The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the second grade level, the units are: the arts, clothing, custodians (janitors), the farm, the grocer, homes (shelter), fuels, Radford then and now (history and maps), and transportation (boats and buses). (MDW)
INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.
UNIT TITLE: TRANSPORTATION
"LET'S TAKE A BUS RIDE"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO:
Transportation

"Let's Take A Bus Ride"

Few aspects of our daily lives reflect the availability of transportation as many people, directly or indirectly, our food, clothing, shelter, and our entire lives reflect the availability of services provided by transportation. Either directly or indirectly, our daily lives are affected by transportation.

It is intended, through this unit, that children become aware of the many modes of transportation available and the many jobs required for the efficiency, speed, comfort and safety involved.

Since transportation is such a broad subject, involving so many people, this unit will deal with the bus, extensively.

MOTIVATING ACTIVITIES

Have children bring in pictures of as many buses as they can find. Let them place the pictures on the bulletin board. Discuss sizes, shapes of the bus, and where buses are found. Let them place have children bring in pictures of as many.

RESOURCES AND MATERIALS
OBJECTIVE:
To help students develop interest in buses and the important part they relay in our lives.

CONTENT QUESTIONS

1. How do people get from place to place in our community?

2. How do people get from our community to other places?

TECHNIQUES AND ACTIVITIES

1. Class discussion of ways children get to and from school, to grocery store, to a department store (terminal), watch many people at work and ask about their duties.
2. Visit local bus terminal (terminal); watch many people at work and ask about their duties.
3. Count the number of people who ride buses and write stories about family trips taken.
4. Draw appropriate pictures to go with story.
5. Make individual booklets of materials collected and work done during unit. (Add to booklet as work proceeds)

RESOURCES AND MATERIALS

Text:
Our Language Today 2
Chapter 7 - Writing Stories
Crayons
Paper fasteners
Construction paper
**BROAD OBJECTIVE:** To help students develop an understanding and appreciation of the workers involved in operating buses; for our convenience:

**CONTENT QUESTIONS**

1. Who are the workers who help us travel in our community? (for a bus trip across the United States?)

**TECHNIQUES AND ACTIVITIES**

- Make a large chart of brief facts learned about the trip, for example:

<table>
<thead>
<tr>
<th>Workers</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus driver</td>
<td>He drives the bus.</td>
</tr>
<tr>
<td>Mechanic</td>
<td>He keeps the bus running.</td>
</tr>
</tbody>
</table>

- View and discuss films and filmstrips depicting bus drivers and their duties.
- Invite a local (if possible) Greyhound or Trailway bus driver to talk with class.
- Role-play workers on the job.
- Learn and sing songs.
- Study prints: Community Workers CP-496
  - The Gas Station Attendant P-420
  - The Bus Driver P-434

**RESOURCES AND MATERIALS**

- Filmstrip: The Bus Driver F-124
- Filmstrip: The Gas Station Attendant F-125
- Study prints: Community Workers CP-496
- Oak tag

**CONCEPT QUESTIONS**

- How are the workers who take us to Boston related to our community?
<table>
<thead>
<tr>
<th>RESOURCE AND MATERIAL</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>CONTENT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read stories.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn to spell words related to unit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invite bus driver to talk to class.</td>
<td></td>
</tr>
<tr>
<td>Resource persons:</td>
<td>Bus driver.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bus station manager.</td>
<td></td>
</tr>
</tbody>
</table>
BROAD OBJECTIVE: To increase the child's knowledge of ways of travel.

CONTENT QUESTIONS

1. How do people choose among the many ways of traveling?
2. How did people in olden times travel in our country?

TECHNIQUES AND ACTIVITIES

- Make a picture chart of as many types of transportation as possible.
- As many types of trans-
- View and discuss "Progress of Transportation" chart.
- Learn and sing songs related to transportation.
- Make a picture chart of ways of travel in early America.
- Discuss advantages and disadvantages of early modes.
- Make a picture chart of ways of travel in early America.
- View and discuss "Progress of Transportation" chart.
- Children choose mode of transportation and draw, color, cut-out, paste on bulletin board.
- Children choose mode of trans-

RESOURCES AND MATERIAL

- "Progress of Transportation" chart (Barbara Cox has)
**BROAD OBJECTIVE:**

T3 extend the child's knowledge beyond his immediate environment.

**CONTENT QUESTIONS**

1. What are some ways to travel on land, in water, in the air and in space?
2. What does it feel like to be on a busy bus terminal, an airport, a wharf and an ocean center?

**TECHNIQUES AND ACTIVITIES**

- **Arrangement:**
  - Park cars, trucks, buses, airplanes, space modules, etc. to make a travel museum.
  - Put explanatory labels on all exhibits.
- **Routines:**
  - View and discuss filmstrips.
  - Read stories (e.g., "Fun in the City").
  - Discuss transportation in all transportation museums.
  - Put on a parade, with floats, music, clowns, etc.
  - Discuss the relationship of bus, airplane, space, and sea transportation.

**RESOURCES AND MATERIALS**

- Learn about our neighbors.
- Wann, Wann, Sheehy — Allyn and Bacon.
- SVE-F796-6 Manners in Public Transportation.
BIBLIOGRAPHY

1. Books:

Bagwell, Richard. This is an Airport. Follett, 1967.
Colonius, Lillian and Schroeder, Glenn W. At the Airport. Melmont, 1967.
Greene, Carla. I Want To Be A Train Engineer. Childrens, 1956.


Stanley, E. S. Trains and Their Stories. Watts, 1963.


Ricken, Harry L. They Built It. Putnam, 2024.
3. **Filmstrips:**
   - F-A9  **The Bus Driver**
   - F-A8  **Trucks At Work**
   - F-R20 **The Gas Station Attendant**
   - CF-A29 **The Automobile Service Station**
   - CF-A86 **Service Station Workers**

4. **Puzzles:**
   - C83  **Bus**
   - C80  **Family Drive**
   - C84  **Truck Driver**

5. **Study Prints:**
   - C87  **Community Helpers Pict-O-Graph-Taxicab**
   - CSP24 **How People Travel In The City(SVE)**
   - C90  **Means of Transportation**

6. **Transparencies:**
   - Tr 4C-909  **Space Travel**
UNIT TITLE: THE GROCER

"TO MARKET, TO MARKET"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO:
The Grocer
To Market, To Market

This unit is organized to give children information, which is within their realm of understanding, about one of the very important work roles in our community. Also, it should stimulate an appreciation for the services rendered by the various workers in satisfying the needs of our society.

MOTIVATING ACTIVITIES

Resources and Materials

Serve crackers and peanut butter and kool-aid as a "refreshment" after a class.

Class discussion of a grocery store, who works there, etc.

I got the crackers, peanut butter and kool-aid as a "refreshment" after a class. Then ask the children where they think I got the crackers, peanut butter and kool-aид.

Hopefully, the children will also become aware of the fact that the many aspects of community life are dependent upon each other.

This unit is organized to give children information, which is within their realm of understanding, about one of the very important work roles in our community.
BROAD OBJECTIVE:
To help students become aware of the grocer as a distributor of food for our meals.

CONTENT QUESTIONS

1. Who is the grocer and how does he help us? What does he have to know and do to become a grocer?
2. Does the grocer raise the food he sells in his store?
3. What is a supermarket? How many departments are there in a supermarket? What do we mean by a “display”?

TECHNIQUES AND ACTIVITIES

- Identify and interview a grocer (about what his job is, who works for or with him, etc.)
- Class discussion of qualifications in performing his job.
- Read stories (teacher and pupil) about people who grow, produce, process, transport, or sell various foods.
- Construct models of boats, planes, trucks, etc. (means by which our food is transported.
- Cut out magazine pictures for a bulletin board, “Ways Our Food Gets to Market.”
- Class discussion of differences and likenesses in grocery store and supermarket.
- Teacher read story, “The First Book of Supermarkets.”
- Write original stories and poems about experiences to a supermarket.
- Story: A Visit to a Supermarket.

RESOURCES AND MATERIALS

- SVE Study Prints: (Set SP 123) Resource person - grocer
- SVE Study Prints: (Local Community Grocer)
- SVE Filmstrip and Cassette: “Supermarket Helpers” (JF210 SATC Supermarket Workers)
- Book: “Learning About Our Neighbors” 2 by Wann-Allyn and Bacon Inc.
- Book: Our Language Today 2 by Yann-Allyn and Bacon.
- Book: The First Book of Supermarkets.
- Book: The First Book of Supermarkets.
- Book: “The First Book of Supermarkets.”
- Book: “How We Get Things.”

TECHNIQUES AND ACTIVITIES:

- Write original stories and poems about experiences to a supermarket.
- Story: “A Visit to a Supermarket.”
- Teacher read story, “The First Book of Supermarkets.”
- Class discussion of qualifications in performing his job.
- Read stories (teacher and pupil) about people who grow, produce, process, transport, or sell various foods.
- Construct models of boats, planes, trucks, etc. (means by which our food is transported.
- Cut out magazine pictures for a bulletin board, “Ways Our Food Gets to Market.”
- Class discussion of differences and likenesses in grocery store and supermarket.
- Teacher read story, “The First Book of Supermarkets.”
- Write original stories and poems about experiences to a supermarket.
BROAD OBJECTIVE: To help students realize that grocers get goods from many sources.

CONTENT QUESTIONS

1. What people are responsible for getting our food to a grocery store or supermarket, where we can buy it?

2. Where do these people obtain the products they bring to the supermarket?

TECHNIQUES AND ACTIVITIES

- Field trip (early morning) to observe bread, milk, produce truck, etc. delivering their products.
- Discuss content question here.
- Read stories (teacher and students).
- Show filmstrips.
- Build a bakery and make a baker's hat and coat.
- Role-playing: make a loaf of bread using recipe on page 83-84 in Learning About Our Neighbors.
- Bake rolls in classroom.
- Make a poster of places people obtain products they bring to the supermarket. (Bakery, produce market, etc.)
- Read stories:
  - The Handsomest Pigs in Town (Childcraft Vol. 11 p.188-193)
  - Let's Go Shopping (Childcraft Vol. 6 p.218-233)
  - Street Markets (Childcraft Vol. 6 p.224-225)
  - The Story of Bread for Greenwood (p.69-74)
  - The Surprise and the Story of Milk (p.61-68)

RESOURCES AND MATERIALS

- Science Research Assoc. World By Lawrence Seneschall Book: Our Working Neighborhood Stories in the Neighborhood. (p. 80-84)

- Bread Long Ago: The Story of Bread p.75-79
- Bread For Greenwood p.69-74
- The Surprise p.61-68

STORIES

- The Story of Milk
- How We Get Bread
- How We Get Meat
- How We Get Fruit
- How We Get Vegetables

- Filmstrips:
  - How We Get Vegetables
  - How We Get Fruit
  - How We Get Meat
  - How We Get Bread
  - The Story of Milk

- Stories:
  - The Handsomest Pigs in Town (Childcraft Vol. 11 p.188-193)
  - Let's Go Shopping (Childcraft Vol. 6 p.218-233)
  - Street Markets (Childcraft Vol. 6 p.224-225)
  - The Story of Bread for Greenwood (p.69-74)
  - The Surprise and the Story of Milk (p.61-68)

- Story:
  - Stores in the Neighborhood p. 80-84
- Book:
  - Our Working World by Lawrence Seneschall
### CONTENT OBJECTIVES
To help students realize that people in a community are interdependent.

### CONTENT QUESTIONS
1. What do we give in exchange for our food?
2. What services does the grocer render?
3. Could we do without the grocer?

### TECHNIQUES AND ACTIVITIES
- **Listen to and talk with a milkman (in the classroom)** about how he exchanges the money he earns, from delivering milk, for the many products he needs in daily life.
- **Class (teacher or child read to class)**
- **Show filmstrip.**
- **Write an article for the school newspaper (K.B. Buzzer).**
- **Check grocery prices in ads from several stores in the area.**
- **Print "make believe" ads for our room supermarket.**
- **Filmstrip on "Money in a Basket." (Pupil and teacher read.)**
- **Filmstrip or film:**
  - **Stories:** Money in a Basket, Childcraft Vol. 6, p. 226-227
  - **Resource person:** Milkman
  - **Story:** When People Didn't Use Money, Childcraft Vol. 6, p. 230-231
  - **Filmstrip:** Orocer (A.B.)
  - **Daily newspapers:** News Journal, The Roanoke Times
  - **Film:** (18809) Food Store (State)
  - **Story:** The Store on Wheels, Vol. 6, p. 84-85
  - **Lithe Wheels for Big Jobs**, Vol. 6, p. 88-89
  - **Bags, Sacks and Baskets**, Vol. 6, p. 228-229
  - **What Place is This?**, Vol. 6, p. 222-223

### RESOURCES AND MATERIALS
- **Chidcraft Vol. 6, p. 230-231
- **Chidcraft Vol. 6, p. 226-227
- **Chidcraft Vol. 6, p. 228-229
- **Chidcraft Vol. 6, p. 222-223**

### TECHNIQUES AND ACTIVITIES
- **Read:** (Pupil and teacher)
- **Print "make believe" ads for our room supermarket.**
- **Print "make believe" ads for our room supermarket.**
- **Print "make believe" ads for our room supermarket.**
- **Make believe** ads for our room supermarket.
- **Show filmstrip.**
- **Write an article for the school newspaper (K.B. Buzzer).**
- **Check grocery prices in ads from several stores in the area.**
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- **Show filmstrip.**
- **Make believe** ads for our room supermarket.
- **Check grocery prices in ads from several stores in the area.**
- **Print "make believe" ads for our room supermarket.**
- **Show filmstrip.**
- **Make believe** ads for our room supermarket.
**BROAD OBJECTIVE:** To help students realize that friendliness and courtesy are important in business.

### CONTENT QUESTIONS

1. Why should the grocer be friendly and courteous?
2. Should we as customers be friendly and courteous?

### TECHNIQUES AND ACTIVITIES

- Discuss some manners for a grocer and customer.
- Make a poster of manners that should be practiced.
- Role-play grocer and customer.
- Discuss some manners for a grocer and customer.

### RESOURCES AND MATERIAL

- **Book:** *Manners Can Be Fun* by Leaf-Lippincott (395-L)
- **Book:** *The Courtesy Book* by Dunlea-Beckley Cardy (395-D)
- **Film:** *97804Courtesy For Beginners* (Radford College)
- **Filmstrip:** "Manners in Public" (Curriculum Lab 256G)

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**Broad Objective:** To help students realize that friendliness and courtesy are important in business.
### Content Questions

1. What is the meaning of sanitation?
2. Why is sanitation important in the grocery business?
3. Should we as a customer think of cleanliness when we buy and handle food?

### Techniques and Activities

- Class discussion of cleanliness, sanitation, and their importance.
- Make a dictionary of new words introduced into this unit and use the word in a good sentence.
- Film: "Our Language Today 2: Writing a Good Sentence".
- Film: Health-You and Your Helpers Radford College.

### Resources and Materials

- Good sentences unit and use the word in a context.
**BROAD OBJECTIVE:**
To help students develop the realization that speed and accuracy in handling money is important to the grocer and to the customer.

**CONTENT QUESTIONS**

1. Is it necessary for the grocer to know how to count and make change for money? Why?
2. Is speed and accuracy, in counting money, important to the grocer? Why?
3. Should we as a customer know how to count money and make change? Why?

**TECHNIQUES AND ACTIVITIES**

- Role play: Grocer and customer(selling and buying before math unit or, money and then after)
- Math textbook: Mathematics 2 (Sets, Numbers, Numerals—Laidlaw) (Unit on Money) (Unit on Liquid Measure & Weights)
- Math textbook: Mathematics 2 (Sets, Numbers, Numerals—Laidlaw) (Unit on Liquid Measure & Weights)
- Mrs. Stump has old model scales
- Different types of containers and scales
- Have different children each morning help take up, make change and count lunch and ice cream money.

**RESOURCES AND MATERIALS**

- Math textbook: Mathematics 2 (Sets, Numbers, Numerals—Laidlaw) (Unit on Money) (Unit on Liquid Measure & Weights)
- Math textbook: Mathematics 2 (Sets, Numbers, Numerals—Laidlaw) (Unit on Liquid Measure & Weights)
- Mrs. Stump has old model scales
- Different types of containers and scales

**ROLE PLAY:**

- Cashier, customer, boy, custodian.

**HINT:**

And make change? Why?

1. Is it necessary for the customer to know how to count money and make change? Why?
2. Is speed and accuracy important to the grocer? Why?
3. Should we as a customer know how to count money and make change? Why?

**TECHNIQUES AND ACTIVITIES**

- Role play: Grocer and customer(selling and buying before math unit or, money and then after).
- Math textbook: Mathematics 2 (Sets, Numbers, Numerals—Laidlaw) (Unit on Money) (Unit on Liquid Measure & Weights)
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**RESOURCES AND MATERIALS**

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- Math textbook: Mathematics 2 (Sets, Numbers, Numerals—Laidlaw) (Unit on Liquid Measure & Weights)
- Mrs. Stump has old model scales
- Different types of containers and scales
### CONTENT QUESTIONS

1. Can you name some people who work in a supermarket and tell what they do?

### TECHNIQUES AND ACTIVITIES

- Decide on store name. Make sign. Plan, build, and operate a grocery store.
- Play the roles of manager, clerks, customers, and suppliers. Practice courtesy, courtesy, and change money.
- Write original stories about supermarket workers.
- Make labels of products sold in a grocery store. Tempera paint. Make a picture of the store. Leave the store in room as long as interest holds. Make a grocery store (tempera paint)." Leave the store in room as long as interest holds.

### RESOURCES AND MATERIALS

- Filmstrip: Supermarket Workers.
- Music textbook: "What sort of people come to our town?"
- Filmstrip: Supermarket Workers.
- Music In Our Town.
- Talkstarters: "At the Store" (Scott Foresman A2059). (Kindergarten has this.)

### OBJECTIVE

Broad: To broaden student knowledge of the world of work.
<table>
<thead>
<tr>
<th>Role Playing:</th>
<th>Culminating Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Customer</td>
<td></td>
</tr>
<tr>
<td>8. Cashier</td>
<td></td>
</tr>
<tr>
<td>7. Custodian</td>
<td></td>
</tr>
<tr>
<td>6. Bag Boy</td>
<td></td>
</tr>
<tr>
<td>5. Clerk</td>
<td></td>
</tr>
<tr>
<td>4. The Produce man</td>
<td></td>
</tr>
<tr>
<td>3. The Bread man</td>
<td></td>
</tr>
<tr>
<td>2. The Milkman</td>
<td></td>
</tr>
<tr>
<td>1. The Grocer</td>
<td></td>
</tr>
</tbody>
</table>
1. **Children's Books:**

   *Childcraft (Vol. 5, 6, 7, 11)*

   - *Banks, Majorie Ann - How Foods Are Preserved*
   - *Beck, Barbara L. - First Book of Vegetables*
   - *Buehr, Walter - Food From Farm to Home*
   - *Buehr, Walter - Meat From Ranch to Table*
   - *Burt, Olive - Let's Find Out About Bread*
   - *Dunca - The Courtesy Book (Beckley Cardy)*
   - *Green, Mary Moore - About Apples from Orchard to Market*
   - *Greene, Carla - I Want to Be a Baker*
   - *Iritani, Chica - I Know A Baker*
   - *Leaf - Manners Can Be Fun (Lippincott)*
   - *Lynch, Lorenzo - Hot Dog Man*
   - *Russell, Solveig P. - About Cheese*
   - *Sonesh, Lawrence - Our Working World (SRA)*
   - *Slobodkin - Courtesy (Vanguard Co.)*
   - *Stanek, Muriel - I Know A Dairyman*
   - *Whitney, David C. - Let's Find Out About Milk*
   - *Wynn - Learning About Our Neighbors (Allyn and Bacon)*
   - *Young, Eleanor R. - First Book of Rice*

2. **Children's and Teachers' Books:**

   - *Brandwein, Paul F. - Concepts in Science (Harcourt, Brace & World)*
   - *Cooper, Elizabeth K. - Sun and Shadow (Harcourt, Brace and World)*
   - *Conlin, David A. - Our Language Today (American Book Co.)*
   - *Gundlach - Mathematics 2 (Sets, Numbers, Numerals) (Laidlaw)*
   - *Sur, William R. and Others - This is Music (Allyn and Bacon)*
   - *Childcraft (Vol. 5, 6, 7, 9, 11)*
   - *Worldbook (Vol. F., G.S.)*

3. **Filmstrips, Records, Etc.:**

   **Study Prints:** *Supermarket Helpers*
   **Study Prints:** *Talk-starters: At the Store*
   **Study Prints:** *The Bakery (Series 7: Community Helpers)*

   **Film:** *Courtesy for Beginners (Radford College)*
   *Food Store (State)*
   *Health - You and Your Helpers (Radford College)*
   *Courtesy at School*
Filmstrip:  
Supermarket Workers (SVE)  
The Grocer (K-B Library)  
The Story of Milk (K-B Library)  
How We Get Vegetables (K-B Library)  
How We Get Fruit (K-B Library)  
How We Get Bread (K-B Library)  
How We Get Meat (K-B Library)  
Manners in Public (Curr. Lab-Ford College)  

4. Kits:  

Supermarket Workers (Wonderful World of Work series, K-3)  
Denoyer-Geppert, 1967  
Dairy Product Delivery - Geppert, 1967  
The Fruit and Vegetable Store (Our Neighborhood Worker series)  
Eye Gate, 1967  
The Butcher - Eye Gate, 1967  
The Dairyman - Eye Gate, 1967  
The Baker - Eye Gate, 1967  
The Grocer (Community Helpers series, Set One)-Young  
America Films, 1963  
Supermarket Workers (Community Workers and Helpers series)  
SVE, 1971  
How We Get Our Foods series, SVE, 1967  
The Foods We Eat series, SVE, 1971  
My Dad Works in a Supermarket (Fathers At Work series)  
IFC, 1968  
Stocker in a Supermarket (Occupational Education series)  
Eye Gate, 1965  

5. Puzzles:  

The Grocer - Playskool  
The Baker - Playskool  
The Cake Maker - Playskool  
Milkman - Playskool
CATION PROGRAM

FABFORD CITY SCHOOLS

TITLE: PADFORD THEN AND NOW

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT CITY: PADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. PUTROUG, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE PADFORD CITY SCHOOLS
1812 WOODSWORTH STREET
PADFORD, VIRGINIA 23141
PHONE: 1-703-639-6673
INTRODUCTION TO: "RADFORD THEN AND NOW"

This unit on the City of Radford is designed to help children develop an appreciation for the past and understandings of the changes that have taken place in their city.

Through various resource personnel and field trip activities we hope that each child will become aware of not only the historic past but also the present career opportunities offered.

<table>
<thead>
<tr>
<th>MOTIVATING ACTIVITY</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display a large map of the City of Radford.</td>
<td>1. Class discussion of what a map is.</td>
<td>Map of Radford.</td>
</tr>
<tr>
<td></td>
<td>2. Location of school on map. Location of other main points of reference (Ex. Norwood Street).</td>
<td></td>
</tr>
</tbody>
</table>
**BROAD OBJECTIVE:** To show children that a city can be drawn on a map, and to help children learn basic math skills.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
</table>
| 1. Can we find our home on a man of Radford? | 1. Give each child a map of the City of Radford to locate their home & draw route to school.  
2. Have each child mark his home on the big man on the bulletin board. | Maps available from Chamber of Commerce. |
| 2. How can I locate things on a man?       | 1. Class discussion & teacher demonstration of scale, legend and key.  
2. Game - Location of landmarks of City.     | Modern Mathematics II - unit on measurement. |
BROAD OBJECTIVE: To help children understand the changes that have taken place in Radford over the past 100 years. (Historical)

<table>
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<tr>
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<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What would a man of Radford 100 years ago look like?</td>
<td>1. Give the child a map of Radford in 1755. Let children try to locate present existing landmarks.</td>
<td>Included in unit.</td>
</tr>
<tr>
<td></td>
<td>2. Discuss the differences in the map.</td>
<td></td>
</tr>
<tr>
<td>2. What was our community like 100 years ago?</td>
<td>1. Tell the children the story of the Ingles family.</td>
<td>Possible resource people.</td>
</tr>
<tr>
<td></td>
<td>1. Art act. - Draw Indians</td>
<td>Necessary information attached.</td>
</tr>
<tr>
<td></td>
<td>2. Show a film.</td>
<td>Wilderness Road 16508</td>
</tr>
<tr>
<td></td>
<td>3. Children write the story in their own words.</td>
<td>Mary Prater Ingles</td>
</tr>
<tr>
<td></td>
<td>4. Give each child a picture of Lovely Mount Tavern (stage route on Wilderness Road) and Lovely Mt. Church and discuss.</td>
<td>Copy attached to unit.</td>
</tr>
<tr>
<td></td>
<td>5. Construct stagecoach.</td>
<td></td>
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<tr>
<td>CONTENT QUESTIONS</td>
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<tr>
<td>7. Crossword puzzle to review history learned.</td>
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</table>
**BROAD OBJECTIVE:** To help increase the children's knowledge of occupations available in Radford (past and present).

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<tbody>
<tr>
<td>1. How has the appearance of our community changed?</td>
<td>Display on bulletin board pictures and information of businesses and schools past and present.</td>
<td>Resource persons - natives of Radford.</td>
</tr>
<tr>
<td>2. What occupations existed 100 years ago that no longer exist today?</td>
<td>Class discussion resulting in chart showing how occupations have changed.</td>
<td>This Is Radford Virginia available from Chamber of Commerce.</td>
</tr>
<tr>
<td>3. What occupations do your parents have?</td>
<td>Each child interviews their parents about their places of work.</td>
<td>Slide Presentation of Radford -- available RHSS library.</td>
</tr>
<tr>
<td>5. What education is necessary for various careers?</td>
<td>Resource persons from selected industries to explain the industry and products made there.</td>
<td>Resource person from Radford Employment Agency.</td>
</tr>
<tr>
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<tr>
<td>6. What things I learned about Radford's past and its occupational opportunities that I would want to tell newcomers?</td>
<td>Add to list of industries - the products made in each. Field trip including historic points as well as selected industries. Children prepare a brochure using pictures taken on field trip and original descriptions of them. Creative writing lesson, choosing a career from those discussed.</td>
<td></td>
</tr>
</tbody>
</table>
1748 - Mary Draper lived with her family at Draper's Meadow (now Blacksburg).

1750 - Mary Draper married William Ingles. Was first white marriage West of Alleghenies. Had 2 children - Thomas and George.

1755 - Shawnee Indian raid on Draper's Meadow in which several were killed and Mary Draper Ingles and her children were captured. The Indians separated them and carried Mary into Kentucky and finally Ohio. Here she was forced to make salt, the first made in our country by white settlers. Mary taught nursing, cooking to the Indians thus won privileges and title 'heap good medicine squaw.' Accompanied by a Dutch woman Mary Draper Ingles escaped. For 40 days and nights she climbed cliffs, slid down mountains and lived on berries and nuts. Finally she fled from the Dutch woman, who crazed by hunger and exposure, tried to murder her.

Mary was found by a neighbor near Dunkards Bottom where her husband had rebuilt their cabin. This was on New River near Radford. Later a log cabin was built by the Ingles just West of Radford on the river. Here they operated a ferry known as Ingles Ferry. Mary sent scouts to look for the Dutch woman. Later a monument built from the chimney stones of her cabin was erected to her in Westview Cemetery in Radford.

First permanent settlement in Radford was Ingles Ferry in 1755.

Lovely Mount Tavern - Was built on Rock Road (Wilderness Road). Was a double log cabin built on stage route. Horse drives and cattle driven on this road. Was first post office in community until 1866.

1845 Old Brick Church on Lovely Mount.
UNIT TITLE: THE FARM
"OLD MACDONALD'S FARM"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: The Farm

Old MacDonald's Farm

City children need to learn how country people live. Actually, many city and rural living conditions have become quite similar because of modern means of communication and travel, and the development of consolidated school systems.

The overall view of the typical small farm and its animals and crops lends itself to a wide variety of activities which hopefully will lead the children into a better understanding and appreciation of the interdependence of people who live and work on the farm and in the city.

Second grade subject matter fields can easily be incorporated into this unit.

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<tr>
<th>MOTIVATING ACTIVITIES</th>
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<tbody>
<tr>
<td>Play record and sing:</td>
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<td>Old MacDonald's Farm.</td>
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<td>Look at and discuss:</td>
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<tr>
<td>(Model Farm from National Dairy Council)</td>
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<td>and child's vacation experiences on a farm.</td>
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</table>
**BROAD OBJECTIVE:** To help students gain an appreciation of life on a farm.

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<tr>
<td>2. What does the farmer's family do all day?</td>
<td></td>
<td>Films: Farm Animals (Radford College) Farm Babies and Their Mothers (Radford College) Farmyard Babies (Radford College) Feeding Farm Animals (State) Poultry on the Farm (State)</td>
</tr>
<tr>
<td>3. What animals live on a farm? Why does a farm have animals?</td>
<td>1. Make a scrapbook of pictures of farm animals (include vocabulary words for spelling). 2. Discuss sanitation procedures on a dairy farm (care of barns: farmer's personal cleanliness, government inspection, etc.). 3. Visit dairy farm (noting all above discussed items). 4. Play a matching game on mother and baby animals (on an electric game board). 5. Set two eggs in a &quot;chick-u-bator&quot; and count time for hatching (avoid drastic temp. changes). Interview vet. or invite to classroom.</td>
<td>Filmstrips and Record: F-L24 Sounds on the Farm Eye Gate House, Inc. Dinky, the Calf Fluffy, The Chick Frisky, The Colt Fleecy, The Lamb Porky, The Pig Our Poultry Farm</td>
</tr>
<tr>
<td>4. Where does the farmer keep his animals?</td>
<td></td>
<td>Worksheet on matching animals.</td>
</tr>
<tr>
<td>5. Who helps keep farm animals healthy?</td>
<td></td>
<td>Slides (in library) SL-01-SL15 Chick Embryo Book: All About Eggs by Millicent Selsam (in public library)</td>
</tr>
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<tr>
<td>6. What kind of machinery does the farmer use?</td>
<td>Make a mural depicting the different types of machinery (at work) on a farm. (Class project)</td>
<td>Film: Farming in South China-The Si River Valley (Radford)</td>
</tr>
<tr>
<td>7. Where does he keep his machinery?</td>
<td>Make models of farm machinery (from clay or small cardboard boxes). Film and filmstrips.</td>
<td>World Book Encyclopedia Model Dairy Farm - Dairy Council (order early)</td>
</tr>
</tbody>
</table>
BROAD OBJECTIVE: To help students become aware of how living conditions on a farm and in a small community (such as Radford) are similar, (because of modern conveniences, communication and travel).

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<tr>
<td>1. In what ways is farm life different from city life?</td>
<td>Draw individual pictures (as the child recalls it) of a farm and of our community (include activities going on in both pictures).</td>
<td>Films: The Cardboard Cox (State) Old MacDonald (State) Pageant of American Farms (State) (a little above some heads, but some received much from this)</td>
</tr>
<tr>
<td>2. In what ways is farm life similar to city life?</td>
<td>Make a chart of activities of people in our community and check to see if jobs of each are same on farm. Same as above except for listing conveniences (such as telephone, TV, etc.) Pop corn and make applesauce as an entertainment in both farm and community. Play games about farm activities (and discuss possibility of children in our community.)</td>
<td>Songs: Music in Our Town 2 1. Farmers' Market 2. Watermelons 3. Barnyard Family 4. Our Ponies 5. Sheep Are Coming Down The Road 6. Growing Crops 7. Harvest 8. Market Day 9. Planting Cabbages 10. Shake the Apple Tree 11. Wind in the Corn 12. The Farmer</td>
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<td></td>
<td></td>
<td>Filmstrips: (F-L4) (Including study prints &amp; record) Sounds on the Farm Sounds Around Town (F-L29) Sounds Around City (F-L30)</td>
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<td></td>
<td>Dairy Farm Panorama Kit</td>
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### BROAD OBJECTIVE:
To help students develop an understanding of how we depend on the farmer for our food and how he depends on us for his livelihood.

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<td><strong>1. What crops does the farmer raise:</strong></td>
<td>Discuss and list foods raised on the farm (in the U.S. anywhere and in our community)</td>
<td>Filmstrip: Set of 6 (F-S15-S20) Learning About Plants Life on a Dairy Farm #7680 Encyclopedia Britannica Educational Corp.</td>
</tr>
<tr>
<td><strong>2. How are farm animals important to us?</strong></td>
<td>Make a picture chart of the different products derived from sheep, cattle, hogs, etc. Learn and sing songs about farm animals. Make up new songs. Read stories and poems about farm animals - write stories and poems.</td>
<td>Flannel Board Kit: Farm Animals #88 (Kindergarten has this) Animals and Their Young (Kindergarten has this) Teaching Pictures - A Trip To The Farm (Kindergarten) Sounds I Can Hear (Record - Kindergarten)</td>
</tr>
<tr>
<td><strong>3. Where does the farmer go to sell his products?</strong></td>
<td>Churn butter. Visit creamery for consumer use. Imitate sounds of farm animals. Guess the animals. Use for physical education Read some poems about the farmer, his products and market. Make and work farm picture puzzles. Film. Role playing, &quot;The Farmer at the Market&quot; (buying and selling).</td>
<td>Films: Agricultural Lifelines (State) Agriculture's Showcase Abroad Let's Read Together Series (Fourth Grade - Section on Farm Poetry)</td>
</tr>
<tr>
<td><strong>4. Who buys the foods at the market?</strong></td>
<td></td>
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</tbody>
</table>
BROAD OBJECTIVE: To help students gain an insight into the duties of a farmer in daily life.

CONTENT QUESTIONS:

1. What does a farmer do all day?

2. Who helps the farmer with his work?

3. What does the farmer do in different seasons?

TECHNIQUES AND ACTIVITIES:

1. Several short filmstrips or films on the farmer at work.

2. Discussion of large farm picture (childcraft) of what farmer is and will do on the farm.

   Construct a farm (and for vocabulary and spelling, label the buildings, animals and machinery).

   Role playing, "The Farmer and His Helpers at Work."

3. Construct a bulletin board (divided into 4 seasonal sections) and depict through cut out pictures jobs of farmer each season. (Measure board divide into fourths)

   Learn and sing songs about farmer and his seasonal crops.

RESOURCES AND MATERIAL:

Textbook: Our Working World Neighbors at Work, by Lawrence Schoen, 3rd

Textbook: Mathematics 2 (Laidlaw)

Units on Measurements

Film: The Farmer (Radford College)
**BROAD OBJECTIVE:** To help students become aware of some problems which face a farmer (erosion, improvement in soil, selling of products, meeting standards).

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</table>
| 1. What are some of the problems with which a farmer must deal in improving his soil? | Plant some seeds in two flower pots. Add fertilizer to one pot. Note which plant grows better. | Film:  
  What is Soil? (State)  
  Soil Conservation - Erosion (State)  
  Soil Conservation - Soil and Water Conservation (State)  
  Textbook:  
  Concepts in Science 2, "Plants and Animals"  
  Our Language Today 2, "Letter Writing"  
  Farmer's Almanac (Librarian has these) |
|                                                                                  | Experiment to show how water carries fertilizer to plants. Pour some sugar or salt on a piece of cloth stretched over a bowl. It will not go through the cloth. Now pour water over the cloth. Taste the water. |                                                                                       |
|                                                                                  | Show film and discuss.                                                                     |                                                                                       |
| 2. How does the farmer protect the soil to keep it from washing or blowing away?  | Show films or filmstrips depicting different methods of soil conservation. Visit and discuss ex. of soil erosion. Resource person to talk to class about soil...its composition, care and conservation. | Film:  
  Our Land-It's Many Faces (State)  
  Fifth Grade Science Book (has an experiment on erosion) |
<p>|                                                                                  | Discuss and summarize.                                                                     |                                                                                       |
|                                                                                  | Visit a farm to clarify and broaden our understandings.                                    | Field trip to a farm.                                                                 |</p>
<table>
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<td>3. Who assists the farmer in deciding what to grow, when and where on his farm?</td>
<td>Bring, read and discuss newspaper clippings on farm reports. Listen to farm reports on local radio and television stations.</td>
<td>Film: The Agriculture Story (Radford) Agriculture in Virginia (Radford) Your Meat Inspection Service (State) Letter Writing for Beginners (Radford)</td>
</tr>
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</table>

Film: "Farm Agent on Radio Broadcast"
CULMINATING ACTIVITY:

Role playing of:

1. "A Day on the Farm"
2. "The Farm Family"
3. "The Farmer and His Helpers"

2. Begin list of Careers We Have Learned About, on wall above chalkboard. Leave all year; add to as year goes on.
(Children cut out letters as we learn about each career in the unit)

3. Have a barn dance.

RESOURCES AND MATERIAL

Resource Persons:

1. Farmer
2. Salesman
3. Repairman
4. Grocer
5. Machine operator
6. Soil conservationalist
7. Soil analyst
8. Coun' gricultural agent
9. Horticulturist
10. Park ranger
11. Dairyman
12. Farm realtor
13. Feed dealer
14. Manufacturers of farm tools
15. Biologist
16. Landscaper
17. Livestock breeder
18. Veterinarian
BIBLIOGRAPHY

1. Books: (Children's)

Brock, Emma Lillian. Kristie and the Colt.
Dodd, Madeline. All Kinds of Cows.
Friskey, Margaret. Seven Diving Ducks.
Galdone, Paul. The Old Woman and Her Pig.
Georgiady, Nicholas P. Gertie, The Duck.
Goodell, Patricia. The Cow in The Silo.
Goodspeed, J. M. Let's Go To A Dairy.
Greene, Carla I Want To Be A Dairy Farmer. Children's, 1957.
Harper, Wilhelmina. The Lonely Little Pig and Other Animal Tales.
Jackson, Kathryn. Katie the Kitten.
Keller, Katherine. Summer Comes to Meadow Brook Farm.
Lenksi, Lois. The Little Farm.
Mason, Miriam E. Smiling Hill Farm.
Moncure, Jane B. Flip, The True Story of a Dairy Farm Goat.
Stong, Philip Duffield. Farm Boy.
Watson, Nancy. Katie's Chickens.

2. Books: (Teachers')

Childcraft
World Book
3. Flannel Board Kits:

- Animals and Their Young
- Farm Animals
- Trip To The Farm
- Sounds I Can Hear (Record included)

4. Filmstrips:

- Dinky, The Calf. Eye Gate House, Inc.
- Fleecy, The Lamb. Eye Gate House, Inc.
- Frisky, The Colt. Eye Gate House, Inc.
- Learning About Plants. Encyclopedia Britannica Educational Corp.
- Life On A Farm. Encyclopedia Britannica Educational Corp.
- Our Poultry Farm. Eye Gate House, Inc.
- Porky, The Pig. Eye Gate House, Inc.
- Sounds Around The City (F-L24). School Library.
- Sounds Around Town (F-L29). School Library.
- Sounds On The Farm (F-L30). School Library.
- The Foods We Eat series. SVE, 1971.
- Vegetables and Fruits (Agriculture and Industry series). Educational Reading Services, 1963

5. Films:

- Agricultural Lifelines (14 min. elem. State).
- Agriculture's Showcase Abroad (14 min. elem. State).
- Agriculture Story (17 min. elem. Radford College).
- Agriculture in Virginia (36 min. elem. Radford College).
- Cardboard Cow, The (14 1/2 min. elem. State).
- Farm Animals (10 min. pri. Radford College).
- Farm Babies and Their Mothers (10 min. pri. Radford College).
- Farmyard Babies (11 min. pri. Radford College).
- Feeding Farm Animals (16 min. elem. State).
- Food For The City (12 min. elem. State).
- Letter Writing For Beginners (11 min. pri. Radford College).
- Old MacDonald (16 min. elem. State).
- Pageant of American Farms (15 min. elem. State).
- Poultry on the Farm (10 min. elem. State).
- Soil Conservation-Erosion (10 min. elem. State).
- Soil Conservation-Soil (10 min. elem. State).
- Your Meat Inspection Service (36 min. Radford College).

6. Puzzles:

- Farmer (Educational Playthings). Playskool.
- Milkman (Educational Playthings). Playskool.
- Barn. Beckley-Cardy Co.
7. **Single Cassette:**

   *Visiting a Farm.* (All Aboard! Let's Go! series) Educational Reading Services.
   *Visiting a Dairy.* (All Aboard! Let's Go! series) Educational Reading Services.

8. **Study Prints:**

   *At the Farm.* Instructo.
UNIT TITLE: OUR HOMES - SHELTER

"WHERE DO YOU LIVE?"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: Our Homes-Shelter
"Where Do You Live?"

Throughout the primary grades, attention is given to self, home, community and the workers whose services contribute to them.

In the second grade, with increasing maturity of the children, interest in the home, its structure and furnishings is extended.

Since every aspect of the child's life is touched by the home, his experiences and interests will be prevalent.

It is hoped the children will gain a better understanding of and appreciation for the workers involved, from the architect's drawings of the house plans to the role of parents and children.

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<tr>
<td>Filmstrip and story: (F-L8) Hansel and Gretel (Gingerbread House)</td>
<td>Filmstrip: (F-L8) Hansel and Gretel</td>
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<tr>
<td>Construct cardboard houses to resemble gingerbread house.</td>
<td></td>
</tr>
<tr>
<td>Make a gingerbread house or a small cardboard house to resemble real gingerbread box with frosting and gingersnaps on it.</td>
<td></td>
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<tr>
<td>Dramatize story Hansel and Gretel or conduct a &quot;man on the street&quot; interview, using microphone and tape recorder. Teacher will act as &quot;man on the street&quot; first to give class the idea. Then different children will be chosen.</td>
<td>Tape recorder</td>
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**BROAD OBJECTIVE:** To help students gain an appreciation of our homes.

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<tr>
<td>2. What kinds of homes are in our neighborhood?</td>
<td>Read stories (pupils and teachers) Read poems. Take field trip around school and in neighborhood where most of class reside to view kinds of homes. Discuss types of houses; materials houses are made of and process involved in building a house. Filmstrip - view and discuss. Build own houses out of milk cartons. Build a house out of a cardboard box. Paint it.</td>
<td>Story: Three Little Pigs (p. 60) The House That Jack Built The Little Stone House The City Mouse and the Country Mouse (p. 94) Childcraft - Vol. 2 Filmstrip: The Homes We Live In - Jam Handy Poem: Peter, Peter, Pumpkin Eater There Was An Old Woman (p. 31) The House of the Mouse (p. 94) The Shiny Little House (p. 16) Childcraft - Vol. 2 (Mrs. Showalter's room)</td>
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| 3. Why do we need homes? | Transparency-Home as a Place of Shelter.  
Class discussion of weather factors.  
Filmstrip-view and discuss | Transparency: Home as a Place of Shelter (creative visuals) |
| 4. What kinds of rooms does a house have? | Make a list of rooms in a home and the furnishings used in each room.  
Examine and discuss blueprints (floor plans) and learn about scale model. Correlate this with math class on measurement and cost (addition and subtraction of simple money problems).  
Try drawing simple floor plans for "your" house.  
Collect and discuss floor plans from newspapers and magazines. | Filmstrip: Why We Need Houses (238B)  
Childcraft-Vol.6(Mrs. Darden's room)  
1. Adobe(p.127)  
2. Apartment(p.123)  
Math textbook-Mathematics 2  
Sets, numbers, numerals  
a. measurement unit  
b. money unit  
c. geometric shapes  
Filmstrip-Parts of a House (238B) |
### CONTENT QUESTIONS | TECHNIQUES AND ACTIVITIES | RESOURCES AND MATERIAL
--- | --- | ---
5. **What important tasks need to be done in our homes?**

- Read stories (pupils)
  - *The Cloud House in the Sky*
    p. 94 (Sun and Shadow)
  - *Moving Day - The Apartment*
    p. 116-122 (Sun and Shadow)
  - *The Little Clay House*
    p. 97 (Together We Go)
  - *A Baby in the House*
    p. 135 (Together We Go)
  - *Tools for Work*
    p. 102 (A World of Surprises)
  - *Two is a Team*
    p. 201-221 (A World of Surprises)
  - *The Painted House*
    p. 8 (Going Places, Seeing People)
  - *My Home*
    p. 46 (Going Places, Seeing People)

- Plan one extra chore that you can do daily to help at home.

- Make a poster illustrating rules of courtesy at home.

- Make a chart of all home jobs, who does them, and which ones you can help with.

- Plan and plant a bulb or dish garden.

- Make a chart of why we need homes.

---

6. **Ways we can make house more pleasant.**

---

- Reading textbook: *Sun and Shadow*

- Reading textbook: *Together We Go*

- Childcraft - Vol. 10, p. 218-219 "The Carpenter's Cutting Tools"
BROAD OBJECTIVE: To help students develop an understanding of workers involved in building, furnishing and maintaining our homes.

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| 1. What kind of tools are used to build a house? | Filmstrip-view and discuss.  
Children make own tools out of construction paper for bulletin board.  
Bring tools from home and show class. | Filmstrip-Tools and Materials for Building Houses(C38D) |
| 2. What workers are needed to build a house?  
How did the workers learn their skills? | Children make puppets out of bags depicting worker who builds houses.  
Class discussion of workers and how they learned the skills.  
Architect-show blue prints and let children draw simple plan of their own houses.  
Correlate with math class on measurement and cost.  
Make class picture and story book of construction workers depicting as many different phases of their jobs as possible.  
Go to an area where the workers are in the process of building a house. | Childcraft  
Moving(Vol.7)  
Carpenter(Vol.7)  
Apron(Vol.9)  
Belt(Vol.10)  
Tools(Vol.10, Vol.9)  
Electrician(Vol.10)  
Plumber(Vol.8, Vol.10)  
Painter(Vol.10) |
### CONTENT QUESTIONS

3. Where do the materials to build our homes and furnishings come from?

### TECHNIQUES AND ACTIVITIES

- Invite a carpenter, plumber, electrician (any other available person children might know) in to briefly explain their work and how they learned their skills.
- Filmstrip: View and discuss
- Collect and make an exhibit of different kinds of materials used in constructing a house.
- Make a picture chart of household furnishings (emphasizing as many different types of materials used in each).
- Filmstrip, records or cassettes

### RESOURCES AND MATERIAL

- **Books:**
  - I Want to be An Architect
  - I Know a House Builder
- **Filmstrip:** Men Who Build Our Houses (283F)
- **Science experiment:** Why green lumber is not used in building by wetting a piece of plywood and drying as quickly as possible.
- **Childcraft:**
  - Brick's for Houses (Vol.7)
  - Grass (Vol.5)
  - Mud (Vol.5)
  - Paper (Vol.5)
  - Tree (Vol.5)
  - How to Make Furniture (Vol.9)
- **Filmstrip, records or cassettes:**
  - (Singer/SVE) World of Work
  - The Home We Live In
  - How We Get Our Homes
CONTENTS QUESTIONS

4. What important tasks need to be done in our homes? Who performs these tasks?

TECHNIQUES AND ACTIVITIES

- Learn and sing songs:
  - At our House (p. 38)
  - Leaky Faucet (p. 6)
  - Making Cookies (p. 10)
  - Needle Sing (p. 11)
  - Old House (p. 8)
  - Make up other songs or verses to songs in books.
  - Pantomime the work of different kinds of duties in home. Have other children guess which worker is being represented.

- Learn and sing songs:
  - Helpers (p. 44-Disc. Music)
  - Help me Today (p. 80-Disc. M)
  - If You're Happy (p. 8-This Is Music)

- Art-decorate wooden boxes for trinkets or create felt picture and vase of paper flowers-art design out of toothpicks. Children may put art decorations in playhouse, if available.

- Play rhythmic game:
  - If You're Happy (p. 8-This Is Music)
  - Come Sing and Play (p. 6-This Is Music)


RESOURCES AND MATERIALS

- Music Textbook: Music In our Town
- Music Textbook: Discovering Music
- Music Textbook: This Is Music
- Economy Handicrafts = Flushing, N.Y. p. 29 felt and burlap picture pack.
- Textbook: Together We Go
### BROAD OBJECTIVE:
To help students develop a realization and appreciation of the many conveniences in our homes.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> How do we heat our homes in winter? How do we cool them in summer?</td>
<td>Class discussion of ways their homes are heated and cooled.</td>
<td>Childcraft Furnace (Vol. 6 and 8)</td>
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<td></td>
<td>Invite a heating and plumbing contractor or helper (a father, if possible) to answer questions and enlighten children as to types of heat and cooling devices.</td>
<td>Resource person-heating and plumbing contractor.</td>
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<td><strong>2.</strong> What materials are used for insulation?</td>
<td>Interview parents about insulation in home and report to class.</td>
<td>Language textbook: Unit on &quot;Labeling Things&quot;.</td>
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<td>Invite school custodian to explain heating system in school.</td>
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<td>Make an exhibit and label types of fuel. Discuss advantages and disadvantages.</td>
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<td><strong>3.</strong> What furnishings does a home need? What purposes does furniture serve? Of what materials is furniture usually made?</td>
<td>Read poems (pupil or teacher)</td>
<td>Poems-Childcraft-Vol. 1</td>
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<td>Class discussion of advantages and disadvantages of rugs, carpets, tile, cement, linoleum, bare wooden floors.</td>
<td>The Clock</td>
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<td>Cut out pictures of furniture for a room and arrange it several ways, deciding on the most convenient arrangement.</td>
<td>My Bed</td>
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<td></td>
<td>Poems-Childcraft-Vol. 1</td>
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<tr>
<td></td>
<td></td>
<td>The Clock</td>
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<td></td>
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<tr>
<td>4. What conveniences for the home have come in to use recently? How do they add to our comfort and well being?</td>
<td>Make something useful or decorative for the home. (Book marks, memo pads, napkin rings, door stops, letter-holder, pin cushion). Make a list of labor-saving devices. View and discuss film. Filmstrip and cassette-view and discuss. Math-identify and work simple addition and subtraction problems with &quot;sets&quot; of objects and &quot;groups&quot; of workers, furniture, etc. in the home. Free reading-read the books on the special reading table (to be set up for this unit) Report on any particular book you think would interest the class (book report). Children interview parents with cassette tape recorders on labor-saving devices.</td>
<td>Film: Pioneer Home (#80904 Rad.) Filmstrip and cassette: (Eye Gate) The Story of Houses What’s Around Us-The Home Chillcraft Refrigerator (Vol. 6) Telephone (Vol. 6) Television (Vol. 6) Dishwasher (Vol. 6) Washer &amp; dryer (Vol. 6 and 8) Books for reading table are included in back of unit.</td>
</tr>
<tr>
<td>CULMINATING ACTIVITY</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td>Construct a house</td>
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<td>Role play (people who build the house as well as family who lives in the house).</td>
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<tr>
<td>Classroom quiz</td>
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<tr>
<td>Booklet—of all papers and objects children have done and made during unit.</td>
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</tbody>
</table>
BIBLIOGRAPHY

1. Books for Children:


2. Teachers' and Children's Books:


3. Films:

Pioneer Home. Radford College

4. Filmstrips:

Hansel and Gretel. F-18 school library.
Home We Live In, The. SVE.
Homes in the U.S.-Old and New(313I)
Homes We Live In. Jam Handy.
How We Build Houses(How We Build Things series)Eye Gate, 1972.
How We Get Our Homes series. SVE.
Men Who Build Our Homes(238F)
My Dad I: A Carpenter(Fathers at Work series) IFC, 1968.
My Dad-The Construction Foreman(What Does Your Dad Do series)
Jam Hardy, 1970.
Parts of a House(238E)
Story of Houses. Eye Gate.
The First Homes-313A(Radford College)
The Home of the American Indian(313H)
The Three Little Pigs. SVE, 1960.
Tools and Materials for Building Houses(238D)
What's Around Us-The Home. Eye Gate.
Why We Need Houses(238B)
CAREER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE: CUSTODIANS (JANITORS) IN OUR LIVES
APPROXIMATE GRADE LEVEL: GRADE 2
PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: Custodians (Janitors) in Our Lives

All too often we take for granted the important work performed for us, by the custodians or janitors.

These people include our mothers and fathers, as well as those persons who are responsible for the maintenance of private and public buildings.

It is hoped, through actual association with the school custodians, that children will begin to realize and appreciate those who care for the buildings used by us all. For the buildings used by us all.

1. Display some of the equipment used by custodians or janitors.
2. Through cooperation with the school custodians, do not clean the classroom for a week (without the knowledge of the children in the class).
3. Class discuss the appearance of the classroom after the week of work with the children in the class.
4. Ask for volunteers among the children in the class to carry out the duties which the custodian would have performed each day.

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>MOTIVATING ACTIVITIES</th>
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<tbody>
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This unit is designed for a second-grade class for two to three weeks.

INTRODUCTION TO: Custodians (Janitors) in Our Lives

1.
### BROAD OBJECTIVE:

To help children learn about the importance of a custodian or janitor in their lives.

### CONTENT QUESTIONS

1. **What is a custodian?**
   - Class discussion of the meanings and their likenesses and differences.
   - Use dictionary and find meaning of both words.

2. **Where do we need a custodian or janitor?**
   - View and discuss films.
   - Class discussion of places they have observed custodians and janitors at work.
   - View and discuss filmstrip and cassette and illustrations and pictures.

### TECHNIQUES AND ACTIVITIES

- Class discussion of the meanings of both words.
- View and discuss filmstrip and cassette.
- Have children observe custodians and janitors at work.
- Class discussion of places they have observed custodians and janitors at work.

### RESOURCES AND MATERIALS

- *The Harcourt Brace *Dictionary
- *Community Helpers at Our School*
- *Community-Keeps Healthy*
- *School C-89*
- *Helpers at School-Knowing Our*
- *Picture Dictionary For Children*
- *Helpers at Our School*
- *CFA110*
- *Pict-O-Graph-Community Helpers C-89*
- *Communities Keep Healthy*
- *Communities Keep Clean*
- *Helpers at Our School*

### TECHNIQUES AND ACTIVITIES

- Class discussion of the meanings of both words.
- Use dictionary and find meaning of both words.
- View and discuss filmstrip and cassette.

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- *The Harcourt Brace Dictionary*
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- *Communities Keep Clean*
- *Helpers at Our School*
BROAD OBJECTIVE: To help children develop an appreciation of custodians or janitors in their lives; through a workable knowledge of their duties and responsibilities.

CONTENT QUESTIONS

1. What are the duties of a custodian? a janitor?

2. What would our public buildings, as well as our private homes, look like without the services of a custodian or janitor?

TECHNIQUES AND ACTIVITIES

Learn and sing songs about a custodian or janitor at work.

Invite a custodian from some public building (such as rec-center, public building) to visit the class and explain and answer questions about his work. Then compare his work with that of the school custodian.

Field trip: Tour of school building.

Resource persons: School custodian and janitor.

In Our Town, Mursell

"Galoshes" Page 3

In Our Town, Mursell

"Leaky faucet" Page 6

Discovering Music, Berg

"Jack-a-needel" Page 3

Discovering Music, Berg

"Heifers" Page 41

Discovering Music, Berg

"Pounding a Nail" Page 43

Involve children in their lives; through a workable knowledge of custodians.

RESOURCE MATERIAL

"Pounding A Nail" Page 43

"Helpers" Page 41

"Discovering Music-Berg" Page 3

"Jack-a-needel" Page 3

"Leaky faucet" Page 6

"Galoshes" Page 3

In Our Town, Mursell

Discovering Music-Berg

"Heifers" Page 41

"Pounding A Nail" Page 43

TECHNIQUES AND ACTIVITIES

LEARN AND SING SONGS ABOUT A

CUSTODIAN OR JANITOR AT WORK.

INVITE A CUSTODIAN FROM SOME

PUBLIC BUILDING SUCH AS REC-

CENTER, PUBLIC BUILDING.

THEN COMPARE HIS WORK WITH

THAT OF THE SCHOOL CUSTODIAN.

TAKE TOUR OF SCHOOL BUILDING.

INVITE JANITOR TO EXPLAIN HIS DUTIES.

LEARN AND SING SONGS ABOUT A

CUSTODIAN OR JANITOR AT WORK.

TAKING TOUR OF SCHOOL BUILDING.

INVITE JANITOR TO EXPLAIN HIS DUTIES.

INVITE A JANITOR FROM SOME PUBLIC BUILDING TO VISIT THE CLASS AND EXPLAIN AND ANSWER QUESTIONS ABOUT HIS WORK.

TAKING TOUR OF SCHOOL BUILDING.

INVITE A CUSTODIAN FROM SOME PUBLIC BUILDING TO VISIT THE CLASS AND EXPLAIN AND ANSWER QUESTIONS ABOUT HIS WORK.

TAKING TOUR OF SCHOOL BUILDING.

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<tr>
<th>Resources and Material</th>
<th>Techniques and Activities</th>
<th>Content Questions</th>
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<tbody>
<tr>
<td><strong>Dear Garbage Man</strong></td>
<td><strong>Mr. Pickle's Surprise</strong></td>
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<td><strong>Busy Bodies</strong></td>
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<td><strong>About Family Helpers</strong></td>
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<td></td>
<td><strong>About Family Helpers</strong></td>
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<tr>
<td>Class discussion and list of places where custodians or janitors are needed.</td>
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Children read stories about school janitor. "Mr. Pickle's Surprise" page 51.
**Broad Objective:**
To help children realize that everyone, to an extent, act as a custodian or janitor sometimes.

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<tr>
<th>Techniques and Activities</th>
<th>Resources and Materials</th>
<th>Content Questions</th>
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<tbody>
<tr>
<td>- Examine and discuss study prints.</td>
<td>- Janitorial equipment.</td>
<td>1. Did you ever think of your mother or father as a custodian or janitor?</td>
</tr>
<tr>
<td>- Examine and discuss study prints. (At the beginning of the unit.)</td>
<td>- In the Home CSP-19</td>
<td>2. Have you ever done any work as a custodian?</td>
</tr>
<tr>
<td>- Class discussion of ways the child has helped in his home.</td>
<td>- Family Responsibilities in the Home CSP-23</td>
<td>3. Is it the duty of only a custodian or janitor to take care of our building?</td>
</tr>
<tr>
<td>- Class discussion of our classroom appearance.</td>
<td>- SchoolCourtesy CP110</td>
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</table>
CULMINATING ACTIVITY

Plan and carry out a special day or party for custodians in the school, in appreciation and understanding of jobs performed by custodians and janitors.

Each child in class will wear a "thank you" badge which they have made for the occasion.
BIBLIOGRAPHY

1. Books:
   Mursell, James L. Music In Our Town, Silver Burdett.
   Smith, Nila Banton. Foolish and Wise, Bobbs Merrill.
   Walters, Garnette. The Picture Dictionary, Grosset Dunlap.

2. Cassette:
   CFA11 Helpers At School-Knowing Our School

3. Films:
   70605 Communities-Keep Clean(P) State
   25805 Community Keep Healthy(P) State
   66305 Fathers Go Away To Work(P) U.Va.
   45705 Helpers At Our School(P) Radford
   89904 Helpers In Our Community(P) Madison
   20904 Night Community Helpers(P) State
   28404 What Is A Neighborhood(P) Radford
   54605 Schools and Jobs-Lots of People Work Here(P) State

4. Filmstrips:
   CFA110 Helpers At School
   FA85227 Our Job At School
   FA87229 School Courtesy
   FA84226 School Helpers

5. Pict-O-Graph:
   C89 Community Helpers

6. Study Prints:
   CSP19 Family Responsibilities in the Home
   CSP23 Keeping the City Clean and Beautiful
   CSP20 School Friends and Helpers
THE ARTS: "COLOR MY WORLD"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
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PHONE: 1-703-639-6673
It is hoped, through a unit of this type, that children will develop an interest in cultural contributions to society.

Selections from the finest works of both past and contemporary times should be included. The arts contribute to the enrichment of almost every area of learning. Children will be encouraged to use many art forms to express their own feelings and ideas creatively.

**BROAD OBJECTIVES:**

1. To help students develop the sensitivity, taste, and appreciations which will enrich their lives.

2. To help students become aware of their interests in selected activities.

3. To help the children become aware that they rely upon community members other than their family and that learning helps people do things for the community, state, and nation.

4. To enable the students to explore possibilities of opportunities for employment, as well as the arts as leisure time activities.

5. To help the students understand how their personal and physical characteristics and abilities (or talents) influence their personal goals and career decisions.

6. To become familiar with some famous artists (and works of art) and some famous musicians (and musical compositions).
**BROAD OBJECTIVE:** To help students develop the sensitivity, taste, and appreciations which will enrich their lives.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
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</thead>
<tbody>
<tr>
<td>1. What kind of stories do you enjoy?</td>
<td>Teacher read and tell different types of stories to class.</td>
<td>Books:</td>
</tr>
<tr>
<td></td>
<td>Pupils read different types of stories.</td>
<td>Balet, Jan B. <strong>What Makes An Orchestra?</strong> (Oxford)</td>
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<td></td>
<td>Role-play some story characters.</td>
<td>Britten, Benjamin <strong>The Wonderful World of Music.</strong> (Doubleday)</td>
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<td></td>
<td>Make a chart (child made) of types of stories and let each child put his name under the</td>
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<td>type he prefers.</td>
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</tr>
<tr>
<td>2. What do stories do for people?</td>
<td>Ask the children about some subject they know nothing about. Then read them a story and</td>
<td></td>
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<tr>
<td></td>
<td>follow with a class discussion about how they feel now.</td>
<td></td>
</tr>
<tr>
<td>3. How can you learn to enjoy music?</td>
<td></td>
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</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<td></td>
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<td>Books Continued:</td>
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<tr>
<td></td>
<td></td>
<td>Daniach, Shula.</td>
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<tr>
<td></td>
<td></td>
<td>*Every Child's Book</td>
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<tr>
<td></td>
<td></td>
<td>of Music and Musicians*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Ambassador)</td>
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<tr>
<td></td>
<td></td>
<td>Kaufmann, Helen L.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>History's 100 Greatest Composers.</em> (Grosset)</td>
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<tr>
<td></td>
<td></td>
<td>Norman, Gertrude.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The First Book of Music.</em> (Watts)</td>
</tr>
</tbody>
</table>
BROAD OBJECTIVE: To help students become aware of their interests in selected activities.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you do for fun</td>
<td>Class discussion of what each child does now when not in school.</td>
<td></td>
</tr>
<tr>
<td>and relaxation?</td>
<td>Set up centers for each child to experience activities in different areas (study prints</td>
<td>Film: 14004 <em>Piddle Dee Dee</em></td>
</tr>
<tr>
<td></td>
<td>of famous paintings, filmstrips, records and cassettes of different types of music).</td>
<td>(Painting to Music)</td>
</tr>
<tr>
<td></td>
<td>View and discuss films.</td>
<td></td>
</tr>
</tbody>
</table>
**BROAD OBJECTIVE:** To help the children become aware that they rely upon community members other than their family and that learning helps people do things for the community, state, and nation.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
</table>
| 1. When you want something to do for entertainment who is responsible for furnishing the entertainment? | Make a class chart of activities for entertainment. (For example: a. Watch TV  
b. Listen to radio, tape player, etc.  
c. Play at area playground.  
d. Go to movie theater.  
e. Go swimming.  
f. Skate or play basketball at the recreation hall.)  

Class discussion of the people and their jobs in the different entertainment areas.  

Resource persons from several areas. |
BROAD OBJECTIVE: To enable the students to explore possibilities of opportunities for employment, as well as the arts as leisure time activities.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary grades who show talent in both areas?</td>
<td>do for a living or a hobby in art and music.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>View and discuss film.</td>
<td>Film: Music Career or Hobby 97404 91104 Clay in Action</td>
</tr>
</tbody>
</table>
**BROAD OBJECTIVE:** To help the students understand how their personal and physical characteristics and abilities (or talents) influence their personal goals and career decisions.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES &amp; MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are my interests in the area of art and music?</td>
<td>View and discuss films, filmstrips.</td>
<td>Films: 89504 Making of a Mural.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55604 Cinderella (Shows children's drawings and narrations)</td>
</tr>
<tr>
<td>2. Do I enjoy activities in either or both of these areas?</td>
<td>Try different media in art activities.</td>
<td>44004 Let Us Write A Story</td>
</tr>
</tbody>
</table>
BROAD OBJECTIVE: To become familiar with some famous artists (and works of art) and some famous musicians (and musical compositions).

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>What works of art and musical compositions have been profitable to their composers?</td>
<td>Display on bulletin board some copies of famous works of art and have children give their interpretations. Show filmstrips and films. Listen to parts of some different types of famous musical compositions. Do group research on prices some works of art have brought. Read stories about lives of some authors and music composers.</td>
<td>World Book Encyclopedia</td>
</tr>
</tbody>
</table>

CULMINATING ACTIVITIES: Art Festival Music Assembly
BIBLIOGRAPHY

Careers in Music; Music Educators National Conference, 1201 16th St. N.W.

Bibliography of Career Materials in Music. American Symphony Orchestra League, P. O. Box 66, Vienna, Virginia 22180

National Association of Schools of Art. 1 Dupont Circle, N.W. Washington, D.C. 20036

National Society of Art Directors. Art Education Chairman 115 E. 40th Street New York, N.Y. 10016

The Artists Guild, Inc. 25 Montgomery St. N.Y., N.Y. 10002

Careers in Art; The Crayon, Water Color and Craft Institute, Inc. Eden Hill Road New Town, Connecticut 06470
CARZER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE: TRANSPORTATION - "ROW-ROW-ROW-YOUR-BOAT"
APPROXIMATE GRADE LEVEL: SCALE 2
PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. PITROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT

THE CARZER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-532-6573
**INTRODUCTION TO: "ROW-ROW-ROW-YOUR-BOAT"**

Transportation touches our lives in many ways, directly and indirectly. Through this unit we hope to create an awareness of the importance of transportation and an appreciation for workers involved in it. Because of the broadness of the topic, this unit will deal with water transportation.

<table>
<thead>
<tr>
<th>MOTIVATING ACTIVITY</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have children bring in pictures of as many boats as they can find. Let them place the pictures on the bulletin board. Discuss the size, shapes, of boats and various places that boats can be used.</td>
<td>Listen to, view and discuss filmstrip and record.</td>
<td>A Boat Named George SVE Filmstrip and Record</td>
</tr>
</tbody>
</table>
Since boats were one of the first forms of transportation, it will be interesting for children to study some of the first boats and compare them to modern vessels.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
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<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What did the first boats look like? Why were they made?</td>
<td>Glass discussion of who might have built the first boats and how they might have looked.</td>
<td>16704 Pioneers of the Frontier</td>
</tr>
<tr>
<td></td>
<td>Look at pictures and filmstrips of boats from the past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity - Make a model of a dugout or Indian canoe or draw them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read a story of Columbus' voyage to the &quot;new world&quot;.</td>
<td>First Book of Ships, First Book of Holidays, 24724 Story of Christopher Columbus</td>
</tr>
<tr>
<td></td>
<td>Sing songs related to Columbus voyage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write an original story about the hardships involved in Columbus' voyage.</td>
<td>Our Language Today 2, Unit 7 - Writing Stories Can Be Fun</td>
</tr>
<tr>
<td>2. How were boats involved in the early exploration of our country?</td>
<td></td>
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<tr>
<td></td>
<td>Read a story to the children about the Pilgrims' voyage to America.</td>
<td></td>
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<tr>
<td></td>
<td>Role-play the Pilgrims' voyage.</td>
<td></td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td>3. How were boats improved through the discovery of steam?</td>
<td>Assign spelling words in connection with the &quot;exploration&quot; phase of the unit. (Ex: Mayflower, Pilgrim, Thanksgiving)</td>
<td>Teacher made Club-Quiz wheel.</td>
</tr>
<tr>
<td>4. How and why are ships today different from the first vessels?</td>
<td>Play Club-Quiz to review facts learned about history of water transportation. Experiments to show how steam can move objects. Have children compare the pictures of modern vessels on their bulletin board to the first vessels they studied. Class discussion of how the vessels are similar, different-size, shape, seaworthiness. View and discuss film.</td>
<td>Concepts in Science 2 &quot;Molecules At Work&quot; Bulletin board of ships.</td>
</tr>
<tr>
<td>5. In what ways are ships used today that are different from the past?</td>
<td>Class discussion of how ships can be used to transport goods and people. Draw pictures of the &quot;first&quot; boats and boats today.</td>
<td>46608 Transportation By Water 56308 Americas Inland Waterways</td>
</tr>
</tbody>
</table>
**BROAD OBJECTIVE:** To help children become aware of the importance of water transportation in their own lives.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>1. If you wanted to go to four... and couldn't get an airplane ticket, how else could you go?</td>
<td>Class discuss how passenger ships are important. Discuss the advantages and disadvantages of this mode of travel. Read &quot;A Floating City&quot;. Invite someone who has taken a cruise in to talk to the class. View films that show passenger cruises.</td>
<td>Travel brochures. 57094 <em>Airplane Trip By Jet</em>. Going Places, Seeing People. Harcourt, Brace &amp; Jovanovich Skills 6.</td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td>3. In what way can boats be used for enjoyment?</td>
<td>Invite a parent who owns a boat in to talk to the class. Encourage children to share experiences involving recreational vessels. Paint pictures based on the experiences of the children.</td>
<td>Safety Primer for Pleasure Boats; Sailing Is Fun. Available from Nat. Assoc. of Engine &amp; Boat Manuf.</td>
</tr>
</tbody>
</table>
**BROAD OBJECTIVE:** To help students develop an understanding and appreciation of the workers involved in operating ships and boats.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
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<th>RESOURCES AND MATERIAL</th>
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</thead>
<tbody>
<tr>
<td>1. What workers are necessary to operate a passenger ship?</td>
<td>Discuss the facilities available on passenger ships and the workers involved in operating them. Let the children divide into groups and role-play the workers on a large passenger ship—captain, navigator, stewards, recreational director, doctors, etc.</td>
<td>Role-Play workers on the job. Read stories.</td>
</tr>
<tr>
<td>2. What workers are involved in shipbuilding?</td>
<td>Interview a shipbuilder or invite him to the classroom. View and discuss filmstrip on shipbuilding.</td>
<td>How We Build Ships, Eye Gate. Pictures, posters and information from the U.S. Navy Department. Teachers Packet Packet on Submarines Office of Information Navy Department - Washington D.C. 20350</td>
</tr>
<tr>
<td>3. What kinds of work are done aboard Navy ships?</td>
<td>Invite a naval recruiter or naval reserve officer into the classroom. Discuss the training available through the Navy.</td>
<td></td>
</tr>
<tr>
<td>4. What other workers have we seen in our study of boats? Which one would I like to be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td></td>
<td>Learn to spell words associated with the unit.</td>
<td>Modern Mathematics 2 Unit on measurement.</td>
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<tr>
<td></td>
<td>Review some of the filmstrips used.</td>
<td></td>
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<tr>
<td></td>
<td>Sing songs.</td>
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<tr>
<td></td>
<td>Construct a ship in the classroom, to use in role-playing.</td>
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<tr>
<td></td>
<td>Write a story about one of the workers we have studied.</td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Filmstrips:
How We Build Ships. Eye Gate.
A Boat Named George. SVE + Record
Boats and Ships. Jim Handy.
Boats. Elio. Reading Service.
The Waterfront. Cornet.
The Harbor. Cornet.

Records:
The Big Boat Story. Young Peoples Records 10008
The Best in Children's Literature, Transportation. Rowman Record.

Books:
How We Travel On Water. Malcolm Provus, Benefic Press.
Sailing Ships. J. B. Colby, Cowari-Mar
You Visit A Steampship Airport. Mashover, Benefic Press.
About Cargo Ships. PHI, Melmont Publishers Inc.
About The Captain of a Ship.maie Chare, Melmont Publishers, Inc.
I Want to be a Ship Captain. Erla Greene, Children's Press.
Great Days of Sail. Miles, Follett Publishing Co.
America Sails the Seas. Grege, Houghton Mifflin Co.
CAREER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE:  FUELS: "PUT A TIGER IN YOUR TANK"
APPROXIMATE GRADE LEVEL:  GRADE 2
PROJECT SITE:  RADFORD CITY SCHOOLS

PROJECT DIRECTOR:  DR. JAMES E. RUTROUG, SUPERINTENDENT
PROJECT COORDINATOR:  RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA  24141
PHONE:  1-703-639-6673
INTRODUCTION TO:
FUELS:
"PUT A TIGER IN YOUR TANK"

Children have had a great number of experiences with fuels. They know that vehicles need fuel in order to run. They know some homes are heated and food is cooked with fuels. They know many vehicles have fuel tanks.

It is hoped, with the present day concern for fuel shortages, that children will gain an insight into the many careers involved in producing, using, and conserving fuels.

BROAD OBJECTIVES:
1. To help children learn about people and jobs involved in distributing fuel.
2. To help children recognize and learn to appreciate jobs involved in producing fuels.
3. To help children become appreciative of the process by which fuels are made.

It is hoped, with the present day concern for fuel shortages, the children will learn some kind of fuel, in order to run. They know some homes need fuel. They know experiences with fuels. Children have had a great number of experiences with fuels.
<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do green plants and trees get and store energy from?</td>
<td>Through investigation, observation, and experience.</td>
<td>The Sun and Energy From The Sun cassettes, transparencies, filmstrips.</td>
</tr>
<tr>
<td>2. Where is the tree's food made?</td>
<td>Field trip close by to observe trees.</td>
<td>Energy and transparencies.</td>
</tr>
<tr>
<td></td>
<td>Class discussion of parts of a tree.</td>
<td>Filmstrip.</td>
</tr>
<tr>
<td></td>
<td>View and discuss filmstrip.</td>
<td>View, listen to and discuss filmstrip.</td>
</tr>
<tr>
<td></td>
<td>View concepts in Science 2 Harcourt, brace &amp; World Unit on fuels p.25-36.</td>
<td>Cassette Ecocycle: Sun is Energy</td>
</tr>
<tr>
<td></td>
<td>Read trip close by to observe trees.</td>
<td>Class discussion of parts of a tree.</td>
</tr>
</tbody>
</table>

BROAD OBJECTIVE: To help students become appreciative of the process by which fuels are made.
<table>
<thead>
<tr>
<th>Concepts in Science 2</th>
<th>A Trip to a C 0.1 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. What is carbon?</td>
<td>They made jokes and how are they made?</td>
</tr>
<tr>
<td>5. What are some other concepts in Science 2?</td>
<td></td>
</tr>
<tr>
<td>A Trip to a C 0.2 min.</td>
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<tr>
<td>Give children sticks (-) of art into a cracker and let them use them for drawing.</td>
<td></td>
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</tbody>
</table>

**Art activity:** Give children sticks of art into a cracker and let them use them for drawing.

**Experiment:** Make carbon.

**Concepts in Science 2 unit cn for 2.11.**
<table>
<thead>
<tr>
<th>RESOURCE QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where do fuels come from?</td>
<td>View filmstrip and listen to cassette.</td>
<td>CF-A178 A Trail To A Coal Mine</td>
</tr>
<tr>
<td>2. How do we get fuels?</td>
<td>Interview a miner or another worker.</td>
<td>CE-CT-A12</td>
</tr>
<tr>
<td>3. Who is responsible for mining coal, oil, etc.?</td>
<td>Interview a forest ranger or talk to a miner.</td>
<td>CE-CT-A13</td>
</tr>
</tbody>
</table>

**Broad Objective**: To help children recognize and learn to appreciate jobs involved in producing fuels.

**Content Questions**

1. Where do fuels come from?
2. How do we get fuels?
3. Who is responsible for mining coal, oil, etc.?
To help children learn about petroleum, trucks and work, middle grades, oil wells, other fuel industries: collect pictures of all and end businesses.

Collect pictures of all the businesses where responsible for getting oil to gas to oil distributors, to class to explain the work of others responsible for retuning gas and oil to homes. Build a gas or oil display:

- Pebble, make bulletin board
- Poster, trucks, tanks, pipelines, storage tanks, refinery, other fuel industries:

TECHNIQUES AND ACTIVITIES

Filmstrips:
- CF-A15R Ind Oil
- P-616 Oil Fuels
- R-541 Oil Fuels and Other

Filmstrips:
- CF-A15R Ind Oil
- P-616 Oil Fuels
- R-541 Oil Fuels and Other

Resource person:

TECHNIQUES AND ACTIVITIES

CONCEPT QUESTIONS

STRAND: COMMERCE: To help children learn about people and jobs involved in distributing fuel.

- After first grade, pre-

- After first grade, pre-

- After first grade, pre-

- After first grade, pre-
**BROAD OBJECTIVE:**
To help children realize the necessity of conserving fuels, and what part they can play.

**CONTENT QUESTIONS**

1. What is conservation?  
   - Filmstrip;  
   - Materials:  
   - Case-study: What is Conservation?  
   - Poster:

2. Why is there a shortage of fuels now?  
   - Filmstrip;  
   - Materials:  
   - Case-study: What is Conservation?  
   - Poster:

3. Why is there a shortage of fuels now?

**TECHNIQUES AND ACTIVITIES**

- Show and discuss a filmstrip.
- Materials:
- Case-study: What is Conservation?
- Poster:

**RESOURCES AND ACTIVITIES**

- Filmstrip:
- Materials:
- Case-study: What is Conservation?
- Poster:

**GROUP QUESTIONS**

- They can play.

**BROAD OBJECTIVE:** To help children realize the necessity of conserving fuels, and what part they can play.
CAREER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE: CLOTHING
"THE SHIRT ON YOUR BACK"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADDINGTON STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-634-6673
This clothing unit will give a group of primary children a glimpse of home mills, textile mills, and home, basic, and the local stable cloth.

They will be interested and purposeful, and gain practical information about the clothes they wear.

Through many, varied unit activities and field trips in our community, learning will be made real to them.

Through contact with workers from all walks of life, responsible for producing and supplying our clothing needs, the children will emerge with a better understanding, appreciation, and interest in the world around them.

**ACTIVITY**

<table>
<thead>
<tr>
<th><strong>RESOURCES AND MATERIAL</strong></th>
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</table>

Two dolls (a boy and a girl, appropriately dressed) will be placed on a display table. Also, on the table will be a display of sources of materials used in making clothing: (piece of raw wool or picture of a sheep; piece of leather or picture of a cow; coal; wood; silk worm cocoon or picture; cotton ball, etc.).

Class discussion and guessing game of parts of clothing made from each source on the table.
**BROAD OBJECTIVE:** To help students develop an interest in clothing.

<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
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</thead>
</table>
| 1. What are some of the reasons that people wear so many different kinds of clothing? | Make a list (children) of the types of clothing people wear (dress, shirt, boots, raincoat, etc.) | Textbook: 
Our Working World 
Families at Work 
Neighbors at Work |
| | Read to students about the different kinds of clothing. | Textbook: 
A World of Surprises 
"The Jumpin' Hat" p. 130 
Going Places, Seeing People 
"Tito's Hats" p. 29-34 |
| | Show filmstrip and concept cards on proper clothes and care. | Filmstrip: Proper Clothes and Care (Radford College) Concept cards. |
| | Learn and sing songs: 
1. "Galoshes" p. 39 
2. "Green Dress" p. 3 | Music Textbook: 
"Music in Our Town" |
| | Read story | Book: 
Story of Your Coat by Clara Hollos |
### CONTENT QUESTIONS | TECHNIQUES AND ACTIVITIES | RESOURCES AND MATERIAL
---|---|---
2. What clothes are best suited for school, play, parties, church, and other occasions? | Students prepare a bulletin board using pictures appropriate to the best clothes to wear to school, church, etc. | Textbook: *Sun and Shadow* "Miss Poppy" p. 32-157

3. What workers need special clothing for their jobs? | Collect pictures and make posters of community workers, we have already studied about, in appropriate dress. Read story to the class and use felt board. | *Childcraft Vol.10* p.220-221 "Making the Clothes You Wear"
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4. How are &quot;fashions&quot; established?</td>
<td>Boys will (draw) a piece of clothing in the &quot;design&quot; room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls will hand sew (or on a simple sewing machine) a piece of clothing for dolls.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn and sing songs:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. &quot;Hat Parade&quot; p.60</td>
<td>Music textbook:</td>
</tr>
<tr>
<td></td>
<td>2. &quot;Here We Go&quot; p.119</td>
<td>Music in Our Town</td>
</tr>
<tr>
<td></td>
<td>Design and make costume jewelry p.105</td>
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<td>Design fabric prints by using muslin and print with potato prints, soap prints or sponge stencils.</td>
<td>Art book:</td>
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<td>Arts and Crafts for Elementary Teachers</td>
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</table>
**BROAD OBJECTIVE:** To help students develop an appreciation of the cooperation of the many workers, in making, supplying and caring for our clothing.

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<tr>
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<th>RESOURCES AND MATERIAL</th>
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</table>
| 1. What places and workers in our community provide our clothes? | Read (pupil) story. | Textbook:  
Going Places, Seeing People  
"A Visit To The Shirt Factory" p.98-102. |
| | Play act above story. | Filmstrips:  
How America is Clothed  
How Things Are Made (Clothing) |
| | Social Studies: read(pupils)  
"A Visit To The Shirt Factory" | | |
| | Show filmstrips to class.  
Class discussion of workers in the shirt factory. | | |
| | Visit shirt factory. Discuss the workers seen on the visit. | | |
| | Read (teacher and pupils)  
<p>| | Visit Kenrose dress factory. Invite a parent who works at Burlington Industries to explain process of cloth production. | Parent |</p>
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</table>
| 2. What places and people help us care for our clothes? | Learn and sing songs: "The Shoemaker"  
Visit laundry and observe and talk with workers washing, cleaning & Pressing clothes.  
Invite a parent to come to classroom and discuss care of clothing. | Music in Our Town (2)  
Music Now and Long Ago (3)  
Silver Burdett(record G.2#5 p.75 and Grade 2 p.62)  
Parent. |
BROAD OBJECTIVE: To help students gain an understanding of the different products used in making our clothing.

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</table>
| 1. Of what materials is our clothing made? | Make a "cooperative" list of all things children can think of which clothes are made from (wool, cotton, etc.).  
Social studies: Read (pupils) stories "Clothes are Made from Many Things."  
Discuss how cloth is made and different materials for clothing.  
Spelling and language:  
Clothing vocabulary-class discussion, flash card word game. | Textbook:  
Learning About Our Neighbors  
"Clothes are Made from Many Things" p.92-97  
The Instructor Publications P. O. Box 6108  
Duluth, Minnesota  
#634 Clothing  
#637 Clothing accessories |
| 2. From what sources do clothing materials come? | Science unit: Coal  
Learn and sing songs:  
"The Sheep Shearing" p.124  
"The Tailor and the Bear" p.100  
"I Had A Little Overcoat" p.96  
"The Shoemaker" p.94  
Transparency: View & discuss Learning About Clothing  
Read stories (students) | Science textbook:  
Concepts in Science  
"Coal" p.30-31  
"Millions of Years Ago and Now" p.149-156. |
|                                    |                                                                                           | Music textbook:  
This Is Music 2 |
|                                    |                                                                                           | Creative Visuals transparency  
Family Relations-Learning about Clothing 301.42AE-05  
Stories: The Youngest Camel by Kay Boyle; The Luck Llama by Alice Desmond. |
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<td>3. How is thread made?</td>
<td>Read (teacher) and discuss process by which thread is made. Make dyes from plant sources—onion skin, beets, spinach, walnut. Try making yarn or thread by hand from various fibers. Discuss how thread is made today. Discuss pictures which will be placed on bulletin board of spinning wheel, etc.</td>
<td>World Book—Vol. T</td>
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</table>
BROAD OBJECTIVE: To help students gain an understanding of the importance of wise and careful selection of our clothing.

**CONTENT QUESTIONS:**

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<td>1. How can we take care of the clothing we have?</td>
<td>Learn and sing songs: &quot;Hand me out the linen Clothes,&quot; &quot;The Laundress&quot;</td>
<td>American Folk Songs for Children; Dabney, Garden City, N.Y.</td>
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<td></td>
<td>Provide a lost and found box for misplaced clothing in room. Empty box daily by finding owners.</td>
<td>Music for Young Americans; American Book Co., New York.</td>
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<td></td>
<td>Collect and label samples of clothing materials—leather, nylon, plastic, silk, linen, cotton, wool, rubber. Examine and discuss fibers, texture, etc.</td>
<td>Sharing Music (Kindergarten)</td>
</tr>
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<td></td>
<td>Deliberately stain with berry juice, etc. samples of above materials and try to wash them. See the results.</td>
<td>Samples of materials.</td>
</tr>
<tr>
<td>2. Which is more practical for children's clothing—silk or cotton? Why?</td>
<td>Class discussion of &quot;dos and don'ts&quot; of wearing our school clothes to play in.</td>
<td>Class mother.</td>
</tr>
<tr>
<td>3. Should we play in the clothes our parents have provided us with for school and other activities?</td>
<td>Invite a mother in to discuss with class above subject and give her view.</td>
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| 4. What would a complete "outfit" for me to wear to school in winter cost? | Write thank-you letters to mother who visited room.  
Write stories and poems about playing or not playing in our school clothes.  
Read (pupils):  
"A New Hat and a New Dress"  
"New Clothes for Henry"  
List an ideal "outfit" for boy and girl and then visit a department store or use a catalog and list costs.  
Then add the total costs. | Textbook:  
*Learning About Our Neighbors*  
"New Clothes for Henry" p.87. |
CULMINATING ACTIVITY:

Have a "style" show (for other primary grades) with different children dressed to represent community workers; plus appropriate clothing for children at play, school, church, etc.

The child appropriately dressed will recite a creative poem about his "fashion."

Primary Grade Activities
Childcraft 1971 p. 40
BIBLIOGRAPHY

1. **Children's Books:**
   - Cooper, Elizabeth K. *A World of Surprises; Going Places, Seeing People.* Harcourt, Brace and World.
   - Desmond, Alice. *The Lucky Llama.*
   - Senesh, Lawrence. *Our Working World.* SRA.
   - Wann and others. *Learning About Our Neighbors.* Allyn and Bacon.

2. **Teachers' and Children's Books:**
   - *American Folk Songs for Children.* Doubleday.
   - *Childcraft.* Vol. 10.

3. **Filmstrips:**
   - *How We Get Our Clothing.* SVE.

4. **Charts, Word Cards, Pictures:**
   - Clothing. Instructor Publications.
   - Clothing Accessories. Instructor Publications.

5. **Transparency:**