Table scenes, use simple materials, e.g. Eli Whitney with his
cotton gin.

19. Murals

20. Flannel board stories - draw pictures, write or tell one story
about a famous American

21. Box movies/or box radio ------ peep show
22. Mobiles (pictures representing various occupations)
23. Wall hanging
24. Puppets
26. Tic Tac Toe—Child or teacher put any 9 names down, put x on man who was first president.
27. Picture—using scraps of material, felt, toweling, paper tissue, etc.
28. Take famous person e.g.—Thomas Jefferson—how many small words from this name can you make? (any famous American can be used)
29. Crossword puzzles child or teacher made
30. Word puzzles e.g. write question. Name a famous person and the colony then solve the problem to check answer. (Give each letter of the alphabet a corresponding number. Make a number code puzzle to answer each question.)

   2355
   Anne  1981013748  1114125  6702812

31. Make a transparency or filmstrip of famous characters.
32. Make a museum of famous people and their contributions.
33. Visit local historical societies.
34. Visit local historical sites.
   a. Harriet Tubman—Auburn, N. Y.
   b. Seward Mansion—Auburn, N. Y.
   c. Canal Museum—Syracuse, N. Y.
   d. Salt Museum—Syracuse, N. Y.
   e. Fort Sault Ste. Marie—Syracuse, N. Y.
   f. Fort Ontario—Oswego, N. Y.
   g. Corning Glass—Corning, N. Y.
   h. Smith Corona—Cortland—Groton, N. Y. (12 years or older)
   i. County Historical Societies
35. Write a story about your famous American in which he or she uses a time machine. If yours is a twentieth century person the machine will go backward, if an eighteenth or nineteenth century person, go forward.
SPECIFIC OBJECTIVES FOR SUBJECT AREAS

Science and Inventions

1. Design and construct a model of an invention made by a famous American inventor. Show the model to the class stressing the following points:
   1. Materials used
   2. Method of Construction
   3. Its place in the development of our country.

2. Select a filmstrip about a famous American which he has researched and show it to the class.

3. Compare an invention from the past with its present day model showing the progression of improvements. Use a chart to show the information. (Example, sewing machine as invented by Howe with its present model.)
   1. Year of original invention
   2. Style
   3. Materials used
   4. Appearance (what it looked like then and now)
   5. Type of power used
   6. Other details
Specific Activity

Religion

1. Pretend you are your famous religious leader and give a speech on today's current trends—e.g. How would a New England Clergyman of 1800 suddenly transported into 1973 by a time machine, react to:
   a. Today's music
      church
dress/clothing
buildings
movies/T.V./books
laws/government

2. Build a model of an early church and today's church after field trip.

3. Research, draw, make churches of different colonies.

4. Field trips to old or new church in community.

5. Visit as many churches of as many denominations as possible.


Politics

1. Re-enact the trial of John Peter Zenger.

2. Research First Woman's Rights Convention in Seneca Falls.
   Write to chamber of commerce for more information.

3. Compare the Woman's Platform of early Women's liberation to today's trends.

4. Do a "Meet the Press" show of members of the group working in Politics.

5. Visit a Court House.

6. Research religion of the presidents and compare why views have changed.
Al Smith, after a very successful term as governor of New York State, campaigned for the Presidency in 1928 but was unable to overcome religious prejudice, for he was a Catholic. People said at that time that it just proved a Catholic could never become President of the U.S. Yet in 1960 another Catholic, John F. Kennedy was elected. Why do you think Kennedy was successful, yet Al Smith was not? Do you think a Jewish-American or black American will some-day be elected president as John Kennedy was? Why or why not? How about a woman?

7. Presidential Games (commercial as well as Teacher made)
9. Invite local politicians to the class to discuss their jobs, duties and how they are elected.
10. Write to your state representative for current trends of today's politics.
11. Invite your mayor to speak.
12. Harriet Tubman - Story and questions included.

Literature
1. Carl Sandburgs poem-"I am the People" discuss its meaning.
2. Collection of poems of different occupations.
4. Make a quill pen and use it.
5. Listen to records of selected poets, famous works.
6. Dramatize-Paul Revere, Legend of Sleepy Hollow.
7. Listen/read to Washington Irving's stories and identify those characteristics of hard work, initiative etc. List occupations
in these stories no longer practiced.

8. Read poems of famous black authors-James Wendell Johnson, Paul Lawrence Dunbar.

Art
1. Visit local art museums.
2. Borrow exhibitions of painting.
3. Invite a local painter to your class.
4. Visit local exhibitions of art.
5. Present your own art show.
6. View painting of other eras and see what they show of life in America at that time.
7. Prepare a pictorial display of paintings that portray America and its leaders.
8. Folk Art- crafts of child to be presented
   a. knitting
   b. embroidery
   c. painting
   d. quilting
   e. weaving
   f. sculpture
   g. jewelry
   h. pottery
   i. natural materials in pictures
   j. mobiles
   etc.
9. Invite local professional people of the art cluster i.e.
   a. Architects
   b. Draftsmen
   c. Interior decorators, etc.
   d. Potters
   e. Glass blowers

Music
1. Learn songs and history representative of different time periods of American History i.e.
   Yankee Doodle
   Erie Canal
   John Henry
   *consult music department
2. Learn songs of occupations i.e. "I Got a Hammer"

   "I've been working on the Railroad"

3. Make up new words to familiar songs about their famous Americans.

4. Listen to period records (e.g. 30's, 40's, 90's etc.)

5. Play examples of the works done by your famous American.

   e.g. George Gershwin - "Rhapsody in Blue"

6. Study Jazz and Blues, Dixieland music.

7. Children who play instruments could play pieces of American music.

8. Invite a local musician to your class.

9. Have music teacher explain different parts of the orchestra and instruments.

10. Write a letter to your T.V. favorite performer and ask for a picture and information (addresses in movie magazines)

11. Did you know many Negro spirituals were actually secret messages about the underground railroad? Find the hidden messages in

    "Swing Low, Sweet Chariot"

    "De Gospel Train"

    "Down by the Riverside"

    "O My Good Lord, Show Me the Way"
Films

83210  Audubon and the Birds of America  IJH
83281  Boone, Daniel - In America's Story  IJ
8427   Cooper, James Fenimore  J
83280  Lewis and Clark Journey  IJ
83135  Lincoln, Abraham - Boyhood of  PI
832188 Lincoln, Abraham - Nomination of  IJ
832160 Robert McCloskey  PIJS
82159  Maurice Sendak 14m.  PI
832184 Tubman, Harriet - and the Underground Railroad  IJ
83394  George Washington Part I  IJS
832121 Land of Immigrants  IJS
83375  Immigration  J
831205 Invention in American Growth, Part I, 1750-1850  IJ
831206 Invention in American Growth, Part II, 1850-1910  IJ

FSR=Film strip record, R=Record only, SP=Study Prints

FSR  333-44  John Fitzgerald Kennedy
R  933-162  Abe Lincoln
R  933-153  Albert Schweitzer
R  933-188  Alexander Hamilton and Aaron Burr
R  933-190  Amos Fortune, Free Man
R  933-146  Andrew Carnegie
R  933-151  Ben Franklin of Old Philadelphia
R  933-167  Clara Barton
R  933-168  Commodore Perry
R  933-152  Daniel Boone
R  933-155  Edison, Thomas Alva
R  933-192  Fulton, Robert and the Steamboat
R  933-174  George Washington, Frontier Colonies
R  933-154  George Washington Carver
R  933-148  Jefferson, Thomas - Father of Democracy
R  933-147  John Paul Jones
R  933-172  Lewis and Clark Expedition
R  933-151  Lincoln and Douglas, Years of Decision
R  933-47  Best Loved Poems by Longfellow - Read by H. Holbrook
R  933-48  "Evangeline" and other Poems by Longfellow - Read by H. Holbrook
R  933-64  Mark Twain
R  933-183  Paul Revere and the Minutemen
R  916-57  "Rip Van Winkle" & "The Legend of Sleepy Hollow" (16 RPM) by Washington Irving
Tompkins-Seneca-Tioga BOCES

Films
Boyhood of Abraham Lincoln  MS 62
Boyhood of Thomas Edison  MS 63
Death of President Kennedy  MS 885
Hamilton, Alexander  MS 939
Irving, Washington  MS 673
Jackson, Andrew  MS 940
Jefferson, Thomas  MS 941
Life and Times of Teddy Roosevelt  MS 299
William Penn and the Quakers  MS 390
Franklin D. Roosevelt Part I  MS 443
Part II  MS 444
Twain's America Part I  MS 522
Part II  MS 523
Wilson, Woodrow  MS 575

Filmstrip Sets
Men of Thought - Men of Action

Films
Folk Songs of America's History  MS 170
Stephen Foster and His Songs  MS 176
Famous Americans  Grades 4-6

Cayuga County

Abraham Lincoln  2MP6316
George Washington  2MP6317
Kennedy: What Is Remembered Is Never Lost  2MF6943
Midnight Ride of Paul Revere  IMP6243
Washington Crossing the Delaware  3MP6904
Colonial Life in the Middle Colonies  IMP6296

(mature) American Literature: Early American Period  IMP7001

The Civil War  IMK5005

First Americans  IMP7178
Eli Whitney  IMP6928

Land of Immigrants  2MP7109
Pioneer Journey Across the Appalachians  2MP7091
Plymouth Colony  2MP6293
Williamsburg: Story of A Patriot  4MP7268

Screen News Digest Films

Vol. 6 - Issue 5 Death of President Kennedy  2MP6405
Vol. 6 - Issue 6 Portrait of President Johnson  2MP6406
Vol. 7 - Issue 3 America, The Melting Pot - Story of U. S. Immigration  2MP6503

Assoc. Press Special Report Sound Filmstrip Program

Dwight D. Eisenhower Part I  2SF6721
Dwight D. Eisenhower Part II  2SF6721
Books
Explorers, Pioneers, the Past Bibliography
Andrist, Ralph K. and Editor of American Heritage The Erie Canal New York; American Heritage 1964
Cavanah, Frances, Our Country's Story; Rand McNally, 1962
Dines, Glenn, Overland Stage, New York; Macmillan, 1961
Brown, Ralph Adams, Exploring with American Heroes, Follet, Chicago, 1967
Scott, Foresman, Investigating Man's World, 1970

Leaders in the Fight for Human Rights
Minorities: USA Finkelstein, Sandifer, Wright, Globe Book Co., Inc. 1971, 406 pps. Indexed
A Nation of Immigrants, John F. Kennedy
Faces of Freedom Myron Emanuel, 128 pps. Scholastic Book Service, 1971. Four Biographic- Crispus Attucks, sailor; Gabriel Prosser, revolutionary; Benjamin Banniker, scientist; James Forten, wealthy sailmaker.
Reference Books

Our Nation's Builders

Iris Vintonn
Charles E. Merrill Publishing Co.
A Bell and Howell Comp. 1968

Our Working World: The American Way of Life - Senesh SRA. 1973

The Social Sciences Concepts and Values p. 264 Harcourt Brace, 1970

Our Working World, Region of the United States, Senesh SRA, 1973

Literature of Colonial America - Children's Books

Books to read for pleasure and/or report

John Billington, Friend of Squanto by Clyde Bulla (easy)

Harper & Row Christmas on the Mayflower (easy reader)

Harper & Row Pilgrim Thanksgiving (easy reader)

I Sailed on the Mayflower-Pilkington (easy reader)

This Dear-Bought Land- Jean Lee Latham (harder)

The Witch of Blackbird Pond- Elizabeth Speare (harder)

Tituba of Salem Village - Petry (harder)

The Courage of Sarah Noble - Alice Dalgliash (easier)

The Cabin Faced West - Jean Fritz

You will find more books in your own libraries.
Evaluation

1. Write an essay on the personal qualities that have made men and women famous and revered throughout the ages. Use specific examples from your study.

2. Write or tape a story that illustrates one of the following:
   
   a. courage
   b. perseverance
   c. inventiveness
   d. honesty
   e. kindness
   f. trustworthiness
   g. patience
   h. fortitude
   i. initiative

3. Write or tape a story of 2 or more of the above qualities.

4. Directions: Read the following short biographies of some famous Americans and indicate on the lines below each, what personal qualities you think the persons showed. You may choose from the included list. (You may not use all of these) courage, bravery, initiative, persistence, patience, trustworthiness, foresightedness.

1. Abraham Lincoln was born in extreme poverty in a log-cabin; lost his mother when he was about nine years old; attended school only a few months as a youngster, but read everything he could get his hands on. He was elected to the Illinois legislature in 1834; elected to United State House of Representatives in 1847-1849; he was defeated for the Senate in 1858 but nominated for the Presidency in 1860.
Immediately upon his election the southern states seceded from the Union and the Civil War began. He suffered more abuse than any other President who ever served in the government.

2. The Wright Brothers (Orville and Wilbur). In 1895 they established a successful bicycle factory. They studied aeronautics and engineering and in 1900 built their first glider. They experimented for two years and eventually designed an engine that would propel a plane. On December 17, 1903, they made the first successful powered flight.

3. Lou Gehrig, often called the "Iron Horse" signed to play baseball with the New York Yankees in 1925. When he was forced to retire in 1939 because of illness, he had set the fantastic record of playing in more than 2000 consecutive games and seven World Series. Crippled by a serious disease, he continued to help boys and girls until his death in 1941.

Think of how you feel sometimes and consider his 2000 game record.

4. Charles Lindbergh in 1927, flew a monoplane (single-engine, single-wing plane) alone across the Atlantic Ocean between New York and Paris. This 33 hour feat was the first non-stop flight across the ocean. Following his return to the United States he was honored with a ticker-tape parade up Broadway, and became a national hero. In 1929 he was married and in 1932, the Lindbergh's baby son, two years old, was kidnapped for ransom and found murdered. To escape further
publicity the family moved to Europe where he was later accused by Americans of being a traitor for his association with the Nazis and his desire to see a one-world government. During World War II he was a consultant for aircraft firms in the United States and then retired until the 1970's when he became a leading spokesman for conservation and ecology.

5. Alvin York, World War I hero who became known as Sergeant York, was said to have achieved the greatest feat of any soldier in all the Armies of Europe. He was a farm lad from Tennessee who in 1918 single-handedly killed 25 Germans and captured 130 others in the Battle of the Argonne.

6. "Grandma" Moses, United States painter. In her late seventies with her hands crippled from arthritis, she began painting farm scenes and country landscapes. With no formal training she developed her own style, known as "modern primitive." Her paintings are well known and sell for large sums of money today.

5. Match at least two occupational clusters with each of the following famous people and state an example of a contribution in each cluster.
Example - John F. Kennedy

Public Service, President of USA
Communication - Author
Profiles in Courage
<table>
<thead>
<tr>
<th>Name</th>
<th>Cluster</th>
<th>Contribution</th>
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<tr>
<td>Alexander G. Bell</td>
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<tr>
<td>Benjamin Franklin</td>
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<td>Roberto Clemente</td>
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<td>William Penn</td>
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<tr>
<td>Jacob Riis</td>
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<tr>
<td>Pearl Buck</td>
<td></td>
<td></td>
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<tr>
<td>Martin Luther King, Jr.</td>
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</tbody>
</table>

Note: This is a suggested list. You may use those famous Americans which you have studied in your class.
6. You are part of an ongoing tradition following in the footsteps of such famous Americans as George Washington, John F. Kennedy, Amelia Earhart, Clara Barton etc. The year is 2003 and you are a famous American. Write an autobiography, at least one page long stating:

   a. Who are you?
   b. What are you famous for?
   c. What are your outstanding personal qualities?
   d. What are your contributions to humanity?
   e. Are you happy?
Harriet Rose Tubman: Valiant Freedom Fighter

Harriet Rose was born about 1820 in Dorchester County, Maryland. To the end of her life she was unable to read or write. However, her intelligence and memory came when she was young and remained with her to the end. She had never been to school. As a young girl, Harriet was sold into slavery. The house where she was held was on a small plantation near Ellicott City, Maryland. Her master was a cruel man. She had no children of her own and her mistress was childless. Her men and women worked hard to produce tobacco, corn, and grain for sale.

Harriet was not content to be a slave. She longed to be free. She determined to work her way to freedom. Her first plan was to run away, but she did not know how to get to the North. She heard of a Quaker preacher named George Thompson, who ran a station on the Underground Railroad. He helped Harriet escape to the North. She was quickly married another white man after Harriet's escape.

It was in 1849 when Harriet's husband was captured by the Confederacy and sold into slavery. Harriet volunteered to lead a raid to rescue him. The raid consisted of going upriver to the deep South. Harriet learned that she was to be sold into the Deep South. She was then she made her escape. Guided only by the North Star for much of her journey, she was able to reach the Union side of the river. She eventually reached the Pennsylvania line.

She later said, "When I found I had crossed that line, I looked at my hands to see if I was the same person. There was such a glory over everything. I didn't know I was in Heaven." The sun came like gold through the trees, and over the fields. She felt like I was in Heaven.

Harriet's most complete biographer, Earl Conrad, says in his book "HARRIET TUBMAN," "It has often been said that she made 19 trips into the slave country but the meaning of this enormous enterprise has been hidden in the lack of illustration. A trip into the slave country is more than a military campaign. It is a raid upon an entrenched and armed enemy."

Between these expeditions to free others Harriet worked as a cook to earn the necessary funds for each venture. In her 19 trips she led more than 300 blacks to freedom. She was harried by the Fugitive Slave Law which necessitated taking her charges through New York State into Canada. It is reported that at one time $40,000 was not too high a price for Maryland slaveholders to offer for Harriet's capture. She never lost a life on any trip nor was she ever captured.

At a public meeting Harriet once said, "I was a conductor for eight years. I never ran my train off the track and I never lost a passenger."

By the mid-1850's Harriet was being called "Moses" by the grateful slaves she led to freedom and by the many who headed her and who were constantly amazed by her endurance, strategy, and wisdom. Her discipline was strict and she maintained complete authority even at gunpoint on occasion.

She is the only American woman for whom the Queen Victoria ever presented a medal. In recognition of Harriet's heroism, the Queen sent her a Diamond Jubilee medal and invited her to come to England. Harriet later said the "letter was worn to a shadow so many people read it."

Harriet came to Auburn in 1857 to settle her parents there after she had rescued them. It became her permanent home through the friendship and encouragement of William H. Seward, then governor of New York State.

Then came the Civil War and Harriet was first plunged into nursing duties with the Union Army in the South where she acquired a reputation for her skill and ingenuity. Before long her services in espionage became a permanent need of the high command for she knew much of the countryside like no one else. Conrad wrote of this period, "Official records give Colonel James Norcom, former credit for engineering the guerrilla operations that summer of 1863... but the leadership of his most celebrated raids. The Combahee, has been attributed undisputably to Harriet."

The Combahee raid consisted of going up the Combahee River with gunboat to remove torpedoes placed by the enemy, to inflict property damage and to bring away slaves if it were possible. More than 750 slaves were brought away and from the raid the Confederacy took a loss estimated in millions of dollars. The Combahee raid still remains the only military campaign in American history planned and led by a woman.
meager to say the last. The war over she headed for Auburn, exhausted and eager to be home. Boarding a northbound train, she met opposition from a conductor who refused to recognize her military documents and had her brutally and thrown into the baggage car. She never recovered from the brutality and it is said "the spiritual wound remained for the rest of her life."

Harriet was now about 50, badly hurt from the railroad incident, worn out and penniless. Who could have predicted that she would live another half-century? She married again and not until the death of her husband and the grant of relief to widows of Civil War veterans did Harriet receive any aid from a grateful government. She finally got $8 a month which several years later was increased to $20 by an act of Congress.

Harriet died March 10, 1913 and was buried with full military rites at Fort Hill Cemetery, Auburn, where her grave may be visited.

The foregoing account merely scratches the surface of Harriet Tubman's remarkable story and its influence on the course of events of her time. Currently the Tubman Home is in a period of transition. A few of "Aunt Harriet's" relics may be seen there — her bed, lamp and Bible in particular. There are some interesting photographs of Harriet and her family, other mementoes and a small collection of books. Although in no sense a museum at this point, visitors are welcome daily from 11 a.m. to 5 p.m. if the Rev G H. Carter Sr. is there or if previous arrangements have been made by either individuals or groups. Telephone 315-253-2621.

The property is owned by the African Methodist Episcopal Zion Church to which it was willed by Harriet. The house was closed during 1970-71 but now is undergoing considerable repair and there are plans to make it once again a home for the elderly and for expansion of other facilities on the property.
Harriet Tubman

Read the July 26th story of Harriet Tubman and answer the following questions:

1. How many trips did Harriet Tubman conduct?
2. How many people did Harriet bring north?
3. What was Harriet's nicknam?
4. What is an overseer?
5. What does somnolence mean? How might this affliction affect her job as a conductor on the Underground Railroad?
6. What was the "Underground Railroad"? Draw example of possible "stations" a conductor might stop at. Do you know any places in your neighborhood that were actually used as stations on the "railroad"?
7. Name some qualities of Harriet Tubman's personality that you consider noble and state your reasons why.
8. What does the line, "in the year 1848, she turned her face toward the North Star and freedom" mean?
9. What did Harriet mean when she said, "I was a conductor for eight years, I never ran my train off the track and I never lost a passenger."
10. What do these lines mean: "When I found I had crossed that line, I looked at my hands to see if I was the same person. There was such a glory over everything, The sun came like gold through the trees, and over the fields and I felt like I was in Heaven."
11. Look up the Fugitive Slave Law. What provisions made it dangerous for Harriet's work?
12. How much money was offered for her capture?
13. Why was William H. Servard important during the Civil War?
14. Where is Harriet Tubman's grave?

Discussion Questions

1. What was the economic affect on the south of Harriet's taking so many slaves to the north?

2. Why was a trip into slave territory and the kidnapping of a band of blacks like a military campaign into enemy camp?

Vocabulary Words: Children should look up the meaning of these words as they pertain to the context.

- many-faceted
- cherished
- luster
- perilous
- refuge
- enterprise
- adjacent
- campaign
- parcel
- entrenched
- exploit
- venture
- stoneboat
- fugitive
- good stead
- strategy
- guerilla
- ingenuity
- bewildered
- espionage
- irate
- undisputably
- punctuated
- meager
- bolted
- repressing
- affliction
HALL OF FAME FOR GREAT AMERICANS

In 1900, the Hall of Fame for Great Americans was established by Dr. Henry Mitchell MacCracken of New York University to honor distinguished Americans whose lives reflect the highest ideals of American Culture. The public may nominate any citizen who lived in the U.S. and who has been dead for at least 25 years. Election requires a majority vote of the College of Electors, comprising approximately 120 U.S. men and women of distinction. A maximum of seven new names may be chosen at the elections which are held every three years. A bronze portrait bust of each elected candidate and a plaque inscribed with some of his or her significant statements line an open-air colonnade that winds around three university buildings. The following have been inducted into the Hall of Fame:

AUTHORS
George Bancroft
William Cullen Bryant
Samuel Langhorne Clemens
(Mark Twain)
James Fenimore Cooper
Ralph Waldo Emerson
Nathaniel Hawthorne
Oliver Wendell Holmes
Washington Irving
Sidney Lanier
Henry Wadsworth Longfellow
James Russell Lowell
John Lothrop Motley
Thomas Paine
Edgar Allan Poe
Francis Parkman
Harriet Beecher Stowe
Henry David Thoreau
Walt Whitman
John Greenleaf Whittier

EDUCATORS
Mark Hopkins
Mary Lyon
Horace Mann
Alice Freeman Palmer
Sylvanus Thayer
Booker T. Washington
Emma Willard

THEOLOGIANS
Henry Ward Beecher
Phillip Brooks
William Ellery Channing
Jonathan Edwards
Roger Williams

BUSINESS, PHILANTHROPISTS
Peter Cooper
George Peabody

REFORMERS
Susan B. Anthony
Jane Adams
Lillian B. Wald
Frances Elizabeth Willard

SCIENTISTS
Louis Agassiz
John James Audubon
Josiah Willard Gibbs
Asa Gray
Joseph Henry
Matthew Fontaine Maury
Albert Abraham Michelson
Maria Mitchell
Simon Newcomb

PHYSICIANS, SURGEONS
William Crawford Gorgas
William Thomas Green Morton
Walter Reed

ENGINEERS, ARCHITECTS
James Buchanan Eads

INVENTORS
Alexander Graham Bell
Thomas Alva Edison
Robert Fulton
Elias Howe
Samuel Finley Breese Morse
George Westinghouse
Eli Whitney
Orville Wright
Wilbur Wright

MILITARY
David Glasgow Farragut
Ulysses Simpson Grant
Thomas Jonathon "Stonewall" Jackson
John Paul Jones
William Tecumseh Sherman
LAWYERS, JUDGES
Rufus Choate
Oliver Wendell Holmes, Jr.
James Kent
John Marshall
Joseph Story

STATESMAN
John Adams
John Quincy Adams
Henry Clay
Grover Cleveland
Benjamin Franklin
Alexander Hamilton
Patrick Henry
Andrew Jackson
Thomas Jefferson
Abraham Lincoln
James Madison
James Monroe
William Penn
Theodore Roosevelt
George Washington
Daniel Webster
Woodrow Wilson

ARTISTS, MUSICIANS, ACTORS
Edwin Booth
Charlotte Saunders Cushman
Stephen Collins Foster
Edward Alexander MacDowell
Augustus Saint-Gaudens
Gilbert Charles Stuart
James Abbott McNeill Whistler

MISSIONARIES, EXPLORERS
Daniel Boone

After reading this list, and completing your unit, see if you can nominate at least one person in each category whom you think should be in the Hall of Fame. (You may disregard the 25 year limit) Give a reason why you nominated the person you chose.
In addition to the lightning rod, Benjamin Franklin spent 20 years achieving the first bifocal lens.

BAIRD
BELL
BURROUGHS
CARTWRIGHT
COLT
CROMPTON
DAIMLER
DIESEL
EASTMAN
EDISON
FARADAY
FRANKLIN
FULTON
GALILEI
GATLING
GOODYEAR
GUTENBERG
HOWE
HUYGENS
KAY
KELLY
LIPPMANN
MARCONI
MCCORMICK
MORSE
NOBEL
OTIS
SIKORSKY
SPERRY
STURGEON
TORRICELLI
WALKER
WATERMAN
WATT
WHITNEY
WRIGHT
Non-New Yorkers may not know that this majestic colonnade honoring noteworthy Americans, is located on the campus of New York University.

ADAMS
ANTHONY
AUDUBON
BEECHER
BELL
BOONE
BOOTH
CLAY
CLEMENS
CLEVELAND
COOPER
EDISON
EMERSON
FRANKLIN
GRANT
HAMILTON
HENRY
HOLMES
IRVING
JACKSON
JEFFERSON
JONES
LEE
LINCOLN
LONGFELLOW
MADISON
MANN
MONROE
MORSE
PAINE
PENN
POE
REED
ROOSEVELT
SHERMAN
STOWE
THOREAU
WASHINGTON (Booker T.)
WASHINGTON (George)
WEBSTER
To help children relate events on a time line to their own particular family. It might make a time line more relevant to them. Example:

- Two parents ago (Father)
- Three parents ago (Grandfather)
- Four parents ago (G. Grand)
- Five parents ago (G.G. Grand)
- Six parents ago (G.G.G. Grand)
- Seven parents ago (G.G.G.G. Grand)
- Eight parents ago (G.G.G.G.G. Grand)

A TIME LINE BASED ON "PARENTS AGO"
**VERY FAMOUS FOLKS**

41 famous people from Biblical times to the present have temporarily stepped out of the limelight. See how many you can discover and bring into the public eye.

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<td>4. BRONTE</td>
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<td>8. CURIE</td>
<td>36. SHAKESPEARE</td>
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<td>9. DA VINCI</td>
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<td>10. DICKENS</td>
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<td>11. DISNEY</td>
<td>39. THACKERAY</td>
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<td>12. DISRAELI</td>
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<td>13. EISENHOWER</td>
<td>41. WASHINGTON</td>
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14. FRANCO
15. FRANKLIN
16. FREUD
17. GABLE
18. GALEN
19. GALILEO
20. GARBO
21. GUEST
22. IBSEN
23. JEFFERSON
24. JENNER
25. KEY
26. LIVINGSTONE
27. LONGFELLOW
28. MARX
WASHINGTON (AP) — Born in a Chinese ghetto in Honolulu, severely wounded in combat in World War II and a self-starter in politics, Daniel Ken Inouye has spent his lifetime overcoming obstacles. But he claims that he never felt handicapped.

After 14 years in the Congress, the last 11 in the Senate, the 48-year-old Democrat from Hawaii has recently gained the attention of the nation as a member of the Senate Watergate committee.

It is not his first national public exposure. Inouye was the keynote speaker at the 1968 Democratic National Convention and briefly figured as a possible vice presidential candidate until, according to aides, he discouraged the idea.

And the incident last week, when an angry defense lawyer in the Watergate hearing caustically referred to Inouye as "that little Jap," wasn't the first time he has faced racial prejudice.

A first generation American whose laborer-father had emigrated to Hawaii from Japan at the age of four, Inouye was 17 at the time of Pearl Harbor and remembers that day—the Japanese planes overhead, the antiaircraft guns, and the hours he spent working in a first aid station taking care of the wounded.

Japanese Americans in Hawaii were not subjected to the same panic-nurtured prejudice that sent thousands in California to internment camps, but for several years they were not permitted to serve in the armed forces.

When that barrier finally was lifted, Inouye was among the first volunteers, and wound up as a member of the Army's 442nd Regimental Combat Team, the all-Nisei "Go For Broke" unit that won more decorations than any other in World War II.

Starting as a private and later earning a battlefield commission, Lt. Inouye was wounded in northern Italy a few weeks before V-E day. He came home without his right arm, but with the Distinguished Service Cross, the second highest medal for valor.

His ambition to become a surgeon shattered, Inouye turned to law and entered politics as a member of Hawaii's Territorial House of Representatives where he became majority leader.

After statehood in 1959 he became Hawaii's first congressman and the first Japanese American ever elected to Congress.

He tells the story of how House Speaker Sam Rayburn of Texas described himself as "the best-known man in Washington" and told Inouye that he would become the second best-known because, as Rayburn explained it, "There are not too many one-armed Japanese congressmen."

With a popularity that has seen him win as much as 83 per cent of the vote in his home state, Inouye has served in the Senate since 1962. He serves on the regular committees on Appropriations, Commerce and the District of Columbia. Maintaining a home in Hawaii where his wife, Maggie, and their son, Daniel Jr., spend most of their time, Inouye also has a home in Bethesda, Md., a Washington suburb.

He plays the piano—better than many people with two arms, he says—and also shoots...
EVALUATION REACTION FORM
FOR
CAREER EDUCATION MODULES
Tri-Boces
Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor’s Name:__________________________________________________

School District:_________________________ Building:__________

Module Title:______________________________________________________

Unit Title:_________________________________________________________

Grade Level:_____________________________ Number of Students:________

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

Suggested Instructional Activities:

Follow-up Activities:

Resource Materials:

Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.
4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to:  G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045
CAREER EDUCATION

COME FLY WITH US

GRADERS 4-6 SOCIAL STUDIES
CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
         Cortland–Madison BOCES
         Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland-Madison BOCES
Cortland, New York 13045

1974
"COME FLY WITH US"

Career Clusters

Construction
Environment
Marketing and Distribution

Business
Manufacturing

Career Elements

Beginning Competition
Career Awareness
Self-Awareness:

Economic Awareness
Decision Making
Attitudes and Appreciation
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Lets Talk Business
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In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager
PROFESSIONAL PROJECT STAFF

Curriculum K-8 Task Force Members

David Ball          DeRuyter Central School
Gloria Dellow      McGraw Central School
Paula Drake           Syracuse City School
Anne Kingsbury      Cincinnatus Central School
Doris Mengel          Groton Central School
Connie Reinhart    Lansing Central School

MODULE REVISION COMMITTEE

Theresa Gay           Homer Central School
Judy Nolan           Lansing Central School
Patricia Gilfoyle    Homer Central School
Dorothy Gollner    McGraw Central School

Illustrations by Robert Gerlach, South Seneca Central School
Main Goal--To study the job clusters of: Construction and Environment, Business, Marketing and Distribution, and Manufacturing through the science and math approach.

Specific Objectives--As a result of this unit the 6-7 or 8th grade students will:

1. Prepare and develop a marketable product.
2. Participate as a contributing member of the class developed corporation.
3. Explain the function of a corporation.
4. Write an evaluation of the class developed corporation in relation to:
   a. profit
   b. management
   c. labor
   d. safety
   e. practicality of end product
   f. saleability and quality of end product
5. Explain the assembly line process, its advantages and disadvantages.
6. List the title and function of the different departments of a corporation.
7. Define a company and compare its organization with that of a corporation.

Specific objectives for Primary Grade involved. As a result of this unit the child will:

1. Assemble a bird house from a kit.
2. Develop a bird booklet containing pictures, stories and poems of birds.
3. Compare a seed eating bird with an insect eating bird as to bill, nest, egg and migrating habits.
4. Identify the tools used in construction.
5. Be able to correctly write a thank-you letter.
6. Explain the sequence used in assembling the birdhouse.

A Kindergarten child will:
1. Identify a birdhouse orally.
2. Tell what it is used for.
Note To Teacher

This unit may be approached in three separate ways; or a combination of each.

a. A study of birds.
b. A corporation set-up.
c. A bird study and a hands-on-sharing experience with younger children.

Expansion:

a. A study of birds deals with parts, types, characteristics, and migration of birds.
b. A corporation set-up deals with the planning, manufacturing, selling and a profit-making project consisting of a bird house kit. (This is a suggested craft. Any other class suggested project could be developed using the same procedure.)
c. The bird study and a hands-on-sharing experience with younger children deals with the 6th, 7th, or 8th grade doing a bird study and developing bird house kits that they would give and aid in assembling with a younger class of the co-operating teacher.

Suggestions to the teacher:

1. Assess the entire unit.
2. Decide which approach or approaches is most applicable to your class or that you wish to use.
3. If "c" approach is used, consult with a primary teacher who would cover a bird study.

This unit can be taught to the whole class or it can be an independent project for one or more interested students.
### SKILL TO BE TAUGHT OR REVIEWED

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<td>Oral Reports</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Penmanship</td>
</tr>
<tr>
<td>Measurement</td>
<td>Letter Writing</td>
</tr>
<tr>
<td>Art</td>
<td>Writing</td>
</tr>
<tr>
<td>Math (all basic processes)</td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
</tr>
</tbody>
</table>

Copy of bird house plan that could be used.
1. Match light pink front with light pink side.
2. Match brown side with brown back.
3. Slide bottom into grooves. (Make sure it fits right)
4. Match blue back with blue side and orange front with orange side.
5. Nail front, back, and sides together where nail marks are.
6. Take one roof piece matching grey and dark pink. Do the same thing with the other roof piece.
7. Nail roof where nail marks are.
9. Paint your birdhouse and take it home.

This is an example, especially of the color coding of the parts to help primary students in assembling.
ACTIVITIES

Activities for teacher:

1. Explain the project to the class.

2. Make arrangements for a field trip to one of the suggested:
   a. Sap Sucker Woods (Cornell University Ornithology Dept.)
   b. Montezuma Wildlife Refuge

   1. Plan the groups - divide children
   2. Get chaperones
   3. Review the trails and time allocated

Activities for pupils:

1. Make a study of birds
   a. Anatomy of a bird
   b. Egg (size, color, shape)
   c. Nests (sizes, shapes, materials)
      Make a collection of abandoned nests
   d. Types of birds most common to Eastern U.S.A.
   e. Main foods

   1. View films, filmstrips, study prints.
   2. Find information in magazines and books.
   3. Listen to bird records.
   4. Write poems about birds.
   5. Invite local bird watchers to the class.
   7. Make collages.
   8. Use bar and line graphs to show:
      a. Number of specific birds of the area
      b. Numbers of birds seen
9. Make a study of extinct and endangered species.

10. Find out about protection laws from a game warden, ranger or other qualified person.

11. Raise pheasants
   a. Keep a growth chart
   b. Keep a time chart
   c. Make development sketches

2. A Corporation Set-up

   Study of Bird Homes
   a. Invite a shop teacher, carpenter, or shop student in to discuss tools, their use, their safety, materials used, etc.
   b. Invite carpenter to discuss his job and on-the-job safety.
   c. Invite a member of the community in industry to tell how to set up an assembly line.
   d. Invite a member of Junior Achievement to explain how to set up a corporation - contact JA of Ithaca, Cortland County
      Alan Pabst, 749-3024 (J.A. is a non-profit independent program sponsored by business and industry)
   e. Plan on design and size of bird houses and number to be made.
   f. Set up a Corporation
      1. Find out cost of materials
      2. Divide the cost
      3. Figure out cost of one share
      4. Select treasurer and finance committee
      5. Select a stock broker to sell stock certificates
6. Print stock certificates
7. Sell shares to classmates, parents, and others
8. Appoint committee to purchase materials
9. Committee to borrow tools
10. Set up committee for quality control, safety, and over-all production.
11. Set up an assembly line to make and assemble bird house kits
    a. Cutters
    b. Sanders
    c. Color coders (magic markers) to code the pieces of the kit to aid in assembly
    d. Kit assemblers
12. Develop the assembly kit direction sheet.
13. Invite someone in to discuss advertising techniques
14. Invite someone in to discuss how to sell a product
15. Set up a committee for advertising
16. Finance committee will set price of product
17. Sell product
18. The treasurer keeps track of money coming in
19. Finance committee meets to:
    a. Pay all bills
    b. Determine profits
    c. Distribute profit to share holders
20. Evaluation of project to state advantages and disadvantages of the methods used.

Other people that might be invited to the class:
3. Visit a bank to observe its operation
a. Bankers
b. Stock holders
c. Auditors
d. C.P.A.
e. Finance Officer
f. Personnel Manager
g. Lawyer (Corporate) to discuss patents
h. Stock broker

4. A bird study and a hands-on-sharing experience with younger children.

Primary and Intermediate

a. Bird study as developed in section A. according to the needs of the children. Both primary and intermediate children should make a study of birds.

b. 6th, 7th, or 8th Activities – make and develop the bird house kits as structured in section B.

c. 6th, 7th, or 8th grade children could give lessons of their study on birds to the younger children.

d. 6th, 7th, or 8th grade children could accompany the younger children on a field walk for a bird search.

e. Older children (6th, 7th, or 8th) could read stories or show a film or filmstrip on birds to the younger children.

f. Older children could develop bird identification or bird games for the younger children.

g. Older children make kits, using suggestions for obtaining materials and design procedures as stated in section B.

h. Older children will assist small group of younger children in making the bird houses.

i. See lists of invited guests.
j. Primary-See bird study activities most beneficial to class or group
   1. Make pictures, collages
   2. Listen to records of birds
   3. Make a bird booklet
   4. Make a bird mobile
   5. Write bird poems
   6. Sing bird songs
   7. Take bird walks
   8. View films and film strips on birds
   9. Study and display bird pictures
  10. Make a bird bulletin board

k. Primary children paint bird house.

l. Write Thank-you letters to older class.

m. Make a Thank-you party.

n. Write Thank-you certificates to give to the older group.

o. Write a Thank-you song for the older class.
Come Fly With Us

Primary

Evaluation Activities

Objective #1
Complete the bird house in an acceptable manner.

Objective #2
Complete bird booklet with pictures, stories and poems in an acceptable manner.

Objective #3
The child will be able to tell or write a comparison of a seed eating bird with an insect eating bird as to its bill, nest, egg and migrating habits. This could be done as a small group, or individually. This also could be recorded on a tape recorder. Older children could write short descriptive paragraphs.

Objective #4
a. The child will be able to name the tools used.
b. The child will be able to demonstrate that he can handle these tools that are used in construction of a bird house.

Objective #5
The child will write an acceptable thank you letter.

Objective #6
Kindergarten:
Teacher will ask child to identify bird house from other buildings in a drawing or from pictures of buildings pasted on a sheet of paper.

1st and 2nd:
The teacher will prepare a ditto sheet of pictures describing
the steps used in assembling the bird house. The children will cut these out and paste them on another sheet in the right order.

3rd:
The teacher will prepare a ditto sheet with mixed up sentences describing the steps used in making the bird house. The children will rewrite these sentences putting them in the right order.
EVALUATION 6th, 7th, or 8th

Classroom Corporation Check List
Evaluation of each student. Objective 1 and 2

1. NAME ____________________________________________

1. Follows Directions
2. Is responsible for his/her actions
3. Is courteous to fellow workers
4. Shows initiative
5. Completes task on time
6. Has pride in his work
7. Shows leadership qualities
8. Has patience with small children
9. Is cooperative to fellow workers
10. Sees the importance of his work as a necessary part of the whole process

2. The student will be able to write, state or tape the function of a corporation after this unit's experience.

3. Each child will do a critique or evaluation of the classroom corporation as related to advantages, disadvantages, improvements or suggestions to: profit, management, labor force, safety facilities and precautions, practicality of end product, saleability and quality of end product, interpersonal relations of the staff, his or her own job - its value and importance.
FLUSH OUT THE BIRDS

47 of our feathered friends are hiding in the bush. See how many you can "bird."

1. AUK
2. BALD EAGLE
3. BEAK
4. BILL
5. BLUEBIRD
6. BLUEJAY
7. CANARY
8. CLAW
9. CONDOR
10. CRANE
11. CROW
12. CUCKOO
13. DODO
14. DOVE
15. ERNE
16. FALCON
17. FEATHER
18. FINCH
19. FLAMINGO
20. GRACKLE
21. HAWK
22. KEA
23. KIWI
24. LINNET
25. LOON
26. MACAW
27. MINA
28. NUTHATCH
29. ORIOLE
30. OSTRICH
31. OWL
32. PARAKEET
33. PECK
34. PELICAN
35. PIGEON
36. PUFFIN
37. RAIL
38. RAVEN
39. ROBIN
40. ROOK
41. SCARAS
42. SPARROW
43. SWALLOW
44. SWAN
45. TALON
46. THRUSH
47. WREN
LET'S TALK BUSINESS

Got a head for the business world? Place your steel in this puzzle and you won’t go wrong. 83 terms about the world of finance await your perusal; if you invest your time wisely, you’ll find them all.

1. ACCOUNTANT
2. ADVANCE
3. ADVISED
4. AGENT
5. ASSESS
6. ASSET
7. AUDIT
8. BALANCE
9. BANK
10. BONDSMAN
11. BOOK
12. BUYING
13. CAR
14. CARRY
15. CAUSE
16. CHARGE
17. CITY
18. CODES
19. COLLATERAL
20. CONSIDERATION
21. CONSIGN
22. CONVEYOR
23. COST
24. CREDIT
25. CURB
26. DRAGALS
27. DISCOUNT
28. DRAYAGE
29. DUN
30. DUTY
31. EMERGENCY
32. ESCROW
33. EXCHANGE
34. FINANCE
35. FRANCHISE
36. FREE
37. GAVE
38. GROSS
39. GROWTH
40. GUARANTY
41. HIRE
42. INCOME
43. INSURANCE
44. INVESTOR
45. ITEM
46. KEY
47. LABOR
48. LENDER
49. LICENSE
50. LIEN
51. LIQUIDATE
52. LISTING
53. LOAN
54. LOST
55. LUCKY
56. MAKE
57. MET
58. MORTGAGE
59. NET
60. NIL
61. OBLIGATION
62. ORGAN
63. OWE
64. PAR
65. PETTY CASH
66. PLAN
67. PRICING
68. RATE
69. REMIT
70. RENEW
71. RIG
72. SELLER
73. SHEET
74. STEADY
75. STOCK
76. SUING
77. SUITE
78. TELL
79. TENANCY
80. TRADE
81. TREND
82. UNIT
83. USURIOUS
**Teachers Sheet**

1. **Field Trips**
   
   A. 
   
   B. 
   
   C. 
   
   D. 
   
   E. 

2. **Parents who visited class**
   
   A. 
   
   B. 
   
   C. 
   
   D. 

3. **Guest Visitors**
   
<table>
<thead>
<tr>
<th>Name</th>
<th>Contact By</th>
<th>Address &amp; Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Special Books Used**
   
<table>
<thead>
<tr>
<th>Name</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
</tr>
</tbody>
</table>

5. **Special Tapes or Filmstrips**
   
<table>
<thead>
<tr>
<th>Name</th>
<th>Cat. Number</th>
<th>Area</th>
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</thead>
<tbody>
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<td>not included</td>
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Films
Audubon and the Birds of America........................................ MS30
Birds and Their Characteristics........................................... MS50
Birds: How We Identify Them.............................................. MS51
Birds of our Storybooks.................................................... MS52
Birds of the Countryside................................................... MS923
Birds of the Dooryard........................................................ MS782
How Birds Help Us.......................................................... MS238
Robin Redbreast............................................................. MS778

Study Picture Sets
Common Birds
Familiar Birds
Transparencies
Science No. 39 - Study of Birds

Game for 1st and 2nd
Show child a picture of a bird for identification, such as a robin, bluebird, crow, etc.
Bibliography

<table>
<thead>
<tr>
<th>Film Reference</th>
<th>Call No.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelie Penguins of the Antarctic</td>
<td>833</td>
<td>33</td>
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<tr>
<td>Animal Homes</td>
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<td>12</td>
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<tr>
<td>Audubon and the Birds of America</td>
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<td>10</td>
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<tr>
<td>Birds: How we Identify Them</td>
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<td>Birds in the City: A First Film</td>
<td>831</td>
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<tr>
<td>Birds In Winter</td>
<td>831</td>
<td>31</td>
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<td>Birds in Your Backyard</td>
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<tr>
<td>Birds of Our Storybooks</td>
<td>831</td>
<td>32</td>
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<td>Birds of The Countryside</td>
<td>831</td>
<td>33</td>
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<td>Birds on a Seashore</td>
<td>831</td>
<td>237</td>
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<td>Blackbird Family</td>
<td>832</td>
<td>115</td>
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<tr>
<td>Consumer Power: Advertising</td>
<td>832</td>
<td>183</td>
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<tr>
<td>Feeding Habits of Forest Birds</td>
<td>832</td>
<td>161</td>
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<td>Let's Build a House</td>
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<td>75</td>
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<td>Measuring</td>
<td>832</td>
<td>203</td>
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Bibliography
Cortland-Madison BOCES

Mr. and Mrs. Robin's Family 831 88
11m c p

Observing and Describing 831 250
10m c p

The Project 831 281
6m c ij

Robin Redbreast 831 97
11m c pi

Shelter: Almost Anyone Can Build A 832 127
House
15m c pi
Bibliography
Cortland-Madison BOCES

pi  Birds  IMK5017
pij Birds: How We Identify Them  IMP6714
pij Birds in Winter  IMP6727
pi  Birds of Our Storybooks  IMP6163
ijsa Birds of the Countryside  IMP6743
pij Birds of the Dooryard

Multi-Media Kits
pi  Birds  MK5017
ij  The Business Office  2MP7199
p  Let's Build a House  IMP6860
pij Story of Our Money System  IMP6228
Bibliography
Cortland-Madison BOCES

<table>
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<th>r</th>
<th>933-27</th>
<th>Birds on a May Morning</th>
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<td>r</td>
<td>933-12</td>
<td>Song Sparrow</td>
</tr>
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<td>sp</td>
<td>200-25 A&amp;B</td>
<td>Common Birds</td>
</tr>
<tr>
<td>sp</td>
<td>200-26 A&amp;B</td>
<td>Familiar Birds</td>
</tr>
</tbody>
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EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: ________________________________

School District: __________________ Building: __________

Module Title: ________________________________

Unit Title: ________________________________

Grade Level: __________________ Number of Students: ________

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

Suggested Instructional Activities:

Follow-up Activities:

Resource Materials:

Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.
4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clintor Avenue Extension
Cortland, New York 13045
CAREER EDUCATION

AUTobiography of a Can

SocIal Studies 4-6
CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland—Madison BOCES
Tompkins—Seneca—Tioga BOCES

McEvoy Educational Center
Cortland—Madison BOCES
Cortland, New York 13045

1974
Elements of Career Education
Education Awareness
Career Awareness
Economic Awareness & Understanding
Beginning Competency
Attitudes & Appreciations

Occupational Clusters
Agri-business & Natural Resources
Business & Office
Health
Public Service
Communication & Media
Hospitality
*Manufacturing
*Marketing & Distribution
*Transportation
*Consumer & Homemaking Education
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Cortland-Madison BOCES

Evaluation Form
FOREWORD

In a Career Education program, each student is provided with tools and or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help him prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager
PROFESSIONAL PROJECT STAFF
Curriculum K-8 Task Force Members

David Ball               DeRuyter Central School
Gloria Dellow            McGraw Central School
Paula Drake              Syracuse City School
Anne Kingsbury           Cincinnatus Central School
Doris Mengel             Groton Central School
Connie Reinhart          Lansing Central School

MODULE REVISION COMMITTEE
Theresa Gay              Homer Central School
Patricia Gilfoyle        Homer Central School
Dorothy Gollner          McGraw Central School
Judy Nolan               Lansing Central School

Illustrations by Robert Gerlach, South Seneca Central School
Objectives

As a result of this unit:

1. Each child will write an autobiography of a can.
   "I am a ________".

2. Each child will be able to trace at least one other product from source to the table.

3. Each child will be able to list ten occupations involved in food processing and related areas.

4. Each child will be able to identify what happens to the cans after the food is used from it.
   (Ecology)
Note to Teacher

The main thrust is in the Social Studies area with Career Awareness as the theme. Math and Language Arts are incorporated throughout.

This unit should be reviewed and be patterned for the needs of your particular class. It is not intended that all activities be used.

The resource materials stated here are from the Tri-B.O.C.E.S. resource centers. We encourage supplementation of the resources suggested here from your home school. We would greatly appreciate any ideas, suggestion, available resource materials, activities and/or evaluation that you use or develop during this pilot unit to be added and sent to -

G. Douglas Van Benschoten
McEvoy Educational Center
Cortland-Madison B.O.C.E.S.
Cortland, New York 13045
Teacher's Sheet

1. Field Trips

A. _____________
B. _____________
C. _______________
D. _____________
E. _____________

2. Parents who visited class

A. _____________
B. _____________
C. _____________
D. _____________

3. Guest Visitors
   Name          Contact By          Address & Phone
   A. ____________
   B. ____________
   C. ____________
   D. ____________

4. Special Books Used
   Name          Publisher
   A. ____________
   B. ____________
   C. ____________

5. Special Tapes or Filmstrips not included
   Name        Cat. Number     Area
   __________________________

   __________________________
   __________________________
   __________________________
6. Best Ideas Made
   A.
   B.
   C.

7. General Suggestions

8. Other materials used: 

   Date            Title

   Magazines
   Student's Collages
Note To The Teacher

This unit is designed as a one week experience, with extensions if desired.

This unit deals with the behind-the-scenes activities of a super market. Stressing the areas of production, marketing, transportation, processing and distribution of food.

Description of Activity

Each child will be asked to bring to class a can of food. Teacher should make sure a variety of cans are represented, e.g. fruits, vegetables, meats, fish.

Using these cans the unit will be developed.

The children will work individually from guide sheet provided.

At the end of the research a group presentation and/or bulletin board will be developed.
Guide Sheet
Autobiography Of A Can

<table>
<thead>
<tr>
<th>Name of the product</th>
<th>Name of the company</th>
<th>Address of the company</th>
<th>Place produced</th>
<th>Size of can (number)</th>
<th>Weight of can (Oz. &amp; grams)</th>
<th>Date stamped on can</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Ingredients

Other information on the can e.g. recipes, etc.

Material the can is made of

Other information on the use of the can for refrigeration storage, safe...

Measurement of the can

<table>
<thead>
<tr>
<th>a. height</th>
<th>b. circumference</th>
<th>c. diameter</th>
<th>d. volume</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Methods used to dispose of the can

aluminum

steel

tin
1. Trace your product from farm or sea, etc. to market.
   a. Growing conditions
   b. Area grown
   c. Modern methods used in the farming process of the product.
   d. Who probably harvested the product?
   e. How did it get from farm or sea to the cannery?
   f. Describe the methods of processing your product.
   g. What role does the United States government play in food processing?
   h. List the jobs involved in the food process.
   i. How did the can come to the store?
   j. Interview the manager of the supermarket or invite him and ask:
      1. Who sets the prices, how and why?
      2. Where is it stored?
      3. Who handles the can?
      4. How does the can come to the store?
      5. What does "supply and demand" mean?
      6. What jobs are available in the supermarket and the training and education needed.
      7. Where is the main office of the store?
      8. Who does the store buying - ordering?
      9. What diseases are possible from faulty processing or improper handling?
   10. What may a bulging can indicate?
   11. What is the average difference in cost between store labeled cans and national brands?
   12. How does the store determine profit or loss?
   13. What does inventory mean?
14. What is done with expired foods?
15. What is the oldest continuously sold product in the store?
16. What is the newest?
17. How many new products are developed each year?

k. Who brought the product home?

l. What will happen to this can next?
2. Name the specific jobs involved in the "Autobiography of a Can".
   a. seeds ______________________
   b. planting____________________
   c. growing______________________
   d. harvesting___________________
   e. transportation_______________
   f. factory processing___________
   g. transportation to store________
   h. unpacking___________________
   i. stacking____________________
   j. buyer_______________________
   k. recycling___________________
   others________________________

3. Have students write for information concerning manufacturing one month previously to the actual teaching. This will give all materials to use.
Enrichment Activities

1. Write to the food processor requesting information about the company and the food process.

2. Write to the United States Department of Agriculture (or local farm bureau or 4-H, or home demonstration unit) for information on the growing of food, processing standards, and regulations.

3. Visit a supermarket and make a floor map of the food sections and label each section on your plan.

4. List the types of products found in the store... frozen foods, fresh meats, vegetables, pet foods, paper products, dairy products, etc.

5. Put on a play of the "Parade of Cans" that have been researched.

6. Invite someone from a food warehouse to discuss his occupation.

7. Other visitors possible -
   a. Refrigerator truck driver
   b. Trailer truck driver (foods)
   c. Cashier, bookkeeper
   d. Butcher, bakery employee

8. Class graph e.g. (Each child's) Price
   
<table>
<thead>
<tr>
<th>Can Name</th>
<th>Store A</th>
<th>Store B</th>
<th>Store C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunt's peaches</td>
<td>33¢</td>
<td>39¢</td>
<td>41¢</td>
</tr>
</tbody>
</table>

9. Graph-prices of a product under different labels e.g.

<table>
<thead>
<tr>
<th>Green Beans</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunt's</td>
<td></td>
</tr>
<tr>
<td>Libby's</td>
<td></td>
</tr>
<tr>
<td>Stokley</td>
<td></td>
</tr>
<tr>
<td>Store Brand</td>
<td></td>
</tr>
</tbody>
</table>
10. Make a newspaper ad or store window ad for one or more of the products bought.

11. a. Make a list of all the products imported from other countries. Name the product and country.
   b. Divide the class into groups and have them find the products of certain countries.

12. Make up a class menu and prepare and serve a luncheon to your classmates. Choose committees for cooking, serving, setting tables, clean up. Invite guests if desired. If you do not wish to serve a meal you could save the cans for a holiday food basket for the needy.

13. Invite a mother to class to explain the "home canning" process.

14. Write for information on "home canning" from: 4-H, Home Education units, Cornell University, etc.

16. Show films of the food processing industry.

17. Keep a continuous vocabulary list of new words and terms.

18. Make up a picture booklet of all vocabulary that is applicable or a collection of pictures of the food process industry.

19. Have student make a collage, using articles and magazines from home, of the complete process of a product.
Evaluation

1. The unit "Autobiography Of A Can" is self evaluative by:
   a. Research report
   b. Oral presentation

2. Write a paragraph, after listening to the oral presentations of other class members on the biography of the can. Include the following:
   - Name
   - Source
   - Methods of processing.
   - How this product is different from your can.

3. List occupations of the food processing and related areas.
Cortland-Madison BOCES
SP=study prints
SP 200-33A Supermarket Helpers
Films
Autumn on the Farm 831 161
11m c pi
Includes apple and corn harvesting, grape harvesting, nut gathering, etc.
Bread 831 164
11m c pi
Study of bread from grain fields to food on the table.
Conquering the Sea 833 22
25m c js
Shows how underwater world contains chemicals and minerals enough to supply industrial needs for centuries and food enough to feed 15 billion people.
Consumer Power: Advertising 832 183
22m c js
Ralph Nader addresses himself to many questions re: advertising and free enterprise, economy.
Dairy Farm 832 18
13m c pi
Life on a midwestern dairy farm.
Day in the Life of a Dollar Bill 831 319
11m c pi
Economic Geography: Three Families in Different Environments 832 181
15m c pijs
<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
<th>Type</th>
<th>Duration</th>
<th>Color</th>
<th>Format</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Animals</td>
<td>831 54</td>
<td>1lm</td>
<td>c</td>
<td>pi</td>
<td></td>
<td></td>
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<tr>
<td>Illustrates various livestock products and how they are obtained.</td>
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<tr>
<td>Food: Story of a Peanut Butter Sandwich</td>
<td>832 118</td>
<td>15m</td>
<td>c</td>
<td>pi</td>
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<td></td>
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<tr>
<td>Includes market research, processing, and advertising.</td>
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<tr>
<td>Food for Life</td>
<td>832 198</td>
<td>2lm</td>
<td>c</td>
<td>js</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garden Plants and How They Grow</td>
<td>831 61</td>
<td>1lm</td>
<td>c</td>
<td>ij</td>
<td></td>
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</tr>
<tr>
<td>Geography of the U. S., an Introduction</td>
<td>832 26</td>
<td>13m</td>
<td>c</td>
<td>ij</td>
<td></td>
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<tr>
<td>Comprehensive overview of geographical and human use of resources of the U. S., including landforms, resources, climatic regions, crop belts, types of occupations.</td>
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<tr>
<td>Great Plains: From Green to Gold</td>
<td>842 18</td>
<td>14m</td>
<td>b/w</td>
<td>ip</td>
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<td></td>
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<tr>
<td>Pictures wheat farms, cattle, sheep, and ranches and the people who work on them.</td>
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<tr>
<td>How a Hamburger Turns Into You</td>
<td>832 119</td>
<td>19m</td>
<td>c</td>
<td>ij</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat on the Move</td>
<td>843 2010</td>
<td>28m</td>
<td>b/w</td>
<td>js</td>
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<tr>
<td>Traces actual people, systems and processes involved in moving tons of meat and its by-products across the nation.</td>
<td></td>
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</tr>
<tr>
<td>The Wheat Farmer</td>
<td>842 51</td>
<td>14m</td>
<td>b/w</td>
<td>ij</td>
<td></td>
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</tr>
<tr>
<td>Portrays life, work, and problems on a wheat farm.</td>
<td></td>
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</tr>
</tbody>
</table>
Follows boy who discovered where food comes from when he talks with men who deliver dairy products, meats, and fresh fruits and vegetables.
EVALUATION REACTION FORM
FOR
CAREER EDUCATION MODULES
Tri-Boces
Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: ______________________________________
School District: ______________________________ Building: ________
Module Title: ____________________________________________
Unit Title: ______________________________________________
Grade Level: ___________________________ Number of Students: ________

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

Suggested Instructional Activities:

Follow-up Activities:

Resource Materials:

Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.
4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten Cortland-Madison BOCES Clinton Avenue Extension Cortland, New York 13045
CAREER
EDUCATION

LANGUAGE ARTS - SOCIAL STUDIES
MATHEMATICS
GRADES 4-5-6

CAREER IN JOURNALISM - NEWSPAPER
CAREER EDUCATION

PROJECT:  Tri BOCES Planning and Development of a Comprehensive Career Education Program K-12

REGION:  Cayuga BOCES
          Cortland–Madison BOCES
          Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974
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FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten  
Career Education Manager
PROFESSIONAL PROJECT STAFF

Theresa Gay  Homer Elementary School
Patricia Gilfoyle  Cortland-Madison BOCES
Dorothy Gollner  McGraw Elementary School
Judy Nolan  Auburn Enlarged City School District

Cover by Robert Gerlach - South Seneca Central School
NOTE TO TEACHERS

It is suggested that this module be taught over a period of four weeks for best results. However, it can be adapted to fit the needs of the individual teacher or class.

We also suggest that the module be read in its entirety before being used.

Select from all grade levels those activities most applicable to your particular class.

This module is written in a spiral format beginning with Grade 4 and continuing through Grades 5 and 6.

In grade 4, the emphasis is on helping the student become acquainted with the kinds of news found in a newspaper and its importance in keeping the public informed. The 4th grader develops an awareness and has some experience in using news stories.

As the module progresses students become exposed to the formal writing used in the newspaper, including the mechanics of assembling and circulation.

By sixth grade, students are expected to show more experience in writing, understanding what they read and in being discriminatory in their reading.

Underlying all grade levels is the understanding of the various careers involved in the newspaper field.
THE NEWSPAPER
Grades 4, 5 and 6
Social Studies, Language Arts and Math

Career Clusters:

Communication Media
Public Service
Business and Office
Marketing and Distribution
Environment
Consumer and Homemaking

Career Elements:

Self Awareness: The student will learn about himself in relation to his culture through understanding and experiencing roles.

Educational Awareness: The student will recognize that educational experiences are a part of his career development.

Career Awareness: The student will determine the worker qualifications related to performing the basic tasks of various occupations.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

Beginning Competency: The student will become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.

Decision Making: The student will become proficient in identifying and using resource information in making career decisions.
Attitudes and Appreciations: The student will recognize the responsibilities to himself and others when accepting a task or job.

General Purpose: To develop an awareness of the variety of careers involved in the production of the daily newspaper.

Goals:
Social Studies:
1) To develop an awareness of the academic, political and social issues of young people in general.
2) To develop the idea that school news is part of society's problems as a media.
3) To create a feeling of responsibility and honesty in response to those they serve.
4) To bring about change and reform with freedom of the press.
5) To expose the student to role of the newspaper in American history.

Language Arts: As a result of this module the child will be able to:

A. Fourth Grade -

1) Define 5 terms in newspaper vocabulary related to newspaper work from a given list.
2) Identify parts of the newspaper.
3) Write a classified ad and a display ad.
4) Draw a cartoon.
5) Write a comic strip.
6) Summarize a current event from a newspaper clipping.
B. Fifth Grade -

1) Identify and recognize the sections of a given newspaper, such as, ads, cartoons, comic strips, features, social events, etc.

2) List and summarize the facts from a given lead paragraph, answering as many of the Five W's as possible. (What, when, where, why, who?)

3) Identify some of the costs involved in a newspaper production.

C. Sixth Grade -

1) Identify and recognize the parts of a newspaper, such as, ads, front page news, editorials, sports, social, classified, entertainment, etc.

2) Write a feature story or news article about the topic being researched.

3) Compare news stories from the newspaper versus TV, radio.

4) Take part in the handling of assembling, distribution and sale of a school newspaper.

5) Be able to explain what profit and loss means.

Career Objectives for all grades - The child will be able to:

1) List a minimum of 5 careers involved in the newspaper industry.

2) Explain why and how other industries are dependent upon the newspaper.
TEACHER'S SHEET

1. Field trips
   A. ______________________
   B. ______________________
   C. ______________________

2. Parents who visited the class
   A. ______________________
   B. ______________________
   C. ______________________
   D. ______________________

3. Guest Visitors
   Name  Contact location
   A. ______________________
   B. ______________________
   C. ______________________

4. Special Books
   Name  Publisher
   A. ______________________
   B. ______________________
   C. ______________________

5. Special tapes of filmstrips - not included in bibliography
   Name  Catalog  Number  Area

6. Good points of interest covered
   A. ___________________________________________
   B. ___________________________________________
   C. ___________________________________________
SKILLS TO BE TAUGHT OR REVIEWED

A vocabulary list should be compiled by the teacher and/or children as the unit develops.

A. Research skills -
   Encyclopedia
   Reader's Guide
   Newspaper
   Table of Contents
   Dictionary
   Card Catalog
   Text books
   Index

B. Writing -
   Penmanship
   Reports
   Autobiography
   Organizing
   Letter writing
   Biography
   Outline
   Interviewing

C. Speaking
   Speeches
   Role Playing
   Debates
   Interviews

D. Listening to
   Tapes
   Television
   Records
   Radio

E. Art
   Comic Strips
   Illustrations
   Cartoons
   Ads

F. Reading
   Skimming
   Sub topic
   Main topic
CAREERS IN JOURNALISM

Editors

Editor-in-Chief
Managing Editor
Copy Editor
News Editor
Feature Editor
Sports Editor
Review Editor
Photography Editor
Art Editor
Business Manager

Staff

Editorial Board
News Board
Feature Board
Sports Board
Review Board
Photography Board
Business Board
Art Board
Proofreader

Production Staff

Typesetters
Linotypist
Engraver
Mailer

Reporter
News Carriers
Photographer
Department Editors

Lay-out
INTRODUCTORY ACTIVITIES

1. Each child will use a newspaper to cut out other words to create his own front page.

2. Teacher directed discussions relating to:
   A. The Front Page
      1. The Headline
      2. State, National, International News
      3. Index
      4. Weather
   B. Local News
   C. Society Page
   D. Sports Page
   E. Radio, Television and Movies
   F. Classified
   G. Advertisements
   H. Vital Statistics
      1. Births
      2. Deaths
      3. Marriages
   I. Comics, puzzles
   J. Editorials and Letters-to-the-Editor

3. A discussion of the importance of a newspaper in a child's daily life
   A. Class discussion
   B. Panel discussion

4. Listen to tapes listed in bibliography.

5. Teacher directed discussion on career awareness taken from the teacher list found in this module
Discussion of related newspaper terms -

ad - advertisement
assignment - the story assigned to a reporter
A.P. - Associated Press
body type - type used in regular print
bold face - heavy type as in headlines
bulletin - late news story of importance
by-line - name of the writer of the story
caption - description of a photograph
column - division of a newspaper page
copy - all of the news article
dateline - place and date of the story
deadline - time stories must be finished
editorial - article expressing personal opinion
feature - article of human interest
Five W's - What, Who, Why, Where, When??
head - headline
interview - contacting a person in the news
layout - plan of a newspaper
lead - first paragraph of a news story - topic
obit - Obituary
proofreading - correcting original story for errors
reporter - one who gets the news
rewrite - to make the article clear
subhead - breaks up a long story
U.P.I. - United Press International
GENERAL ACTIVITIES

Fourth Grade:
1. Use words in a sentence taken from a given list.
2. Make a collage of headlines.
3. Use a picture and illustrate it with a slogan.
4. Use a picture and write his own caption.
5. Give an oral presentation of a current event.
6. Create an imaginary news item using the Five W's.
7. Identify the "large" parts of a newspaper.
8. Write and ad. Examples:
   a. lost puppy
   b. bicycle for sale
   c. neighborhood play, ball game
   d. book for sale
9. Concentration game: Make a series of two cards, have a clue on one card to match the other.
   
   | Job Title | Job Description |

10. Create own crossword puzzles.
11. Illustrate an ad or a cartoon strip.

Fifth Grade:
1. Any of the above activities.
2. Write a news story of no less than 3 paragraphs in length. Be sure to use a lead paragraph.
3. Take a page of ads from the daily newspaper and find out the cost of the page.
a. Measure the column inch and multiply the column inch by $1.30 which is the average cost of a column.

b. School newspaper - ask the secretary of the school how much a ream of paper costs. From this cost, have the students compute the cost of their newspaper.

4. From the "Careers in Journalism" list, have students select one career of interest and do a research report, which should include the following:
   a. Job Title
   b. Job Responsibilities
   c. Education and Training
   d. Job Pay
   e. Personal Qualities for Success
      1. Attitudes toward news collecting
      2. Interests toward current events
      3. Capacity for evaluating facts and events

5. After the written reports are completed take one class period and have the students exchange and proof-read papers.

6. Have a mock city-room where children play the role of the various newspaper jobs.

7. Make a model or diorama of a newspaper operation.

8. Make a mural
   a. Start with a news article brought in by the reporters.
   b. The editor checks it over.
   c. He sends it to the perforator operator - makes a perforated tape.
   d. It goes to the photocomposition machine - gives printed image - cold type.
e. Camera takes picture after all the news has been pasted up on a sheet.

f. Then a press plate is made and the plate is printed.

g. Delivery by the news carrier.

h. Reading by the consumer.

9. Arrange for a field trip to a local newspaper and write "thank-you" letters.

10. Invite a speaker from the newspaper.

11. Show a film - "The Journalist" "Today's Newspaper"  
    (Cortland-Madison BOCES 832-232)

Sixth Grade:

1. All of the above activities.

2. Write a more extensive feature article.

3. Write his own news feature from watching television or listening to the radio.

4. Organize committees for the assembling, distribution and sale of a school newspaper.

   a. Estimate the number of pages to be printed from the lay-out.

   b. Assign students to sell.

   c. Set a date for the sale of the paper.

   d. Advertise - use hand posters or use the intercom.

   e. Decide what to do with unsold papers.

      1. Sell at a reduced price (old news)

      2. Give to the Senior Citizens, Hospitals, etc.

      3. Recycle

5. Show above films plus "Newspaper Lay-Out" (Cortland-Madison BOCES) (832-232)
OTHER SUGGESTED ACTIVITIES

1. Class project
   Choose one topic - bring in news items
   *example: Presidential tour, plot trip on a map*

2. Tape record student oral reports and newspaper readings
   Encourage self-evaluation

3. Practice answering the "Help Wanted Ads"
   Use telephone, letters, etc.

4. Keep a record of Vital Statistics of one month
   Births, deaths, marriages, etc.

5. Follow favorite team
   Keep a record of wins, losses, teams played

6. Tour through newspaper publishing house
   Discussion and oral reports follow-up

7. Collect ads

8. Word Puzzle (page 14)

9. Letter To The Editor (page 15)

10. Math problems
PUZZLE

Use these words to complete the puzzle:

Newspaper

ad assignment A.P. body type bold face type bulletin by-line
caption column copy deadline editorial feature head
interview layout leads obituary proofreader reporter rewrite
U.P.I

DIRECTIONS: Circle words vertically, horizontally, diagonally and/or backwards.
46 Central Avenue, Cortland, New York 13045, March 14, 1974
The Editor, Post-Standard, Syracuse, New York 13202
Dear Sir: I would like to complain about the condition of many of the streets in Syracuse. We have noticed those which are off Route 81 going to the downtown area. Your out-of-town visitors would appreciate having your city do some repairs. Sincerely, Martha W. Caputo
**ACTIVITY**

Complete column B with a definition of the type of work done by each job career.

<table>
<thead>
<tr>
<th>Career</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporter</td>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td></td>
</tr>
<tr>
<td>News carrier</td>
<td></td>
</tr>
<tr>
<td>Sportscaster</td>
<td></td>
</tr>
<tr>
<td>Local Correspondent</td>
<td></td>
</tr>
<tr>
<td>Lay-out Man</td>
<td></td>
</tr>
<tr>
<td>Typesetter</td>
<td></td>
</tr>
<tr>
<td>Classified Ad Editor</td>
<td></td>
</tr>
<tr>
<td>Photographer</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Foreman</td>
<td></td>
</tr>
<tr>
<td>Cartoonist</td>
<td></td>
</tr>
<tr>
<td>Circulation Manager</td>
<td></td>
</tr>
<tr>
<td>Pressman</td>
<td></td>
</tr>
</tbody>
</table>
GRADE 4 ACTIVITY

Math Problems

Daily papers are printed 6 days in a week.

1. How much do your parents pay for 6 copies of the local paper at 15¢ per copy?

2. How much would they pay for newspapers in a week if they bought a Sunday paper for 45¢ and 6 daily papers at 15¢ per copy?

3. Mrs. Smith writes for the local newspaper. How much does she earn if she writes 9 inches of copy and is paid 25¢ per inch?

4. The fourth grade class produced a class newspaper. There were 5 pages in each newspaper and there were 50 newspapers printed. How many sheets of paper were used in all?

5. The class sold all the newspapers at 10¢ per copy. How much money did they have all together?
GRADE 5 ACTIVITY

Math Problems

1. How many newspapers does the local newspaper company produce in a week at the rate of 2,000 copies per day? There are 6 days in a week.

2. Americans buy 48 1/2 million copies of Sunday papers and 256 million copies of daily papers in a week. What is the weekly total of dailies and Sunday newspapers?

3. How many students are enrolled in college journalism classes if there are 2,009 at the University of Texas; 1,456 at Syracuse; 1,276 at Boston University; 1,100 at Columbia and 1,058 at the University of Georgia?

4. A 5th grade class produced a newspaper for the entire school population of 657 students. If they charged 7¢ per copy, what were the total receipts?
GRADE 6 ACTIVITY

Math Problems

1. According to statistics on reporters in 1970, there were 39,000 in all. If 35% of these reporters were women, how many women reporters were there?

2. There are 60 1/2 million newspapers sold each day in the United States. How many are sold in a week? (A week is 6 days)

3. What is the total number of newspapers sold in a week including the dailies, 48 1/2 million Sunday newspapers and 24 million weekly newspapers?

4. How many newspapers would your local newspaper have to sell in one day if the cost of producing the paper for 1 day is $450.00? One copy of the newspaper is 15¢.

5. The circulation for a daily paper in our city is 20,000 copies. How much profit would it make if it sold its newspapers at 20¢ a copy and expenses of producing the paper were $2,500 per day?

6. Enrollments in college journalism classes during the past 10 years have increased from 14,624 to 48,327. What is the average increase per year?
7. If the number of students attending graduate schools in 1973 are 4,504, an increase of 552 from 1972, then how many were enrolled in 1972?

8. If 1 out of every 3 graduates of journalism schools go to work for newspapers, how many will work on a newspaper in a group of 48,000 graduates?

9. A grocery store placed an ad with the local newspaper. The ad was 4 columns wide and 8 inches long. How much did the ad cost if the charge was $4.50 per column inch?

10. Classified ads cost 10¢ a word for the first day, then 5¢ a word for each succeeding day. I placed an ad containing 15 words for 5 days. How much did it cost?
EVALUATION

Fourth Grade: 1. Quiz - Teacher write on the board or have on a printed sheet the major parts of a newspaper. Give the child a clue and have him identify the larger parts of a newspaper.
2. Crossword Puzzle - Use the newspaper vocabulary.
3. Give the children news article from which they will find the answers to the Five W's.
4. Quiz - "Who Am I?" - Identification of workers on a newspaper. (See appendix - Test I)

Fifth Grade: 1. Oral presentation - Bring a newspaper article of their own choice and present it to the class.
   a. Tell if lead paragraph identifies the Five W's.
2. Write or tape a story about:
   "One day in the Life of an Editor.....Reporter....etc."
3. Use a news picture and write a slogan.
4. Use a picture and write own news feature. Be sure to use the lead paragraph.
EVALUATION

Sixth Grade:

1. Explain in not less than 100 words what a newspaper is.
   Include the following words:
   - lead
   - education
   - foreign
   - society
   - current news
   - religion
   - national
   - state
   - obituary
   - daily
   - editor
   - headline
   - sports
   - funnies
   - viewpoint
   - by-line
   - reporter
   - boldface
   - local
   - births
   - deaths

2. Teacher write on a ditto a lead story.
   Directions - Read the news item carefully.
   Answer the following.
   1. Who or what does it talk about?
   2. Who wrote the by-line?
   3. Where did the event take place?
   4. How did it happen?
   5. When did the event take place?
   6. What caused it to happen?
   7. Why was this written?

3. Teacher ditto a news story.
   Directions - Read article carefully, answer the following:
   1. Which paragraph is the most important?
   2. Write a headline for this story
   3. What does the lead tell you?
   4. What is the point of view?
   5. Is the news slanted?
4. Teacher select a classified ad that tells about houses or rooms for rent.

**Directions** - Read the ad and answer the questions.

1. What is for rent?
2. What type of rental is it?
3. Does it furnish utilities?
4. Where is it located?
5. Can you have children or pets?
6. Does it have a phone number?
7. How much does it cost per month?
8. Do you have to sign a lease?
9. Is it furnished?
10. Can you afford to live there?
APPENDIX

TEST I

Who Am I?

1. I deliver the newspaper to your home.

2. I check the reporter's work for errors.

3. I must approve all news articles before they go to press.

4. I must have my news stories completed by a deadline.

5. I make the news more meaningful with my camera.

6. I draw pictures to go with news stories.

7. I take charge of placing the ads in the newspapers.

8. I have the job of getting the newspaper to the public.

9. I write the sports column in the newspaper.

10. I make comments on the types of clothing people are wearing.
APPENDIX

TEST II

Major parts of a newspaper.

Directions - Done orally, on the board, paper pencil.
Put words given below on the board, give a clue from the list below. Children take turns answering orally, etc.

Word Bank

- front page
- society page
- comics
- sports
- local page
- classified
- editorial
- grocery
- entertainment

Word Clues

1. Where would you find news about the war in the Middle East?
2. Which page would have baseball scores?
3. Lost and found.
4. The editor's opinion about crime fighting?
5. Peanuts?
6. An article about a meeting of the Board of Education?
7. A wedding?
8. A golf match?
9. House for sale?
10. President Nixon's trip to the U.S.S.R.
APPENDIX

TEST III

Directions - Let the students use the newspaper as an aid. Write (T) true or (F) false after each answer.

1. Feature news of the day is on the front page. ___
2. The index tells how the paper is subdivided. ___
3. The items in an index are listed by importance. ___
4. N.Y.S. governor visits a museum. State News. ___
5. Boldface type is used for headlines. ___
6. Feature article answers the Five W's. ___
7. Local news is found on page 2. ___
8. Ads are used to fill in the blank spaces on a page. ___
9. The index items are listed in alphabetical order. ___
10. A newspaper is written in easy language. ___
11. News from the state of Idaho is considered to be National News in any other state. ___
12. The Queen of England visiting Canada is International News in the United States. ___
13. A news feature on page 1 can be continued on page 2, column 3. ___
14. The weather report is given on the last page of the paper. ___
15. News items tell stories of what is happening. ___
16. A reporter is a man who sells the newspaper. ___
17. An editor is a man or woman who checks what the reporter writes. ___
18. The society column tells about police news. ___
19. Club meetings can be found listed on the front page. ___
20. Weddings are listed under the Sports Section. ___
APPENDIX

TEST IV

Directions - Complete the following by using (T) for true statements, and (F) for false statements.

1. 1:00 A.M. is in the afternoon.  
2. 4:00 P.M. is in the afternoon.  
3. Products are offered for sale under classified ads.  
4. "Wanted to Buy" is a feature item.  
5. Ad costs are measured by the number of words.  
6. "Rooms for Rent" can be found in the index.  
7. Needed: A boy to rake leaves - is a want ad.  
8. "Wells Dry" is considered a classified ad.  
9. A car "For Sale" ad is in the classified section.  
10. The longer the ad runs, the greater the cost.  
11. "House for Sale" is found under services wanted.  
12. The Radio Index gives the station, time, dial number and name.  
13. "Help Wanted" can be found on the sports page.  
14. The T.V. Index tells us what channels are used.  
15. A good sports writer tells the reader the price of the ticket for each game.  
16. A good sports writer is sure to tell where the game was played.  
17. If you needed a job, you could advertise on the social page.  
18. The movie ad gives the title, cost, starting time, names of actors, name of theatre.  
19. The social page will tell you about meetings and special programs in your community.  
20. Births and deaths are always listed on the editorial page.
APPENDIX

TEST V

Directions - Using this lead paragraph, answer the questions below, using the Five W's.

Parts of a News Story

The sixth grade class of the DeWitt Clinton Elementary School presented the play, "The Sleeping Beauty" last evening in the school auditorium. The play, under the direction of Miss Martha Smith, was received by a large and appreciative audience.

1. Who?
2. What?
3. Where?
4. When?
5. Why?
6. How?
APPENDIX

TEST VI

Directions - Complete the following by using (T) for true statements and (F) for false statements.

1. Look at the movie ad to find the names of the players. ____
2. A movie ad tells the date and time. ____
3. Marriage features are under vital statistics. ____
4. Obituary means people who have died. ____
5. Baseball scores are listed on the social page. ____
6. Editorials are opinions of the paper. ____
7. Births and deaths are found under vital statistics. ____
8. Dogs can send in a Letter-to-the-Editor. ____
9. Vital statistics is research done about the birth of a baby. ____
10. Letters-to-the-Editor have an inside address. ____
KEY

ANSWERS TO CROSSWORD PUZZLE

ad
assignment
A.P.
body type
bold face type
bulletin
by-line
caption
column
copy
deadline
editorial
feature
head
interview
layout
leads
obituary
proofreader
reporter
rewrite
subhead
U.P.I.

-30-
KEY

Answers to "Activity" (Page 16)

Job

Interviews and writes stories
Decides on what goes in the paper - directs the whole operation
Delivers newspapers
Writes sports news
Writes local news
Puts a page of news together
Sets the news, etc. in type
Has charge of ads that are to be used in classified
Takes pictures to be used in newspaper
Does general office work
Draws cartoons
Has charge of distribution of newspaper
Operates the press to print pages of the newspaper
KEY

Answers to Math Problems

Grade 4
1. 90¢
2. $1.35
3. $2.25
4. 250 sheets
5. $5.00

Grade 5
1. 12,000 newspapers
2. 304 1/2 million.
3. 6,899 students
4. $45.99

Grade 6
1. 13,650
2. 363 million
3. 435 1/2 million
4. $3,000
5. $1,500
6. 237.03 students
7. 3952 students
8. 16,000 graduates
9. $144
10. $4.50
KEY
ANSWERS TO TESTS I, II, III, IV, V, IV

<table>
<thead>
<tr>
<th>Test I</th>
<th>Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. news carrier</td>
<td>1. front page</td>
</tr>
<tr>
<td>2. proofreader</td>
<td>2. sports</td>
</tr>
<tr>
<td>3. editor</td>
<td>3. classified</td>
</tr>
<tr>
<td>4. reporter</td>
<td>4. editorial</td>
</tr>
<tr>
<td>5. photographer</td>
<td>5. comics</td>
</tr>
<tr>
<td>6. cartoonist</td>
<td>6. local page</td>
</tr>
<tr>
<td>7. advertising</td>
<td>7. social</td>
</tr>
<tr>
<td>8. circulation manager</td>
<td>8. sports</td>
</tr>
<tr>
<td>9. sports editor</td>
<td>9. classified</td>
</tr>
<tr>
<td>10. fashion editor</td>
<td>10. front page</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test III</th>
<th>Test IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F</td>
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<td>19. F</td>
<td>19. T</td>
</tr>
<tr>
<td>20. F</td>
<td>20. F</td>
</tr>
</tbody>
</table>
Test V
1. sixth graders
2. presented play, "Sleeping Beauty"
3. DeWitt Clinton Elementary School auditorium
4. last evening
5. to entertain
6. under the direction of Miss Martha Smith

Test VI
1. T
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. T
BIBLIOGRAPHY

The following resource material may be obtained from:

Cayuga County BOCES
Educational Communications Center
234 South Street Road
Auburn, New York 13021
Phone (315) 251-0361

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   (Chicago: Childrens' Press Inc., 1958)

3. Henriod, Lorraine  I Know a Newspaper Reporter

4. Withinson, Jean and Ned  Come Work With Us in a Newspaper
   (Milwaukee: Sextant Systems Press Inc., 1971)

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1. Balk, Alfred  The Big Story: Ten Questions and Answers About the Blooming Career Field of Journalism and Communications

2. Davis, Mary  Careers in Printing
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3. Scholastic Book Services (Editors)  Discovery News Log: How to Interview
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5. Hoyt, Pinson; Laramore, Mangum Career Education and the Elementary School  
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12. The Newspaper Fund, Inc. (Editors) "A Newspaper Career and You"  
    (Florida: Field Enterprises Educational Services, 1974)

Tapes, Cassettes, Kits

2. Cassette Number 19, Slide 2 - "The Reporter"
3. Cassette Number 16, Slide 1 - "The Editor"

Films

Communication in the Modern World 11 min. P.I.J. IMP 6268

Demonstrates the vital social and economic importance of communication in its various forms in today's interdependent world. Has a short review of some of the earlier slow and limited means of communication.
The Journalist, produced by S.D.X., may be obtained on a free loan basis by writing to Modern Talking Service, 2323 New Hyde Park Road, New York 11040. List alternate play dates.
(16 mm. color, 26 minutes)

Cortland-Madison BOCES, Clinton Ave. Ext., Cortland, New York 13045

Films --

832-232 Newspaper Lay-Out
832-232 Today's Newspaper

To be used as supplementary material. Designed for Junior-Senior High.

Organizations Providing Free Pamphlets

American Newspaper Publishers Association Foundation
P. O. Box 17407
Dulles International Airport
Washington, D. C. 20041

Association for Education in Journalism
Department of Journalism
Northern Illinois University
DeKalb, Illinois 60115

Milton Gross, Secretary-Treasurer, ACEJ, School of Journalism
University of Missouri
Columbia, Missouri 65201

The Newspaper Fund
P. O. Box 300
Princeton, New Jersey 08540

Computer Based Resource Units

Communications, Grades K-6 #917

News Media in American Society, Grades 4-12 #915
EVALUATION REACTION FORM
FOR
CAREER EDUCATION MODULES
Tri-Boces
Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: ____________________________________________
School District: __________________________ Building: ____________
Module Title: ________________________________________________
Unit Title: ___________________________________________________
Grade Level: __________________________ Number of Students: ________

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

Suggested Instructional Activities:

Follow-up Activities:

Resource Materials:

Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.
4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

**COMMENT:**

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045