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A Course of Study in Social Studies for the First Grade

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1948
A COURSE OF STUDY IN SOCIAL STUDIES

FOR THE FIRST GRADE

BY

JIMMIE LEILA BLOUNT

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Approved:

Major Professor 
Bert R. Smith

Department of Education

Graduate Committee

ii

67900
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION TO THE THESIS</td>
<td></td>
</tr>
<tr>
<td>What prompted the study</td>
<td></td>
</tr>
<tr>
<td>Statement of the problem</td>
<td></td>
</tr>
<tr>
<td>Scope of study</td>
<td></td>
</tr>
<tr>
<td>Sources of data</td>
<td></td>
</tr>
<tr>
<td>Technique of treatment</td>
<td></td>
</tr>
<tr>
<td>Summary of similar studies</td>
<td></td>
</tr>
<tr>
<td>Chapter summary</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>5</td>
</tr>
<tr>
<td>AN INTRODUCTION TO THE COURSE OF STUDY</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Example of the following:</td>
<td></td>
</tr>
<tr>
<td>Graphical representation, or chart</td>
<td></td>
</tr>
<tr>
<td>Steps in curriculum development program</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Principles</td>
<td></td>
</tr>
<tr>
<td>Terminology</td>
<td></td>
</tr>
<tr>
<td>Objectives of education</td>
<td></td>
</tr>
<tr>
<td>Objectives of the subject</td>
<td></td>
</tr>
<tr>
<td>Structural pattern of the unit</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>12</td>
</tr>
<tr>
<td>DEVELOPMENT OF COURSE OF STUDY INTO UNITS</td>
<td></td>
</tr>
<tr>
<td>Unit I ---- Home Life</td>
<td>12</td>
</tr>
<tr>
<td>Unit II --- Safety Education</td>
<td>64</td>
</tr>
<tr>
<td>Unit III -- Community Life</td>
<td>115</td>
</tr>
<tr>
<td>Unit IV ---- Transportation</td>
<td>163</td>
</tr>
<tr>
<td>Unit V ----- Farm Life</td>
<td>212</td>
</tr>
<tr>
<td>IV</td>
<td>258</td>
</tr>
<tr>
<td>EVALUATION</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>262</td>
</tr>
<tr>
<td>SUMMARY</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>265</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

In this study the writer is trying to show that by organizing the entire year's work before the school term begins, and adding to it throughout the year, skills, understandings, and appreciations may be achieved much more thoroughly and effectively.

After making a survey of at least fifty first grade students who were taught social studies in the traditional manner, it was found that a large percentage of them retained very little information about the subject matter, and that they lacked initiative or ability to plan and carry out plans independently. This condition is usually caused by a lack of real interest in what is being taught, and lack of opportunity to participate in the planning of interesting activities, or in carrying them out. Teachers in some systems see little need for organization of subject matter in the first grade, therefore, their teaching of social studies is usually incidental, confined mostly to the celebration of holidays or birthdays of a few great men.

Because of the lack of unified agreement on the subject of what is to be taught and the techniques to be used in teaching a course in social studies for the first grade, the list of units in this course of study is to be presented both to aid the teaching of social studies and the learning of material by the student so that it may be used in the life of the individual.

The present chapter serves as an index to the following chapters:

Chapter II - An Introduction to the Course of Study
Chapter III - Development of the Course of Study into Units
Chapter IV - Evaluation
Chapter V - Summary

Chapter VI - Bibliography

What prompted the study. - This study, "A Course of Study in Social Studies for the First Grade," was suggested in Dr. Bert R. Smith's class in Curriculum. In asking for materials for setting up a course of study in social studies, the same answer was given as is usually given when the subject of unit teaching is mentioned—"There are very few courses of study available which lend themselves to unit teaching." There seems to be no feasible reason why this should be true.

Statement of the problem. -

1. To build a course of study in social studies for the first grade.

2. To suggest an evaluation of the entire course of study.

Scope of study. - The scope includes all the social studies that will be taught during the first year of school.

Sources of data. - Below are listed the sources from which the data were obtained:

1. Periodicals
2. Interviews with other primary teachers
3. Survey of first grade pupils
4. Educational bulletins
5. State Department Courses of Study
6. City System Courses of Study
7. Material received in graduate classes in Curriculum

Technique of treatment. - The technique of treatment is experimental, in that the units were developed experimentally with a group of children, from day to day, and week to week, over a period of several months.
Summary of similar studies.— Similar studies have been made in various subjects, but none identical to this study was found. These studies have furnished some information and valuable ideas for this particular study.

J. Hulse. Hulse wrote a course of study in advanced typewriting, using the “Suggested Arrangement for a Course of Study,” by Dr. Bert R. Smith, and closely following the structural pattern for a unit, which was worked out in his class in curriculum.

Kathryn McFarlane McFarlane wrote a course of study in beginning shorthand, following the same arrangement as the above, and adhering strictly to the approved structural pattern for units.

Chapter summary.— The main points covered in this introductory chapter are as follows:

1. The desirability of unit teaching in the primary field, and the need for organized planning is discussed in the opening paragraphs.
2. Chapter I serves as an index for the chapters that follow.
3. The following items were listed and discussed in the introductory chapter:
   a. What prompted the study
   b. Statement of the problem
   c. Scope of study

1 Jane Hulse, A Course of Study in Advanced Typewriting, unpublished Master of Arts thesis, Western Kentucky State College, (Bowling Green, Kentucky, 1944.)
2 Bert R. Smith, unpublished material outline, Western Kentucky State College (Bowling Green, Kentucky).
3 Kathryn McFarlane, A Course of Study in Beginning Shorthand, unpublished Master of Arts thesis, Western Kentucky State College (Bowling Green, Kentucky, 1944).
d. Sources of data

e. Technique of treatment

f. Summary of similar studies
CHAPTER II
AN INTRODUCTION TO THE COURSE OF STUDY

This Course of Study has been built in conformity with the generally accepted principles of education, and its purpose is to improve instruction in the social studies field of the first grade.

Social studies are those studies which help children to see their relationship to the people in the world about them, and to appreciate the contributions of others to their needs, comforts and pleasures. Their purpose is to help solve the essential problems of social intercourse so as to create more desirable forms of group life.

A course of study in the social studies based on the child's social interests can never be an exact prescription of what children should do. It is merely suggestive material outlining in general the fields of activity in which first grade children are interested.

In making this course the aim has not been merely to impart knowledge to the child; but rather to give the child the opportunity to understand social relationships through engaging in activities which appeal to his interest. The activities selected have been chosen because of their relation to the various phases of life with which a child of this age comes in contact. These social interests fall naturally into four groups: Home life, School life, Industrial life, and Civic life.

As this is a local course of study in social studies, the writer has not included all the material that might be included in a state-wide program. In this plan, the items for a full program will be mentioned, with a brief discussion of each, and the individual course will include just the development of the social studies program for the first grade.

The following material would be included in a state-wide program that
will not be discussed fully in the local course of study:

1. A diagram or chart. The chart is to be divided into five committees showing the actual organization and functioning of the program.
   a. Administrative committee with the purpose, responsible agents, advisory agents, and committees.
   b. Production committees with the purpose, responsible agents, advisory agents, and committees.
   c. Installation committees with the purpose, responsible agents, advisory agents, and committees.
   d. Evaluation committees with the purpose, responsible agents, advisory agents, and committees.
   e. Editing committees with the purpose, responsible agents, advisory agents, and committees.

2. Steps in curriculum building. The superintendent should sense the need and after the people have been made to see the need, he should go about fulfilling the desires of the people in an orderly and systematic way. A list of the steps have been devised for setting up a continuous revision program for the curriculum.

3. Philosophy of education. In this age of rapid change, the curriculum maker finds himself confronted with numerous viewpoints and philosophies of the real function of the schools. The writer believes that education is life, and that life implies growth. Education, therefore, is the process of continuous adjustment and growth through worth-while experiences which fit the individual both to live abundantly
and to serve society to the maximum.

The school should be greatly concerned that children learn to express themselves richly and satisfactorily through means that are socially acceptable, so that happiness and satisfactory adjustments may result. There are many social attitudes, understandings, appreciations, and skills that are very important educationally, but which may be acquired in common by children very different in mental ability.

It is the task of the teacher and curriculum maker to select and organize materials which will give the learner that development most helpful in meeting and controlling life situations. The method by which the learner works out these life-like experiences and enterprises should be such as calls for the greatest self-direction, assumption of responsibility, and the exercise of choice in terms of life values.

4. Principles to guide the program. The first outstanding principle in educational guidance is to set up a philosophy of life, education, and curriculum. The other principles to guide the program should be used after this first one has been determined.

5. Terminology. In order to avoid confusion in thought among curriculum builders, certain definitions or terms should be agreed upon.

6. Objectives of education. The goal of education is to prepare the individual for sane and successful living, and at the same time, to promote the welfare of democratic society of which he is a part. In order to realize this goal, a number
of important objectives have been set up by the Commission appointed by the National Education Association.

7. Objectives of the subject. In each isolated subject, there will be definite, vital goals that must be attained in order to make the course worth while.

The objectives have been set up in this course of study to provide knowledge and understanding, attitudes, habits, and appreciations that will enable the student to use the skill that he has developed in the social studies field and also to broaden the perspective in other fields of everyday living. Because of the fact that many things other than social studies are necessary for the development of a well-rounded personality, the writer has correlated as many other subjects with the course as is feasible.

The objectives in this course of study have been set up according to the following plan so that each one may be clear cut and easily followed:

Objectives for Social Studies

I. Knowledge and understanding of:
   A. Home life
   B. Safety education
   C. Community life
   D. Transportation
   E. Farm life

II. Attitudes toward:
   A. Cooperation in the home
   B. Importance of safety helpers who protect us
   C. Respect for workers who produce our food and clothing
   D. Value of the work of many inventors
III. Habits of:
   A. Being careful
   B. Being courteous to all
   C. Being grateful

IV. Appreciation for:
   A. A good home and kind parents
   B. Workers who protect us
   C. Workers who provide us with food and clothing
   D. Workers who provide us with comforts and pleasures
   E. Workers who provide comfortable, safe transportation

The Structural Pattern for a Unit

I. Title
II. Introduction
III. Table of contents
IV. Criteria
V. Grade placement—time allotment
VI. Central theme
VII. Objectives
   A. Knowledge and understanding of
   B. Attitudes toward
   C. Habits of
   D. Appreciations for

VIII. Approaches
IX. Development of procedures
   A. Study guides with specific references and how to study

1 Class Construction in Curriculum.
B. Subject matter—knowledge—understanding

C. Activities, projects, problems

D. Correlations

E. Work sheets

X. Culminating activity

XI. Outcomes:
   A. Knowledge and understanding of:
   B. Attitudes toward:
   C. Habits of:
   D. Appreciation for:

XII. Leads to other units

XIII. Evaluations—Measuring results
   A. Teacher tests
   B. Pupil tests
      1. Knowledge and understanding
      2. Attitude
      3. Habit
      4. Appreciation

XIV. Bibliography
   A. Teacher
   B. Pupil

The Criteria of a Unit of Work²

1. It should involve a variety of direct sensory experiences.

2. It should provide for some free, informal association of the pupils.

²Western Reserve University, Curriculum Laboratory, Bulletin No. 17, November 30, 1931, p. 6.
3. It should provide an opportunity for manipulation or bodily activity.

4. The parts of the unit should make a coherent whole.

5. It should provide a considerable amount of pupil activity.

6. It should be satisfying or the anticipation of the outcome should be satisfying.

7. It should provide sufficient concrete and illustrative materials.

8. The unit of work should have a useful purpose in the present or future life of the pupil.

9. It should reproduce actual life situations, as far as possible.

10. It should utilize materials as they occur in life, and in books which are being studied.

11. It should contain accurate information.

12. It should provide an opportunity to judge, choose, and evaluate.

13. It should provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible.

14. It should be within the available time limit.

15. The exposition should be clear enough to make it possible for a new teacher to put the unit in practice if she so desires.

16. It should state clearly where materials may be obtained.

17. When references are given, they should be complete and exact.
CHAPTER III

DEVELOPMENT OF A COURSE OF STUDY INTO UNITS

The material that is to be used in the Course in Social Studies is to be divided into five units:

Unit I - Home Life
Unit II - Safety Education
Unit III - Community Life
Unit IV - Transportation
Unit V - Farm Life

Each unit is developed according to the structural pattern that is given on page 9 for the unit plan.

Home Life

The work of the first grade should provide the children experiences which increase the meaning of home and school life and which make clear how various people and agencies affect the child. In fact, the home is the foundation on which to build the work of this grade. From a study of the activities of the mother and father the child may be guided into a study of those community activities that bear directly upon his welfare and happiness. The teacher should help him to understand that each member of this world into which he has come is responsible for certain work that contributes to the welfare and happiness of all, and that he, too, is responsible for contributing his share. Through interesting and varied experiences he will begin to appreciate the efforts father and mother make in supplying the family with food, clothing, shelter, and pleasure. Thus is laid the basis for important understandings that fall in the social studies field. 1

1 The Course of Study for Florida Elementary Schools (Tallahassee: State Dept. of Education, 1910), I, 163,164.
Grade placement -- First grade

Time allotment -- Six weeks

Central theme -- The home as the center of happy family life

Objectives

I. Knowledge and understanding of:

A. Family relationships

B. Duties and responsibilities of the home members

C. The importance of wholesome recreation for entire family group

D. The need for homes

E. Types of homes

F. Materials used in building houses

G. Workers necessary for construction of dwellings

H. Physical aspects of a desirable home
   1. Convenient rooms
   2. Accessibility to father's work
   3. Accessibility to school
   4. Congenial neighborhood

I. Ways to make homes more attractive

II. Attitudes toward:

A. Loving all home members

B. Respecting wishes of others

C. Thoughtful consideration for others

D. Family unity and cooperation

E. Friendliness and courtesy to strangers

F. Pride in responsibility

G. Having a pleasant disposition

H. Pride in being economical
III. Habits of:

A. Helping keep the home neat and clean
B. Keeping self clean and healthy
C. Being polite in home and school, as elsewhere
D. Being helpful and unselfish
E. Being thrifty in use of materials, clothing, and money
F. Making good use of materials at hand
G. Being kind and considerate of all helpers

IV. Appreciation for:

A. The duties and loving care of parents
B. The value of healthful food and balanced meals
C. Healthful, suitable clothing
D. Orderliness and cleanliness in the home
E. Opportunities for pleasure
F. Family helpers
G. Home, as the center of happy family life

Approaches

As this is to be the first unit of the year's work, much time will be spent in "getting acquainted" with the children, and listening to their conversation about pets, the new baby, their homes, and parents. After discussing family activities, the song, "Everybody Ought to Love Mother" could be taught, and pictures of families could be found in various readers. Other suggested approaches follow:

1. Tell story of "Little Red Riding Hood."
   a. Discuss family relationships: whom she went to visit, and what she took to her grandmother.
   b. Children may tell of visits to grandparents.
2. Show stereoptican filmslides: "The Three Little Pigs."
   a. Discuss the kinds of houses chosen, and which pig made the best choice.
   b. Dramatize story.
3. Tell the story of "The Little Red Hen and the Fox."
   a. Discuss the work of the little hen in caring for her house.
   b. Dramatize story.
4. Post pictures of families and homes on bulletin board.
5. Playing with the school dolls, and small playhouse, often creates a desire on the part of the children to build a real playhouse in which they can carry on housekeeping activities.
6. Children may wish to draw pictures of their own family members after reading chart and primer stories about interesting families.

Study Guide I

Family Members

I. Discuss names and relationship of the family members in various primers and social studies readers. Tell about the children's pets and playmates.

II. Tell the names of your family members: father, mother, brothers, and sisters. If there is a baby in your home, tell the class how old it is, and some things it can do. Do you ever visit your grandfather and grandmother? Where do they live? Find the picture of Tom and Susan visiting their grandparents in the country. (Peter's Family) Tell some interesting things they did while there.

III. Discuss the adjustment of family differences. Listen to stories of how family differences can be settled by setting personal
preferences aside, as Tom and Susan did when Mother named the baby. Notice, also, their lack of jealousy when Father brought a present to Baby instead of to them. Because of love, they were willing to share, not only toys, but affection, pleasures, and tasks.

References for students:


W. S. Gray, *Before We Read* (Atlanta: Scott, Foresman and Company, 1940), pp. 21, 40.


References for teachers


Subject Matter I

Family Members

I. Names and Relationships
   A. Family member of book friends
      1. Father
      2. Mother
      3. Brother
      4. Sister
      5. Baby
   B. Family members of pupils
      1. Father
      2. Mother
      3. Brothers
      4. Sisters
   C. Secondary relationships
      1. Grandfather
      2. Grandmother

II. Family Unity
   A. Satisfactory adjustment of family differences
   B. Willingness to share
      1. Toys
      2. Pleasures
      3. Affection of parents
      4. Tasks
Activities I

Family Members

I. Discussing names and relationships of book friends: father, mother, brothers, and sisters. Discussing also, the names of their own family members, and something about their home life.


III. Listening to lullabies played on phonograph or piano: "Sweet and Low," and "Lullaby," by Brahms.


VII. Coloring pictures in work books which match the pre-primer being used. Drawing pictures of family members, using colored crayons and large pieces of paper. Drawing free-hand pictures of pets.

VIII. Making booklets illustrating family members of book friends. Magazine pictures may be cut out and pasted in booklets with typed labels placed under each picture. "Pet" booklets may be made in the same way.
Correlations I

Family Members

I. Reading: The children may read stories of family life from Our Story Book chart, and from experience charts which they have composed with the assistance of their teacher. Simple pre-primers may also be used.


IV. Numbers: The children may count the members of their own families, and the members of other families in the charts and books read. They may also be taught to recognize small groups of dots or objects without counting them.

V. Writing: Children may learn to write own names, and the words "Mother," "Father," and "Baby."

VI. Art: Pupils may cut out pictures of homes and paste them on large pieces of construction paper, then paste pictures of children and their pets in the yard. They may make booklets showing members of their own families, or they may wish to label the pictures with names of children in their pre-primers. Children may make drawings
of family groups and pets. "Pet" booklets may be made, using magazine pictures.

VII. Health: Discuss the foods which Mother prepares, and why it is important to eat a variety rather than too much of the same kind.

Work Sheet I

Family Members

I. Directions: Draw a circle around all the words that mean family members:

- ball
- cat
- love
- brother
- cat
- baby
- father
- pets
- box
- dog
- sister
- mother
- Baby
- ball
- run
- Father
- top
- Mother
- Puppy
- baby

II. Directions: Draw a line under the words that mean family members:

1. I love my
- box
- boat
- mother

2. I love my
- father
- table
- door

3. I have a
- tree
- house
- brother

4. I have a
- sister
- flag
- pony

5. I like a little
- look
- baby
- tree

Key to Work Sheet I

Family Members

I. Row 1 across top line: brother

II. 1. mother
Study Guide II

The Family Works

I. Discuss the various duties of mothers in the home: caring for the children, keeping the home neat and clean, preparing food for the family, sewing and mending, washing and ironing, and nursing members of the family when necessary. Discuss also, the various duties of mothers in the community: attending P-T.A. meetings, doing welfare work, and doing church or Sunday School work.

II. Discuss the work that fathers do at home: cutting grass, building fires, tending the furnace, working the garden, keeping the home in repair, painting and mending furniture, making swings and seesaws for the children. Discuss also, the reasons for fathers working away from home. What kind of work does your father do? Name some other kinds of work done by fathers.

III. Name some of the duties of children in the home. What can you do to help Mother? What can you do to help father? Do you have any other relatives in your home? How can you help them? What can you do for yourself and younger members of the family that will help Mother. Discuss various things children can do in the community, as good citizens.

References for students:


References for teachers:


Subject Matter II

The Family Works

I. Duties of the parents:

A. Mother's work

1. In the home
   a. Cares for the children
   b. Keeps home clean
   c. Prepares food for the family
   d. Sews and mends
   e. Washes and irons
   f. Cans fruit and vegetables
   g. Nurses members of family when necessary

2. In the community
   a. Takes part in club work and P-T.A.
   b. Does church and Sunday School work
   c. Does welfare work

B. Father's work

1. At home
   a. Cuts grass
   b. Builds and tends fires
   c. Works in garden
   d. Keeps home in repair
   e. Paints and mends furniture
   f. Makes swings and see-saws for children
2. Away from home
   a. Father must provide for needs of family
      (1) food
      (2) clothing
      (3) shelter
      (4) education
      (5) amusement
   b. Fathers do many different kinds of work
      (1) Selling: groceries, clothing, gasoline, cars, insurance, real estate
      (2) Building: houses, telephone lines, cars, machinery, trains
      (3) Operating: farm machinery, trains, buses, steam shovels, trucks, ships, manufacturing plants
      (4) Managing: farms, banks, offices, stores
      (5) Professional: as doctors, dentists, lawyers, teachers, ministers, lecturers, writers

II. Duties of the children:
   A. At home
      1. Help mother
         a. Set the table
         b. Dry the dishes
         c. Take care of baby when mother is busy or tired
         d. Pick up playthings
         e. Take care of clothes
         f. Run errands
         g. Feed and care for pets
h. Assist in keeping house orderly
i. Help prepare fruit and vegetables
j. Sweep and dust

2. Help father
   a. Rake leaves
   b. Run errands
   c. Be thrifty
   d. Show appreciation for all he does

3. Help other relatives in the home
   a. Run errands for them
   b. Be thoughtful of them
   c. Be respectful

4. Help selves and one another
   a. Bathe and dress self
   b. Keep face, hands, and nails clean
   c. Keep hair combed
   d. Help younger children
      (1) To dress
      (2) To keep face and hands clean
      (3) To learn how to play fair
      (4) To observe safety rules

B. In the community

1. At stores
   a. Wait for turn when shopping
   b. Be courteous to salespeople

2. At parks and playgrounds
   a. Pick up papers after a picnic
b. Share playground equipment with others

c. Respect property of others

Activities II

The Family Works

I. Reading experience charts composed by the pupils, and pre-primer stories about the work of various members of family groups.

II. Listening to stories, and re-telling stories of happy family members.

III. Finding stories and pictures in library books about the work done by various family members.

IV. Discussing the many ways in which children can be helpful in the home.

V. Singing songs about home and the work of family members.

VI. Singing lullabies.

VII. Drawing free-hand pictures of family members at work.

VIII. Making posters and booklets using magazine pictures to illustrate work done by family members.

IX. Drawing free-hand pictures of fruits and vegetables, as: carrots, apples, pears, grapes, cherries, potatoes and tomatoes.

X. Playing singing games as: "The Farmer," and "Jolly is the Miller."

XI. Listening to poems about work and play in the home.

Correlations II

The Family Works

I. Reading: Children compose original stories for charts, as:

   What Mother Does for Us

   Mother cooks for us.
   She sews for us.
She sweeps the house.
She washes dishes.
She takes care of Baby.
I like to help my mother.
I love my mother.

Pupils continue to read pre-primers and charts which tell about the work of various family members. They may use work books, such as *We Work and Play*, and follow directions.

II. Language: Discuss the duties of family members, and the various occupations of fathers and mothers. Listen to poems, and discuss: "Work While You Work," "One Thing at a Time," "My Shadow," and "The Swing." Children may wish to memorize some of these for assembly.

Pupils may listen to stories about the duties and responsibilities of home members, from various primers and social studies readers.

III. Music: Children may sing songs about home and family, as: "Mother Dear," "Setting the Table," and "The Birthday Party."

IV. Numbers: Children count papers needed in making posters and booklets. They will get needed practice in making figures when they number the booklet pages.

V. Writing: Children continue practicing own names, and names of children in their books.

VI. Art: Children may make posters to illustrate work done by family members. These may be free-hand, or magazine pictures neatly pasted, with appropriate labels written or pasted underneath.

Posters may also be made, showing the good food Mother prepares for her family. Free-hand drawings may be made of bowls of fruit or baskets of vegetables. A mural could be made, showing the activities of the family for one day.
VII. Health: The children may make original health jingles, and act out the song, "This is the Way We Brush Our Teeth," (Comb Our Hair, Wash Our Hands, etc. Tune: "Here We Go Round the Mulberry Bush"). Other singing games about the work of fathers are: "The Farmer," and "Jolly is the Miller."

Children may view the film, "Kids Must Eat," and discuss it.

Work Sheet II

The Family Works

I. Directions: Draw a ring around the correct answer:

1. Does Mother work? Yes No
2. Does Father work? Yes No
3. Do you help Mother? Yes No
4. Can children help Father? Yes No
5. Do you like to play? Yes No
6. Do you like to draw? Yes No
7. Do you like pets? Yes No
8. Can children feed pets? Yes No
9. Can pets help Mother to cook? Yes No
10. Can you dress yourself? Yes No

II. Directions: Draw a line under all words in the columns which are the same as the word at the top:

<table>
<thead>
<tr>
<th>work</th>
<th>play</th>
<th>help</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mother</td>
<td>Children</td>
<td>Baby</td>
<td>love</td>
</tr>
<tr>
<td>2. Baby</td>
<td>pets</td>
<td>help</td>
<td>like</td>
</tr>
<tr>
<td>3. work</td>
<td>play</td>
<td>can</td>
<td>Have</td>
</tr>
<tr>
<td>4. Father</td>
<td>feed</td>
<td>help</td>
<td>home</td>
</tr>
<tr>
<td>5. work</td>
<td>play</td>
<td>work</td>
<td>Does</td>
</tr>
</tbody>
</table>
Key to Work Sheet II


II. work  play  help  home
    3  3  2  4
    5  5  4

Study Guide III

Family Fun

I. Think of a number of things you enjoy doing at home. What radio
program do you enjoy most? Which toys do you like best? What is
your favorite story? Do you like to help with the chores? Have
you ever had a flower or vegetable garden of your own? Tell the
class about your pets, and what you do in caring for them. Have
you ever had a birthday party? Tell the class about it. Which
holiday do you enjoy most? Why?

II. Tell about trips you have enjoyed with your family: picnics, going
to the zoo, going to a circus, going to the beach, going to parks
and playgrounds, going to the theater, or visiting relatives and
friends. Have you been on any long, sight-seeing trips? Tell the
class the most interesting things you remember seeing. Do you
like to go shopping with Mother? Do you enjoy going to Sunday
School or church with your family?

III. Find pictures of families having fun together, and tell some of
the most interesting things they were doing. Have you ever had
supper in your yard? Do you enjoy having Father and Mother play
games with you. Do you think they need any recreation? Why?
Have you ever seen yourself in a moving picture? Do you like to play school? Should you like to play in an orchestra, or rhythm band?

References for students:


References for teachers:


Subject Matter III

Family Fun

I. Home pleasures:

A. Listening to stories

B. Listening to radio programs

C. Discussing interesting events of the day.

D. Playing with toys

E. Helping with chores

F. Caring for plants
   1. Flower gardens
   2. Vegetable gardens
3. Potted plants

G. Caring for pets
   1. Feeding
   2. Watering
   3. Cleaning cages or houses

H. Having birthday parties
I. Celebrating holidays

II. Family pleasures outside the home:
   A. Having picnics
   B. Going to the zoo
   C. Going to the circus
   D. Going to the beach
   E. Going to parks and playgrounds
   F. Going to the theater
   G. Visiting relatives and friends
   H. Going on sight-seeing tours
   I. Going shopping
   J. Going to Sunday School or church

III. Pleasures enjoyed by book friends:
   A. Having supper in the yard
   B. Playing games together
   C. Viewing home movies
   D. Playing school
   E. Playing in home orchestra

Activities III

Family Fun

I. Discussing things the children enjoy doing at home.
II. Discussing the good times pupils have had with their families, on long trips, or in the community.

III. Finding pictures and stories of families having fun together.

IV. Reading stories from Our Big Book Chart about Bob and Nancy's family having a picnic in the park.

V. Making and reading experience charts composed by the children.

VI. Finding and reading stories about pets and toys.

VII. Listening to stories about good times at home, read or told by the teacher.

VIII. Singing songs about holidays, games, and pets.

IX. Counting number of candles on birthday cakes in work books and primers.

X. Measuring with rulers to make stage and puppets for marionette play.

XI. Writing names of toys: ball, boat, car, top, doll. Writing names of pets: cat, dog, rabbit, bird, pig. Practicing words previously learned.

XII. Drawing and coloring jack-o-lanterns, birthday cakes, toys and pets. Coloring pictures of toys and pets in work books.

XIII. Making booklets with magazine pictures of toys, pets, flowers, or happy families.

XIV. Making the stage, properties, and puppets for the play, "Epaminondas."

XV. Discussing the value of recreation.

XVI. Viewing sound motion picture, "Little Gray Bunny."
Correlations III

Family Fun

I. Reading: Read stories from social studies primers about families having good times together. Make charts composed by the children, telling of their experiences. Read Our Big Book Chart picnic story.

II. Language: Discuss the good times children have had with family members at home and in the community. Children may tell interesting things seen on trips. The teacher may read stories from Hallowe'en Fun, Bobby and Betty at Home, and Peter and Polly in Summer. Plan to give a puppet show, "Epaminondas."

III. Music: Children may learn the songs, "Hallowe'en," "I Had a Little Doggy," and "Jump Rope."

IV. Numbers: Count number of candles on birthday cakes in workbooks and primers. Count number of balloons and favors shown in picture of birthday parties. Measure with rulers to make stage and puppets for the play, "Epaminondas."

V. Writing: Make labels for pictures of toys and pets in booklets. (cat, dog, rabbit, bird, pig, ball, boat, car, top, ball). Practice own names and words previously learned.

VI. Art: Draw and color jack-o-lanterns, birthday cakes, toys and pets. Color pictures of toys and pets in workbooks. Make booklets, using magazine pictures of toys, pets, flowers, or happy families. Make the marionette theater, properties, and puppets for the play.

VII. Health: Discuss the value of recreation for all members of the family, and the benefits of fresh air and sunshine. Discuss the need for safety at the beach, at the zoo, at the circus, and at the playground. View the sound motion picture, "Little Gray Bunny."
Work Sheet III

Family Fun

I. Directions: After reading Our Big Book chart, ask the children to draw a ring around the correct answers:

1. Did Mac go to the picnic? Yes No
2. Did he ride in the car? Yes No
3. Did Father and Mother go in the car? Yes No
4. Did Bob and Nancy go in the car? Yes No
5. Did Baby ride the pony with Nancy? Yes No

II. Directions: Draw a line from the sentence to the correct word in each group:

1. Bob likes to play with
   little
   Mac
   red

2. Nancy likes to play with
   Muff
   can
   see

3. The kittens like to play with the
   box
   ball
   bed

4. I like to play with my
   toys
   big
   good

5. I like to play ball with my
   Father
   help
   find

Key to Work Sheet III

I. 1. Yes II. 1. Mac
2. No
3. Yes
4. Yes
5. No
2. Muff
3. ball
4. toys
5. Father
Study Guide IV

Our Homes

I. Give several reasons for needing homes.

II. In your social studies book, find at least five different types of homes. Which home do you like best?

III. Name six kinds of material used in building houses.

IV. Look in your book and find pictures of men who do different kinds of work in the construction of buildings. What do we call them?

V. Name the different rooms shown in your book. Which room would you like for your own? Does your home have a play room? Do you have any special place to put your toys?

VI. How can we make our homes more attractive? How can you help the appearance of your home?

References for students:


Paul R. Hanna, Peter's Family, a social studies primer (Atlanta: Scott, Foresman and Co., 1942), pp. 78-100.

Mabel O'Donnell, Here and There, a pre-primer (Evanston: Row, Peterson Co., 1938), pp. 1-3.

References for teachers:


Subject Matter IV

Our Homes

I. Why have homes:

A. Protection from the weather

1. Storms
2. Cold
3. Heat
4. Rain

B. Comfort and pleasure

1. Rest
2. Eat
3. Play
4. Read
5. Entertain

II. Types of homes:
A. Bungalow
B. Duplex
C. Apartment house
D. Hotel
E. Pent house
F. Cottage
G. Cabin
H. Garage apartment
I. Trailer
J. Houseboat

III. Materials used in building houses:
A. Lumber
B. Brick
C. Stone
D. Concrete
E. Tile
F. Shingles
   1. Wood
   2. Asbestos
G. Glass
H. Slate

IV. Workers necessary for construction of dwellings:
A. Carpenters
B. Bricklayers
C. Stone-masons
D. Painters
E. Plasterers
F. Plumbers
G. Electricians
H. Paper hangers
I. Gas men

V. Physical aspects of a desirable home:
   A. Convenient rooms
      1. Well-placed in relation to each other
      2. Sufficient number for family
         a. Living room
         b. Dining room
         c. Bed rooms
         d. Kitchen
         e. Bath room
      3. Sufficient closet space
   B. Accessibility to father's work
   C. Accessibility to school
   D. Congenial neighborhood

VI. Ways to make homes more attractive:
   A. Choose suitable furniture
   B. Keep rooms orderly
   C. Keep house painted and in good repair
   D. Have a well-kept yard
      1. Grass cut
      2. Shrubs and flowers cared for properly
Activities IV

Our Homes

I. Listening to stories about homes.

II. Composing and reading charts about the things done during unit.

III. Reading stories about homes and playhouses, in various primers and pre-primers.

IV. Going on an excursion to see a new house being built:
   A. Obtaining permission
   B. Watching builders
   C. Finding out about materials used
   D. Learning the names of tools used in building
   E. Finding out about floor plan

V. Discussing things learned during excursion.

VI. Viewing slides about the lumber industry and brick-making.


IX. Singing songs about the work of builders, caring for a home, and love of flowers.

X. Playing singing games about building, entertaining visitors, and the work of the home.

XI. Listening to records for appreciation and rhythm.

XII. Creating original songs about the home, the family, a playhouse, dolls, or toys.

XIII. Reading page numbers, learning to tell time on large clock, and reading telephone numbers.
XIV. Writing page numbers in booklets, making calendars, and keeping records of measurements.

XV. Counting materials for distribution, keeping score for games, counting number of cookies, plates, and napkins needed for party.

XVI. Learning meaning of terms of comparison: many, few, large, small, long, short, near, far, high, low.

XVII. Distinguishing between place and number as: first, second, third.

XVIII. Writing own name and the names of articles of furniture for picture dictionary.

XIX. Making free-hand drawings of "Little Red Riding Hood" and her home, and the "Old Woman and Her Shoe."

XX. Making a picture dictionary by cutting pictures of furniture from old catalogues, and writing labels under pictures. Use simple, stick-print designs for covers.

XXI. Cutting without guide lines, the following shapes: the bowls, beds, chairs, and table for "The Three Bears," and the outline of the "Gingerbread Boy."


XXIII. Discussing simple health rules to remember: the need for fresh air, exercise, and plenty of sleep, and the need for fruit, vegetables, and milk.

XXIV. Planning and building a playhouse and furniture.

XV. Playing housekeeping.
Correlations IV

Our Homes

I. Reading: Children compose and read charts about things seen and done during the unit, as:

- We made pictures.
- We colored the pictures.
- We made posters.
- We made booklets.
- We sang songs.
- We listened to music.
- We played in the band.
- We played games.
- We learned poems.
- We told stories and played them.
- We saw pictures on the screen.
- We went to see a new house.
- We talked to the workmen.
- We made charts and read them.

Our Playhouse

- We made a playhouse.
- We made a bed.
- We made one dresser.
- We made four chairs.
- We made three rugs.
- We made some curtains.
- We made a couch.
- We made two tables.
- We made a stove.
- We made doll clothes.
- We played keeping house.
- We learned to make cake.

Our Party

- We had a party.
- Our mothers came to the party.
- We had cake and Jello.
- We played "I See You."
- We gave readings.
- We gave plays.
- We sang songs.
- We had a good time.

Children compose charts about plans for building and furnishing the playhouse, and about the house-work to be done, as:
We shall make a playhouse.
Jack will bring a hammer.
Bob will bring a saw.
Ann will bring some nails.
We have some wall board.
Mr. Hall will help us put on the roof.

We shall make some furniture for our new playhouse.
We have some boxes.
We shall make some chairs.
We shall make a table.
We shall make a bed.

Children look at pictures and read stories about homes and playhouses, in various primers and pre-primers.

Children will also enjoy the following poems: "Song for a Little House," "Animal Crackers," "My Shadow," "The Duel," "The Land of Counterpane," and "The Swing." Some of these poems may be memorized by re-reading frequently.


2 Ibid., 885, 884, 879, 881.
Songs of the Child's World, No. 1, pp. 82, 13). Singing games about entertaining, building, and housework include the following: "Come and See," (Riley-Gaynor, Songs of the Child World, No. 3, p. 21), "London Bridge," and "Here We Go Round the Mulberry Bush," (Hollis Dann, First Year Music, pp. 90, 94). The last two numbers may be played by the rhythm band. Children may create original songs about home. The following phonograph records may be played for appreciation: "In a Clock Store," Victor N. 35324, "Narcissus," Columbia No. 45085, "To a Wild Rose," Victor No. 17691, "Humoresque," Victor No. 16774. For rhythm, the following are recommended: "Amaryllis," Columbia No. 16176, "Spinning Song," Columbia No. 18598, "Waltzing Doll," Columbia No. 18634.

IV. Numbers: Children practice finding pages in books by referring to table of contents. They may learn to tell time on a large clock, read telephone numbers, make calendars, and keep records of measurements needed in building and furnishing the playhouse. They also may count materials for distribution, count the number of plates, cookies, and napkins needed for party, and practice writing figures when numbering pages in booklets. During the construction of the playhouse and furnishings, the children may learn the meaning of the following terms of comparison: many, few, large, small, long, short, near, far, high, low. Through varied experiences they may learn the meaning of "first," "second," and "third."

V. Writing: Children continue practice on name and the names of articles of furniture.

VI. Art: Make free-hand drawings of "Little Red Riding Hood," and her home, and "The Old Woman and Her Shoe." Booklets may be made
by cutting pictures of furniture from old catalogues and labeling them correctly. Simple stick-print designs are good for the booklet covers. Practice in cutting without guide lines is given through interest in the story of "The Three Bears," and "The Gingerbread Boy." The bowls, beds, chairs, and table of the bears have simple outline forms, and are good practice in comparative sizes. The paper for the boy may be folded in order to cut the arms and legs the same length. The children may wish to draw or cut the picture of "Little Red Riding Hood," after an art appreciation lesson showing and discussing this picture by Smith, and several others which have children as their subjects. After showing "Children of Charles I.," let the children discover that "Baby Stuart" is a detail of the former. If possible, show and discuss "The Two Sisters," "Feeding Her Birds," and "At Grandmother's." Explain that the picture "Artist and Daughter" was painted by the mother. Encourage the children to paint their own pictures.

VII. Health: Discuss the need for sunshine, fresh air, plenty of exercise, and plenty of sleep. Ask the children to name some of the foods they like best, and why we should eat fruit and vegetables. Ask why milk is called "the perfect food."

VIII. Manual Arts: Build playhouse and furniture large enough for the children to use comfortably. Use orange crates and apple boxes, as well as packing crates which come around school supplies. Rugs may be woven or burlap bags may be painted to represent rugs. Curtains may be hemmed and scarves decorated with crayon designs. All furniture should be painted, and the couch should be "upholstered." The children will need toy telephones, and these may be
modeled of clay if desired. Playing housekeeping will be a never-ending delight, with committees taking turns at the various tasks. It may be necessary to do the real baking of cookies in the lunchroom kitchen, but the mixing of ingredients should be done in the playhouse.

Work Sheet IV

Our Homes

I. Directions: Cross out all words which are not types of homes:

1. bungalow
2. carpenter
3. apartment house
4. hotel
5. plasterer
6. duplex
7. cottage
8. electrician
9. trailer
10. painter

(Children may refer to labels under the pictures on bulletin board).

II. Directions: Cross out all the words which do not mean materials used in building houses:

1. asbestos
2. cabin
3. concrete
4. cottage
5. brick

6. lumber
7. duplex
8. brick
9. hotel
10. shingles

III. Directions: Underline the correct endings to the following statements:
1. A house should never be painted
   be kept in good repair
2. Rooms should be kept clean and orderly
   not be swept very often
3. Grass should be cut often
   never be cut
4. Weeds should be allowed to grow
   be pulled up
5. Flowers should be cared for
   be let alone

Key to Work Sheet IV

Our Homes

I. 2. carpenter
5. plasterer
8. electrician
10. painter

II. 2. cabin
4. cottage
7. duplex
9. hotel

III. 1. be kept in good repair
2. be kept clean and orderly
3. be cut often
4. be pulled up
5. be cared for
Culminating Activities

Home Life

I. Re-reading and discussing charts made during unit.
Reviewing all new words learned.

II. Inviting mothers to visit room and watch children play in playhouse.

III. Making cookies and Jello to serve to mothers.

IV. Preparing exhibit of booklets, posters, and paintings made during unit, to show to mothers and the second grade.

V. Having assembly program:
A. An original play, "A Happy Family."
C. Songs: "The Tulips," "The Little Housewife," and "Here We Go Round the Mulberry Bush."
D. Folk Dance: "I See You."
E. Rhythm Band: "Lullaby," and "London Bridge."
F. Marionette Show: "Epaminondas."
G. Dramatizations: "Red Riding Hood," and "The Three Little Pigs."
H. Choral Readings: "The Circus is Coming to Town," and "The Kittens."

Outcomes of the Unit

Home Life

I. Knowledge and understanding of:

A. Family relationships:

1. Father
2. Mother
3. Brothers
4. Sisters
5. Grandfather
6. Grandmother
B. Duties and responsibilities of the home members:

1. Mother's work
   a. In the home
      (1) Caring for the children
      (2) Keeping the home clean
      (3) Preparing food for the family
      (4) Sewing and mending
      (5) Washing and ironing
      (6) Canning fruit and vegetables
      (7) Nursing members of family when necessary
   b. In the community
      (1) Taking part in club work and P.T.A.
      (2) Doing church and Sunday School work
      (3) Doing welfare work

2. Father's work
   a. At home
      (1) Cutting grass
      (2) Building and tending fires
      (3) Working in garden
      (4) Keeping home in repair
      (5) Painting and mending furniture
      (6) Making swings and see-saws for children
   b. Away from home
      (1) Providing for needs of family:
         (a) food
         (b) clothing
         (c) shelter
(d) education

(e) amusement

(2) Kinds of work:

(a) Selling: groceries, clothing, cars, insurance, real estate

(b) Building: houses, telephone lines, cars, machinery, trains

(c) Operating: farm machinery, trains, buses, steam shovels, trucks, ships, manufacturing plants

(d) Managing: farms, banks, offices, stores

(e) Professional: as, doctors, dentists, lawyers, teachers, ministers, lecturers, writers

3. Duties of the children

a. At home

(1) Helping mother

(2) Helping father

(3) Helping other relatives in home

(4) Helping selves and one another

b. In the community

(1) At stores

(a) Waiting for turn when shopping

(b) Being courteous to salespeople

(2) At parks and playgrounds

(a) Picking up papers after a picnic

(b) Sharing playground equipment with others

(c) Respecting property rights of others

C. The importance of wholesome recreation for entire family group:

1. Produces happiness
2. Provides relaxation

D. The need for homes:
   1. They give protection from the weather
   2. They give comfort and pleasure

E. Types of homes:
   1. Bungalow
   2. Duplex
   3. Apartment house
   4. Hotel
   5. Pent house
   6. Cottage
   7. Cabin
   8. Garage apartment
   9. Trailer
   10. Houseboat

F. Materials used in building houses:
   1. Lumber
   2. Brick
   3. Stone
   4. Concrete
   5. Tile
   6. Shingles
      a. Wood
      b. Asbestos
   7. Glass
   8. Slate

G. Workers necessary for construction of dwellings:
1. Carpenters
2. Brick-layers
3. Stone masons
4. Painters
5. Plasterers
6. Plumbers
7. Electricians
8. Paper hangers
9. Gas men

H. Physical aspects of a desirable home:
1. Convenient rooms
   a. Well-placed
   b. Sufficient number for family
   c. Sufficient closet space
2. Accessibility to father’s work
3. Accessibility to school
4. Congenial neighborhood

I. Ways to make homes more attractive:
1. By choosing suitable furniture
2. By keeping rooms orderly
3. By keeping house painted and in good repair
4. By having a well-kept yard
   a. Keeping grass cut
   b. Keeping shrubs trimmed
   c. By caring for flowers properly

II. Attitudes toward:

A. Loving all home members:
1. Having a desire to help parents
2. Being willing to abide by their decisions

3. Having a stronger feeling of family loyalty
   B. Respecting the rights and wishes of others
   C. Thoughtful consideration of others
   D. Feeling a need for family unity and cooperation
   E. Friendliness and courtesy to strangers
   F. Having a pleasant disposition
   G. Having pride in being economical

III. Habits of:
   A. Helping keep the home neat and clean
   B. Keeping self clean and healthy
   C. Being polite in home, school, and elsewhere
   D. Being helpful and unselfish
   E. Being thrifty in use of materials, clothing, and money
   F. Making good use of materials at hand
   G. Being kind and considerate of all helpers

IV. Appreciation for:
   A. The duties and loving care of parents
   B. The value of healthful food and balanced meals
   C. Healthful, suitable clothing
   D. Orderliness and cleanliness in the home
   E. Opportunities for pleasure
   F. Family helpers
   G. Home, as the center of happy family life

Leads to Other Units

The study of Home Life will lead to a greater interest in safety measures to be observed while building, or housekeeping. Conversation
about trips to the park or playgrounds will lead naturally to discussion about safety practices necessary when using the playground equipment. For this reason, the unit that is to follow Home Life will be Safety Education.

Teacher Evaluation of the Unit on Home Life.

To what extent:

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<tr>
<th></th>
<th>EX.</th>
<th>V.G.</th>
<th>G.</th>
<th>F.</th>
<th>P.</th>
<th>NONE</th>
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<tbody>
<tr>
<td>1. Does it involve a variety of direct sensory experiences?</td>
<td>✓</td>
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<td>2. Does it provide for some free, informal association of the pupils?</td>
<td>✓</td>
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<td>3. Does it provide an opportunity for manipulation or bodily activity?</td>
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<td>4. Do the parts of the unit make a coherent whole?</td>
<td>✓</td>
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<td>5. Does it provide for a considerable amount of pupil activity?</td>
<td>✓</td>
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<td>6. Does it contain an anticipated outcome that is satisfactory?</td>
<td>✓</td>
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<td>7. Does it provide sufficient concrete and illustrative materials?</td>
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<td>8. Does the unit of work have a useful purpose in the present or future life of student?</td>
<td>✓</td>
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<td>9. Does it reproduce actual life situations as far as possible?</td>
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<td>10. Does it utilize materials as they occur in life and in the books being used?</td>
<td>✓</td>
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<td>11. Does it contain accurate information?</td>
<td>✓</td>
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<td>12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?</td>
<td>✓</td>
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<td>13. Does it provide opportunity to judge, choose, and evaluate?</td>
<td>✓</td>
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<td>14. Is it within the available time limit for the unit?</td>
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15. Is the exposition clear enough to make it possible for another teacher to put the unit into practice if she so desires?

16. Is it clearly stated where materials may be obtained?

17. Are the references complete and exact?

Final Check-up Tests
Unit I
Home Life

I. Knowledge and understandings:

A. Directions: Fill in the blanks with saw or seen.

1. I ______ a bird yesterday.
2. I have ______ many pretty houses.
3. Have you ______ the picture?
4. Had you ______ that show before?
5. The boy ______ a little dog in the window.

B. Directions: Draw a line under the correct answer.

1. Jello is good for me. Yes No
2. Coffee is good for me. Yes No
3. I should drink only one glass of water daily. Yes No
4. I should drink milk every day. Yes No
5. I should sleep ten hours every night. Yes No

II. Attitudes:

A. Directions: Draw a line under the words that tell how you feel or think about these things:
1. When Mother calls you to come and help her, do you feel like saying:
   a. I don't want to?
   b. I'm busy?
   c. All right, Mother?

2. When you see ripe fruit in a neighbor's grove, do you always:
   a. Help yourself without asking?
   b. Let it alone?
   c. Get others to go with you and take it?

3. When you are scolded, do you:
   a. Pout the rest of the day?
   b. Cry about it?
   c. Realize that you did something wrong?

4. When you hurt someone's feelings do you ever say:
   a. I'm sorry?
   b. I don't care if I did?
   c. I wanted to get even with her?

5. Do you treat sales people or helpers in the home:
   a. Kindly?
   b. Unkindly?
   c. Ignore them?

B. Directions: Draw a ring around the answer that tells how you feel about these things:

1. Do you love your parents? Yes No
2. Do you want to play all the time? Yes No
3. Do you like to take care of your pets? Yes No
4. Do you like to hurt animals? Yes No
5. Do you like to share your toys? Yes No

III. Habits:
Directions: Write the words "Yes" or "No" after each question:

1. Do you have the habit of following directions carefully?
   __________

2. Do you have the habit of reading books at home?
   __________

3. Do you have the habit of being polite?
   __________

4. Do you keep the health rules learned?
   __________

5. Do you have the habit of being careless when crossing the street?
   __________

6. Do you have the habit of listening carefully?
   __________

7. Do you have the habit of telling the truth?
   __________

8. Do you have the habit of resting some each day?
   __________

9. Do you have the habit of keeping things in their places?
   __________

10. Do you have the habit of working and playing well with others?
    __________

IV. Appreciation:
A. Directions: Write "Yes" or "No" in the blank before each question:

   1. Do you appreciate your home?
      __________

   2. Do you appreciate the good times Father pays for?
      __________

   3. Do you appreciate the parties Mother gives for you?
      __________

   4. Do you appreciate beautiful flowers?
      __________

   5. Do you appreciate your comfortable clothes?
      __________

   6. Do you appreciate good health?
      __________

   7. Do you ever thank people for helping you?
      __________
8. Do you appreciate a clean, orderly room?
9. Do you appreciate beautiful paintings?
10. Do you appreciate good books?

B. Directions: Draw pictures of five things you enjoy eating.

Key to the Final Check-up Tests

Home Life

I. Knowledge and understandings:
   A.  
   B.  
       1. saw  
       2. seen  
       3. seen  
       4. seen  
       5. saw  

II. The Attitudes Tests will have no keys, because each of the students may react differently to the questions.

III. Habits:
    1. Yes  
    2. Yes  
    3. Yes  
    4. Yes  
    5. No  
    6. Yes  
    7. Yes  
    8. Yes  
    9. Yes  
   10. Yes
IV. Appreciation:

A. 1. Yes
   2. Yes
   3. Yes
   4. Yes
   5. Yes
   6. Yes
   7. Yes
   8. Yes
   9. Yes
  10. Yes

B. May be any good foods.
Bibliography for Teachers for the Unit

Home Life


**Bibliography for Students**


*We Work and Play, a Pre-Primer* (Atlanta: Scott, Foresman and Co., 1940).


———, *Here and There, A Pre-Primer* (Evanston: Row, Peterson Co., 1938).

———, *Day in and Day Out, A Pre-Primer* (Evanston: Row, Peterson Co., 1938).

Safety Education

Social studies are those studies which help a child to a better understanding of his relationship to the home, school, community, and entire world, and which bring about the greatest contribution of good, not only to himself, but to his social group as a whole.

The teacher of today realizes that health and safety play a very important part in the life of the child. Every child should be helped to acquire a knowledge of what good health will mean to his whole life, and to realize that safety plays a most important part in attaining this goal.

It is a source of pride in the child to learn to take care of himself in many ways. Learning that good health needs not only good health habits, but must be safeguarded through protection from accidents is a most essential part of safety education. Growth in the understanding of various causes of accidents and that alertness often can prevent them, gives the child a responsibility in learning safety rules and in protecting himself wherever he may be.

Safety education develops in the child an awareness of protection for himself and consideration in helping other children. It develops in him also, a deeper appreciation for the work of safety helpers, an attitude of tolerance, and a respect for the rights of others, thus making him a better citizen with happier relationships.

Grade placement—First grade
Time allotment —Six weeks
Central theme —The increasing interdependence of one group upon another
Objectives

I. Knowledge and understanding of:

A. Safety at school:
   1. On the playground
   2. In the building

B. The work of safety helpers:
   1. Firemen
   2. Policemen
   3. Junior patrol boys
   4. Parents
   5. Doctors
   6. Nurses
   7. Teachers
   8. Janitors
   9. Street cleaners
   10. Health officers

C. Safety on the street:
   1. Safety rules to remember
   2. Some street dangers to avoid

D. Safety in home and community:
   1. How to prevent falls
   2. How to avoid dangers from gas
   3. How to keep safe from poisons
   4. How to avoid cuts and scratches
   5. How to practice safety in play
   6. How to help protect the community
   7. How to prevent fires in the home
8. How to prevent accidents from electricity
9. How to prevent accidents with guns
10. How to prevent burns and scalds

II. Attitudes toward:
   A. Feeling a responsibility for personal safety
   B. Being more alert to dangers easily avoided
   C. Feeling a responsibility for promoting safety habits:
      1. At home
      2. At school
      3. On the playground
   D. Showing courtesy and fair play to others
   E. Being thoughtful about protecting others
   F. Having increased respect for laws and rules
   G. Having increased respect for firemen and policemen
   H. Willingness to cooperate with the safety patrol

III. Habits of:
   A. Observing all safety precautions
   B. Being thoughtful for safety of others
   C. Showing courtesy and consideration for others
   D. Thinking before acting, especially in situations involving danger
   E. Working cooperatively with group
   F. Sharing ideas with group

IV. Appreciations for:
   A. The safety problems which children may help to solve
   B. Traffic rules which bring protection to children
   C. The care and protection of parents
D. The workers who protect us

E. Neatness and orderliness
   1. In the home
   2. In the school
   3. On the playground

F. Good citizenship

G. The responsibility of each individual
   1. To make the school a safer place
   2. To make the community a better place

Approaches

Children may be hurt through carelessness, while running, or while using playground equipment. The pupils will usually discuss such an accident, and how it could have been avoided. Other suggested approaches follow:

1. Visual aids:
   a. Movies
   b. Stereoptican slides
   c. Newspaper pictures of wrecks

2. An excursion to the fire station with a definite purpose
   in view, and a list of things to look for, such as:
   a. How the alarm is turned in
   b. Where the firemen sleep
   c. How firemen know where the fire is
   d. Why firemen have to live at the station
   e. Other duties of firemen besides fighting fires

3. A visit and talk by a policeman or fireman.

4. Stories dealing with safety in traffic, the policeman as a friend to children, and stories about the heroism of
firemen

5. Safety songs
6. Safety poems
7. The sound of a fire alarm, and the passing of a fire truck
8. Posters announcing Fire Prevention week, or National Safety Council posters

Study Guide I
Safety at School

I. Give five rules for the safe use of playground equipment.
II. Give three reasons for assignment of play areas by teachers.
III. Give three rules for orderly passage through corridors.
IV. What three rules should you remember when the fire signal sounds?
V. Name three rules for good housekeeping at school.
VI. Give two rules for sharing tools.

References for students:


References for teachers:

Bulletin XXI, Physical Education in Elementary Schools (Tallahassee: State Department of Education, 1941), pp. 244, 301, 313.


Maybelle Glenn, et al., The World of Music, Listen and Sing (Boston: Ginn and Co., 1936), p. 120.

Paul R. Hanna and others, David's Friends at School (Atlanta: Scott, Foresman and Co., 1936), pp. 28, 89.


Subject Matter I
Safety at School

I. On the playground
   A. Rules for the safe use of equipment:
      1. Always sit down in swings
      2. Never swing too high
      3. Never stand up on slides
      4. Never jump off of see-saws suddenly
      5. Always take turns

   B. Reasons for assignment of play areas, by teachers:
      1. To avoid danger of collision with larger children
      2. To avoid danger of being hit by a ball
      3. To avoid danger of retrieving ball from street

II. In the building
   A. Rules for orderly passage through corridors:
      1. Walk instead of running
      2. Keep to right
      3. Form lines

   B. Rules for safe, efficient fire drill:
      1. Stop work when signal sounds
      2. March to exit in orderly lines
      3. Keep cool and calm

   C. Rules for good housekeeping at school:
      1. Have a certain place for individual belongings:
         a. Keep scissors in a box
         b. Keep pencils and crayons in desk
         c. Keep coat in locker
2. Clean out desk frequently
3. Put school materials in proper place
   a. Put covers on paste and paint jars
   b. Put tools away carefully
D. Rules for sharing tools:
   1. Take turns
   2. Hand tools to others carefully

Activities I

Safety at School

I. Composing and reading safety stories. Reading stories in safety and health readers.

II. Finding pictures in safety readers, illustrating the safe use of equipment. Discussing rules for safety on the playground, and in the building. Listening to stories about safety. Composing original safety jingles. Dramatizing different situations in which people wait turns. Dramatizing health stories.

III. Playing singing games using the terms "right" and "left," as "Looby Loo." Singing safety songs, and marching to music. For rhythm, interpreting "The See-Saw," and "Swinging."

IV. Counting to determine the number of children who can safely use a piece of play apparatus at one time. Counting the number of children for small group games, and counting materials for distribution.

V. Writing simple sentences under free-hand drawings, and writing safety slogans.

Correlations I

Safety at School

I. Reading: Children compose original stories and safety rules for charts, as:

Safety at School

We will sit down when we slide.
We will not stand up in the swings.
We will take turns.
We will play fair.
We will not run out into the street to get a ball.

The Fire Drill

We will not run when the fire bell rings.
We will walk to the street, and keep in line.
We will not take our books with us.
We will go back to our room when the bell rings again.

Children read safety stories from many textbooks.

II. Language: Children listen to stories and discuss:


IV. Numbers: Children obtain practice in counting through everyday experiences, such as: counting the number of children who can safely use a certain piece of play apparatus at one time, counting the number of children in safety pictures, and counting materials
V. Writing: Simple sentences may be written under free-hand drawings of children using safety rules on the playground, as: "I sit down in my swing," "I sit down on the slide," "I take turns," and "I do not swing too high." Safety slogans may be printed on posters, as: "Play Safe," "Wait Your Turn," "Keep to Right," and "Stay in Line."

VI. Art: Make safety posters, using either free-hand drawings or magazine pictures neatly pasted on large pieces of construction paper. They may include pictures of children swinging, playing ball, sliding, or on see-saws. Scrapbooks may be made, and little original safety jingles written under the pictures. If desired, the children may construct a miniature park, or playground, using small dolls to demonstrate safety rules for the use of equipment.

VII. Health: Children may read stories about the care of the eyes, some health rules, and the necessity for clean hands and nails. They may listen to "Bobbie and the Brownies," which tells about five good health habits for school, and "The Giant and the Silken Threads," which tells about the forming of habits, and how difficult it is to break them when once formed. "Teddy Work and Betty Play" is a two-act play which may easily be given by very young children.
Work Sheet I

Safety at School

I. Directions: Write Yes or No in the blanks:

1. Children should run when the fire bell rings.  ______
2. Children should stay in line during fire drill.  ______
3. Children should keep to left in halls.  ______
4. Children should stand up in swings.  ______
5. Children should sit down when they slide.  ______

II. Directions: Draw a line under the right answer:

1. Children should always be (careful, careless).  
2. Children should keep scissors in (box, book).  
3. Children should keep nails and pins (in boxes, on chairs).  
4. When through working, one should (leave tools on floor, put tools away).  
5. When going through halls we should (walk, run).  

Key to Work Sheet I

Safety at School

I.  II.

1. No  1. Careful
2. Yes  2. Box
3. No  3. In boxes
4. No  4. Put tools away
5. Yes  5. Walk
Study Guide II

Safety Helpers

I. Why can firemen be classed as heroes? Name some other reasons for classing firemen as good citizens.

II. What are some of the duties of a policeman?

III. What are some of the duties of a junior patrol boy?

IV. What are some of the duties of parents? Why are first aid measures important?

V. Name four duties of doctors.

VI. Name five safety habits emphasized by teachers.

VII. What are three of the most important duties of janitors?

VIII. What are two main duties of street cleaners?

IX. Whose duty is it to provide safe drinking water, and have the streets repaired?

X. Name three duties of health officers toward prevention of the spread of contagious diseases. What is meant by quarantine? What is meant by fumigation? Name two insects that carry disease germs.
References for students:


E. M. Johnson, *The Policemen*, Unit Study Book No. 102 (Columbus: American Education Press, 1934), entire book

__________, *The Firemen*, Unit Study Book No. 103 (Columbus: American Education Press, 1934).


References for teachers:

*Bulletin XI, Physical Education in Elementary Schools* (Tallahassee: State Department of Education, 1941), pp. 245, 301, 278, 300, 313.


__________, *The Music Hour Book I* (New York: Silver, Burdett Co., 1929), pp. 21, 40, 64.

**Subject Matter II**

**Safety Helpers**

I. Firemen

A. As heroes

1. Risk lives to save others

2. Risk lives to save property

B. As good citizens

1. Help prevent fires
   a. By inspecting
   b. By reporting fire hazards
   c. By advising people of dangers

2. Help other people
   a. By using pulmutor
   b. By mending toys for children
II. Policemen
   A. Help little children cross street safely
   B. Give information to people
   C. Assist people who are lost
   D. Take people to doctor in case of injury

III. Junior patrol boys
   A. Stop cars so children can cross street
   B. Advise children about traffic rules

IV. Parents
   A. Provide necessities of life:
      1. Food
      2. Shelter
      3. Clothing
   B. Provide medical care when needed
   C. Give essential safety information
   D. Give first aid when needed, to prevent tetanus

V. Doctors
   A. Examine people in order to keep them well
   B. Advise people about foods needed
   C. Treat wounds so they will heal quickly
   D. Inoculate to prevent diseases

VI. Teachers
   A. Give first aid for minor injuries
   B. Emphasize essential safety habits:
      1. Forming lines
      2. Waiting turns
      3. Keeping to right
4. Observing traffic rules
5. Using playground equipment carefully

VII. Janitors
A. Keep buildings safe and clean
B. Keep buildings properly heated and ventilated
C. Keep buildings and grounds free from dangerous rubbish

VIII. Street cleaners
A. Keep city clean, through disposing of trash
B. Give streets a bath with street sprinkler

IX. City officials
A. Provide safe drinking water
B. Have streets repaired

X. Health officers
A. Quarantine for protection of others
B. Require fumigation after contagious diseases
C. Help control spread of some diseases by having certain areas sprayed:
   1. To kill flies
   2. To kill mosquitoes

Activities II
Safety Helpers

I. Reading charts composed by the children, about our safety helpers, how children can be helpers, and about the trip to the fire station. Reading stories in safety readers and library books.

II. Listening to stories about the work of safety helpers. Writing a letter to the fire chief requesting permission to visit the fire station. Making a list of things to find out while there.
Composing reading charts about safety helpers, how children can be helpers, and about information gained while on the visit. Discussing experiences children have had in watching firemen at work trying to save lives and property. Writing a letter requesting a policeman to visit room and make a talk. Listening to poem, "The Fire Bell."

III. Singing songs about safety helpers, and playing singing games.

IV. Measuring accurately for making streets and buildings representing "Safety Town." Keeping score in games, and counting children needed for various committees.

V. Practicing letters of the alphabet in order to make neat posters. Copying health rules for booklets.

VI. Drawing free-hand pictures of firemen, policemen, fire trucks, and fire station. Making posters showing safety helpers at work. Making clay models of fire trucks, and cardboard representations of "Safety Town."

VII. Listening to health stories, and discussing the reasons for quarantining in case of contagious diseases. Playing singing games, and doing bending exercises to music. Making booklets containing many health rules, illustrated with free-hand drawings.
Correlations II

Safety Helpers

I. Reading: Children compose and read charts about safety helpers, as:

Our Helpers

The policeman is our friend.
He helps us cross the street.
He tells us to watch the lights.
He helps children when they are lost.
The fireman is our friend, too.
He puts out fires.
He saves people from burning houses.

Other charts may be about the trip to the fire station, and about the many ways in which children may be helpers, as:

How We Can be Helpers

We will stay away from fires.
We will play in safe places.
We will watch the lights when we cross the street.

Pupils may also read stories in safety readers, and library books, about firemen, policemen, and other safety helpers.

II. Language: Children may listen to stories about workers who protect us: policemen, fireman, health officers, patrol boys, railroad watchmen, school nurses, and doctors from a social studies second reader, and many other sources. Letters may be written, and the best one chosen, to send to the fire chief requesting permission to visit the fire station. A list of things to find out while there may be made, and later, charts may be composed telling about the trip, and information gained while there. Children will enjoy exchanging experiences they have had watching firemen fighting a fire, and perhaps rescuing someone. Letters may be written requesting a policeman to visit the room and talk to the children about safety practices. A poem, "The Fire Bell," could be used to
stimulate interest and exchange of experiences.

III. Music: The following songs may be sung: "My Policeman," "The Traffic Policeman," "The Flagman," "The Fireman," "The Fire." For rhythm and physical education, the following songs and music may be used: "Looby Loo," "Let Us Bend Down," and "How D'You Do My Partner?"

IV. Numbers: Measure accurately in making streets and buildings for a miniature "Safety Town." Children may continue to keep score in games, and use counting in many of their everyday experiences.

V. Writing: Pupils may practice letters of the alphabet particularly with a view to improving the appearance of their safety posters. Slogans may be written, and health rules copied in booklets.

VI. Art: Free-hand pictures of firemen, policemen, fire trucks, and the fire station, may be made. Posters may show various safety helpers at work. Clay models of fire engines may be made, and cardboard houses may be made if the children wish to build a town of safety.

VII. Health: Stories may be read to the children, telling about the work done by nurses, doctors, health officers, and others who help to keep us safe and well. The story, "Danger Signs," tells the reason for quarantining diseases like measles, and "The School Doctor and the School Nurse," explain the importance of their work.
Work Sheet II

Safety Helpers

I. Directions: Underline the correct word which should be used to complete each sentence:

1. A fireman must be (brave, lazy, funny).
2. A policeman is our (enemy, friend, inspector).
3. Policemen help the (firemen, flagmen, janitor).
4. Flagmen want to protect the (railroad, streets, people).
5. The janitor wants to keep our school (clean, dirty, dusty).

II. Directions: Draw a ring around the correct answers:

1. Is your mother a safety helper? Yes No
2. Is the doctor a safety helper? Yes No
3. Is the school nurse a safety helper? Yes No
4. Is the garbage man a safety helper? Yes No
5. Can children be safety helpers? Yes No

Key to Work Sheet II

Safety Helpers

I. 
1. brave
2. friend
3. firemen
4. people
5. clean

II.
1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
Study Guide III

Safety on the Street

I. Name six rules to remember when walking on sidewalk. What are three rules to remember when walking on the highway? For what two things should a bicyclist watch? When riding in a car or bus, is it safe to put your head and arms out of the window? Why not?

II. What are three of the main street dangers to avoid? Why is it dangerous to catch rides on cars and trucks? Is it safe to dart across the street immediately after alighting from a bus? Why not? Should a child ever run out between parked cars? Is it safe to dart out into the street to retrieve a ball? Is it wise to skate, or play marbles in the street?

References for students:


References for teachers:


Osbourne McConathy et al., *The Music Hour for the Kindergarten and First Grade* (New York: Silver, Burdett Co., 1929), p. 44.


Subject Matter III

Safety on the Street

I. Safety rules to remember:

A. When walking on sidewalks
   1. Always keep to right
   2. Watch for driveways and alleys
   3. Cross at proper crosswalks
   4. Obey traffic signals
   5. Avoid obscuring vision with umbrella
6. Stop at railroad crossings
   a. Look and listen
   b. Obey signals

B. When walking on highway
   1. Stay on left side
   2. Carry flashlight at night
   3. Wear light-colored clothes at night

C. When riding bicycle
   1. Watch for cars
   2. Watch for pedestrians

D. When riding in bus or car
   1. Keep head and arms inside
   2. Keep your seat

II. Some street dangers to avoid:

A. Catching rides on cars or trucks
   1. While bicycling
   2. While roller skating
   3. While coasting
   4. Running and jumping on

B. Darting into street
   1. From between parked cars
   2. When alighting from a bus
   3. While playing
      a. Retrieving ball
      b. Chasing other children

C. Playing in the street
   1. With wagon, scooter, or tricycle
2. Roller skating
3. Games
   a. Ball
   b. Marbles

Activities III
Safety on the Street

I. Composing and reading charts about safety on the street.
   Reading poems and stories in health and safety textbooks and library books.

II. Listening to stories about the dangers of playing on the street, and poems about crossing streets and railroads. Playing language games, and making original riddles about traffic signals and policemen. Learning the use of capital letters, through copying safety poems and writing letters.

III. Singing songs about safety rules to observe when crossing streets.

IV. Finding pages in books by using table of contents. Using numbers in everyday experiences.

V. Copying simple sentences and poems. Writing letters to fire chief and policeman.

VI. Making more buildings for miniature safety town. Making large traffic lights, using cellophane for colors. Drawing free-hand pictures illustrating rules for safety on the street. Making a frieze, showing many street safety rules being observed. Making posters illustrating safety slogans.

VII. Singing good health songs, reading safety stories, and listening to health stories.
Correlations III

Safety on the Street

I. Reading: Read charts composed by the children, as:

Safety on the Street

Cross the street at the corner.
Always keep to the right.
Watch for driveways and alleys.
Obey all traffic rules.

Safety in the country

Walk on the left side of a country road.
Always stop, look, and listen, at railroad crossings.
Carry a flashlight at night.

Safety at Play

Do not run into the street to get a ball.
Do not run out into the street between parked cars.
Always play in safe places.
Skate on the sidewalk, and do not run into people.
Always take off skates when crossing the street.


Make original riddles about traffic signals and policemen, as:

"I am tall. I wear a blue suit. I make the cars stop. Who am I?"

Write letters thanking the fire chief for his kindness during the
visit to the fire station. Copy safety poems, and practice writing safety slogans.


IV. Numbers: Find stories in safety readers and health books by using the table of contents. Continue to use number workbooks and as many number experiences as possible.

V. Writing: Copy simple sentences and poems about safety on the street. Write letters to fire chief thanking him for his kindness during visit to the fire station. Select the neatest one to send by a vote of the children.

VI. Art: Make more buildings for "Safety Town," which may be either on the floor or sandtable. If there is room, large boxes are better than cardboard for the buildings. The children will enjoy dramatizing street safety scenes after making large traffic lights covered with colored cellophane, and connected with electricity. Free-hand drawings may be made, illustrating rules for safety on the street. A large frieze may be painted, showing children observing many safety rules. Posters may be made, illustrating safety slogans, as: "Better safe than sorry," and "What's your hurry?"

VII. Health: Sing health songs: "The Milk Song," "Good Health Fairies Say," and "Good Health Marching Song." Children listen to the following health stories: "Fluff and Her Kitten," "Sallie's Trip to Fairyland," and "Healthy Sunshine."
Work Sheet III

Safety on the Street

I. Directions: Draw a line under each correct ending:

1. When riding in a bus, you should sit.
   stand.

2. When walking, you should keep to the left.
   right.

3. When riding a bicycle at night, you need lights.
   license.

4. When it is raining, umbrellas should be held low.
   high.

5. When skating on sidewalk, you should be careless.
   careful.

II. Directions: Underline the correct answers:

1. Should you stop at railroad crossing? Yes No
2. Should you stop when the light is red? Yes No
3. Should you cross when the light is red? Yes No
4. Should people "jay-walk?" Yes No
5. Should children play in the street? Yes No

Key to Work Sheet III

Safety on the Street

I. II.

1. sit            1. Yes
2. right         2. Yes
3. lights        3. No
4. high          4. No
5. careful       5. No
Study Guide IV

Safety in Home and Community

I. Tell eight ways of preventing falls.

II. What are three ways of avoiding danger from gas?

III. Name five rules to remember in order to be safe from poisons.

IV. Give six rules for preventing cuts and scratches.

V. Name three ways to practice safety in play.

VI. What are three ways of helping to protect your community from fire?

VII. Give eight rules for preventing fires in the home.

VIII. What are five ways of preventing accidents from electricity?

IX. What are three things to remember about guns?

X. Name eight ways of preventing burns and scalds.

References for students:


Vera Neville, Safety for Sandy (New York: Thomas Nelson and Sons, 1940).

Anna B. Towse et al., Health Stories, Book I (Atlanta: Scott, Foresman and Co., 1933), pp. 103, 115-121, 124-128.

References for teachers:


Subject Matter IV

Safety in Home and Community

I. Ways to prevent falls:
   A. Walk up and down stairs instead of running
   B. Carry only a few things at a time on stairways
   C. Keep toys off of steps and floor
   D. Keep hand on railing of stairways
   E. Keep upstairs window screens securely hooked
   F. Avoid having loose rugs on slippery floors
   G. Be very careful in bathtub
   H. Avoid standing on chairs or rickety ladder

II. Ways to avoid danger from gas:
   A. Sleep with windows open
   B. If gas odor is detected, get out of house at once
   C. Call gas company, if leak is suspected
III. Ways to keep safe from poisons:
   A. Keep them locked in separate cabinet
   B. Learn to recognize poison sign on labels
   C. Drink no liquid from unlabeled bottles
   D. Use no food from bulging cans
   E. Keep candy-coated pills locked up

IV. Ways to avoid cuts and scratches:
   A. Keep sharp tools put away
   B. Hold scissors points and open knives down when walking
   C. Always cut away from body when using knife
   D. Never run or climb with sharp tools in hands
   E. Keep needles, pins, and tacks put away
   F. Dispose of broken glass carefully

V. Ways to practice safety in play:
   A. Learn safe places to play
   B. Learn dangerous places
   C. Leave strange animals alone

VI. Ways to help protect the community from fire:
   A. Put out camp fires before leaving grounds
   B. Put out matches before throwing down
   C. Burn trash on calm days

VII. Ways to prevent fires in the home:
   A. Use safety matches
   B. Use flashlight to look into dark closets
   C. Put hot ashes into metal container
   D. Use non-inflammable liquid for cleaning clothes
   E. Start fires without kerosene
F. Keep oily rags in covered metal can

G. Use a real fuse in the switch box instead of a penny

H. Disconnect electric iron when leaving room

VIII. Ways to prevent accidents from electricity:
A. Leave electrical repairs to electricians
B. Keep fingers out of sockets
C. Do not touch loose wires
D. Do not touch light switch while in bathtub
E. Do not fly kite near electric wires

IX. Ways to prevent accidents with guns:
A. Keep guns put away
B. Do not play with "empty" guns
C. When hunting, put gun over fence before climbing

X. Ways to prevent burns and scalds:
A. Keep hot liquids in safe place
B. Do not let pot handles project beyond stove
C. Have a screen in front of fireplace
D. Never play with matches
E. Never build bonfires without help of adults
F. Avoid wearing flimsy costumes, and carrying candles
G. Use electric lights on Christmas trees
H. Use real pumpkins for jack-o'-lanterns
Activities IV

Safety in Home and Community

I. Reading charts composed by the children, as:

Safety at Home

We will not leave toys on the floor or steps.
We will put them away every day.
We will play in a safe place.
We will not play with matches.

Safety at Our Picnic

We will not leave the campfire burning.
We will not play near deep water.
We will play games, then we will rest.
We will stay with our group.

Reading stories in health and safety readers, and easy library books.

II. Listening to safety stories, and discussing. Viewing filmslides, and discussing. Writing short sentences, and simple letters to parents. Planning original play.

III. Singing health and safety songs.

IV. Writing numbers. Adding simple combinations. Counting supplies needed for party.

V. Writing letters to parents, and copying short sentences.

VI. Making drawings to illustrate stories read.

VII. Playing singing games, and practicing folk dances. Viewing health and safety films, and discussing.
Correlations IV
Safety in Home and Community

I. Reading: Charts may be composed by the children, on the subject of safety in home and community. Stories about toys left on the steps, children building bonfires, carrying umbrellas too low, and many other dangerous practices may be found in the safety readers, and library books.

II. Language: Safety stories may be told, or read to the children, and discussed. Filmslides depicting street safety rules may be shown. The following motion pictures are very good: "Safety," "Once Upon a Time," "Street Safety," "The Chance to Lose," "Safety at Play," and "Before the Alarm." Simple sentences may be copied, and letters written to mothers inviting them to a Thanksgiving party.

III. Music: Review all safety songs learned during the unit, learn "A Toothbrush Song," and the singing game, "Here We Go Round the Mountain." For rhythm, practice the folk dance, "Danish Dance of Greeting."

IV. Numbers: Count the number of plates, cookies, napkins and other supplies needed for the party. Keep score in games, as "Ring Toss," and "Number Race." Add simple combinations as needed.

V. Writing: Copy simple sentences, as: "I have many toys." "I will put my toys away." Write invitations to mothers.

VI. Art: Make drawings to illustrate stories read. These drawings may be made into safety booklets.

VII. Health: Play singing games, and practice folk dances. Listen to health and safety stories. View slidefilms: "The Chance of a
Lifetime," "Dollars and Sense," and "A Tower of Strength."
Discuss safety practices.

Work Sheet IV

Safety in Home and Community

I. Directions: If the sentence is true, put a T in the blank; if the sentence is not true, put an F:

1. It is safe to put hot ashes in a cardboard box. _____
2. It is safe to start fires with kerosene. _____
3. It is not safe to clean clothes with gasoline. _____
4. Oily rags should be kept in a metal can. _____
5. It is safe to strike a match in a clothes closet. _____

II. Directions: Draw a line under the right answer:

1. Should children build bonfires? Yes No
2. Should people take medicine in the dark? Yes No
3. Should children always put their toys away? Yes No
4. Should children play with strange dogs? Yes No
5. Should children be careful with sharp tools? Yes No

Key to Work Sheet IV

Safety in Home and Community

I. II.

1. F 1. No
2. F 2. No
3. T 3. Yes
4. T 4. No
5. F 5. Yes
Culminating Activities

Safety Education

I. Re-reading and discussing the charts made during unit.

II. Preparing exhibit of safety posters, drawings, booklets, and other handwork.


IV. Original dramatization of safety rules, "The Fire Imp."

V. Folk dances: "Danish Dance of Greeting," and "How D'You Do, My Partner?"

Outcomes of the Unit

Safety Education

I. Knowledges and understandings of:

A. Safety at school

1. On the playground

   a. Rules for the safe use of equipment:

      (1) Always sit down in swings

      (2) Never swing too high

      (3) Never stand up on slides

      (4) Never jump off of see-saws suddenly

      (5) Always take turns

   b. Reasons for assignment of play areas, by teachers:

      (1) To avoid danger of collision with larger children

      (2) To avoid danger of being hit by a ball

      (3) To avoid danger of retrieving ball from street
2. In the building
   a. Rules for orderly passage through corridors:
      (1) Walk, instead of running
      (2) Keep to right
      (3) Form lines
   b. Rules for safe, efficient fire drill:
      (1) Stop work when signal sounds
      (2) March to exit in orderly lines
      (3) Keep cool and calm
   c. Rules for good housekeeping at school:
      (1) Have a certain place for individual belongings
         (a) Keep scissors in a box
         (b) Keep pencils and crayons in desk
         (c) Keep coat in locker
      (2) Clean out desk frequently
      (3) Put school materials in proper place
         (a) Put covers on paste and paint jars
         (b) Put tools away carefully
   d. Rules for sharing tools:
      (1) Take turns
      (2) Hand tools to others carefully

B. The work of safety helpers
   1. Firemen
      a. As heroes:
         (1) Risk lives to save others
         (2) Risk lives to save property
      b. As good citizens:
(1) Help prevent fires
   (a) By inspecting
   (b) By reporting fire hazards
   (c) By advising people of dangers

(2) Help other people
   (a) By using pulmotor
   (b) By mending toys for children

2. Policemen
   a. Help little children cross street safely
   b. Give information to people
   c. Assist people who are lost
   d. Take people to doctor in case of injury

3. Junior patrol boys
   a. Stop cars so children can cross street
   b. Advise children about traffic rules

4. Parents
   a. Provide necessities of life:
      (1) Food
      (2) Shelter
      (3) Clothing
   b. Provide medical care when needed
   c. Give essential safety information
   d. Give first aid when needed, to prevent tetanus

5. Doctors
   a. Examine people in order to keep them well
   b. Advise people about foods needed
   c. Treat wounds so they will heal quickly
   d. Inoculate to prevent diseases
6. Teachers
   a. Give first aid for minor injuries
   b. Emphasize essential safety habits:
      (1) Forming lines
      (2) Waiting turns
      (3) Keeping to right
      (4) Observing traffic rules
      (5) Using playground equipment carefully

7. Janitors
   a. Keep buildings safe and clean
   b. Keep buildings properly heated and ventilated
   c. Keep buildings and grounds free from dangerous rubbish

8. Street cleaners
   a. Keep city clean, through disposing of trash
   b. Give streets a bath with street sprinkler

9. City officials
   a. Provide safe drinking water
   b. Have streets repaired

10. Health officers
    a. Quarantine for protection of others
    b. Require fumigation after contagious diseases
    c. Help control spread of some diseases by having certain areas sprayed
        (1) To kill flies
        (2) To kill mosquitoes

C. Safety on the street
1. Safety rules to remember:

a. When walking on sidewalks
   (1) Always keep to right
   (2) Watch for driveways and alleys
   (3) Cross at proper crosswalks
   (4) Obey traffic signals
   (5) Avoid obscuring vision with umbrella
   (6) Stop at railroad crossings
      (a) Look and listen
      (b) Obey signals

b. When walking on highway
   (1) Stay on left side
   (2) Carry flashlight at night
   (3) Wear light-colored clothes at night

c. When riding bicycle
   (1) Watch for cars
   (2) Watch for pedestrians

d. When riding in bus or car
   (1) Keep head and arms inside
   (2) Keep your seat

2. Some street dangers to avoid:

a. Catching rides on cars or trucks
   (1) While bicycling
   (2) While roller skating
   (3) While coasting
   (4) Running and jumping on

b. Darting into street
(1) From between parked cars
(2) When alighting from a bus
(3) While playing
   (a) Retrieving ball
   (b) Chasing other children

c. Playing in the street
   (1) With wagon, scooter, or tricycle
   (2) Roller skating
   (3) Games
      (a) Ball
      (b) Marbles

D. Safety in home and community

1. How to prevent falls:
   a. Walk up and down stairs instead of running
   b. Carry only a few things at a time on stairways
   c. Keep toys off of steps and floor
   d. Keep hand on railing of stairways
   e. Keep upstairs window screens securely hooked
   f. Avoid having loose rugs on slippery floors
   g. Be very careful in bathtub
   h. Avoid standing on chairs or rickety ladder

2. How to avoid dangers from gas:
   a. Sleep with windows open
   b. If gas odor is detected, get out of house at once
   c. Call gas company, if leak is suspected

3. How to keep safe from poisons:
   a. Keep them locked in separate cabinet
b. Learn to recognize poison sign on labels
c. Drink no liquid from unlabeled bottles
d. Use no food from bulging cans
e. Keep candy-coated pills locked up

4. How to avoid cuts and scratches:
   a. Keep sharp tools put away
   b. Hold scissors points and open knives down when walking
   c. Always cut away from body when using knife
d. Never run or climb with sharp tools in hands
e. Keep needles, pins, and tacks put away
f. Dispose of broken glass carefully

5. How to practice safety in play:
   a. Learn safe places to play
   b. Learn dangerous places
c. Leave strange animals alone

6. How to help protect the community from fire:
   a. Put out camp fires before leaving grounds
   b. Put out matches before throwing down
c. Burn trash on calm days

7. How to prevent fires in the home:
   a. Use safety matches
   b. Use flashlight to look into dark closets
c. Put hot ashes into metal container
d. Use non-inflammable liquid for cleaning clothes
e. Start fires without kerosene
f. Keep oily rags in covered metal can
g. Use a real fuse in the switch box instead of a penny
h. Disconnect electric iron when leaving room

8. How to prevent accidents from electricity:
   a. Leave electrical repairs to electricians
   b. Keep fingers out of sockets
   c. Do not touch loose wires
   d. Do not touch light switch while in bathtub
   e. Do not fly kite near electric wires

9. How to prevent accidents with guns:
   a. Keep guns put away
   b. Do not play with "empty" guns
   c. When hunting, put gun over fence before climbing

10. How to prevent burns and scalds:
    a. Keep hot liquids in safe place
    b. Do not let pot handles project beyond stove
    c. Have a screen in front of fireplace
    d. Never play with matches
    e. Never build bonfires without help of adults
    f. Avoid wearing flimsy costumes, and carrying candles
    g. Use electric lights on Christmas trees
    h. Use real pumpkins for jack-o'-lanterns

II. Attitudes toward:

   A. Feeling a responsibility for personal safety
   B. Being more alert to dangers easily avoided
   C. Feeling a responsibility for promoting safety habits

1. At home
2. At school
3. On the playground

D. Showing courtesy and fair play to others
E. Being thoughtful about protecting others
F. Having increased respect for laws and rules
G. Having increased respect for firemen and policemen
H. Willingness to cooperate with the safety patrol

III. Habits of:

A. Observing all safety precautions
B. Being thoughtful for safety of others
C. Showing courtesy and consideration for others
D. Thinking before acting, especially in situations involving danger
E. Working cooperatively with group
F. Sharing ideas with group

IV. Appreciations for:

A. The safety problems which children may help to solve
B. Traffic rules which bring protection to children
C. The care and protection of parents
D. The workers who protect us
E. Neatness and orderliness
   1. In the home
   2. In the school
   3. On the playground
F. Good citizenship
G. The responsibility of each individual
   1. To make the school a safer place
   2. To make the community a better place
Leads to Other Units

Safety Education

The study of safety helpers who protect us, will naturally lead to an increased interest in other community helpers, such as, workers who produce our clothing, workers who produce our food, and workers who carry our messages. The study of community life can easily lead into the study of transportation, through a discussion of the various methods of transporting clothing, food, and the mail.

Teacher Evaluation

of the Unit on

Safety Education

To what extent:

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<td>1. Does it involve a variety of direct sensory experiences?</td>
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<td>2. Does it provide for some free, informal association of the pupils?</td>
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<td>3. Does it provide an opportunity for manipulation or bodily activity?</td>
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<td>7. Does it provide sufficient concrete and illustrative materials?</td>
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<td>8. Does the unit of work have a useful purpose in the present or future life of the student?</td>
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<td>9. Does it reproduce actual life situations as far as possible?</td>
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10. Does it utilize materials as they occur in life and in the books being used?

11. Does it contain accurate information?

12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?

13. Does it provide opportunity to judge, choose, and evaluate?

14. Is it within the available time limit for the unit?

15. Is the exposition clear enough to make it possible for another teacher to put it into practice if she so desires?

16. Is it clearly stated where materials may be obtained?

17. Are the references complete and exact?

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Final Check-up Tests

Unit I

Safety Education

I. Knowledge and understanding:

A. Directions: Fill in the blanks with the right words from this list: swings wait friends stop go

1. Children should not stand up in__________________.

2. Policemen are children's__________________.

3. A green light means__________________.

4. A red light means__________________.

5. A yellow light means__________________.
B. Directions: Draw a line to the right word for each sentence:

1. People should not touch loose ________ water
2. Children should not build ________ street
3. Children should not play in the ________ bonfires
4. Children should not play near deep ________ hands
5. People should not turn lights on with wet ________ wires

II. Attitudes:

A. Directions: Write Yes or No in the blanks:

1. Are you willing to help the fire department by staying away from fires? ________
2. Are you willing to do your part toward keeping the city safe and clean? ________
3. Are you careful not to make extra work for the janitor? ________
4. Do you care enough about the safety of others to keep your toys off of the steps? ________
5. Do you think enough about the safety of others not to throw banana skins on playground? ________

B. Directions: Underline the right answer:

1. When skating, do you keep to the right? Yes No
2. When crossing street, do you obey signals? Yes No
3. Do you take chances to show you are brave? Yes No
4. Do you feel that safety helpers are needed? Yes No
5. Would you mind being quarantined? Yes No

III. Habits:

Directions: Write Yes or No in the blanks:

1. Do you have the habit of running to fires? ________
2. Do you have the habit of obeying traffic rules? ________
3. Do you have the habit of playing in safe places? 
4. Do you have the habit of keeping health rules? 
5. Do you have the habit of being orderly? 
6. Do you have the habit of putting tools away? 
7. Do you have the habit of putting toys away? 
8. Do you have the habit of playing with guns? 
9. Do you have the habit of playing with matches? 
10. Do you have the habit of being careful? 

IV. Appreciations:

Directions: Draw a ring around the right answer to each question:

1. Do you appreciate the value of traffic rules? Yes No
2. Do you appreciate the workers who protect us? Yes No
3. Do you appreciate good food and a good home? Yes No
4. Do you appreciate the protection of parents? Yes No
5. Do you appreciate good health and good eyes? Yes No
6. Do you appreciate a clean, orderly room? Yes No
7. Do you appreciate the work of the janitor? Yes No
8. Do you appreciate clean, new books? Yes No
9. Do you appreciate good times in safe places? Yes No
10. Do you appreciate rules for avoiding danger? Yes No

Key to Check-up Tests

Unit II

Safety Education

I. A. 
1. swings 
2. friends 
3. go 

I. B. 
1. wires 
2. bonfires 
3. street
II. There will be no key for the attitudes tests, since each student may react differently to the questions.

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Bibliography for Teachers
for the Unit
Safety Education


**Bibliography for Students**


Community Life

The work of the first grade should provide the children with experiences which increase the meaning of home and school life, and which make clear the various agencies and people which affect the life of the child. From a study of the activities in the home, the child may be guided into a study of those community activities that bear directly upon his welfare and happiness. He should be made to realize that everyone is responsible for certain work which contributes to the welfare and happiness of all, and that he, too, is responsible for contributing his share. Through interesting and varied experiences, he will begin to appreciate the efforts made by father, mother, and others, in supplying the family with food, clothing, services, and pleasure.

Grade placement—First grade
Time allotment—Eight weeks
Central theme—The interdependence of people in a community

Objectives

I. Knowledge and understanding of:
   A. Facts about our toys
   B. Facts about our clothing
   C. Facts about our food
   D. Facts about our postal service

II. Attitudes toward:
   A. A sympathetic insight into the lives of many workers
   B. Having increased interest in the activities of the community
   C. Having respect for abilities and efforts of others
   D. Having a greater interest in doing worth-while work
E. Having increased willingness to accept responsibilities

III. Habits of:

A. Being neat and orderly with materials and personal belongings
B. Being unselfish with tools and materials
C. Being able to work cooperatively with a group
D. Eating foods which promote health
E. Wearing clothing best suited to the weather
F. Being kind and considerate of all helpers
G. Being courteous at all times

IV. Appreciations for:

A. The interdependence of people in a community
B. The work of those who provide toys for children
C. The work of those who provide clothing for the family
D. The work of those who provide food for the family
E. The work of all helpers who carry messages
F. The work of inventors who have made work easier and life more comfortable
G. Courteous, prompt, and efficient service

Approaches

Community Life

An interest in toys and clothing may be aroused when the pupils are requested to assist in packing Christmas boxes to be sent to Europe. Also, the prospect of a school Christmas tree usually creates an interest in buying and making toys for each other. If a Christmas toyshop has been built and enjoyed, other stores will naturally follow. Other suggested approaches are:
1. Stories and poems about community life
2. A visit to a toy store, or clothing factory
3. A visit to a bakery
4. A visit to a dairy
5. A visit to a post office
6. The bringing of a cotton boll to school
7. The finding of a cocoon, or a beautiful silkworm moth
8. Songs about community life
9. Visual aids:
   a. Motion pictures
   b. Stereoptican slides
   c. Posters

Study Guide I

Facts About Our Toys

I. Name six mechanical toys made in the United States.

II. Name two electrical toys made in this country.

III. What are four types of wheel toys?

IV. What are four kinds of toy building materials?

V. Name ten miniature toys.

VI. Name three toys made of rubber.

VII. What three kinds of toys are made of cardboard?

VIII. Name three kinds of toys made of plastic.

IX. Name three unusual types of toys made in Mexico.

X. What two materials are used in Germany for making unusual toys?
References for students:


References for teachers:


Marjorie Barrows, *One Hundred Best Poems for Boys and Girls* (Racine: Whitman Publishing Co., 1930), pp. 73, 104, 149, 16, 34.


Subject Matter I
Facts About Our Toys

I. Types of toys made in the United States:

A. Mechanical

1. Tops
2. Automobiles
   a. Passenger cars
   b. Dump trucks
3. Monkeys
4. Dancers
5. Music boxes
6. Boats

B. Electrical

1. Trains
2. Draglines

C. Wheel

1. Wheelbarrows
2. Wagons
3. Trains
4. Automobiles
   a. Fire trucks
   b. Farm trucks
   c. Passenger cars
   d. Buses

D. Building materials

1. Lincoln logs
2. Rubber bricks
3. Mechano sets
4. Wooden blocks

E. Miniature
   1. Houses
   2. Furniture
   3. Animals
   4. Tools
   5. Musical instruments
   6. Boats
   7. Trains
   8. Automobiles
   9. Airplanes
  10. Guns

F. Rubber
   1. Balls
   2. Dolls
   3. Swords

G. Cardboard
   1. Games
   2. Jig-saw puzzles
   3. Dolls

H. Plastic
   1. Dolls
   2. Banks
   3. Dishes

II. Unusual toys from other lands:
   A. Mexico
1. Toys made of clay:
   a. Dolls
   b. Animals
   c. Dishes
   d. Carts

2. Toys made of gourds:
   a. Beautiful birds
   b. Rhythm band instruments

3. Toys made of straw:
   a. Animals
   b. Dolls

B. Germany

1. Toys made of wood:
   a. Animals
   b. Dolls
   c. Doll houses

2. Toys made of glass:
   a. Jugs
   b. Tiny animals
   c. Dishes

Activities I

Facts About Our Toys

I. Reading stories about toys and toyshops. Making original stories for charts from experiences during unit.

II. Listening to stories about toys and toyshops. Discussing experiences, and composing stories.

III. Singing songs about workshops, toys, and Christmas. Playing toy
instruments in the rhythm band. Listening to records about toys and Christmas.

IV. Counting toys made, or brought to school. Playing store, and learning the value of different coins. Learning to add the purchases, and give change.

V. Learning to write short letters to Santa Claus, and make lists of the toys on hand. Making toy catalogue, and writing names of toys under the pictures, with prices.

VI. Making cloth animals, wooden boats and furniture, weaving rugs for doll houses, making toy banks, small airplanes, wagons, jig-saw puzzles, tops, games, and paper dolls, for the toyshop.


Correlations I

Facts About Our Toys

I. Reading: Children compose stories about their experiences, as:

The Toy Store

We went to the toy store.
We saw many pretty toys.
We saw many pretty dolls and doll houses.
We saw toy rabbits and toy dogs.
We saw toy boats and little trains.
We liked the big blue airplane best of all.
Our Toyshop
We have made a toyshop.
We have balls and dolls.
We have rabbits and dogs.
We have doll beds and chairs.
We have boats, trains, and airplanes.
We have a little doll house.
We have fun playing store.


II. Language: Children compose stories for charts, and write letters to Santa Claus. They listen to stories about toys, toyshops, and Christmas, and plan their own toyshop. They may decide to have committees, with definite responsibilities, such as making toy furniture, painting, making cloth animals, or weaving rugs. Listen to poems, as: "The Gingham Dog and the Calico Cat," and "The General Store."


IV. Numbers: Play store, and learn value of coins: dime, quarter, half dollar, and dollar. Learn to count by 5's by using nickels. Learn the comparative value of coins: number of nickels in a quarter, number of dimes in a half dollar and dollar. Learn meaning of symbols for dollar and cent. Learn to recognize price tags on
toys, and page numbers in books.

V. Writing: Make a list of toys to be made. Make a catalogue of Christmas toys, with name and price under each picture. Copy sentences about the activities of the unit. Write letters to Santa Claus.

VI. Art: Make cloth dogs, cats, and rabbits. Make wooden toys, such as: boats, wagons, airplanes, doll furniture, and tops. Make toy banks from ice cream containers, enameled, and tops from spools. Cut the spools into halves, sand them down to a point, and put a meat skewer through the hole in center. The wagons may be made from cigar boxes, with bottle caps for wheels. Toy catalogues may be made by pasting pictures on manila paper, or drawing them free-hand.

VII. Health: Children may listen to stories about health and safety. For physical education, use the following rhythmic activities: "The Jack-in-the Box," "The Walking Doll," and "The Train."

Work Sheet I

Facts About Our Toys

I. Directions: Draw a line under the right answer:

1. A toy that can fly is a (train, kite, boat).
2. A toy that can sail is a (pig, rabbit, boat).
3. A toy that can climb is a (dog, cow, monkey).
4. A toy that runs on a track is a (boat, train, wagon).
5. A place to buy toys is called a (grocery, show, toyshop).

II. Directions: Fill in the blanks with words from the list below, which makes the sentences true:

1. A top can ________.
2. A kite can ________.
3. A boat can ________.
4. A train can ________ fast.
5. A house can be made of ________.
   - sail
   - spin
   - fly
   - logs
   - run

Key to Work Sheet I

Facts About Our Toys

I.   II.
1. kite  1. spin
2. boat  2. fly
3. monkey  3. sail
4. train  4. run
5. toyshop  5. logs

Study Guide II

Facts About Our Clothing

I. What are three purposes of clothing?
II. Name ten materials used for clothing.
III. What are the sources of these materials?
IV. What are the processes involved in making cloth from cotton, flax, and wool?
V. How is silk obtained from the cocoon?
VI. Name eight community workers who help us to obtain clothes.
References for students:

Gertrude Hildreth et al., Easy Growth in Reading Series, At Play (Philadelphia: John C. Winston Co., 1940), pp. 12, 16, 34.


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Here and There (Evanston: Row, Peterson Co., 1940), pp. 7-8.

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References for teachers:

Theresa Armitage, Merry Music (Boston: C. C. Birchard and Co., 1939), pp. 19, 34.


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Subject Matter II
Facts About Our Clothing

I. Purposes of clothing:
   A. Protection
   B. Comfort
   C. Beauty

II. Materials used for clothing:
   A. Cotton
   B. Linen
   C. Wool
   D. Silk
   E. Rayon
   F. Nylon
   G. Casein
   H. Leather
   I. Rubber
   J. Fur

III. Sources of materials:
   A. Cotton from cotton plant
   B. Linen from flax plant
   C. Wool from fleece of sheep
   D. Silk from silkworms
   E. Rayon from cellulose
   F. Nylon from coal, air, and water
   G. Casein from milk
   H. Leather from skins of animals
   I. Rubber from sap of rubber trees
J. Fur from fur-bearing animals

IV. Processes involved in making cloth from cotton, flax, and wool:

A. Cotton
   1. Ginning
   2. Spinning
   3. Bleaching
   4. Dyeing
   5. Weaving
   6. Printing

B. Flax
   1. Pulling stalk
   2. Rippling
   3. Combing
   4. Spinning
   5. Weaving
   6. Bleaching
   7. Dyeing

C. Wool
   1. Cleaning
   2. Dyeing
   3. Roving
   4. Spinning
   5. Weaving

V. How silk is obtained from the cocoon:

A. Cocoon is dipped in hot water
B. Fiber is unwound
C. Raw silk is reeled
D. Cloth is woven
VI. Community workers who help us obtain clothes:

A. Storekeeper
B. Dressmaker
C. Tailor
D. Milliner
E. Deliveryman
F. Postmaster
G. Mail carrier
H. Factory worker

Activities II

Facts About Our Clothing

I. Reading experience charts composed by the children. Reading stories about clothing in textbooks.

II. Listening to stories and poems about the sources of clothing.
   Viewing slides and sound films, and discussing. Visiting a clothing store or factory, if possible. Discussing the important things learned on excursion. Making a list of the materials used for clothing. Finding pictures of cotton and flax plants. Planting cotton seeds, and watching the plants grow to maturity. Visiting a cotton plantation, if possible, and making report to other classes who are interested. Making a sandtable representation of a cotton plantation.

III. Singing songs about spinning, weaving, shearing the sheep, making shoes, and sewing. Listening to phonograph records about spinning, and making clothes.

IV. Continuing the use of numbers in everyday experiences.

V. Continuing the practice of all letters of the alphabet, and the
VI. Making collections for museum, and making posters showing the three important inventions: cotton gin, weaving machine, and sewing machine. Making large posters showing many kinds of materials used for clothing, and if possible, a cotton boll and cocoon. Making posters showing how people dressed long ago. Making drawings of spinning wheel and hand loom from pictures.

VII. Discussing the necessity for dressing properly for the sake of good health. Reading health stories about wearing clothing suitable for the weather, and the occasion.

Correlations II

Facts About Our Clothing

I. Reading: Children compose original charts about clothing, and their experiences on excursions, as:

Our Clothing

Our dresses and suits are made of cotton.
Our sweaters are made of wool.
Our socks are made of rayon.
Our ribbons are made of silk.
Our shoes are made of leather.

Also, stories about playing "grown-up" and about little lambs.

Listen to poems about clothing, as: "The Story of the New Dress."
Discuss the information obtained on excursions.
III. Music: Sing songs about clothing: "From Sheep to Sweaters," "The Spinning Song," "The Little Shoemaker," "Weaving," "Spinning the Yarn," "Grandma's Knitting Song," and many more. Christmas songs may be included, if near this season, as: "While Shepherds Watched Their Flocks." For appreciation, listen to records: "Of a Tailor and a Bear," (20153) and "The Spinning Song." For rhythm, listen to "The Little Shepherd," and "Rhythm Medley," (20526).

IV. Numbers: Play number games and use number workbooks. Continue to use numbers in everyday experiences.

V. Writing: Copy sentences, and practice muscular movement.

VI. Art: Make posters and booklets about clothing. Make catalogues of clothing, and write names of articles under pictures. Make clothes for dolls, and weave rugs.

VII. Health: Discuss proper clothing for rainy days, and cold weather. Discuss the reasons for removing outdoor clothing when in heated room. Listen to stories about ways to dress to protect health.

Work Sheet II

Facts About Our Clothing

I. Directions: Fill in the blanks with words from the list below:

1. Cotton comes from a __________.
2. Linen is made of __________.
3. Flax has a blue __________.
4. Wool grows on a __________.
5. Rubber comes from a __________.

sheep  flax  tree  plant  flower
II. Directions: Complete the sentences by underlining the correct word:

1. We wear wool in winter because it is (pretty, warm).
2. We wear raincoats to keep us (warm, dry).
3. We wear cotton in summer because it is (cheap, cool).
4. Cocoons are put in hot water to soften the (gum, moth).
5. A material used for parachutes is (silk, linen).

Key to Work Sheet II

Facts About Our Clothing

I. plant
2. flax
3. flower
4. sheep
5. tree

II. warm
1. dry
2. cool
3. gum
4. silk

Study Guide III

Facts About Our Food

I. What three kinds of food are needed for strength?
II. Name six foods needed for repair and growth.
III. What are the three protective foods?
IV. Name two sources of food supply, and the products of each.
V. Name ten workers who have a part in supplying our food.

References for students:

Paul R. Hanna and others, Peter's Family (Atlanta: Scott, Foresman and Co., 1942), pp. 8, 38, 46, 50, 51.

Mae McCrory, Plants That Give Us Food, Unit Study Book No. 204 (Columbus: American Education Press, 1933).

Milk, Unit Study Book No. 203 (Columbus: American Education Press, 1937).


References for teachers:


Hollis Dann, First Year Music (Cincinnati: American Book Co., 1915), pp. 24, 42, 58, 82, 86.


Subject Matter III

Facts About Our Food

I. Foods needed for strength:

A. Sugar

B. Bread

C. Cereals
II. Foods needed for repair and growth:
   A. Meat
   B. Fish
   C. Milk
   D. Butter
   E. Cheese
   F. Eggs

III. Protective foods:
   A. Fruit
   B. Vegetables
   C. Milk

IV. Sources of food supply:
   A. Farm
      1. Meat
      2. Grain
      3. Fruit
      4. Vegetables
      5. Syrup
      6. Honey
   B. Dairy
      1. Milk
      2. Butter
      3. Cheese
      4. Ice cream

V. Workers who have a part in supplying our food:
   A. Farmer
   B. Apiarist
Activities III

Facts About Our Food

I. Reading social studies readers, science, and library books, on the subject of food.

II. Listening to stories about food, and the workers who produce it. Visiting a bakery and grocery, then discussing the things learned. Composing stories about the excursions, for reading charts. Viewing sound films, and discussing. Dramatizing stories.

III. Singing songs about foods and workers who have a part in supplying it. Playing singing games which describe the work of the farmer.

IV. Counting the number of cookies necessary for surprise party. Measuring the ingredients for cookies. Playing store, and making change with toy money. Learning meaning of dozen, half dozen, pint, and quart. Selling syrup candy, and counting profits.

V. Making free-hand drawings of fruit and vegetables. Making clay models of fruits and vegetables for the class store. Making clay models of bakery goods. Making charts showing wheat from grain to food, and charts showing many different kinds of grain. Making
posters showing animals which supply milk to people in different parts of the world. Making posters showing good foods for breakfast, lunch, and supper.

VII. Singing health songs, and listening to stories and poems about good foods.

Correlations III

Facts About Our Food

I. Reading: Read stories in social studies readers, science, and library books about foods, and workers who produce it, and read original stories about excursions and activities enjoyed during the study of food, as:

Fun at School

We made candy at school.
We took turns stirring it, and everyone enjoyed eating it.
We sold some of the candy and bought food for our pet rabbit with the money.

A Surprise Party

We had a surprise party for the boys in our room.
The girls made cookies, and we had fruit juice to drink.
We had a good time.


Listen to poems about food and workers. Dramatize "The Gingerbread Boy." Write articles for the school newspaper, telling of interesting activities. Visit a bakery and grocery and discuss the things learned. Also, discuss the information gained by viewing


IV. Numbers: Plan a surprise party, and count the number of cookies, plates, napkins, and other things needed. Measure ingredients for cookies and fruit drink. Learn meaning of dozen, half dozen, pint, and quart. Plan and build a grocery store. Make price tags, and practice making change. Make and sell syrup candy.

V. Writing: Copy list of foods served in lunch room. Copy articles for school newspaper, telling about various activities of the class.

VI. Art: Make clay models of bakery goods, fruit, and vegetables for the school store. Make charts showing different kinds of grain, and posters showing pictures of animals which supply milk to people in different parts of the world. Make posters showing good foods for breakfast, lunch, and supper. Make free-hand drawings of foods.

VII. Health: Sing songs about milk, and learn which foods are needed for strength, growth, and protection. View the picture, "Goodbye, Mr. Germ." Discuss the necessity for cleanliness in handling food.

Work Sheet III

Facts About Our Food

I. Directions: Draw a line under the correct answer:

1. Does sugar give you energy? Yes No

2. Do eggs help you to grow? Yes No

3. Is cheese a "protective" food? Yes No
4. Do people need vegetables? Yes No
5. Do pineapples grow on trees? Yes No

II. Directions: Fill each blank with the word which completes the sentence correctly:

1. Milk must be kept very ________.
2. Flour is made from ________.
3. Meal is made from ________.
4. Oats and rice are ________.
5. Honey is made by ________.

cereals bees wheat clean corn

Key to Work Sheet III
Facts About Our Food

I.

1. Yes
2. Yes
3. No
4. Yes
5. No

II.

1. clean
2. wheat
3. corn
4. cereals
5. bees

Study Guide IV
Facts About Our Postal Service

I. Tell how messages were sent, before writing developed. Tell how messages were sent after writing developed.

II. How was the mail carried before roads were built? How was the mail carried after the first roads were built? How does mail travel today?

III. How is mail delivered in the city?
IV. How is it delivered in the country?

V. Name ten types of work done in a post office.

VI. Tell about the work of railway mail clerks.

References for students:


References for teachers:


Hollis Dann, First Year Music (Cincinnati: American Book Co., 1915).

Subject Matter IV

Facts About Our Postal Service

I. How postal service began

A. How messages were sent before writing developed:
   1. Bonfire signals
   2. Drum signals
      a. War
      b. Warning
   3. Runners with memorized messages

B. How messages were sent after writing developed:
   1. Runners with papyrus rolls
   2. Post riders
   3. Chariots
   4. Private postal system

II. Growth of the United States postal system

A. How mail was carried before roads were built:
   1. Indian runners
   2. Travelers
   3. Relay riders

B. How mail was carried after the first roads were built:
   1. Stagecoaches
   2. Pony express

C. How mail travels today:
   1. Trains
   2. Ships
   3. Airplanes
III. How mail is delivered in the city:
   A. Postman
   B. Parcel post carrier

IV. How mail is delivered in the country:
   A. Rural route carrier
   B. Star route carrier

V. Work done in the post office:
   A. Sorting mail
   B. Distributing mail
   C. Selling stamps and postal cards
   D. Selling money orders
   E. Weighing packages
   F. Canceling stamps
   G. Postmarking letters
   H. Registering letters
   I. Taking care of "dead letters"
   J. Selling bonds and certificates

VI. Work of railway mail clerks:
   A. Sorting mail for small towns
   B. Postmarking letters mailed on train
   C. Throwing sacks of mail off at depots
   D. Assisting in mail pick-ups

Activities IV

Facts About Our Postal Service

1. Reading stories about our postal service, in social studies readers, primers, and library books.
II. Listening to stories about the development of our postal service, and discussing the differences between long ago and now. Listening to poem, "A Country Mail Carrier," and discussing his faithfulness through all kinds of weather. Writing letters requesting permission to visit the local post office. Making plans to build a school post office, and selecting committees for the various duties. Making and mailing valentines. Memorizing poems about Valentine Day, for assembly. Making an original dramatization of the origin of Valentine Day.

III. Singing songs about the work of the postman, and the pleasure of making valentines.

IV. Measuring to build post office. Selling stamps, and making change with toy money. Discussing the calendar, and length of hour and day.

V. Writing letters, and copying verses for hand-made valentines.

VI. Making original designs for valentines. Drawing pictures of the many ways in which mail is carried. Making posters showing the development of our postal system.

VII. Singing songs about health, and listening to stories about the necessity for cleanliness and a neat appearance. Discussing the benefits of good posture, and the bad effect of carrying heavy loads over a long period of time.

Correlations IV

Facts About Our Postal Service

I. Reading: Read stories about family helpers, in social studies readers. Read the following library books: "Billy's Letter," "The Postman," and "Here Comes the Postman."
II. Language: Listen to stories about the sending of messages long ago, and mail service today. Discuss the development of transportation, and the invention of rapid methods of communication, such as the telephone, telegraph, and radio. Write letters to the postmaster requesting permission for the class to visit the post office, and select committees for the various duties. Write verses for the hand-made valentines. Give an original dramatization: "How We Came to Have Valentine Day." Memorize poems: "The Mailbox," and "Posture."

III. Music: Sing songs about the postman and his work, as: "The Busy Postman," and "The Postman's Whistle." Sing "My Valentine."

IV. Numbers: Measure to build post office: the amount of space to be used and the height and width of door and window. Sell stamps, and give change with toy money. Discuss the calendar: number and names of days in week, and months in year. Learn the number of minutes in an hour, and the number of hours in a day. Discuss the importance of being punctual and dependable.

V. Writing: Write letters, and the names of the days of the week, and months of the year. Copy verses for original valentines. Address envelopes for mailing. Learn reason for putting return address on envelopes.

VI. Art: Make original designs for valentines. Make posters showing how the mail was carried long ago. Draw pictures of modern modes of carrying the mail. Make booklets of poems and songs about the postman.

VII. Health: Sing songs about good health, and discuss the necessity for cleanliness and a neat appearance. Discuss the benefits of
good posture, and the evil effects of carrying extremely heavy loads.

Work Sheet IV

Facts About Our Postal Service

I. Directions: Draw a ring around the right answer:

1. Was the pony express a train?  
   - Yes  - No

2. Were messages ever sent with smoke?  
   - Yes  - No

3. Did stagecoaches ever carry mail?  
   - Yes  - No

4. Do trains carry mail?  
   - Yes  - No

5. Do ships carry mail?  
   - Yes  - No

II. Directions: If the sentence is true, put a T in the blank; if it is not true, put an F:

1. The postman is careless with letters.  
   - T  - F

2. The post office sells stamped envelopes.  
   - T  - F

3. The postman stays at home when it rains.  
   - T  - F

4. Mail is sometimes carried in airplanes.  
   - T  - F

5. Letters can be mailed on trains.  
   - T  - F

Key to Work Sheet IV

Facts About Our Postal Service

I.  

II.

1. No  
   1. F

2. Yes  
   2. T

3. Yes  
   3. T

4. Yes  
   4. T

5. Yes  
   5. T
Culminating Activities

Community Life

I. The parents may be invited to see the post office built by the children, and the hand work done during the unit.

II. The following program may be given in assembly:

1. An original dramatization: "How We Came to Have Valentine Day."
5. Rhythm band: "The March of the Toys."
8. Reading: "The Moo Cow Moo."

Outcomes of the Unit

Community Life

I. Knowledge and understanding of:

A. Facts about our toys

1. Types of toys made in the United States:

   a. Mechanical

      (1) Tops
      (2) Automobiles
         (a) Passenger cars
         (b) Dump trucks
      (3) Monkeys
      (4) Dancers
      (5) Music boxes
(6) Boats

b. Electrical
   (1) Trains
   (2) Draglines

c. Wheel
   (1) Wheelbarrows
   (2) Wagons
   (3) Trains
   (4) Automobiles
      (a) Fire trucks
      (b) Farm trucks
      (c) Passenger cars
      (d) Buses

d. Building materials
   (1) Lincoln logs
   (2) Rubber bricks
   (3) Mechno sets
   (4) Wooden blocks

e. Miniature
   (1) Houses
   (2) Furniture
   (3) Animals
   (4) Tools
   (5) Musical instruments
   (6) Boats
   (7) Trains
   (8) Automobiles
2. Unusual toys from other lands:

a. Mexico

(1) Toys made of clay:
   (a) Dolls
   (b) Animals
   (c) Dishes
   (d) Carts

(2) Toys made of gourds:
   (a) Beautiful birds
   (b) Rhythm band instruments

(3) Toys made of straw:
   (a) Animals
   (b) Dolls
b. Germany

(1) Toys made of wood:
   (a) Animals
   (b) Dolls
   (c) Doll houses

(2) Toys made of glass:
   (a) Jugs
   (b) Tiny animals
   (c) Dishes

B. Facts about our clothing

1. Purposes of clothing:
   a. Protection
   b. Comfort
   c. Beauty

2. Materials used for clothing:
   a. Cotton
   b. Linen
   c. Wool
   d. Silk
   e. Rayon
   f. Nylon
   g. Casein
   h. Leather
   i. Rubber
   j. Fur

3. Sources of materials:
   a. Cotton from cotton plant
b. Linen from flax plant

c. Wool from fleece of sheep

d. Silk from silkworms

e. Rayon from cellulose

f. Nylon from coal, air, and water

g. Casein from milk

h. Leather from skins of animals

i. Rubber from sap of trees

j. Fur from fur-bearing animals

4. Processes involved in making cloth from cotton, flax, and wool:

a. Cotton

(1) Ginning
(2) Spinning
(3) Bleaching
(4) Dyeing
(5) Weaving
(6) Printing

b. Flax

(1) Pulling stalk
(2) Rippling
(3) Combing
(4) Spinning
(5) Weaving
(6) Bleaching
(7) Dyeing
c. Wool

(1) Cleaning
(2) Dyeing
(3) Roving
(4) Spinning
(5) Weaving

5. How silk is obtained from the cocoon:
   a. Cocoon is dipped in hot water
   b. Fiber is unwound
   c. Raw silk is reeled
   d. Cloth is woven

6. Community workers who help us obtain clothes:
   a. Storekeeper
   b. Dressmaker
   c. Tailor
   d. Milliner
   e. Deliveryman
   f. Postmaster
   g. Mail carrier
   h. Factory worker

C. Facts about our food

1. Kinds of food needed:
   a. For strength
      (1) Sugar
      (2) Bread
      (3) Cereals
b. For repair and growth
   (1) Meat
   (2) Fish
   (3) Milk
   (4) Butter
   (5) Cheese
   (6) Eggs

c. Protective
   (1) Fruit
   (2) Vegetables
   (3) Milk

2. Sources of food supply:
   a. Farm
      (1) Meat
      (2) Grain
      (3) Fruit
      (4) Vegetables
      (5) Syrup
      (6) Honey

b. Dairy
   (1) Milk
   (2) Butter
   (3) Cheese
   (4) Ice cream

3. Workers who have a part in supplying our foods:
   a. Farmer
   b. Apiarist
c. Dairyman

d. Cattleman

e. Butcher

f. Miller

g. Baker

h. Groceryman

i. Fruit grower

j. Truck driver

D. Facts about our postal service

1. How postal service began:

a. How messages were sent before writing developed:

   (1) Bonfire signals

   (2) Drum signals

      (a) War

      (b) Warning

   (3) Runners with memorized messages

b. How messages were sent after writing developed:

   (1) Runners with papyrus rolls

   (2) Post riders

   (3) Chariots

   (4) Private postal system

2. Growth of the United States postal system

a. How mail was carried before roads were built:

   (1) Indian runners

   (2) Travelers

   (3) Relay riders

b. How mail was carried after the first roads were built:

   (1) Stagecoaches
(2) Pony express

c. How mail travels today:
   (1) Trains
   (2) Ships
   (3) Airplanes

3. How mail is delivered in the city:
   a. Postman
   b. Parcel post carrier

4. How mail is delivered in the country:
   a. Rural route carrier
   b. Star route carrier

5. Work done in the post office:
   a. Sorting mail
   b. Distributing mail
   c. Selling stamps and postal cards
   d. Selling money orders
   e. Weighing packages
   f. Canceling stamps
   g. Postmarking letters
   h. Registering letters
   i. Taking care of "dead letters"
   j. Selling bonds and certificates

6. Work of railway mail clerks:
   a. Sorting mail for small towns
   b. Postmarking letters mailed on train
   c. Throwing sacks of mail off at depots
   d. Assisting in mail pick-ups
II. Attitudes toward:
   A. A sympathetic insight into the lives of many workers
   B. Having increased interest in the activities of the community
   C. Having respect for abilities and efforts of others
   D. Having a greater interest in doing worthwhile work
   E. Having increased willingness to accept responsibilities

III. Habits of:
   A. Being neat and orderly with materials and personal belongings
   B. Being unselfish with tools and materials
   C. Being able to work cooperatively with a group
   D. Eating foods which promote health
   E. Wearing clothing best suited to the weather
   F. Being kind and considerate of all helpers
   G. Being courteous at all times

IV. Appreciations for:
   A. The interdependence of people in a community
   B. The work of those who provide clothing for the family
   C. The work of those who provide toys for the children
   D. The work of those who provide food for the family
   E. The work of all helpers who carry messages
   F. The work of inventors who have made work easier, and life more comfortable
   G. Courteous, prompt, efficient service

Leads to Other Units

During the study of community life, the children will become interested in the different modes of travel used in transporting the mail. Drawing
pictures of airplanes, ships, and trains will lead naturally into the study
of transportation, now, and long ago.

From the study of transportation, and the previous study of the sources
of food and clothing, an interest may be manifested in making a study of the
farm.

Teacher Evaluation
of the unit on
Community Life

To what extent:

<table>
<thead>
<tr>
<th></th>
<th>EX.</th>
<th>V.G.</th>
<th>G.</th>
<th>P.</th>
<th>P. NOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does it involve a variety of direct sensory experiences?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does it provide for some free, informal association of the pupils?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does it provide an opportunity for manipulation or bodily activity?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do the parts of the unit make a coherent whole?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does it provide for a considerable amount of pupil activity?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>6. Does it contain an anticipated outcome that is satisfactory?</td>
<td>✓</td>
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<td>7. Does it provide sufficient concrete illustrative materials?</td>
<td>✓</td>
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<td>8. Does the unit of work have a useful purpose in the present or future life of the pupil?</td>
<td>✓</td>
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<td>9. Does it reproduce actual life situations, as far as possible?</td>
<td>✓</td>
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<td>10. Does it utilize materials as they occur in life, and in the books being used?</td>
<td>✓</td>
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11. Does it contain accurate information?

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<th>EX. V.G.</th>
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<th>F.</th>
<th>P.</th>
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12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?

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13. Does it provide opportunity to judge, choose, and evaluate?

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14. Is it within the available time for the unit?

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15. Is the exposition clear enough to make it possible for another teacher to put the unit into practice if she so desires?

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16. Is it clearly stated where materials may be obtained?

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17. Are the references complete and exact?

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Final Check-up Tests

Unit III

Community Life

I. Knowledge and understanding:

A. Directions: Draw a line under the group of words which makes each sentence true:

1. In order to grow well, cotton needs
   (short, cool days. long, warm days.)

2. Flax plants are pulled
   (while they are green. after they are dry.)

3. Many silkworms are raised
   (in Japan and China. in the United States.)
4. Sheep are sheared
   (in winter. in the spring.)

5. Margarine comes from
   (cotton seeds. flax seeds.)

B. Directions: If the sentence is true, put a T in the blank; if it is not true, put an F in the blank:

   _______ 1. All linen is made by hand.
   _______ 2. All cotton has fibers two inches long.
   _______ 3. Wheat and rice are called cereals.
   _______ 4. Cheese is made from milk.
   _______ 5. Rubber comes from a tree.

C. Directions: Draw a ring around the right answer:

   1. Does cotton come from a plant? Yes No
   2. Does rayon come from a silkworm? Yes No
   3. Does linen come from the flax plant? Yes No
   4. Does meal come from wheat? Yes No
   5. Does leather come from animals? Yes No
   6. Can bread be made from rice? Yes No
   7. Are there many types of toys? Yes No
   8. Was the pony express a train? Yes No
   9. Is cotton used in making tires? Yes No
  10. Does rubber sap need to be heated? Yes No

II. Attitudes:

   A. Directions: Draw a line under the group of words which makes each sentence true:

      1. When someone tries to help by showing me my mistakes,
         I always (thank them. get angry.)
2. When my class is putting on a play, I always
(want the leading part. am willing to take any part.)

3. When I am working with others, I like to
(tell them what to do. plan the work together.)

4. When using materials, I am always
(careless and wasteful. careful and thrifty.)

5. When I need help (I always ask for it. I am too
proud to ask for it.)

B. Directions: Underline the correct answers:

1. Are you willing to share your tools? Yes No
2. Are you willing to wear suitable clothing? Yes No
3. Do you have respect for community helpers? Yes No
4. Do you enjoy learning about the
activities of the community? Yes No
5. Do you have respect for the abilities
of others? Yes No
6. Are you willing to accept responsibilities? Yes No
7. Do you enjoy doing your work well? Yes No
8. Do you willingly eat foods which are good
for you, whether you like them or not? Yes No
9. Do you think about the feelings of others? Yes No
10. Are you willing to take turns at work
or play? Yes No

III. Habits:

Directions: Write Yes or No in the blanks:

1. Do you have the habit of being neat and orderly?_________
2. Do you have the habit of being unselfish?_________
3. Do you have the habit of working well with a group?_____
4. Do you have the habit of eating healthful foods?_____
5. Do you have the habit of wearing clothing best suited to the weather?_____
6. Do you have the habit of being kind to others?_____
7. Do you have the habit of always being considerate of all helpers?_____
8. Do you have the habit of being courteous?_____
9. Do you have the habit of being thrifty?_____
10. Do you have the habit of doing neat work?_____

IV. Appreciations:

Directions: Write Yes or No in the blanks:

1. Do you appreciate the need of many helpers?_____
2. Do you appreciate the work of toy makers?_____
3. Do you appreciate the work of salespeople?_____
4. Do you appreciate the work of those who provide clothing for the family?_____
5. Do you appreciate the work of the farmer?_____
6. Do you appreciate the work of the baker?_____
7. Do you appreciate the work of the postman?_____
8. Do you appreciate the work of inventors?_____
9. Do you appreciate prompt, efficient service?_____
10. Do you appreciate courteous helpers?_____
Key to Final Check-up Tests  
Community Life  

I.  

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<thead>
<tr>
<th>A.</th>
<th>1. long, warm days</th>
<th>B.</th>
<th>1. F</th>
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<td>2. while they are green</td>
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<td>3. in Japan and China</td>
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<td>3. T</td>
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<td>4. in the spring</td>
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<td>5. cotton seeds</td>
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<th>C.</th>
<th>1. Yes</th>
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II. There will be no key to the attitudes tests, because each pupil may react differently to the questions.

III.  

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<td>9. Yes</td>
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<td>10. Yes</td>
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Bibliography for Teachers
for the unit
Community Life


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Beaty, J. Y., Story Pictures of Transportation and Communication (Chicago: Beckley-Cardy Co., 1939).


Bulletin XXI, Physical Education in Elementary Schools (Tallahassee: State Department of Education, 1941).


McConathy, Osbourne et al., The Music Hour for the Kindergarten and First Grade (New York: Silver Burdett Co., 1929).


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Hildreth, Gertrude et al., Fun in Story (Atlanta: John C. Winston Co., 1940).


McCrosky, Mae, Plants That Give Us Food, Unit Study Book No. 204 (Columbus: American Education Press, 1933).

___________________, Milk, Unit Study Book No. 203 (Columbus: American Education Press, 1937).


O'Donnell, Mabel and Carey, Alice, Here and There (Evanston: Row, Peterson and Co., 1938).
Transportation

Travel has an almost universal appeal to children, and a study of transportation is one of the most fascinating experiences which they are privileged to enjoy. This study helps to widen their cultural background, and build broad concepts leading to a vital understanding of the modern world.

Through the study of the evolution of the various means of transportation we may be able to create in children a desire to reach out toward individual and collective improvement of conditions, as they begin to realize the significance of transportation in the lives of all people.

Grade placement — First grade

Time allotment — Eight weeks

Central theme — The increasing dependence of man, as civilization increases

Objectives

I. Knowledge and understanding of:

A. Land transportation

B. Water transportation

C. Air transportation
II. Attitudes toward:

A. A realization of the part that modern inventions have played in aiding and developing transportation

B. A realization of the significance of the development of transportation upon the lives and occupations of all people

C. An increasing respect for the people who work to bring food and clothing from distant places

D. An increasing interest in the welfare and safety of workers who help us travel.

E. Having pride in being prompt and efficient

III. Habits of:

A. Being courteous to people who help us travel

B. Being reliable and trustworthy

C. Being punctual at all times

D. Observing safety rules when traveling

E. Being thoughtful of the welfare of others

F. Listening to others, and following directions explicitly.

G. Being grateful for all the comforts and conveniences enjoyed

H. Working well with others

I. Reading for information, as well as pleasure

J. Accepting responsibilities gladly

IV. Appreciations for:

A. The progress made in modes of transportation

B. The part transportation has played in the progress of man

C. The services rendered by people engaged in transportation

D. Good roads, which aid in the development of any country or community
E. The problems and difficulties overcome by scientists and inventors
F. The cooperation of workers who make it possible to travel safely
G. The efficiency, reliability, and promptness of transportation employees
H. The comforts and conveniences of modern transportation
I. The many safety devices used in land, water, and air transportation
J. Courtesy from workers who help us travel

Approaches

During the study of community life, the children will become interested in the many different ways in which mail has been transported. The motion picture, "Farther, Faster, Safer," may be shown, and discussions will follow. Other suggested approaches are:

1. Stories and poems about transportation
2. A visit to an airport, or railway station
3. Railroad and steamship booklets displayed on bulletin board
4. A motion picture showing the development of transportation
5. Library books showing pictures of primitive or pioneer modes of transportation
6. Pictures of unusual methods of transportation, such as the jinrikisha and kayak
7. Songs, such as "Now-a-Days and Then-a-Days"
Study Guide I

Land Transportation

I. Name seven early ways of carrying loads.

II. What were four early types of vehicles?

III. Name seven later types of vehicles.

IV. Describe the first trains.

V. Describe "horseless carriages."

VI. Describe modern passenger trains.

VII. Name five types of modern automobiles.

VIII. What are the modes of transportation used by city workers in reaching their places of employment?

References for students:


E. M. Johnson, Travel, Unit Study Book No. 101 (Columbus: American Education Press, 1936).


References for teachers:

Theresa Armitage, Merry Music (Boston: C. C. Birchard and Co., 1939), pp. 36, 37, 72, 74, 75, 77.


**Subject Matter I**

**Land Transportation**

I. Early Ways of carrying loads:

A. On backs

1. Chinese tea carriers

2. Indian squaws
   a. Papooses
   b. Food
   c. Blankets

B. On shoulders

1. Japanese basket merchants

2. Dutch water carriers

3. Litter carriers

4. Chinese sedan chair carriers

C. On heads

1. Filipino women water carriers

2. African tribesmen

3. Pueblo women

4. Zuni Indian women

D. On drags made of a tree branch

E. On skids made of two tree branches
F. On rollers made of logs
G. On backs of oxen

II. Early types of vehicles:
   A. Crude wheelbarrows
      1. Made of limbs
      2. Wheel made of log slice
   B. Crude carts
   C. Sleds
   D. Roman chariots

III. Later types of vehicles:
   A. Wagons
   B. Gigs
   C. Coaches
   D. Stagecoaches
   E. Buggies
   F. Phaetons
   G. Carriages

IV. Description of the first trains:
   A. Very slow
   B. Very uncomfortable
      1. Dirty
      2. Hot
      3. Hart seats
      4. No berths
      5. No dining cars
      6. No lounge
   C. Small, wood-burning engines
D. Few cars

V. Description of "horseless carriages":
   A. High-wheeled
   B. One-seated
   C. No top
   D. Steered with lever
   E. Very slow speed

VI. Description of modern passenger trains:
   A. Comfortable
      1. Adjustable cushioned seats
      2. Wide berths
      3. Air-conditioned cars
      4. Clean
      5. Picture windows
      6. Large lounge
         a. Hot and cold water
         b. Couch
         c. Chairs
         d. Mirrors
   B. Good food on diner
   C. Large, powerful engines
      1. Oil-burning
      2. Coal-burning
      3. High speed
   D. Many steel cars

VII. Types of modern automobiles:
   A. Coupe
E. Coach
C. Sedan
D. Truck
E. Bus

VIII. Modes of transportation used by city workers in reaching their places of employment:
A. Street car
B. Bus
C. Taxicab
E. Elevated train
F. Subway train
G. Private car
H. Motorcycle
I. Motorbike
J. Interurban car

Activities I

Land Transportation

I. Reading stories and poems about travel on land. Discussing early ways of traveling, and composing charts, or stories for travel booklets.

II. Viewing sound films about the development of transportation, and discussing. Writing simple stories of trips taken during vacation. Listening to stories and poems about traveling.

III. Singing songs about travel.

IV. Using number workbooks, and continuing to use numbers in everyday experiences.
V. Writing short sentences about vacation trips. Practicing letters of the alphabet.

VI. Making charts and posters showing the progress of transportation. Making clay models of different kinds of vehicles. Making wooden models of carts, wagons, and trucks. Painting a frieze showing covered wagons going across the prairie. Making booklets with stories about early ways of travel.

VII. Singing songs about safety and good health.

Correlations I

Land Transportation

I. Reading: Read library books about trains, the engineer, and motor-man. Read stories in textbooks: "Tom and Don on the Train," "The Play Train," and many more.


III. Music: Sing songs about pioneers, and travel long ago.

IV. Numbers: Use number workbooks, and continue to use numbers in everyday experiences.

V. Writing: Write short sentences about vacation trips, and continue practicing letters of the alphabet. Write short stories for booklets.

VI. Art: Make charts showing the progress of transportation. Make clay models of different kinds of vehicles. Make wooden models of carts, wagons, and trucks, by using boxes for bodies, and spools for wheels.
of the small ones. Old gears may be used for large models. Paint a frieze showing covered wagons going across the prairie. Make and illustrate travel booklets.


Work Sheet I

Land Transportation

I. Directions: If a sentence is true write T in the blank; if it is not true write F:

1. Hunters learned to carry game on a drag.
2. People still use skids in lifting.
3. People have always used wheels.
4. Carts have more wheels than wagons.
5. A gig was a two-wheeled vehicle.

II. Directions: Underline the correct answers:

1. Did early trains use wood for fuel? Yes No
2. Does an elevated train travel underground? Yes No
3. Can people eat and sleep on trains? Yes No
4. Are modern trains hot and dusty? Yes No
5. Are modern automobiles comfortable? Yes No

Key to Work Sheet I

Land Transportation

I.
1. T
2. T
3. F
4. F
5. T

II.
1. Yes
2. No
3. Yes
4. No
5. Yes
Study Guide II

Water Transportation

I. What were the reasons for early man's need of boats?

II. How did man make his first raft?

III. What were two types of early canoes, and how were they made?

IV. What materials were first used for making sails?

V. Describe the viking ships.

VI. What were three things carried by packet ships?

VII. Describe early steamships.

VIII. What were three improvements in later steamships?

IX. Describe modern ocean liners.

X. How do cargo liners differ from tramp steamers?

XI. What is the work of tugs?

XII. What are four types of loads carried by barges?

XIII. What are three uses of ferry-boats?

XIV. What are five types of pleasure craft?

XV. What are three safety helps for ships?

References for students:


References for teachers:


### Subject Matter II

#### Water Transportation

I. Reasons for early man's need of boats:
   A. Scarcity of food
   B. Swift rivers to cross
   C. No bridges

II. How man made his first raft:
   A. Found several logs floating
   B. Tied them together with thongs

III. Types of early canoes:
   A. Dugouts
      1. Burned out
      2. Dug out with sharp stones
   B. Birchbark
      1. Wooden frames
      2. Bark tied on with leather
3. Fir gum used to stop leaks

IV. Materials first used for making sails:
   A. Animal skins
   B. Woven grass
   C. Woven reeds

V. Description of viking ships:
   A. Open wooden boat
   B. One square sail
   C. Carved dragon in front
   D. Wide oars at back

VI. Three things carried by packet ships:
   A. Packets of mail
   B. Passengers
   C. Freight

VII. Description of early steamships:
   A. Made of wood
   B. Length 200 feet
   C. Had small cabins
   D. Had sails
   E. Had paddle wheels
   F. Burned coal
   G. Speed ten miles per hour

VIII. Improvements in later steamships:
   A. Made of iron
   B. Very large
   C. Had screw propellers
IX. Description of modern ocean liners:
   A. Made of steel
   B. Have several decks
   C. May carry 3000 passengers
   D. Have many conveniences:
      1. Barber shop
      2. Beauty shop
      3. Stores
      4. Swimming pool
      5. Theater
      6. Church
      7. State rooms
      8. Dining rooms
      9. Bakery
     10. Library

X. How cargo liners differ from tramp steamers:
   A. Liners make regular trips to same port
   B. Tramp steamers go to different ports

XI. The work of tugs:
   A. To tow barges
   B. To turn ships around

XII. Types of loads carried by barges:
   A. Coal
   B. Sand
   C. Stone
   D. Asphalt
XIII. Uses of ferry-boats:
   A. To carry people
   B. To carry automobiles
   C. To carry railroad cars

XIV. Types of pleasure craft:
   A. Yacht
   B. Sailboat
   C. Launch
   D. Speedboat
   E. Canoe

XV. Safety helps for ships:
   A. Lighthouses
   B. Lightships
   C. Buoys

Activities II

Water Transportation

I. Reading stories about boats in textbooks and library books.

II. Listening to stories and poems about travel by water long ago and now. Discussing the development of water transportation. Discussing safety measures to be taken when riding in small boats. Discussing the safety precautions observed on modern liners.

III. Singing boat songs, and songs about sailors.

IV. Reading and writing numbers to 100. Adding double numbers through text.

V. Continue practicing correct forms of manuscript letters.

VI. Drawing free-hand pictures of boats. Painting a mural showing the development of water transportation. Making small wooden boats.
Correlations II

Water Transportation

I. Reading: Read stories about boat rides in textbooks. Read about the coast guard in Always Ready. Read The Steamship Book.

II. Language: Listen to poems about the sea and ships. Listen to stories: "Travel by Water Long Ago," "Travel on the Atlantic Ocean," "Safe Ways at Sea," and many more. Discuss the development of water transportation, and the safety measures used to prevent accidents.


IV. Numbers: Read page numbers in textbooks. Use table of contents to find stories. Practice writing numbers to 100. Add double numbers through ten.

V. Writing: Practice correct forms of manuscript letters. Write simple sentences about boats.

VI. Art: Draw free-hand pictures of boats and lighthouses. Paint a mural showing the development of water transportation. Make small wooden boats for the sandtable. Make charts showing products brought from foreign ports.

VII. Health: Sing health and safety songs previously learned. Discuss safety measures necessary to observe when traveling on water.

for sandtable. Making charts showing products brought from foreign ports. Drawing free-hand pictures of lighthouses.

VII. Singing health and safety songs. Discussing safety precautions necessary in traveling on water.
Work Sheet II

Water Transportation

I. Directions: If a statement is true, write T in the blank; if it is not true, write F:

1. A raft was the first boat made by man.  
2. Birchbark canoes were made by Indians.  
3. Packet ships carried nothing but mail.  
4. Viking ships had a carved dragon in front.  
5. Modern ships are made of steel.

II. Directions: Underline the correct answers:

1. Do barges carry passengers?  
   Yes  No
2. Do tugs tow barges?  
   Yes  No
3. Were sailboats better than rowboats?  
   Yes  No
4. Do tramp steamers make regular trips?  
   Yes  No
5. Do ocean liners have swimming pools?  
   Yes  No

Key to Work Sheet II

Water Transportation

I.  
1. T  
2. T  
3. F  
4. T  
5. T

II.  
1. No  
2. Yes  
3. Yes  
4. No  
5. Yes
Study Guide III

Air Transportation

I. What methods were used in the earliest attempts to fly?

II. What were the three main difficulties in using balloons?

III. What are the advantages of dirigibles over balloons?

IV. How do blimps and Zeppelins differ?

V. Describe a glider.

VI. Describe the first successful airplane.

VII. Name seven types of airplanes.

VIII. Name six "heroes of the air."

IX. What workers are needed on an airliner?

X. What are the duties of airport workers?

XI. What are two safety devices for airplanes?

XII. What are some of the advantages of air transportation?

References for students:


Nila B. Smith et al., A Big Airport (New York: Silver, Burdett Co., 1938).

Subject Matter III
Air Transportation

I. Methods used in the earliest attempts to fly:
   A. Fastening wings to arms
   B. Filling balloons with warm air

II. Main difficulties in using balloons:
   A. Air soon cooled
   B. No way to stay up
   C. No way to steer

III. Advantages of dirigibles over balloons:
   A. Dirigibles have motors
   B. Dirigibles have rudders
   C. Dirigibles have propellers

IV. How blimps and Zeppelins differ:
   A. Blimps have no framework
   B. Zeppelins have metal framework
      1. Frame covered with cloth

References for teachers:

Theresa Armitage, Merry Music (Boston: C. C. Birchard Co., 1939), p. 73.


Violet R. Geiger, A Unit on Transportation (Chicago: The Quarry Corporation, 1939).

2. Silk bags for gas

V. Description of glider:
   A. Similar to small airplane
   B. Has no motor
   C. Has large wings

VI. Description of the first successful airplane:
   A. Had two wings
   B. Had no cabin
   C. Propeller behind pilot

VII. Some types of airplanes:
   A. Monoplane
   B. Biplane
   C. Amphibian
   D. Helicopter
   E. Seaplane
   F. Fighter
   G. Bomber

VIII. "Heroes of the air":
   A. Bleriot
   B. Lindberg
   C. Byrd
   D. Earhart
   E. Post
   F. Hughes

IX. Workers needed on an airliner:
   A. Two pilots
   B. Crew of seven
C. Stewardess

X. Duties of airport workers:
   A. Direct air traffic
   B. Sell tickets
   C. Load mail
   D. Load baggage
   E. Inspect transport planes
   F. Clean engines
   G. Care for lights and field

XI. Two safety devices for airplanes:
   A. Radio beams
   B. Parachutes

XII. Advantages of air transportation:
   A. Saves time
   B. Reaches otherwise inaccessible places
      1. Over mountains
      2. Over deserts
      3. Over dangerous jungles

Activities III
Air Transportation

I. Reading stories in textbooks and library books about air transportation.

II. Listening to stories and poems about airplanes and pilots. Discussing the development of air transportation. Discussing the importance of airplanes in the life of today. Discussing the ways in which airplanes can be of service to farmers and people who are isolated. Composing rhymes about airplanes.

IV. Measuring to make model airplanes and airport for sandtable. Learning to use size and place concept vocabulary, as: large-larger, wide-narrow, largest-smallest, long-short, above-below, first-last, far-near, farther than, and nearer than. Selling airplane tickets.

V. Writing simple sentences about airplanes. Making booklets and writing names of the different types of aircraft under the pictures.


VII. Discussing the necessity for perfect physical condition, when training to be a pilot. Discussing the foods needed by the body in order to maintain good health and good nerves. Discussing the necessity for abstaining from alcohol in all its forms, if one is training to be a pilot or stewardess. Discussing the injury to health and nerves by the use of cigarettes. Discussing the value of fruit juices and milk drinks, rather than bottled beverages. Learning the effect of carbonated water, and the habit-forming properties of cola drinks.

Correlations III

Air Transportation

I. Reading: Read stories in textbooks and library books about air transportation, as: "Uses of Airplanes," "Airplanes and Airships," and "Airplane Races,"
II. Language: Listen to stories about the development of air transportation, and the many uses of airplanes in the life of today. Discuss the ways in which airplanes can be of service to farmers, as in dusting crops, and discovering fires which might destroy timber and homes. Discuss the rescues made by pilots, in otherwise inaccessible places, and the recent use of airplanes in supplying food to Berlin during the blockade. Compose rhymes about airplanes, as:

Airplane, airplane,
Flying so high,
I like to see you
Way up in the sky.

You shine so bright,
In the sun's bright light,
I wish I could be there,
too.

III. Music: Rhythm band may play "Wings Over the Navy," and "The Army Air Corps." Sing songs about airplanes.

IV. Numbers: Measure to make model airplanes and airport for sandtable. Learn to use size and place concept vocabulary. Sell airplane tickets, using toy money. Count change.

V. Writing: Write simple sentences about airplanes. Make booklets and write names of the different types of aircraft under the pictures.

VI. Art: Make free-hand pictures of aircraft. Model airplanes with clay. Make small wooden airplanes for sandtable "airport." Make hangers, wind-sock, and ticket office. Make airplane on large scale, if desired. Paint a mural of an airport. Make posters showing the development of air transportation.

VII. Health: Discuss need for perfect physical condition when training to be a pilot. Discuss foods needed to maintain good health and
strong nerves. Discuss the effect of alcohol and nicotine. Discuss the value of fruit juices and milk.

Work Sheet III

Air Transportation

I. Directions: If a statement is true, write T in the blank; if it is not true, write F:

1. Airplanes help the farmer.
2. Boats are kept in hangars.
3. Airplanes do not have rudders.
4. Airplanes may have three motors.
5. Seaplanes land on water.

II. Directions: Underline the correct answers:

1. Could balloons be steered? Yes No
2. Could balloons stay up long? Yes No
3. Do dirigibles use helium? Yes No
4. Do blimps have a framework? Yes No
5. Do gliders have motors? Yes No

Key to Work Sheet III

Air Transportation

I. II.

1. T  1. No
2. F  2. No
3. F  3. Yes
4. T  4. No
5. T  5. No
Study Guide IV

Unusual Modes of Transportation

I. Name three animals used for transportation in the mountains.

II. What two animals are used for transportation in the extreme North?

III. Give two reasons for elephants being used as beasts of burden.

IV. Give three reasons for using camels in desert regions.

V. Describe three kinds of queer boats.

VI. Describe a Chinese junk.

VII. Describe an Arab dhow.

VIII. What are two uses of gondolas?

References for students:


Gertrude Hildreth et al., *At Play* (Atlanta: John C. Winston Co., 1940), pp. 96, 118.


_________________________, *Good Stories* (Atlanta: John C. Winston Co., 1940), pp. 95-100.

References for teachers:


Subject Matter IV

Unusual Modes of Transportation

I. Animals used for transportation in the mountains:
   A. Burro
   B. Llama
   C. Yak

II. Animals used for transportation in the extreme North:
   A. Reindeer
   B. Dogs

III. Reasons for elephants being used as beasts of burden:
   A. Very strong
   B. Easily trained

IV. Reasons for using camels in desert regions:
   A. They can store food
   B. They can store water
   C. They are adapted to desert use:
      1. Have special eyelids
      2. Have broad, thick feet
      3. Have padded knees

V. Description of queer boats:
   A. Gufas
      1. Basket-shaped
      2. Made of woven twigs
B. Skin rafts
   1. Skins filled with air
   2. Wooden platform on top

C. Kayaks
   1. Bone frame
   2. Covered with sealskin
   3. Loose skin in center

VI. Description of Chinese junk:
   A. Has high poop
   B. Is very wide
   C. Has three sails

VII. Description of an Arab dhow:
   A. Has one mast
   B. Has a lanteen sail
   C. Has high poop

VIII. Uses of gondolas:
   A. Pleasure boats
   B. "Water taxis"

Activities IV
Unusual Modes of Transportation

I. Reading stories about animals of the circus, and unusual modes
   of transportation in many parts of the world.

II. Listening to stories and poems about unusual ways of traveling.
   Looking at pictures, and discussing the reasons for using certain
   animals for transportation in mountains, deserts, and cold
   countries.
III. Singing songs of travel learned during the unit. Playing rhythm band instruments.

IV. Continuing the use of number workbooks and the use of numbers in everyday experiences.

V. Continuing the practice of manuscript letters, with particular attention to correct spacing and height.


VII. Reviewing health songs and poems. Listening to health stories, and discussing.

Correlations IV

Unusual Modes of Transportation


II. Language: Listen to poems and discuss: "The Camel and the Floating Sticks," and "The Blind Man and the Elephant." Listen to stories about strange caravans, the circus, and "Funny Jumbo." Discuss the reasons for using the many unusual modes of transportation.

III. Music: Review all the songs about transportation learned during the unit. Play circus marches with rhythm band instruments.

IV. Numbers: Continue the use of number workbooks, and the use of
numbers in everyday experiences. Keep score in such games as Ring Toss, Bean Bag, and Ring the Hook.

V. Writing: Continue the practice of manuscript letters, with especial attention to the height and correct spacing. Write words and sentences from correct copies.


VII. Health: Review health songs and poems previously learned. Listen to health stories and discuss them.

Work Sheet IV

Unusual Modes of Transportation

I. Directions: Underline the correct answers:

1. Do people ever ride burros? Yes No
2. Does a camel need food every day? Yes No
3. Are elephants hard to train? Yes No
4. Do gufas look like baskets? Yes No
5. Do dogs pull sleds? Yes No

II. Directions: Put a T in the blank if the statement is true, and F if it is not true:

_____ 1. The llama has thick pads on its feet.
_____ 2. The reindeer cannot run very fast.
_____ 3. A junk is a kind of boat.
_____ 4. A kayak has sails.
_____ 5. A yak can carry heavy loads.
Key to Work Sheet IV

Unusual Modes of Transportation

I.  
1. Yes  
2. No  
3. No  
4. Yes  
5. Yes

II.  
1. T  
2. F  
3. T  
4. F  
5. T

Culminating Activities

Transportation

I. Inviting the mothers to visit the room and see an exhibit of the work done during the unit.

II. Giving an assembly program:


B. Toy xylophone number: "Row, Row, Row Your Boat."

C. Rhythm band numbers: "The Army Air Corps," "Wings Over the Navy," and "Our Starry Flag."

D. Short talks about the people who have helped in the development of transportation.

III. Taking a ride on a school bus or train.

Outcomes of the Unit

Transportation

I. Knowledge and understanding of:

A. Land transportation

1. Early ways of carrying loads:

   a. On backs
(1) Chinese tea carriers
(2) Indian squaws
   (a) Papooses
   (b) Food
   (c) Blankets
b. On shoulders
   (1) Japanese basket merchants
   (2) Dutch water carriers
   (3) Litter carriers
   (4) Chinese sedan carriers
c. On heads
   (1) Filipino women water carriers
   (2) African tribesmen
   (3) Pueblo women
   (4) Zuni Indian women
d. On drags made of a tree branch
e. On skids made of two tree branches
f. On rollers made of logs
g. On backs of oxen
2. Early types of vehicles:
a. Crude wheelbarrows
   (1) Made of limbs
   (2) Wheel made of log slice
b. Crude carts
c. Sleds
d. Roman chariots
3. Later type of vehicles:
1. Wagons
   b. Gigs
   c. Coaches
   d. Stagecoaches
   e. Buggies
   f. Phaetons
   g. Carriages

4. Description of the first trains:
   a. Very slow
   b. Very uncomfortable
      (1) Dirty
      (2) Hot
      (3) Hard seats
      (4) No berths
      (5) No dining cars
      (c) No lounge
   c. Small, wood-burning engines
   d. Few cars

5. Description of "horseless carriages":
   a. High-wheeled
   b. One-seated
   c. No top
   d. Steered with lever
   e. Very slow speed

6. Description of modern passenger trains:
   a. Comfortable
      (1) Adjustable cushioned seats
(2) Wide berths
(3) Air-conditioned cars
(4) Clean
(5) Picture windows
(6) Large lounge
   (a) Hot and cold water
   (b) Couch
   (c) Chairs
   (d) Mirrors
b. Good food on diner
c. Large, powerful engines
   (1) Oil-burning
   (2) Coal-burning
   (3) High-speed
d. Many steel cars

7. Types of modern automobiles:
   a. Coupe
   b. Coach
   c. Sedan
   d. Truck
   e. Bus

8. Modes of transportation used by city workers in reaching their places of employment:
   a. Street car
   b. Bus
   c. Taxicab
   d. Elevated train
   e. Subway train
f. Private car
g. Motorcycle
h. Motorbike
i. Interurban car

B. Water transportation

1. Reasons for early man's need of boats:
   a. Scarcity of food
   b. Swift rivers to cross
   c. No bridges

2. How man made his first raft:
   a. Found several logs floating
   b. Tied them together with thongs

3. Types of early canoes:
   a. Dugouts
      (1) Burned out
      (2) Dug out with sharp stones
   b. Birchbark
      (1) Wooden frames
      (2) Bark tied on with leather
      (3) Fir gum used to stop leaks

4. Materials first used for making sails:
   a. Animal skins
   b. Woven grass
   c. Woven reeds

5. Description of viking ships:
   a. Open wooden boat
   b. One square sail
c. Carved dragon in front  
d. Wide oars at back  

6. Three things carried by packet ships:  
   a. Packets of mail  
   b. Passengers  
   c. Freight  

7. Description of early steamships:  
   a. Made of wood  
   b. Length 200 feet  
   c. Had small cabins  
   d. Had sails  
   e. Had paddle wheels  
   f. Burned coal  
   g. Speed ten miles per hour  

8. Improvements in later steamships:  
   a. Made of iron  
   b. Very large  
   c. Had screw propellers  

9. Description of modern ocean liners:  
   a. Made of steel  
   b. Have several decks  
   c. May carry 3000 passengers  
   d. Have many conveniences:  
      (1) Barber shop  
      (2) Beauty shop  
      (3) Stores  
      (4) Swimming pool.
10. How cargo liners differ from tramp steamers:
   a. Liners make regular trips to same port
   b. Tramp steamers go to different ports

11. The work of tugs:
   a. To tow barges
   b. To turn ships around

12. Types of loads carried by barges:
   a. Coal
   b. Sand
   c. Stone
   d. Asphalt

13. Uses of ferry-boats:
   a. To carry people
   b. To carry automobiles
   c. To carry railroad cars

14. Types of pleasure craft:
   a. Yacht
   b. Sailboat
   c. Launch
   d. Speedboat
   e. Canoe
15. Safety helps for ships:
   a. Lighthouses
   b. Lightships
   c. Buoys

C. Air transportation

1. Methods used in the earliest attempts to fly:
   a. Fastening wings to arms
   b. Filling balloons with warm air

2. Main difficulties in using balloons:
   a. Air soon cooled
   b. No way to stay up
   c. No way to steer

3. Advantages of dirigibles over balloons:
   a. Dirigibles have motors
   b. Dirigibles have rudders
   c. Dirigibles have propellers

4. How blimps and zeppelins differ:
   a. Blimps have no framework
   b. Zeppelins have metal framework
      (1) Frame covered with cloth
      (2) Silk bags for gas

5. Description of glider:
   a. Similar to small airplane
   b. Has no motor
   c. Has large wings

6. Description of the first successful airplane:
   a. Had two wings
b. Had no cabin

c. Propeller behind pilot

7. Some types of airplanes:
   a. Monoplane
   b. Biplane
   c. Amphibian
   d. Helicopter
   e. Seaplane
   f. Fighter
   g. Bomber

8. "Heroes of the air":
   a. Bleriot
   b. Lindberg
   c. Byrd
   d. Earhart
   e. Post
   f. Hughes

9. Workers needed on an airliner:
   a. Two pilots
   b. Crew of seven
   c. Stewardess

10. Duties of airport workers:
    a. Direct air traffic
    b. Sell tickets
    c. Load mail
    d. Load baggage
    e. Inspect transport planes
f. Clean engines

g. Care for lights and field

11. Two safety devices for airplanes:
   a. Radio beams
   b. Parachutes

12. Advantages of air transportation:
   a. Saves time
   b. Reaches otherwise inaccessible places
      (1) Over mountains
      (2) Over deserts
      (3) Over dangerous jungles

D. Unusual modes of transportation

1. Animals used for transportation in the mountains:
   a. Burro
   b. Llama
   c. Yak

2. Animals used for transportation in the extreme North:
   a. Reindeer
   b. Dogs

3. Reasons for elephants being used as beasts of burden:
   a. Very strong
   b. Easily trained

4. Reasons for using camels in desert regions:
   a. They can store food
   b. They can store water
   c. They are adapted to desert use:
      (1) Have special eyelids
(2) Have broad, thick feet
(3) Have padded knees

5. Description of queer boats:
   a. Gufas
      (1) Basket-shaped
      (2) Made of woven twigs
   b. Skin rafts
      (1) Skins filled with air
      (2) Wooden platform on top
   c. Kayaks
      (1) Bone frame
      (2) Covered with sealskin
      (3) Loose skin in center

6. Description of Chinese junk:
   a. Has high poop
   b. Is very wide
   c. Has three sails

7. Description of an Arab dhow:
   a. Has one mast
   b. Has a lanteen sail
   c. Has high poop

8. Uses of gondolas:
   a. Pleasure boats
   b. "Water taxis"

II. Attitudes toward:

A. A realization of the part that modern inventions have played
   in aiding and developing transportation
B. A realization of the significance of the development of transportation upon the lives and occupations of all people
C. An increasing respect for the people who work to bring food and clothing from distant places
D. An increasing interest in the welfare and safety of workers who help us travel
E. Pride in being prompt and efficient

III. Habits of:
A. Being courteous to people who help us travel
B. Being reliable and trustworthy
C. Being punctual at all times
D. Observing safety rules when traveling
E. Being thoughtful of the welfare of others
F. Listening to others, and following directions explicitly
G. Being grateful for all the comforts and conveniences enjoyed
H. Working well with others
I. Reading for information, as well as pleasure
J. Accepting responsibilities gladly

IV. Appreciations for:
A. The progress made in modes of transportation
B. The part transportation has played in the progress of man
C. The services rendered by people engaged in transportation
D. Good roads, which aid in the development of any country or community
E. The problems and difficulties overcome by scientists and inventors
F. The cooperation of workers who make it possible to travel safely.
G. The efficiency, reliability, and promptness of transportation employees

H. The comforts and conveniences of modern transportation

I. The many safety devices used in land, water, and air transportation

J. Courtesy from workers who help us travel

Leads to Other Units

The study of transportation will create an interest in the things which are transported, and the children may be surprised when they find that most of the things they use can be traced back to the farm. If part of the culmination of this unit can be a bus ride, it will be an ideal approach to the next unit if a trip can be made to a farm. Arrangements should be made in advance, and the trip made at a convenient time for the farmer. If there are many young animals to be seen, the unit on the farm may easily lead to a study of pets.

Teacher Evaluation

of the unit on Transportation

To what extent:

1. Does it involve a variety of direct sensory experiences?  
2. Does it provide for some free, informal association of the pupils?  
3. Does it provide an opportunity for manipulation or bodily activity?  
4. Do the parts of the unit make a coherent whole?  
5. Does it provide for considerable amount of pupil activity?

<table>
<thead>
<tr>
<th>EX.</th>
<th>V.G.</th>
<th>G.</th>
<th>F.</th>
<th>P.</th>
<th>NONE</th>
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</table>
6. Does it contain an anticipated outcome that is satisfactory? | ex. v.g. | g. | f. | p. | none |
---|---|---|---|---|---|
7. Does it provide sufficient concrete and illustrative materials? | j |
8. Does the unit work have a useful purpose in the present or future life of the student? | j |
9. Does it reproduce actual life situations as far as possible? | j |
10. Does it utilize materials as they occur in life and in the books being used? | j |
11. Does it contain accurate information? | j |
12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible? | j |
13. Does it provide opportunity to judge, choose, and evaluate? | j |
14. Is it within the available time limit for the unit? | j |
15. Is the exposition clear enough to make it possible for another teacher to put it into practice if she so desires? | j |
16. Is it clearly stated where materials may be obtained? | j |
17. Are the references complete and exact? | j |
Final Check-up Tests

Unit IV

Transportation

I. Knowledge and understanding:

A. Directions: Underline the correct answers:

1. Have people always used wheels?  
   Yes  No
2. Did a gig have two wheels?  
   Yes  No
3. Did early trains use wood for fuel?  
   Yes  No
4. Did the first automobiles run fast?  
   Yes  No
5. Was a raft the first boat used?  
   Yes  No
6. Did packet ships carry mail?  
   Yes  No
7. Are modern ships made of wood?  
   Yes  No
8. Do tugboats tow barges?  
   Yes  No
9. Can camels carry loads?  
   Yes  No
10. Can people sleep and eat on trains?  
    Yes  No

B. Directions: If a statement is true, write T in the blank; if it is not true, write F:

   1. Blimps cannot be steered.
   2. Zeppelins use helium.
   3. Gliders have motors.
   4. Airplanes are kept in hangars.
   5. Airliners have two pilots

C. Directions: Underline the word which makes each sentence true:

1. A very strong animal is the (camel, elephant, dog).
2. A very swift animal is the (reindeer, yak, burro).
3. A good mountain climber is the (camel, burro, horse).
4. A Chinese boat is called a (gufa, junk, kayak).

5. An Eskimo boat is called a (gondola, kayak, junk).

II. Attitudes:

Directions: Write Yes or No in the blanks:

____ 1. Do you realize the importance of inventions?

____ 2. Do you realize what good roads have done for schools?

____ 3. Do you respect the people who bring food and clothing from distant places?

____ 4. Are you interested in the safety of workers who help us travel?

____ 5. Do you have an interest in the welfare of others?

____ 6. Do you realize the value of promptness?

____ 7. Do you want to be an efficient worker?

____ 8. Do you feel grateful for modern conveniences?

____ 9. Do you respect the efforts and abilities of others?

____ 10. Do you feel responsible for completing a task?

III. Habits:

Directions: Write T in the blank if a statement is true, and F if it is not true:

____ 1. I have the habit of being courteous to people who help us travel.

____ 2. I have the habit of being reliable and trustworthy.

____ 3. I have the habit of being punctual at all times.

____ 4. I have the habit of observing safety rules when traveling.

____ 5. I have the habit of being thoughtful of the welfare of others.
6. I have the habit of listening to others, and following directions explicitly.

7. I have the habit of being grateful for comforts and conveniences.

8. I have the habit of working well with others.

9. I have the habit of reading for information, as well as pleasure.

10. I have the habit of accepting responsibilities gladly.

IV. Appreciations:

Directions: Underline the correct answers:

1. Do you appreciate the many ways of traveling? Yes No

2. Do you appreciate the work of inventors? Yes No

3. Do you appreciate the value of good roads? Yes No

4. Do you appreciate courteous service? Yes No

5. Do you appreciate the comforts of trains? Yes No

6. Do you appreciate the cooperation of workers? Yes No

7. Do you appreciate the efficiency of workers? Yes No

8. Do you appreciate the reliability of workers? Yes No

9. Do you appreciate safety devices used in travel? Yes No

10. Do you appreciate promptness? Yes No
Key to Final Check-up Tests

Transportation

I.

A. 1. No
   2. Yes
   3. Yes
   4. No
   5. Yes
   6. Yes

B. 1. F
   2. T
   3. F
   4. T
   5. T

C. 1. elephant
   2. reindeer
   3. burro
   4. junk
   5. kayak

II. There will be no key to the attitudes test, because each pupil may react differently to the questions.

III.

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes

IV.

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes
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for the unit
Transportation

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Smith, Nila B. et al., Gliders and Airplanes (New York: Silver, Burdett Co., 1938).
Farm Life

It is the function of social studies to give children an understanding of human society and an appreciation of their role as an individual member of that society. Instruction in the social studies deals with records of human experience and achievement that explain the existing social order.

The present day social order is intricate and involved, and the home alone does not provide adequate first-hand experiences with all the significant phases of social living. The school must, therefore, help pupils to acquire the conceptual background needed for understanding.

Through the study of farm life, children will begin to realize the interdependence of people, and gain an understanding and appreciation of the efforts made by many workers to supply them with food and clothing.

Grade placement—First grade

Time allotment—Eight weeks

Central theme—The interdependence of rural and urban people

Objectives

I. Knowledge and understanding of:

A. Farm life through the ages
B. Types of farms
C. Plants that give us food
D. Our animal friends

II. Attitudes toward:

A. Having increased interest in farm life
B. Having increased respect for farm workers

C. Having an increased interest in the study of foods
D. A willingness to eat healthful foods
E. Having an increased interest in animals
F. A willingness to care for own pets
G. Having an increased interest in the value of birds
H. Having a greater interest in reading for information
I. Being unselfish with tools and materials
J. Having pleasure in creative expression

III. Habits of:
A. Respecting the ability of farm workers
B. Being polite on visits to places of interest
C. Eating foods which promote health
D. Wearing appropriate clothing
E. Observing health and safety rules
F. Being kind to animals
G. Caring for own pets
H. Doing tasks cheerfully
I. Making plans and carrying them out
J. Working cooperatively with others

IV. Appreciations for:
A. The farm, as a source of food and clothing
B. The work of the farmer and his helpers
C. The faithfulness of farm animals
D. The conveniences enjoyed by modern farmers
E. Machinery which makes farm work easier
F. The value of healthful foods
G. Sanitary precautions in handling of foods
H. All agencies which aid the farmer
I. The economic value of birds
J. The pleasures of farm life

Approaches

Farm Life

At the close of the unit on Transportation, a ride on a bus could be planned to include a visit to a farm. Other suggested approaches are:

1. Stories and poems about farm life
2. Songs about farm life
3. Visual aids:
   a. Motion pictures
   b. Stereopticon slides
   c. Pictures on bulletin board
4. Library books about pets
5. Baby chicks brought to school

Study Guide I

Farm Life Through the Ages

I. Tell about the life of the earliest farmers.
II. Tell about the life of pioneer farmers.
III. Describe the homes of modern farmers.
IV. Name nine electrical appliances owned by modern farmers.
V. What buildings may be found on modern farms?
VI. Name ten machines used on modern farms.
VII. Name three modes of transportation used by modern farmers.
VIII. What are two forms of communication used on modern farms?
IX. Describe modern rural schools.
References for students:


References for teachers:


Maybelle Glenn et al., *The World of Music, Listen and Sing* (New York: Ginn and Co., 1936), pp. 70, 121.


Subject Matter I

Farm Life Through the Ages

I. Life of the earliest farmers:

A. Homes

1. Crude huts

2. Little furniture
B. Food
1. Fish
2. Game
3. Grain
4. Vegetables

C. Farm implements
1. Crude wooden plows
2. Sickles
3. Flails

II. Life of pioneer farmers:

A. Homes
1. Log cabins
2. Hand-made furniture
3. Crude equipment
   a. Fireplace for cooking
   b. Candles for lighting
   c. Spinning wheel
   d. Loom

B. Food
1. Fish
2. Game
3. Poultry
4. Pork
5. Beef
6. Mutton

C. Farm implements
1. Flows
2. Sickles
3. Hoes

III. Homes of modern farmers:
   A. Houses
      1. Well-built
      2. Comfortable
      3. Convenient
   B. Furnishings
      1. Modern
      2. Appropriate

IV. Electrical appliances owned by modern farmers:
   A. Refrigerator
   B. Stove
   C. Washing machine
   D. Automatic water heater
   E. Churn
   F. Vacuum cleaner
   G. Fan
   H. Toaster
   I. Radio

V. Buildings found on modern farms:
   A. Barn
   B. Granary
   C. Silo
   D. Machine shed
   E. Sheep shed
   F. Chicken house
G. Hog houses
H. Garage

VI. Machines used on modern farms:
A. Electric milker
B. Tractor
C. Cultivator
D. Harrow
E. Potato planter
F. Corn planter
G. Corn harvester
H. Binder
I. Combine
J. Silo filler

VII. Modes of transportation used by modern farmers:
A. Automobiles
   1. Pleasure car
   2. Truck
   3. Station wagon
   4. Bus
B. Trains
C. Airplanes

VIII. Communication on the modern farm:
A. Rural mail route
B. Telephone

IX. Modern rural schools:
A. Consolidated
B. Comfortable
C. Modern conveniences
D. Lunchrooms
E. Large playgrounds

Activities I

Farm Life Through the Ages

I. Reading poems and stories about farm life. Composing, and reading charts about a trip to the farm, and the work of the farmer.

II. Writing letters to the farmer, asking permission to visit his farm. Writing letters to parents, and the second grade. Listening to stories and poems about farm life long ago, and now. Discussing the visit to a farm, and the things learned there.

III. Singing songs about farm life.

IV. Counting the baby animals seen at the farm. Counting the different kinds of crops seen growing. Using number workbooks.

V. Writing letters and simple sentences about the work being done. Making lists of the interesting things seen on the trip to the farm.

VI. Making small, wooden flails and crude plows similar to those used by the earliest farmers. Making a log cabin with twigs or corn stalks. Making candles with plasticine. Drawing free-hand pictures of pioneer homes, and modern farm homes. Making posters showing the machinery used on modern farms. Making posters showing the electrical equipment found in many modern farm homes.

VII. Discussing the many healthful foods found on the farm. Discussing the necessary precautions to be taken when visiting or working on a farm.
Correlations I

Farm Life Through the Ages

I. Reading: Read stories about family helpers in social studies reader, and about farm work in library books. Read stories about visits to the farm in textbooks.

II. Language: Write letters to the farmer, requesting permission to visit his farm, and choose the neatest one to send. Write letters to the mothers asking permission to take the trip on a bus. Write letters to the second grade, inviting them to accompany the class on the trip. Listen to poems: "Farewell to the Farm," "In the Orchard," "The Hens," and "Potatoes." Write short sentences about the trip.


IV. Numbers: Count the baby animals seen at the farm. Count the different kinds of crops seen growing. Count the number of children who went on the bus. Use number workbooks, and continue to use numbers in experiences.

V. Writing: Write letters and simple sentences. Make lists of interesting things seen on the trip.

VI. Art: Make small, wooden flails and crude plows. Make log cabins, and candles. Make posters showing farm machinery used on modern farms. Make posters showing electrical equipment found in many modern farm homes.

VII. Health: Discuss the value of fresh fruits and vegetables found in abundance on modern farms. Discuss some of the dangers, and precautions to be observed when around machinery and livestock.
Work Sheet I

Farm Life Through the Ages

I. Directions: If a statement is true, write T in the blank; if it is not true, write F:

_____1. Farmers once used wooden plows.
_____2. A flail was used for threshing grain.
_____3. Pioneers bought all their furniture.
_____4. Pioneers wove their own cloth.
_____5. Modern farmers have no electricity.

II. Directions: Fill each blank with the word which completes the sentence correctly:

1. The earliest farmers lived in___________.
2. A pioneer home was made of___________.
3. Cloth was once woven on a home-made___________.
4. Modern farm homes have___________. lights.
5. Modern farm homes have___________.

logs  electric  loom  telephones  huts

Key to Work Sheet I

Farm Life Through the Ages

I.          II.
1. T        1. huts
2. T        2. logs
3. F        3. loom
4. T        4. electric
5. F        5. telephones
Study Guide II

Types of Farms

I. Where are many truck farms located?

II. What buildings are found on a dairy farm?

III. Name four breeds of dairy cattle.

IV. What work is done by dairymen?

V. Describe the buildings found on grain farms.

VI. Describe a cattle ranch.

VII. What work is done by cowboys?

VIII. Describe plantation homes.

IX. What are the main crops raised on a plantation?

X. Name some products of a southern general farm.

References for students:


Paul R. Harna et al., Peter's Family (Atlanta: Scott, Foresman and Co., 1942), pp. 8, 46, 34.


H. S. Read, Grandfather's Farm (New York: Charles Scribner's Sons, 1928).

References for teachers:


Osbourne McConathy et al., The Music Hour in the Kindergarten and First Grade (New York: Silver, Burdett and Co., 1929), pp. 141, 143.

Subject Matter II

Types of Farms

I. Location of truck farms:
   A. Near large cities
   B. In warm climates
      1. Florida
      2. California

II. Buildings found on a dairy farm:
   A. Dairy barn
   B. Silo
   C. Farm house
   D. Garage

III. Breeds of dairy cattle:
   A. Holstein
   B. Jersey
   C. Guernsey
   D. Ayrshire

IV. Work done by dairymen:
   A. Milking cows
   B. Keeping equipment clean
   C. Pasteurizing milk
   D. Cleaning barn
   E. Delivering milk
V. Description of buildings found on grain farms:
   A. Large
   B. Attractive

VI. Description of a cattle ranch:
   A. Level, grassy land
   B. At least 1000 acres
   C. Long, low buildings
      1. Wooden
      2. Wide porches

VII. Work done by cowboys:
   A. Herding cattle
   B. Branding cattle

VIII. Description of plantation homes:
   A. Large buildings
   B. Beautiful
   C. Colonial style
   D. Wide lawns

IX. Main crops raised on a plantation:
   A. Tobacco
   B. Cotton

X. Products of a southern general farm:
   A. Corn
   B. Peanuts
   C. Fruit
   D. Vegetables
   E. Sugar cane
   F. Poultry
   G. Hogs
Activities II
Types of Farms

I. Reading stories about work and fun on the farm, and what children can do to help. Finding many different kinds of grain, and learning the uses of each. Obtaining a boll of cotton, and planting seeds. Watching the growth of cotton plants, and composing reading charts about the things observed.

II. Listening to stories about farm work and different types of farms. Finding pictures of many kinds of farms, and discussing the differences. Viewing sound films and discussing the things learned. Listening to poems about farm work, and the animals found on farms. Viewing and discussing filmslides about the processes involved in manufacturing, meat-packing, milling, and sugar making. Visiting a dairy, flour mill, and bakery, if possible. Composing charts about things learned.

III. Singing songs about farm life.

IV. Using number workbooks and measuring to make farm buildings.

V. Writing simple sentences every day.

VI. Drawing free-hand pictures of farm scenes. Making cotton and grain charts. Making farm buildings of wood or cardboard.

VII. Viewing sound films: "Kids Must Eat," "Good Foods," and "Safety at Play." Discussing the things learned from these films.

Correlations II
Types of Farms

I. Reading: Read stories about work and fun on the farm, and what children can do to help. Compose stories about the growth of cotton plants, for reading charts.


IV. Numbers: Use number workbooks, and measure to make farm buildings.

V. Writing: Write simple sentences each day about the work being done.

VI. Art: Draw free-hand pictures of farm scenes. Make cotton and grain charts. Make farm buildings of wood or cardboard.


Work Sheet II

Types of Farms

I. Directions: Underline the correct answers:

1. Does milk make children grow? Yes No
2. Is cotton raised on a plantation? Yes No
3. Are cattle ranches large? Yes No
4. Should milk be pasteurized? Yes No
5. Is sugar cane raised in the South? Yes No
II. Directions: Fill in the blanks from the list below, with words which make the statements true:

1. Cheese is made from ________.
2. Milk must be kept very ________.
3. Milk makes strong ________.
4. Most dairy farms have a ________.
5. Dairymen must get up ________.

clean  bones  early  silo  milk

Key to Work Sheet II
Types of Farms

I.  II.
1. Yes  1. milk
2. Yes  2. clean
3. Yes  3. bones
4. Yes  4. silo
5. Yes  5. early

Study Guide III
Plants That Give Us Food

I. What are the parts of a plant?

II. Name five kinds of roots that give us food.

III. Name four kinds of stems that give us food.

IV. What are six kinds of leaves that give us food?

V. Name three kinds of buds that give us food.

VI. What are three kinds of flowers that give us food?

VII. Name four types of seeds that give us food. What are five kinds of cereals?
VIII. What are two vegetable fruits?
IX. Name six kinds of berries.
X. Name six citrus fruits.
XI. What are the names of six tropical fruits?

References for students:

Mae McCrory, Plants That Give Us Food, Unit Study Book No. 204 (Columbus: American Education Press, 1933).

References for teachers:

J. Y. Beatty, Story Pictures of Farm Foods (Chicago: Beckley-Cardy Co., 1941).

Subject Matter III
Plants That Give Us Food

I. The parts of a plant:
A. Roots
B. Stems
C. Leaves
D. Buds
E. Flowers
F. Seeds

II. Roots that give us food:
   A. Turnips
   B. Carrots
   C. Radishes
   D. Beets
   E. Sweet potatoes

III. Stems that give us food:
   A. Onions
   B. Celery
   C. Asparagus
   D. Sugar cane

IV. Leaves that give us food:
   A. Lettuce
   B. Spinach
   C. Cabbage
   D. Collards
   E. Kale
   F. Chard

V. Buds that give us food:
   A. Asparagus
   B. Brussels sprouts
   C. Cabbage
VI. Flowers that give us food:
   A. Cauliflower
   B. Artichoke
   C. Broccoli

VII. Seeds that give us food:
   A. Peas
   B. Beans
   C. Cereals
      1. Corn
      2. Wheat
      3. Oats
      4. Rye
      5. Rice
   D. Nuts

VIII. Vegetable fruits:
   A. Tomatoes
   B. Egg plants

IX. Berries:
   A. Strawberries
   B. Raspberries
   C. Dewberries
   D. Blackberries
   E. Huckleberries
   F. Grapes

X. Citrus fruits:
   A. Oranges
   B. Grapefruit
XI. Tropical fruits:
   A. Dates
   B. Figs
   C. Langous
   D. Bananas
   E. Pineapples
   F. Avocado pears

Activities III

Plants That Give Us Food

I. Reading stories and poems about plants that give us food, in science and library books.

II. Listening to stories about foods, and dramatizing the story of "Bobby and the Big Red Apple." Discussing the value of fruits and vegetables. Learning the names of many kinds of cereals. Visiting a citrus grove or sugar mill.

III. Reviewing songs previously learned.

IV. Counting the different kinds of fruit and vegetables known to the class. Using workbooks, and daily experiences with numbers. Planting seeds and keeping records.

V. Writing lists of fruit and vegetables for booklets. Writing short sentences about foods particularly enjoyed.

VI. Drawing and coloring pictures of fruits and vegetables. Making fruit baskets of construction paper, and pasting brightly colored

VII. Reading stories in health textbooks about good foods.

Correlations III

Plants That Give Us Food

I. Reading: Poems about food, as: "Wheat," "Lettuce," "Sweet Corn," and others. Read in science books about garden helpers, such as toads, earthworms, and birds. Read about "Food Plants," "Where We Get Our Food," and "Farm Plants and Animals." Read library books about plants that give us food.

II. Language: Listen to stories about foods, and dramatize the story of "Bobby and the Big Red Apple." Have children re-tell the story of "The Gingerbread Boy." Discuss the value of fruits and vegetables, and make a list of cereals. Visit a citrus grove and sugar mill, if possible.

III. Music: Sing songs about the farm that have been previously learned.

IV. Numbers: Count the different kinds of fruits and vegetables listed on the blackboard. Use workbooks, and continue to use numbers in everyday experiences. Plant seeds, and keep records.

V. Writing: Write lists of fruit and vegetables for booklets. Write short sentences about foods:

VI. Art: Draw and color pictures of fruits and vegetables. Make fruit baskets, and paste the pictures inside. Model fruits with clay. View, and discuss the pictures "Peace and Plenty," and "Tired Gleaners."
VII. Health: Read stories about good foods.

Work Sheet III
Plants That Give Us Food

I. Directions: Underline the correct answers:

1. Do we get sugar from plants? Yes No
2. Is a carrot a root? Yes No
3. Do people eat spinach leaves? Yes No
4. Is broccoli a flower? Yes No
5. Do pineapples grow on trees Yes No

II. Underline the word which makes each statement true:

1. Hominy is made from (corn, wheat, oats).
2. The grain which grows on little stems is (oats, corn, barley).
3. The grain which grows in wet ground is (rye, rice, wheat).
4. A tropical fruit is a (peach, mango, cherry).
5. A citrus fruit is a (pear, apple, lemon).

Key to Work Sheet III
Plants That Give Us Food

I. II.
1. Yes 1. corn
2. Yes 2. oats
3. Yes 3. rice
4. Yes 4. mango
5. No 5. lemon

Study Guide IV

Our Animal Friends

I. What farm animals are used for plowing?
II. What farm animals are used for food?

III. Name two farm animals that give us milk.

IV. Name five animal friends which give us eggs.

V. Which farm animals give us leather?

VI. Name three ways in which a dog can be helpful.

VII. Name eight farm pets.

VIII. How does the farmer care for his animal friends?

IX. What can children do to help with their care?

References for students:


References for teachers:


Subject Matter IV

Our Animal Friends

I. Farm animals used for plowing:
   A. Horses
   B. Mules

II. Farm animals used for food:
    A. Cattle
    B. Sheep
    C. Hogs
    D. Poultry
    E. Rabbits

III. Farm animals that give us milk:
     A. Cows
     B. Goats

IV. Animal friends which give us eggs:
    A. Hens
    B. Ducks
    C. Turkeys
    D. Geese
    E. Guineas

V. Farm animals which give us leather:
   A. Sheep
   B. Goats
C. Cows

VI. Ways in which a dog can be helpful:
   A. He can protect the home
   B. He can guard animals
   C. He can drive cows and sheep

VII. Farm pets:
   A. Puppies
   B. Kittens
   C. Rabbits
   D. Squirrels
   E. Lambs
   F. Ponies
   G. Ducklings
   H. Chicks

VIII. How the farmer cares for his animal friends:
   A. He feeds and waters them
   B. He keeps them clean
   C. He keeps their houses clean and comfortable
   D. He treats them kindly

IX. Things children can help with their care:
   A. Feed and water pets
   B. Keep their houses clean
   C. Be kind to them

Activities IV

Our Animal Friends

I. Reading stories about pets, in library books and textbooks.

II. Listening to stories and poems about animal friends. Telling
stories of their own pets. Viewing sound films about pets, and discussing their habits, food, and care. Visiting a hatchery, if possible. Dramatizing stories about animal friends. Planning a pet parade and show.

III. Singing songs about animal friends. Reviewing songs about farm life. Playing farm songs with rhythm band instruments.

IV. Solving simple problems about animal friends. Buying food for pet rabbit, and counting the change. Continuing the use of number workbooks.

V. Writing short sentences about pets. Copying names of animal friends for booklets.

VI. Drawing pictures of animal friends, and modeling them with clay.

VII. Listening to health stories and discussing the necessity for cleanliness in the care of pets.

Correlations IV

Our Animal Friends

I. Reading: Read stories about pet lambs, chicks, ducks, ponies, and rabbits. Read about the fun children can have on a farm.

II. Language: Listen to stories and poems about animal friends. Dramatize stories, as: "The Three Billy Goats Gruff," and "Henny-Penny." Tell stories of own pets, and discuss the things children can do to help with their care. Plan a pet parade, and show. Write short sentences about pets. View sound films: "Shep, the Farm Dog," and "Bunny Rabbit." Discuss the things learned. Visit a hatchery, if possible.

IV. Numbers: Solve simple problems about animal friends. Learn to count change correctly. Use number workbooks.

V. Writing: Write short sentences about pets. Copy names of pets for booklets.


VII. Health: Listen to stories: "A Visit to the Country," and "The Circus." Discuss the necessity for cleanliness and kindness in the care of pets.

Work Sheet IV

Our Animal Friends

I. Directions: Underline the correct answers:

1. Is the meat of sheep called veal? Yes No
2. Is the meat of hogs called beef? Yes No
3. Do we get leather from the skin of goats? Yes No
4. Do we get wool from sheep? Yes No
5. Do baby chicks like to swim? Yes No
II. Directions: Fill each blank with the correct word from the list below:

1. A baby cow is called a __________.
2. A baby sheep is called a __________.
3. A baby goat is called a __________.
4. A baby horse is called a __________.
5. A baby dog is called a __________.

puppy  colt  calf  lamb  kid

Key to Work Sheet IV

I. Our Animal Friends

1. No
2. No
3. Yes
4. Yes
5. No

II. Culminating Activities

Farm Life

I. Having a pet parade and show, with all primary grades taking part.

II. Giving an assembly programs:


C. Choral readings: "The Raggedy Man," and "Potatoes."

D. Songs: "The Friendly Cow," and "My Hen."

E. Readings: "The Boy and the Wolf," and "Farewell to the Farm."
Outcomes of the Unit

Farm Life

I. Knowledge and understanding of:

A. Farm life through the ages

1. Life of the earliest farmers:
   a. Homes
      (1) Crude huts
      (2) Little furniture
   b. Food
      (1) Fish
      (2) Game
      (3) Grain
      (4) Vegetables
   c. Farm implements
      (1) Crude wooden plows
      (2) Sickles
      (3) Flails

2. Life of pioneer farmers:
   a. Homes
      (1) Log cabins
      (2) Hand-made furniture
      (3) Crude equipment
         (a) Fireplace for cooking
         (b) Candles for lighting
         (c) Spinning wheel
         (d) Loom
   b. Food
      (1) Fish
(2) Game
(3) Poultry
(4) Pork
(5) Beef
(6) Mutton
c. Farm implements
(1) Plows
(2) Sickles
(3) Hoes

3. Homes of modern farmers:
a. Houses
   (1) Well-built
   (2) Comfortable
   (3) Convenient
b. Furnishings
   (1) Modern
   (2) Appropriate

d. Electrical appliances owned by modern farmers:
a. Refrigerator
b. Stove
c. Washing machine
d. Churn
e. Automatic water heater
f. Vacuum cleaner
g. Fan
h. Toaster
i. Radio
5. Buildings found on modern farms:
   a. Barn
   b. Granary
   c. Silo
   d. Machine shed
   e. Sheep shed
   f. Chicken house
   g. Hog houses
   h. Garage

6. Machines used on modern farms:
   a. Electric milker
   b. Tractor
   c. Cultivator
   d. Harrow
   e. Potato planter
   f. Corn planter
   g. Corn harvester
   h. Binder
   i. Combine
   j. Silo filler

7. Modes of transportation used by modern farmers:
   a. Automobiles
      (1) Pleasure car
      (2) Truck
      (3) Station wagon
      (4) Bus
   b. Trains
c. Airplanes

8. Communication on the modern farm:
   a. Rural mail route
   b. Telephone

9. Modern rural schools
   a. Consolidated
   b. Comfortable
   c. Modern conveniences
   d. Lunchrooms
   e. Large playgrounds

B. Types of farms

1. Location of truck farms:
   a. Near large cities
   b. In warm climates
      (1) Florida
      (2) California

2. Buildings found on a dairy farm:
   a. Dairy barn
   b. Silo
   c. Farm house
   d. Garage

3. Breeds of dairy cattle:
   a. Holstein
   b. Jersey
   c. Guernsey
   d. Ayrshire

4. Work done by dairyman
a. Milking cows
b. Keeping equipment clean
c. Pasteurizing milk
d. Cleaning barn
e. Delivering milk

5. Description of buildings found on grain farms:
   a. Large
   b. Attractive
   c. Well-built

6. Description of a cattle ranch:
   a. Level, grassy land
   b. At least 1000 acres
   c. Long, low buildings
      (1) Wooden
      (2) Wide porches

7. Work done by cowboys:
   a. Herding cattle
   b. Branding cattle

8. Description of plantation homes:
   a. Large buildings
   b. Beautiful
   c. Colonial style
   d. Wide lawns

9. Main crops raised on a plantation:
   a. Tobacco
   b. Cotton

10. Products of a southern general farm:
    a. Corn
b. Peanuts  
c. Vegetables  
d. Fruit  
e. Sugar cane  
f. Poultry  
g. Hogs

C. Plants that give us food

1. The parts of a plant:
   a. Roots  
   b. Stems  
   c. Leaves  
   d. Buds  
   e. Flowers  
   f. Seeds

2. Roots that give us food:
   a. Turnips  
   b. Carrots  
   c. Radishes  
   d. Beets  
   e. Sweet potatoes

3. Stems that give us food:
   a. Onions  
   b. Celery  
   c. Asparagus  
   d. Sugar cane

4. Leaves that give us food:
   a. Lettuce
b. Spinach
c. Cabbage
d. Collards
e. Kale
f. Chard

5. Buds that give us food:
   a. Asparagus
   b. Brussels sprouts
   c. Cabbage

6. Flowers that give us food:
   a. Cauliflower
   b. Artichoke
   c. Broccoli

7. Seeds that give us food:
   a. Peas
   b. Beans
   c. Cereals:
      (1) Corn
      (2) Wheat
      (3) Oats
      (4) Rye
      (5) Rice
   d. Nuts

8. Vegetable fruits:
   a. Tomatoes
   b. Egg plants

9. Berries:
1. Strawberries
2. Raspberries
3. Dewberries
4. Blackberries
5. Huckleberries
6. Grapes

10. Citrus fruits:
   1. Oranges
   2. Grapefruit
   3. Tangerines
   4. Kumquats
   5. Limes
   6. Lemons

11. Tropical fruits:
   1. Dates
   2. Figs
   3. Mangoes
   4. Bananas
   5. Pineapples
   6. Avocado pears

D. Our animal friends

1. Farm animals used for plowing:
   1. Horses
   2. Mules

2. Farm animals used for food:
   1. Cattle
   2. Sheep
c. Hogs

d. Poultry

e. Rabbits

3. Farm animals that give us milk:
   a. Cows
   b. Goats

4. Animal friends which give us eggs:
   a. Hens
   b. Ducks
   c. Turkeys
   d. Geese
   e. Guineas

5. Farm animals which give us leather:
   a. Sheep
   b. Goats
   c. Cows

6. Ways in which a dog can be helpful:
   a. He can protect the home
   b. He can guard animals
   c. He can drive cows and sheep

7. Farm pets:
   a. Puppies
   b. Kittens
   c. Rabbits
   d. Squirrels
   e. Lambs
   f. Ponies
   g. Ducklings
h. Chicks

8. How the farmer cares for animal friends:
   a. He feeds and waters them
   b. He keeps them clean
   c. He keeps their houses clean and comfortable
   d. He treats them kindly

9. Things children can do to help with their care:
   a. Feed and water pets
   b. Keep their houses clean
   c. Be kind to them

II. Attitudes toward:
   A. Having increased interest in farm life
   B. Having increased respect for farm workers
   C. Having an increased interest in the study of foods
   D. A willingness to eat healthful foods
   E. Having an increased interest in animals
   F. A willingness to care for own pets
   G. Having an increased interest in the value of birds
   H. Having a greater interest in reading for information
   I. Being unselfish with tools and materials
   J. Having pleasure in creative expression

III. Habits of:
   A. Respecting the ability of farm workers
   B. Being polite on visits to places of interest
   C. Eating foods which promote health
   D. Wearing appropriate clothing
   E. Observing health and safety rules
F. Being kind to animals
G. Caring for own pets
H. Doing tasks cheerfully
I. Making plans and carrying them out
J. Working cooperatively with others

IV. Appreciations for:
A. The farm, as a source of food and clothing
B. The work of the farmer and his helpers
C. The faithfulness of farm animals
D. The conveniences enjoyed by modern farmers
E. Machinery which makes farm work easier
F. The value of healthful foods
G. Sanitary precautions in handling of foods
H. All agencies which aid the farmer
I. The economic value of birds
J. The pleasures of farm life

Leads to Other Units

This is to be the last unit of the year, but the study of farm life could easily lead to a unit on pets, birds, or flowers.

Teacher Evaluation

of the unit on

Farm Life

To what extent:

1. Does it involve a variety of direct sensory experiences?

2. Does it provide for some free, informal association of the pupils?
3. Does it provide an opportunity for manipulation or bodily activity?

4. Do the parts of the unit make a coherent whole?

5. Does it provide for a considerable amount of pupil activity?

6. Does it contain an anticipated outcome that is satisfactory?

7. Does it provide sufficient concrete and illustrative materials?

8. Does the unit of work have a useful purpose in the present or future life of the student?

9. Does it reproduce actual life situations as far as possible?

10. Does it utilize materials as they occur in life and in the books being used?

11. Does it contain accurate information?

12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?

13. Does it provide opportunity to judge, choose, and evaluate?

14. Is it within the available time limit for the unit?

15. Is the exposition clear enough to make it possible for another teacher to put the unit into practice if she so desires?

16. Is it clearly stated where materials may be obtained?

17. Are the references complete and exact?
Final Check-up Tests

Unit V

Farm Life

I. Knowledge and understanding:

A. Directions: Underline the correct answers:

1. Did farmers once use wooden plows? Yes No
2. Did pioneers live in log cabins? Yes No
3. Do good roads help farmers? Yes No
4. Was cloth once made in the homes? Yes No
5. Is cheese made from milk? Yes No
6. Does milk make strong bones? Yes No
7. Does sugar come from a plant? Yes No
8. Is meal made from wheat? Yes No
9. Does rice grow in wet ground? Yes No
10. Are raisins dried plums? Yes No

B. Directions: If a statement is true, put a T in the blank; if it is not true, put an F:

_______ 1. Wool comes from a sheep.
_______ 2. A baby goat is called a lamb.
_______ 3. A baby horse is called a colt.
_______ 4. A baby sheep is called a kid.
_______ 5. A baby dog is called a puppy.
_______ 6. A baby hog is called a pig.
_______ 7. A baby goose is called a chick.
_______ 8. The meat of a calf is called pork.
_______ 9. The meat of a hog is called beef.
_______10. The meat of a sheep is called mutton.
II. Attitudes:

Directions: Underline the correct answers:

1. Do you have a great interest in farm life? Yes No
2. Do you have a great respect for farm workers? Yes No
3. Do you have an interest in the study of foods? Yes No
4. Are you willing to eat healthful foods? Yes No
5. Do you have an increased interest in animals? Yes No
6. Are you willing to care for your own pets? Yes No
7. Are you interested in the value of birds? Yes No
8. Are you interested in reading about farm life? Yes No
9. Are you willing to share tools and materials? Yes No
10. Do you enjoy drawing and making things? Yes No

III. Habits:

Directions: Put a T in the blank if a statement is true, and an F if it is not true:

1. I have the habit of respecting the ability of others. T  
2. I have the habit of being polite at all times. T  
3. I have the habit of eating healthful foods. T  
4. I have the habit of wearing suitable clothing. T  
5. I have the habit of keeping safety rules. T  
6. I have the habit of being kind to animals. T  
7. I have the habit of caring for my own pets. T  
8. I have the habit of doing tasks cheerfully. T  
9. I have the habit of carrying out my plans. T  
10. I have the habit of working well with others. T
IV. Appreciations:

Directions: Underline the correct answers: 

1. Do you appreciate the farm and its products? Yes No
2. Do you appreciate the farm workers? Yes No
3. Do you appreciate the work of animals? Yes No
4. Do you appreciate the conveniences of farm life? Yes No
5. Do you appreciate farm machinery? Yes No
6. Do you appreciate the value of good foods? Yes No
7. Do you appreciate clean, fresh foods? Yes No
8. Do you appreciate bureaus which help farmers? Yes No
9. Do you appreciate the value of birds to farmers? Yes No
10. Do you appreciate the pleasures of farm life? Yes No

Key to Final Check-up Tests

Farm Life

I. 

A. 1. Yes  
    2. Yes  
    3. Yes  
    4. Yes  
    5. Yes  
    6. Yes  
    7. Yes  
    8. No  
    9. Yes  
    10. No  

B. 1. T  
    2. F  
    3. T  
    4. F  
    5. T  
    6. T  
    7. F  
    8. F  
    9. F  
    10. T
II. There will be no key to the attitudes test, because each pupil may react differently to the questions.

III.

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. T
10. T

IV.

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes

Bibliography for Teachers

for the unit

Farm Life


Barrows, Marjorie, One Hundred Best Poems for Boys and Girls (Racine: Whitman Publishing Co., 1930).

Beaty, J. Y., Story Pictures of Farm Foods (Chicago: Beckley-Cardy Co., 1941).


Bibliography for Students


McCrary, Mae, *Plants That Give Us Food*, Unit Study Book No. 204 (Columbus: American Education Press, 1933).


CHAPTER IV
EVALUATION OF THE
COURSE OF STUDY

To what extent:

I. Does the course of study contain an introductory chapter stating:

<table>
<thead>
<tr>
<th>EX.</th>
<th>V. G.</th>
<th>C.</th>
<th>F.</th>
<th>P.</th>
<th>NONE</th>
</tr>
</thead>
</table>

A. Introduction to the course of study?

1. Reason for omitting the following in the local course of study:

| a. Diagram or chart? | ✓ |
| b. Steps in curriculum building? | ✓ |
| c. Philosophy of education? | ✓ |
| d. Principles to guide the program? | ✓ |
| e. Terminology? | ✓ |
| f. Objectives of education? | ✓ |
| g. Objectives of subject? | ✓ |

2. Objectives for each unit?

3. Structural pattern for a unit?

4. Criteria of a unit of work?

II. Does the course of study contain unit organization:

A. Title?

B. Introduction?

C. Table of Contents?

D. Criteria of the Unit?

E. Central Theme?

F. Objectives:

1. Listed under?
a. Knowledge and understanding of?

b. Attitude toward?

c. Habit of?

d. Appreciation for?

G. Approaches:

1. Pupil suggested?

2. Suggested by the lay public?

3. Teacher suggested?

H. Development or procedure through

1. Study guides including:
   a. Questions pertaining to subject matter?
   b. Specific references?
   c. Suggested problems and activities?

2. Subject matter listed under:
   a. Knowledge and understanding of?
   b. Attitudes toward?
   c. Habits of?
   d. Appreciation for?

3. Activities, projects, and problems for the purpose of:
   a. Creating interest?
   b. Increasing pupil interest through pupil activity?
   c. Broadening field for the more capable student?
4. Correlations with the other courses:
   a. Reading?
   b. Language?
   c. Music?
   d. Numbers?
   e. Writing?
   f. Art?
   g. Health?

5. Work sheets to enable students to check their progress through completion of a given task and to aid the teacher in teaching the student what he needs?

I. Culminating activity:
   1. Suggested by student?
   2. Supervision or suggestions by the teacher?

J. Outcomes to be listed specifically under:
   1. Knowledge and understanding of?
   2. Attitudes toward?
   3. Habits of?
   4. Appreciation for?

K. Leads to other units through suggestions by:
   1. Students?
   2. The lay public?
   3. Teacher?
L. Evaluation--measuring results?

M. Bibliography listed alphabetically with page numbers and authors clearly indicated:
   1. Teacher?
   2. Pupil?

III. Does the course of study contain a means of evaluation?

IV. Does the course of study contain a bibliography:
   A. Listed in alphabetical order for:
      1. Teacher?
      2. Pupil?
   B. Many text books to take care of correlated materials?
CHAPTER V

SUMMARY

Chapter I is composed of the Introduction to the Thesis as a whole. These are the items that are discussed in Chapter I:

1. What prompted the study
2. Statement of the problem
3. Scope of study
4. Sources of data
5. Technique of treatment
6. Summary of similar studies
7. Chapter summary

An Introduction to the Course of Study is the title of Chapter II. The content of this chapter is as follows:

1. Reason for leaving out the full discussion of the diagram, steps in curriculum building, philosophy of education, principles to guide the program, terminology, objectives of education, and objectives of the subject, with a short statement about each one.

2. The objectives for social studies outlined under the following headings:
   a. Knowledge and understanding of
   b. Attitudes toward
   c. Habits of
   d. Appreciation for

3. The structural pattern for the unit:
   a. Title
b. Introduction

c. Table of contents

d. Criteria

e. Grade placement—Time allotment

f. Central theme

g. Objectives:
   (1) Knowledge and understanding of
   (2) Attitudes toward
   (3) Habits of
   (4) Appreciation for

h. Approaches

i. Development of procedure through:
   (1) Study guides
   (2) Subject matter
   (3) Activities
   (4) Correlations
   (5) Work sheets

j. Culminating activities

k. Outcomes

l. Leads to other units

m. Evaluation
   (1) Teacher tests
   (2) Pupil tests

n. Bibliography
   (1) Teacher
   (2) Pupil
Chapter III is made up of the Development of a Course of Study into Units. There are five units in the entire course of study. These five units comprise the first grade social studies course:

Unit I -- Home Life
Unit II -- Safety Education
Unit III -- Community Life
Unit IV -- Transportation
Unit V -- Farm Life

The units in Chapter III for the course of study are developed according to the plan set up for the pattern of unit construction in Chapter II.

Chapter IV deals with a check sheet for evaluating the course of study after it has been completed. This check sheet fits the arrangement of the course of study. Each part is checked by the sheet.

Chapter V is the summarization of the entire piece of work.

Chapter VI is the bibliography listing the sources of all the data, with the author, title, publishing company, and the year of publication for each of the references.
CHAPTER VI

BIBLIOGRAPHY


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*The Happy Hour Readers, Good Friends.* Atlanta: Johnson Publishing Co., 1935.


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Geiger, Violet R. A Unit on Transportation. Chicago: The Quarrie Corporation, 1939.


Before We Read. Atlanta: Scott, Foresman and Co., 1940.


Good at Reading, Good at Writing. Atlanta: Scott, Foresman and Co., 1949.


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