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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

FOUR SOURCE UNITS IN THE SOCIAL STUDIES
FOR USE IN GRADE 3

by

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Submitted in partial fulfillment of the
requirements for the degree of
Master of Education
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INTRODUCTION

The purpose of this study is to develop four source units which may be used in teaching the Social Studies in the third grade in Boston.

In the primary schools, there has been need for an adequate program in the Social Studies which would aid in the orientation of the child in his world, widening the horizons of that world and his comprehensions of it. The City of Boston Course of Study for Grade Three, while recommending integration of mastery and appreciation through Experience Units, does not list a program in the Social Studies from which a teacher may draw ideas covering that area in the program. The fourth-grade pupils in the Boston school system are introduced into a more formalized study of Geography and History.

The units presented here may serve as a Readiness Program, as a basis for the more extensive and detailed abstract work of the middle grades, and for achieving the two-fold obligation of primary education: the control of the tools of learning and the cultivation of those attitudes, ideals and appreciations which contribute to the development of character, which the Boston Course of Study terms the ultimate goal of all education.
INTRODUCTION

The purpose of this study is to evaluate your sense of

affirmation. It will help to uncover the Social

structure in which you live.

In the United States, many people have been known for

their participation in the organization.

The data in this report are from a larger investigation of

society that involves expressions of social identity.

The findings suggest that society is not just a large,

organized whole, but rather a complex network of

interrelated parts. The study was conducted by the

authors, and the results are presented in a concise,

comprehensive manner. It is hoped that the findings

will contribute to the understanding of social identity and

affirmation in society.
CHAPTER I

REVIEW OF LITERATURE IN THE FIELD

One of our earliest definitions of the Social Studies, given more than thirty years ago, tells us that

The social studies are understood to be those whose subject matter deals directly with the organization and development of human society and to man as a member of social groups.

In discussing and defining the term "Social Studies," the National Education Committee voices the conclusion that

The social studies embrace bodies of knowledge and thought pertaining to the relations of human beings -- men, women, and children -- to one another and to the physical environment in which they live and work.

The purpose of the social studies is defined also as primarily

to give to the pupils the truest and most realistic knowledge that is possible of the community, state, nation, and world -- the social and physical setting -- in which they live and are to live and make their way.

Ryan, discussing the deliberations of the White House Conference on Children in a Democracy, tells us that the adjustment

1 Bulletin No. 41 p 16, Bureau of Education, Washington, D. C., 1913
2 "The Nature of the Social Studies," Fourteenth Yearbook, Department of Superintendence of the N.F.A., p 53, 1936
3 Op. cit. p 57
of the individual and the development of "attitudes and skills necessary for democratic living" are primary rights of our children. He explains that social life in a democracy stresses the "primacy of human values, the worth and rights of the individual," as being of major importance.

Beard asserts that

In a democracy the schools simply cannot ignore the demands of life, keep aloof from its pressing problems of choice and conduct.

McSwain describes the school as an agency of the state and community to provide -- selected experiences and mature guidance to insure for the child consistency in the means for discovering and developing content techniques essential in democratic living.

McSwain further tells us that the school can contribute effectively by aiding the child in the development of

(a) a democratic mind, (b) a high quality of social responsibility, (c) techniques in group membership and cooperative planning, (d) effective work-study skills and habits, (e) appraised ideas and understandings of people and their work, (f) appreciation for high standards of workmanship, (g) a faith in man's ability to build a better world, and (h) an understanding of each individual's opportunity and duty to share constructively in building a new democratic society.

5 Beard, Charles A. "The Trend of the Social Studies," Historical Outlook, Vol. 20 p 370, December, 1929

6 McSwain, Eldridge T. "Philosophical Aspects," Social Education for Young Children, Curriculum Series No. 4 p 1, National Council for the Social Studies, January, 1946

7 Op. cit. p 2
it necessary for development. The problem will be that of increasing the number of people who are not engaged in the "mainstream of human nature" by making the allies of the idea that  

"Almost as great a problem as the problem of the 

In a democratic age, the solution simply cannot ignore the importance of the problem of education. The need for a national system of the training and education of the young generation is evident. In the face of the current social and economic conditions, the need for nationalistic education is apparent.

Necessity of training and the need for the development of

In the training of the young, there are several important points to consider. (a) Social responsibility, (b) Cooperating with the community, (c) Providing basic skills and habits., and (d) Preparing for life. The need for a national system of education is evident. In the face of the current social and economic conditions, the need for nationalistic education is apparent.

"Almost as great a problem as the problem of the
Rugg 8 in discussing historical, geographical and civic education, asserts that "relationships" will become evident even in the lower grades -- "grosser ones first," with their "refinement developing only in the higher grades." He advocates "constant practice in generalizations" as a medium for facilitating growth in children's ability to generalize. That they may understand "causal relations," they must deal with them daily in their school life. He believes in the inculcation of information through its "accumulative recurrence" in divergent situations, stating

Repetitions, to be effective, must involve the making of interconnections -- not mere drill upon isolated topics, events, conditions, personages, etc. --

Practice in thought is necessary to develop power of thought."

Referring to the lower grades, Rugg also asserts that problems should be based on the "common experiences of children of that mental age," and that wherever possible "personal appeals and a diversification of concrete human detail" be used.

Gambrill 10 in discussing training for citizenship declares that, like training in English, it should be "continuous and cumulative" from the beginning and throughout the child's

8 Rugg, Harold O. "How Shall We Reconstruct the Social Studies Curriculum?" Historical Outlook, Vol. 12 pp 184-189, May, 1921
9 Op. cit. p 189
But in the years following, the character of the problem changed. The emphasis was not on the "scientific method" of the 19th century, but on the development of new techniques and the application of existing knowledge to practical problems.

"Theoretical," "empirical," "empirical," and "empirical." These terms are often used interchangeably, but they refer to different aspects of scientific inquiry.

Changing the approach to scientific research is not just a matter of changing the methods used. It also involves changing the way we think about the world. This shift has led to a greater emphasis on the role of the individual researcher in shaping the course of research.

In conclusion, the shift from a "research-oriented" to a "practice-oriented" approach has had significant implications for the way science is conducted and the way we think about scientific knowledge.

"Science is not just about finding facts. It is about understanding the world and using that understanding to improve our lives."

References:
school life.

From the beginning of their school life, children must work and play as members of the group, and they must be led to regard the rights and welfare of others. The purpose is to show how dependent we are on the services of people about us and how specialized the community work is, and how necessary is cooperation for the general good.

Gambrill shares the opinion of many educators that the social studies course has as its objective the development of "an attitude of mind in the pupil and not primarily to teach facts." His premise is that children "face problems, not sciences."

Temple advocates that the social studies courses include "those experiences in the kindergarten-primary curriculum" that have as their effect the extension of the "child's social understanding." She states that young children at the outset of their school lives are living in "a complex social environment" to which they must be progressively adapted. For this not-too-easy undertaking they need all the assistance possible in order to enhance their "appreciation of the activities and interrelationships of community life" with its obligations and responsibilities. Primary school work in this area establishes the necessary basis for the social science work of the higher grades. It is fortunate that young children evince

11 Temple, Alice "Extending the Child's Social Understanding," *Childhood Education*, Vol. 5 pp 419-423, April, 1929
there is no provision of any social contact. The school therefore cannot be considered as an educational institution. The school merely provides an opportunity for the children to learn various subjects in a formal setting.

In conclusion, the school appears to be a place of learning rather than a community-oriented place. The children are not encouraged to interact with each other or with the outside world. The lack of social interaction and the focus on academic learning create a sense of isolation and disconnection from the community. The school's role as a community center is limited, leading to a lack of engagement with the surrounding community. The children are expected to focus solely on their studies and academic performance, with minimal opportunities for social or cultural activities.
great interest "in the activities and occupations of the people in their environment," as exemplified in their "spontaneous imitative play." Such interest amply justifies definite provision for the extension and "interpretation of experience" in some of the simpler, though vital, "aspects of community life."

Reed 12 declares that on all levels we educate for the best type of social life at the same adult goals," that we do not postpone until high-school age the child's introduction to civics. In reality he begins this subject on the first day of his arrival at nursery school -- begins it in the modern way, "through actual experiences."

She 13 says:

The narrow, simple, concrete problems of a child's immediate environment can more steadily lead to the wide, complex, more abstract problems of adult life without a break in the educational journey by recognition of the beginning in its relation to the end. This knowledge gained in the early experiences is the beginning of the child's understanding and enables him to make important contributions to the solution of the fundamental issues of American life.

She advocates the fostering of interest in work and the development of the type of social behavior desirable for expanded group relationships and projects. Patterns of social behavior and thought will be retained though individual facts are often lost.

12 Reed, Mary M. "The Beginnings of the Social Science Curriculum," Vol. 2 p 8, Teachers College Record, April, 1929

Kelty, in speaking of social education, states that the curriculum of the primary level shows a greater correlation than at any other. She asserts that

Since young children's interests are limited to matters of immediate concern to themselves and since direct experience is their chief activity ---- the development is in the direction of constantly widening horizons and deepening sympathies, of self-management and growing cooperation ---- there is from the beginning ample opportunity for the children to develop habits of participation in management of their own affairs. The degree to which they themselves take the initiative in planning, executing and judging (within the limits of the broad areas laid out in the course of study) constantly increase with successful practice.

On primary levels, the elements of the curriculum are largely integrated.

Hughes says it is obvious that the social studies work for the first three grades should be mostly informal. In describing social studies work, he says:

Here the primary purpose should be the development of desirable habits and attitudes, with the giving of information a secondary consideration. What might in the more advanced grades be called civics or ethics appears here in the development of qualities such as cooperation, respect for others, appreciation of services rendered and benefits received, an understanding of the right attitude toward social organizations and groups such as the school and the community ----. All the time, however, fundamental principles of civics, economics, and

14 Kelty, Mary G. "Principles, Procedures and Content," The Future of the Social Studies, p 61 Curriculum Series No. 1, 1939

15 Loc. cit. p 61

sociology, and some of the facts of history are acquired, probably without ever using those names.

Lacey, in describing the status of social studies in the elementary school, asserts that the function they serve is the "orientation of young children in their world." She emphasizes the concern of progressive educators with the "all-round growth and balanced development" of the child's life. To this end they strive to foster schools in which the children "live and learn, give and take, share and contribute" in so stimulating an atmosphere that with "no conscious efforts they meet and solve the current problems of life." She cites the fact that as the child is "born into a social environment," he must learn to adapt himself to social conditions, and that early in life the child's "social behavior" patterns "appear and tend to become fixed."

Mohr says that "child development data" suggest that young children should "first deal, by direct experience, with the simpler aspects of their own environment," with a gradual progression toward the more complex and remote." She states:


19 Op. cit. p 391
In generalizing the results of sociological investigations into the formation of habits and the influence of the environment on human behavior, it is necessary to consider the problem of the relation between the individual and society. The study of human behavior and the development of social institutions is essential for understanding the complex interplay between individual actions and collective phenomena.

The concept of "socialization" is crucial in this regard. Socialization refers to the process by which individuals acquire the values, norms, and behaviors that are necessary for their integration into society. This process is influenced by various factors, including family, peer groups, and educational institutions.

The development of personality and the formation of habits are also closely related to socialization. Personality development is a lifelong process that involves the integration of individual characteristics with social expectations and norms. The formation of habits is a result of repeated actions that are reinforced by the environment.

In conclusion, the study of human behavior and social institutions is essential for understanding the complex interplay between individual actions and collective phenomena. Understanding the role of socialization in the development of personality and the formation of habits is crucial for fostering healthy and productive societies.

To further explore this topic, the reader is encouraged to consult the following resources:

- "Sociology of Education" by M. A. M. Popkin
- "Social Institutions and Personality Development" by J. W. Smith
- "Socialization in Contemporary Society" by L. E. Johnson
Most social studies areas can be dealt with by children of any school age, if the concepts to be developed are within their comprehension and if the teaching procedures are in harmony with what we know about children.

Mohr further states that it is clearly advisable to provide a "wide range of experience, a breadth of content, and a variety of methods," to develop all the children in a group. Concluding her findings, she recommends that the needs of the individual and those of society be integrated.

Lacey, recommending the social organization of the school, counsels that "school and life must be more unified."

She defines the unit of work as referring to the organization and utilization of subject-matter, activities, and visual aids for teaching purposes.

The best feature of the unit of work —— is the opportunity it offers for integrated learning. A unit of work cuts across the subject-matter lines and centers attention upon unifying the learning of the pupil ——.

The most important units in the social studies are those units which directly affect the social adaptation of the child.

She avers that

The great value of the unit of work lies in the fact that it unifies living, and gives the child a feeling of completeness by using a wider range of activities and instructional materials, and a wealth of subject matter.

20 Op. cit. p 54
21 Loc. cit. p 54
22 Op. cit. p 60
Lacey injects a note of warning that in the lower grades, where attitudes and habits are in the formative stage, the teacher should be recognized as the guide and final authority in all matters.

Hartmann states that

Isolated knowledge is essentially equivalent to meaningless experience.

Preston says that wherever possible unification of the social sciences for instructional purposes should be made. He argues that

To expect children to unify their knowledge automatically after an atomistic approach seems fantastic.

He notes that a widely accepted principle of elementary education advocates that the total school time be broken up into relatively few parts. His conclusion is that "scientific evidence" favors unification of the content of the social studies.

Kitching remarks that

The unit teaching may have, among others, at least four fundamental values: (1) a broad scope, (2) flexibility in meeting needs, interests, and abilities of students, (3) emphasis upon guidance, and (4) recognition of the function of the community both as a source of content and for materials, in the total school program.


Harap 26 tells us:

A unit of work is a complete experience, based upon a meaningful situation in child or adult life. The unit is a fusion of mental, emotional and sensory experience; it proceeds in a physical and social setting which resembles life, as far as possible; and it is directed toward the accomplishment of a goal that results in some improvement in life.

Bott 27 tells us that

To a degree that but few psychologists have yet clearly recognized ---- the integration of values in early life modifies the child's whole career.

Strickland, 28 in explaining the unit, tells us that

The unit organization provides an opportunity for all children to have common experience, each contributing to it in accordance with his abilities and interests. Gifted children can enrich the total experience through many types of individual contributions, while retarded children may participate in learning activities which are meaningful and valuable to them. Each child can work at his own level, yet each can contribute to the worth of the common experience.

Chase 29 tells us that the unit is the most widely accepted form of organization of teaching and learning procedure in history and the other social studies in the elementary school;

26 Harap, Henry "How to Construct a Unit of Work," Bulletin No. 17 Western Reserve University p 2, November, 1931

27 Bott, E. A. and Others "Observation and Training of Fundamental Habits in Young Children," Genetic Psychological Monographs Vol. 4 pp 1-161, 1928


a unit consists of subject-matter and activities organized around a core in a way that explains and develops understanding of the core.

Brin, in tracing the activity movement which has evolved through the years into the unit method, tells us that the ability "to select value, to think, to plan, to execute" is in truth the "essence of the good life," and that democracy as a way of life rather than as a "form of government is appearing with ever greater detail" and significance.

Horn, in tracing the evolution of the project-problem movement, offers a succinct though significantly amusing description which primary teachers can appreciate:

Nearly twenty-five years ago, for example, when a hen was set by a primary class in a school that was under the dominance of the problem method, setting a hen was a "problem." In a few years, setting a hen was a "project," Still later it was an "activity," a "unit of work," a "center of interest," or an "enterprise." At the moment this paragraph is written, setting a hen is most commonly called an activity; yet the purposes of the children, the interest accompanying the enterprise, and the enlargement of knowledge and insight are essentially the same under all these terminologies.

30 Brin, Orville G. "Basic Relations and the Progressive Education," Progressive Education Vol. 11 pp 330-333, 1934

a more comprehensive understanding of the activities and developments that have occurred in the past and are expected to occur in the future.

For this reason, the Committee on the Future of the New York City Water Supply has been established to study the various aspects of the future needs of the city and to make recommendations for the development of a master plan for the future.

The Committee will be composed of experts in the fields of water supply, engineering, economics, and other related disciplines. Its members will be appointed by the Mayor and City Council, and will report to the Council on a regular basis.

The Committee's first task will be to study the current water supply system and to determine the capacity of the existing facilities. It will then proceed to develop a plan for the expansion and modernization of the system to meet the needs of the city for the next 50 years.

The Committee will hold public hearings to solicit input from the public and will consider the views of all interested parties. It will make its recommendations to the Council after careful consideration of all the information gathered.

The City Council will then consider the recommendations of the Committee and will make a decision on the future course of action. It is expected that the Council will act promptly on the recommendations to ensure that the future supply of water to the city is secure.

In conclusion, the establishment of the Committee on the Future of the New York City Water Supply is a significant step towards ensuring that the city has a secure and adequate water supply for the future.

The Committee will be a vital resource in the development of a master plan for the future of the water supply system and will play a crucial role in ensuring that the needs of the city are met for generations to come.
CHAPTER II

PLAN OF THE STUDY

The Course of Study for Grade III in Boston recommends that as learnings do not occur singly, teachers of that grade follow the Unit of Experience and Center of Interest as a means of attaining educational goals. It offers, however, no definite subjects for the Social Studies.

The writer, in an effort to lessen the teacher load in this grade, undertook a survey of courses of study of large cities in the United States and of literature pertaining to the contents of the Social Studies for Grade III.

An examination of basal readers and of the courses of study for many large cities, as well as recent trends in the Social Studies, showed the third grade to be the grade which most frequently included the study of Indian life, as well as the study of man's basic needs, among them food, clothing and transportation. As these subjects showed so high a frequency of use in the recent curricula, the writer decided to build thereon units for utilization by third-grade teachers in Boston.

Considering that a study of the Indians serves to create an understanding of primitive people, the beginnings of institutional life and man's struggle to adapt himself to difficult geographic conditions, and likewise considering that in their city life children observe about them the many activities of a
I have been asked to say that I have been hearing the voices of the people of the United States and the United Kingdom, and I have been speaking to them of the importance of maintaining the peace and security of the world.

I have been told that the United States and the United Kingdom are the two most powerful nations in the world, and that they must work together to ensure the stability of the international system.

I have been encouraged to do everything within my power to promote the causes of the United States and the United Kingdom, and to work towards a world in which all nations can live in peace and prosperity.

I have been reminded of the importance of respecting the rights of all people, and of the need to work towards a world in which all people are treated with dignity and respect.

I have been asked to say that I will do everything within my power to promote the causes of the United States and the United Kingdom, and to work towards a world in which all nations can live in peace and prosperity.

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large population primarily and essentially intent on the procurement of food and clothing, the writer decided to use these subjects with a view of creating instruments that would best facilitate the orientation of the child in his expanding community.

The Course of Study for Boston's Third Grades recommends that the development of character is of prime importance. That the child is not merely an individual is of concern to us as educators. The formation of character, which is considered the ultimate aim of all attempts to socialize the child, depends on a gradual building up of ideals, tendencies and social concepts which are essential to effective participation in American life. For this reason, we seek to establish socially-organized schools where children can live and learn in an atmosphere that promotes an awareness of what it means to live together in an organized society.

The Boston Third Grade Course of Study recommends that school and life be more unified and that boys and girls, in solving their current problems, are growing in the ability to solve their problems of future adult life. As the child is born into a social environment and throughout life must adapt himself to social conditions, the school is attempting to provide opportunities for practice in social adjustments.

In the construction of the units presented in the study, the writer is attempting to provide opportunities and practice in group cooperation and initiative which may serve as a means
The content of this page is not legible due to the quality of the image.
of supplying him with attitudes of true democratic citizenship.

In developing the units, the writer followed ideas and suggestions given in the course: Social Studies in the Elementary Grades. The study has been presented in the form of source units which purposely contain many more suggestions than could be incorporated into the work of any one class. From the source unit, the teacher can draw the items that seem pertinent to her particular class. It contains a wide range of activities and materials for various degrees of maturation, thus providing for individual differences within a given group.

**Explanation of Terms**

A Unit is an organized body of content and activities designed to facilitate pupil learning. It is an educational device focused on the pupil and his needs. It is the organization and utilization of subject-matter, activities, and visual aids for teaching purposes. It should provide opportunities for joyous cooperation coupled with consideration for the rights and privileges of the group, and for active participation of every member of the group.

Units should facilitate the development of creative expression, problem solving, and critical thinking. They furnish avenues leading to the means of satisfying intellectual curiosity. They may give opportunities for a program of experience that should contribute to the growth of the individual in the class.
A Unit to be organized both in content and activities

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A Unit to be organized both in content and activities
Understandings: In any unit, the purpose is developed understandings. They are, practically, the teachers' aim. They are the generalized facts and broader concepts we desire the children to retain as part of their every-day living.

The understandings are stated in declarative-sentence form, and are constantly kept in mind by the teacher throughout the activities of the unit, though at no time does she mention to the children the specific understandings she wishes them to acquire.

Appreciations and Attitudes: The unit aims at development of character and the inculcation of attitudes of good citizenship by emphasis on the significance of living and working together in an organized society. The child may learn to appreciate the rights and privileges of others, to feel responsibility to the group, to learn to wait his turn, by practicing these qualities of a good citizen in a classroom environment that provides for democratic social living.

Skills and Habits: Skills are parts of habits -- habits of study have skill in them. Skills the child achieves he should learn to use as a matter of habit.

Overview: This is a brief statement of the nature and scope of the unit. It presents the kind of things the teacher wishes the unit to contain.

Outline: A brief outline is included, giving an idea of the field of material to be covered. From this the teacher may select items she wishes to use. She may decide to work with
only one or two divisions of the entire contents.

**Approach:** Many suggestions are provided for the approach to the unit. Frequently a previous unit initiates a source, of which the new problems are a natural sequence.

High motivation in the approach will produce interest and enthusiasm. It sets the stage for the purposeful learning activities employed in the unit. It should provide the appeal and impetus necessary to create in the child a desire and readiness to satisfy his aroused curiosity.

The **Activities** are the crux of the unit, through which the children develop the desired understandings. The many activities suggested embrace a wide range of aptitudes and interests within a class.

Not all children should engage in all activities. They participate in those which have aroused their curiosity, for which they have ability, and which will enhance their understanding. The child must feel that his role in the activity will make a contribution to the class project.

Children in a single class can be reading in the same area on different levels. The many books listed in the annotated Children's Bibliography should provide for the wide range of ability found in the third grade of a large city like Boston.

The activities should furnish media for the growth and development of the child. They are the acts of purposeful learning. Those presented in the units have as their objective the promotion of learning through various socialized group
activities. The suggestions offered should present challenging assignments for pupils of varying aptitudes.

It is wise to utilize culminating activities which engender a sense of solution and completion of the unit. In this grade they may take the form of plays or the presentation of exhibits to a visiting audience. It is well, also, that the child have some paper or article which he has constructed during the unit, to provide a feeling of accomplishment in carrying out the unit's activity, as well as a concrete souvenir of its conclusion.

**Evaluations:** The teacher is provided with many questions whose purpose is to evaluate the degree in which objectives of the unit have been realized and their contribution to the understanding of the child.

In composing the sample evaluation techniques, the writer has followed suggestions and ideas given in the course on Educational Measurements in the Elementary Grades. The forms of these test items are those approved by educators for primary school.

As the individual teacher will personally decide how much of the source material she will use, the samples given will furnish patterns on which to build complete, objective tests to evaluate the unit as she teaches it.

**Additional Instructional Aids:** These provide the teacher with aids in visual and fine-arts areas so productive of learning. In the City of Boston, whose schools tend toward the
The teacher is playing with many children.

In the school, the teacher emphasizes cooperation and teamwork in all activities. The children are divided into groups and work together on various projects.

On the first day of class, the teacher introduces a new science project. The children are excited and eager to learn.

The project is to create a model of a volcano. The teacher explains the different parts of a volcano and how they work together.

The children work in pairs and start building their models. They use paper, clay, and other materials to create their volcanoes.

As the children work, the teacher walks around and helps them when necessary. She encourages them to think creatively and come up with unique ideas for their volcanoes.

The children are having a great time and are very proud of their finished products.

At the end of the day, the teacher shows the children how to clean up their materials and materials and puts them away.
traditional, there will not be much opportunity to take field trips in pursuit of the activities of the units; but often small committees, under proper guidance, will be able to visit stores, docks, truck farms, railroad stations, the Fish Pier, etc., and make reports to the class on their observations.

Moving pictures will also provide visual excursions into the larger world to which the child is being introduced.
The larger names are also printed in large typeface.
CHAPTER IV - UNITS

INDIANS

FOOD

CLOTHING

TRANSPORTATION
CHAPTER VI

INDIANS

FOOD

CLOTHING

TRANSPORTATION
INDIANS

UNDERSTANDINGS TO BE DEVELOPED

1. The Indians lived in America long before the white man came.

2. Indians belonged to tribes, which did not all have the same customs or ways of living.

3. The way of life of the Indian was primitive and hard.

4. Indian parents taught their children how to wrest a living for themselves.

5. Some of the Indians helped the white man and taught him how to grow the food he badly needed.

6. Indians once lived in our section of the country.

7. The Indians had their own way of sending signals and messages, and of keeping records.

8. The Indians had many games and sports like ours.

9. The Indians had high ideals, and a belief in the Great Spirit.

10. The Indian way of life in the United States today is not like that of the old days.
THE INDIAN TODAY IN AMERICA YOUR PICTURE THE WHITE MAN

1. one

2. incredible performance to judge, many of us still have the

same concepts of ways of living.

3. The way of life of the Indian has consisted any part

I never before expressed clearly. I am so much a

4. Indian for trumpery

some of the Indians developed the skills and

5. The man to whom the land is partly a

Indian once lived in our section of the country.

6. The Indians had parts many men at various stages and

messages and of passing reasons.

7. The Indians and many became and broke free even

Great Spirit.

8. The Indian way of life in the United States toward

not like that of the Old Ways.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. A feeling of respect for the Indian and his race.
2. A realization of the Indian's contributions to us.
3. An appreciation of the tribal way of living of the Indians.
4. An understanding of some of the reasons the Indian way of life was different from that of the white man.
5. A respect for the culture of the Indian.
6. An appreciation of the Indian's adjustment to a difficult geographic situation.
7. A feeling of interested curiosity about the lives of other peoples.
8. A realization that men, of whatever race or creed, have much in common and much to gain from one another.
9. A respect for the rights of others and their contributions to the general welfare.
10. A spirit of cooperation toward others, and a desire to do one's part in furnishing information and help to others.
11. An honest admiration and respect for good workmanship, and a desire to improve.
12. An appreciation of the opportunities, comforts, and facilities we enjoy as contrasted with the rugged existence of the Indian.
13. A feeling of accomplishment and success in growing ability to obtain information through one's own efforts and readings. Appreciating the value of books to us in searching for that information.
14. An attitude of interest in, and desire to find, new problems and then seek out the answers to them.
A recent study has shown that the face recognition and

A test of the performance of the system's components, as an

An evaluation of the system's components, as an

A test of the performance of the system's components, as an

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A test of the performance of the system's components, as an

A test of the performance of the system's components, as an

A test of the performance of the system's components, as an

A test of the performance of the system's components, as an
15. An attitude of courtesy as member of a group, and the proper auditor-speaker attitude.
SKILLS AND HABITS TO BE DEVELOPED

1. Growing habits of entertaining self or others through reading.
2. Greater skill in expressive reading.
3. Better pronunciation and enunciation; increased enjoyment and interest in dramatization.
4. Increased ability to make simple announcements and relate stories interestingly.
5. The habit of gaining information through reading.
6. Skill in the use of:
   Table of Contents
   Index
   Dictionary, through the use of the small dictionary given at back of some Third-Grade Reading Books to introduce child to dictionary use.
7. Increased ability to find the main idea or thought in a paragraph.
8. Skill in organizing, in a primary way, the material read.
9. Skill in acquiring and using vocabulary, e.g., about Indians.
10. Habit of attacking the tasks to be done with vigor and interest.
11. Habits of speaking with feeling, and expressively giving meaning and thought.
12. Increased skill in thinking on one's feet while he is speaking.
13. Habits of suiting one's voice to the conditions met, e.g., at suitable rate, with sufficient clarity and loudness.
SKILLS AND ABILITIES TO BE DEVELOPED

- Develop abilities of participating with other children.
- Learn to express feelings.
- Be able to communicate and express oneself in a manner that is receptive.
- Develop ability to make simple spontaneous interactions and reactions.
- Affective understanding.
- The ability of gaining communication through reading.
- Skills in the use of:
  - A table of contents.
  - Index.
  - Dictionary.
  - Ability to use the main index efficiently.
  - Ability to locate specific sections or pages.

- Ability to locate a section in a specific book.
- Ability to use the table of contents and index.
- Ability to locate specific sections or pages.
- Ability to use the main index efficiently.
- Ability to locate specific sections or pages.
- Ability to use the main index efficiently.
- Ability to locate specific sections or pages.
15. Skill in writing sentences and paragraphs.
16. Skill in communicating thoughts through the written word.
17. Habits of using the vocabulary acquired in written work.
18. Increased skill in writing and speaking thoughts with unity and sequence.
19. Habits of neatness and order in written and hand work.
21. Improved skill in representing ideas through drawing and constructing things.
22. Habits of self-control and responsibility in getting along with one's mates, and in environment.
23. Increased ability to represent ideas by drawing and illustration.
24. Increased skill in design work, from use of Indian's ideas on design.
25. Increased ability to construct things desired. Example in this unit: Indian wigwams, canoes, bead work, etc.
26. Recognition of good handwork of others, and use of ideas given for better construction.
27. Understanding that maps tell us something, and ability to read simple maps correctly.
OVERVIEW

In this unit, we are going to study the life of the Indians and their adjustments to their geographic environment. We shall include the types of homes the Indians used in different sections of the country: the tepee, long house, and pueblos or cliff dwellings. We shall view their tribal life with its customs, clothing, hunting, growth of food, communication, and modes of travel. We shall learn about the Indian's culture and belief, and about his forms of recreation. We shall compare the life of the Indian of old with his life today, and note the help the Red Man gave the first white men in our country.
In this case, we are going to work on the site of the
transportation of a substantial amount of grain to
the flour mill. The plan of action as proposed by
the board, were, in fact, the main issues that
were to be addressed. The main issue was to
provide a sufficient supply of grain to the mill,
which was to be achieved by transporting the
grain from the farms to the mill. This was to
be done by using a system of transport that
would ensure a consistent supply of grain to
the mill. The plan was to be implemented in
the following manner:

1. The grain would be collected from the
farms and transported to the storage
facilities.

2. The grain would be stored in the
storage facilities until it was needed.

3. The grain would then be transported
to the mill for processing.

The plan was to be monitored and adjusted
as necessary to ensure that the supply of grain
to the mill was consistent and adequate.

This is the outline of the plan that was
proposed by the board.
OUTLINE

1. Types of Shelter and Way They Were Made
   Wigwam, Tepee
   Long House
   Pueblo
   Hogan

2. Food
   Growing corn, fruit
   Hunting
   Fishing
   Methods of serving and preserving, such as
drying corn, salting fish and meat

3. Clothing
   Materials and methods of preparing skins,
furs, blankets, feathers

   Decorations
   Paint
   Beads
   Headdress
   Designs
   Jewelry
   Wampum Belts

4. Transportation and Communication
   Canoes
   Horses, Ponies, Burros
   Cradle-board for Papoose
   Foot travel
   Travois - for pulling goods
   Trails
   Smoke signals
   Picture writing
   Tom-toms
5. Recreation and Games

Races
Sports - games of skill
Dances

6. Religion

Great Spirit
Totem Pole
Medicine Man

7. Industries

Weaving of rugs, cloth and blankets
Pottery making
Basket making
Manufacture of utensils, tools, weapons

8. Character Traits

Endurance
Bravery

9. Government

Tribal ways and customs
Council
Chief
Brave
VOCABULARY

The Boston Primary Spelling Word Lists include the following, which the children should learn to spell:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Dance</th>
<th>Rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basket</td>
<td>Deer</td>
<td>Run</td>
</tr>
<tr>
<td>Bear</td>
<td>Food</td>
<td>Running</td>
</tr>
<tr>
<td>Boston</td>
<td>Hungry</td>
<td>Shoot</td>
</tr>
<tr>
<td>Camp</td>
<td>Lake</td>
<td>Song</td>
</tr>
<tr>
<td>Camping</td>
<td>Land</td>
<td>Stories</td>
</tr>
<tr>
<td>Carried</td>
<td>Life</td>
<td>Talk</td>
</tr>
<tr>
<td>Carry</td>
<td>Need</td>
<td>Want</td>
</tr>
<tr>
<td>Club</td>
<td>Wood</td>
<td>Write</td>
</tr>
<tr>
<td>Country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crow</td>
<td>Pack</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plant</td>
<td></td>
</tr>
</tbody>
</table>

The following list gives additional words which the children should recognize and understand:

<table>
<thead>
<tr>
<th>Adobe</th>
<th>Brother</th>
<th>Eager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antlers</td>
<td>Campfire</td>
<td>Eagle</td>
</tr>
<tr>
<td>Arrow</td>
<td>Canoe</td>
<td>Earth</td>
</tr>
<tr>
<td>Banquet</td>
<td>Ceremony</td>
<td>Elk</td>
</tr>
<tr>
<td>Bark</td>
<td>Chief</td>
<td>Endurance</td>
</tr>
<tr>
<td>Bed</td>
<td>Cliff</td>
<td>Father</td>
</tr>
<tr>
<td>Beads</td>
<td>Corn</td>
<td>Feasts</td>
</tr>
<tr>
<td>Bear</td>
<td>Council</td>
<td>Feather</td>
</tr>
<tr>
<td>Beaver</td>
<td>Cradle-Board</td>
<td>Fish</td>
</tr>
<tr>
<td>Belt</td>
<td>Creep</td>
<td>Fire</td>
</tr>
<tr>
<td>Birch</td>
<td>Deed</td>
<td>Firefly</td>
</tr>
<tr>
<td>Bison</td>
<td>Deerskin</td>
<td>Forest</td>
</tr>
<tr>
<td>Blanket</td>
<td>Desert</td>
<td>Framework</td>
</tr>
<tr>
<td>Bow</td>
<td>Doll</td>
<td>Friend</td>
</tr>
<tr>
<td>Brave</td>
<td>Dwelling</td>
<td>Fur</td>
</tr>
<tr>
<td>Bright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters</td>
<td>Phonic</td>
<td>Meaning</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>accented</td>
<td>sound</td>
<td>connected</td>
</tr>
<tr>
<td>correct</td>
<td>be</td>
<td>peace</td>
</tr>
<tr>
<td>correct</td>
<td>bee</td>
<td>peace</td>
</tr>
<tr>
<td>correct</td>
<td>been</td>
<td>peace</td>
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<tr>
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<td>correct</td>
<td>been</td>
<td>peace</td>
</tr>
</tbody>
</table>

The following are the spelling words which the pupils
are expected to learn and master.
| herbs | quick | valley |
| Hiawatha | quiet | village |
| hunt | quick | vigorous |
| kill | quill | wampum |
| kindness | quiver | warning |
| kindle | rattlesnake | warrior |
| listening | red | weave |
| long | scalp | wigwam |
| loom | secrets | year |
| maize | shells | yellow |
| meat | sign | |
| medicine | signal | |
| moccasin | sister | |
| moon | skins | |
| mortar | smoke | |
| mountains | spirit | |
| mother | squash | |
| paint | squirrel | |
| papoose | stories | |
| peace | sun | |
| plains | symbol | |
| playthings | tope | |
| picture | tobacco | |
| pounding | tom-tom | |
| Pueblo | totem | |
| tribe | turkey | |
| turtle | | |
1. Through interest aroused during previous unit.
2. Indian pictures around room.
3. Poems about Indians.
4. Stories about Indians -- in Readers and on library shelf, or to be read to children.
5. Approach of Columbus Day or Thanksgiving.
6. Bowl with Indian design, which holds flowers, in classroom.
7. Discussion of moccasin-type shoes people are wearing.
8. Discussion of drums (children take lessons on drum in school) leading to talk of Indian tom-toms.
9. Indian songs.
10. Discussion of basket made by Indians.
11. Discussion of Indian signs and symbols.
12. Discussion of moving pictures.
13. Discussion of local street names, like "Shawmut", etc.
APPROACH

1. Thoroughly investigate current preventive units.
2. Inquire about any new tools.
3. Produce sample material.
4. Establish sound integration - in personnel and in apparatus.
5. To be kept in filaments.
6. Approaches or combinations may or may not be interesting.

Hsome with infrared寂寞, which can detect traces in opposite

7. Discussion of weaknesses - open people to weaknesses.
8. Discussion of home (possibly a home area of interest).
9. Support (keeping the talk of Indian homes.

10. Indian caves.
11. Discussion of present state of Indian.
12. Discussion of Indian allege and equipment.
13. Discussion of working situation.
ACTIVITIES

1. Building Indian homes and villages, wigwams, long houses, pueblos, etc.
2. Draw or construct Indian scenes.
3. Model pottery of Indian design, from clay.
4. Visit Museum and view Indian exhibit.
5. Dramatize stories and legends of Indian life.
6. Make Indian dolls.
7. Make papoose cradle
8. Make Indian canoes.
9. Make map (by more advanced pupils).
10. Weave simple Indian rug or blanket.
11. Paint Indian frieze.
12. Search out and examine pictures of Indian Life.
15. Make a movie about the Indians.
15. Make Indian designs.
16. Write Indian symbols, or picture writing.
17. Make an Indian basket.
18. Arrange bulletin board of pictures or articles about Indians.
19. Read stories and poems about Indians to relate to class.
20. Make group booklet of Indian pictures and stories.

2. Dunn, 1915. Model policies for Indian affairs from Ohio.

3. With American and Indian experience.

4. Unmarked abstracts and fragments of Indian life.

5. Make Indian girls.


7. Make Indian mask.

8. Make a map. (In more advanced outlines.)

9. Make two Indian love or pleasant.

10. Paint Indian figure.

11. Search out any ancient artifacts of Indian life.

12. Make Indian beadwork, blankets, and composite corn-cobs.

13. Take bone from.

14. Make a Navajo speaker. Use Indian.

15. Make Indian basket.

16. Write Indian tapestry or picture writing.

17. Make an Indian beaker.

18. Attractive pottery based on pattern, or applied style or pain. Indian.

19. Keep accounts and become proficient in trade or a store.

20. Make longSocket or Indian shoulder bag, etc.
21. Learn Indian songs and rhythms.
22. Learn Indian dances.
23. Listen to recordings of Indian music.
24. Make vocabulary booklet.
25. Make wampum.
27. Plan and collect materials for exhibit.
28. Dramatize Indian scenes, such as hunting, etc.
29. Grind corn, making mortar and pestle to do so.
30. Make Indian silhouettes.
31. Write letters to other third graces, inviting them to view Indian exhibit or Indian play.
32. Learn poem, "Indian Children", and parts of "Hiawatha".
33. Make collection of pictures of animals connected with Indians.
34. Collect pictures of Indians.
35. Find on map the places in country where Indians lived.
36. Find out how Indian children were trained.
37. Find out meanings of Indian symbols.
38. Make Indian Posters.
39. Do Indian rhythmic exercises.
40. Try reckoning time as Indians did.
41. Write to the Office of Indian Affairs, Department of Interior, for materials about Indians.
42. Make up poems about Indians.
43. Use a ruler to measure the things constructed -- Indian homes, etc.
44. Illustrate stories or poems about Indians.
45. Group telling of stories of Indians.
SUGGESTED EVALUATIONS

Questions the Teacher Should Ask Herself

1. Are the children becoming acquainted with a people, different from themselves, in a way that stresses the similarities between the Indians and us rather than emphasizing the differences?

2. Do they realize that the Indians had to adapt themselves to difficult conditions and, considering those conditions, did well?

3. Do they realize the contribution the Indians made to us, and can they trace some of our ways and recreations back to the Indian?

4. Have they a clear picture of our country as it was years ago, when there were many Indians in this section?

5. Do they understand that geographic environment has an effect on the way people live?

6. Do they realize that people have to work to gain a living, and that the Indians had to work very hard to live?

7. Can the children realize that the life of the Indian today is far different from his life long ago?

8. Are they improving in their reading, language, ability to seek out and report information?

9. Are they gaining a spirit of cooperation and tolerance?

10. Are they better able to work independently and in groups?

11. Is their power of reasoning and judgment growing?

12. Do they understand that inventions and use of resources have greatly changed living since the time when the Indians predominated in our country?

13. Do they realize that the Indians had their own form of religion, as we have ours?
Sample Evaluation Techniques

True-False Statements:

If the sentence is correct, write Yes after it.
If the sentence is not correct, write No.

1. The Indians came here long after the white man.

2. The Indians traveled over the water in big ships.

3. Indians have straight, black hair.

4. Maize is corn.

5. The Indians lived in a wampum.

Multiple Choice:

Draw a line around the words which are correct.

1. An Indian baby was called
   a tepee    a papoose    a warrior

2. The Indian's boat was
   a sail-boat    a canoe    a birch

3. To get food, the Indians
   went to the store    ordered it    hunted it

4. Indians showed the white man how
   to plant corn    to build a house
   to sail a ship

5. Most Indians now live
   on reservations    in subways    in cities

Categories - Identifications:

Make three columns

Homes   Food   People
and place the following words in their correct columns:

- squaw
- corn
- brave
- papoose
- fish
- pueblo
- chief
- wigwam
- deer
- tepee

Riddles:

I can laugh and cry. My mother carries me on her back. Who am I?

It was made out of the covering of a tree. It could take you for a ride on the water. What is it?

Matching for Meaning and Vocabulary:

Match the words in Column 2 that go with the words in Column 1.

- Indian
- baby
- peace
- wigwam
- signal
- turkey

- bird
- chief
- smoke
- maize
- tent
- papoose
- pipe

Completion:

Write the correct words in the spaces.

1. Indians used __________ as we use money.
2. The Indians __________ in the forest.
3. A __________ was made of bark.
4. The Indians wore clothing made of __________.
5. A tepee looks like a __________.

Organization and Evaluation:

From the words below, choose the things we have that the Indians did not have:
any place the following words to spell correct answers:

- beige
- come
- plane
- wheat
- tape
- page

Steps:

1. I can hear and ask. My correct answers are on my page.
2. Who am I?
3. You put a joke on the paper. What is it?
5. Map the words in Column 2 that go with the words in Column 1.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire</td>
<td></td>
</tr>
<tr>
<td>office</td>
<td></td>
</tr>
<tr>
<td>more</td>
<td></td>
</tr>
<tr>
<td>fabric</td>
<td></td>
</tr>
<tr>
<td>believe</td>
<td></td>
</tr>
<tr>
<td>carpet</td>
<td></td>
</tr>
<tr>
<td>believe</td>
<td></td>
</tr>
<tr>
<td>phone</td>
<td></td>
</tr>
<tr>
<td>carpet</td>
<td></td>
</tr>
</tbody>
</table>

Completion:

Write the correct choice in the boxes:

1. In this case we have no new money. ________________
2. In the tissue we have the park. ________________
3. In the tissue more attractive ways of ________________
4. A paper looks like a ________________

Organization and Integration:

From the number pattern choose the answer we have filled the
Campfire  Automobile  Horse  Long House  Caves
Airplane  Tepee  Corn  Meat  Tobacco

Arrange the following facts in their correct order:

Hiawatha rode in his canoe.
The boy went into the forest.
Hiawatha wished to build a canoe.
Hiawatha was careful not to tear the bark.
He chose a birch tree for its bark.
INDIANS

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Phillips, W. S.  *Indian Tales for Little Folks*  
Platt and Munk 1928

Rucker, M.  *Books of the Southwest*  
Augustin 1938

Saloman, J. H.  *Book of Indian Crafts and Indian Lore*  
Harper, 1928

Underhill, R. M.  *First Penthouse Dwellers of America*  
Augustin 1938

Verrill, A. H.  *Our Indians*  
Putnam 1935

Wissler, C.  *The American Indian*  
*The North American Indian*  
Oxford 1938
INDIANS

BIBLIOGRAPHY

Books Useful for the Children

Abeita, L. I Am a Pueblo Indian Girl
Morrow 1939 2 - 3
Children enjoy this story of Indian life.

Bass, F. Stories of Pioneer Life
Heath 1900 Difficult 3
Relations of Indians and early Americans.

Baker, C. and Baker, E. The Earth We Live On
Bobbs, Merrill 1937 Difficult 3
Good story of a boy’s search
for and preparation of food
in the forest.

Becker, L. Dawn Boy of the Pueblos
Winston 1930 Difficult 3
Good story of Zuni Indian boy; a
little difficult.

Beston, H. The Sons of Kai
Macmillan 1926 3
Story told by an Indian.

Bolenius, E. M. Bolenius Reader III
Houghton, Mifflin 1923 3
A story enjoyed by Children.

Brandeis, M. The Little Indian Weaver
Flannagan 1930 3
Story of Navajo Indian life.

Brock, E. L. One Little Indian Boy
Knopf 1932 3
Good story of daily life of an Indian.

Brown, P. War Paint
Scribner 1936 4 - 5
Interesting story of Indian life for more
advanced pupil.
Buff, M. Dancing Cloud
Viking 1937
Beautiful illustrations - Navajo story.

Butler, E. Two Little Navahos Dip Their Sheep
Hale 1937
Excellent illustrations and story of Navajo life.

Carpenter, F. Our Little Neighbors at Work and at Play
American Book 1939
Very good, with excellent illustrations.

Clark, A. N. In My Mother's House
Viking 1931
Fine reading for grade.

Cordts, A. D. New Path to Reading Book III
Ginn 1929
The story of Hiawatha.

Cory, D. Little Indian
Red Feather
Red Feather and Star Maiden
White Otter
Grossett & Dunlop 1934
Good stories of Indian life and customs.

Coryell, H. V. Indian Brother
Harcourt 1935
Easy reading for grade; good story of life of Indians.

Cusack, A. M. and Pennell, M. E. The Children's Own Reader III
Ginn 1936
Interesting Indian life stories included.

Dearborn, F. R. How the Indians Lived
Ginn 1927
Very good reading at this level; fine view of Indian life.

DeHuff, E. Swift Eagle of the Rio Grande
Tay Tay's Tales
Harcourt 1932
Good third-grade-level material. Stories of Southwestern Indians.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>Difficulty</th>
<th>Grade</th>
<th>Notes</th>
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<td>Deming, T. O.</td>
<td>American Animal Life</td>
<td>Little Brothers of the West</td>
<td>1909</td>
<td></td>
<td>1-3</td>
<td>Easy, unusual stories for this grade. Excellent pictures.</td>
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<td></td>
<td>Little Indian Folk</td>
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<td>Red Folk and Wild Folk</td>
<td>Stokes</td>
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<tr>
<td>Deming, T. O. and</td>
<td>Indians in Winter Camp</td>
<td>Indians of the Pueblos</td>
<td>1932</td>
<td>1-3</td>
<td></td>
<td>Simple, enjoyable, reading; pictures of interest and beauty.</td>
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<td>Deming, E.</td>
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<td>Little Eagle</td>
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<td></td>
<td>Red People of the Wooded Country</td>
<td>Laidlaw</td>
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<td>Deming, T. O. and</td>
<td>Indians of the Wigwams</td>
<td>Whitman</td>
<td>1938</td>
<td>1-3</td>
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<td>Very interesting, enjoyable reading; beautiful pictures.</td>
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<td>Eastman, C. A.</td>
<td>Indian Boyhood</td>
<td>Little</td>
<td>1902</td>
<td>Difficult</td>
<td>3</td>
<td>Difficult, but interesting for more advanced children.</td>
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<td>Eastman, E. G.</td>
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<td>Emerson, C. D.</td>
<td>Indian Hunting Grounds</td>
<td>Stokes</td>
<td>1938</td>
<td>Difficult</td>
<td>3</td>
<td>Highly informative.</td>
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</table>
Fish, E.  
*Tepee and Wigwam*  
Follett 1931

Excellent material about life among Northwestern Indians. Good illustrations for poor readers.

Fisher, C. and Langham, N. L.  
*World of Nature*  
Noble & Noble 1935

Difficult

Includes interesting legendary story of Indian corn.

Gates, A. I. and Others  
*The Caravan of Nick and Dick*  
Macmillan 1938

Easy reading.

Gates, A. I. and Others  
*Wide Wings III*  
Macmillan 1939

Delightful story of Indians.

Gates, A. I. and Others  
*Little Bear and the Indian Boy III*  
Macmillan 1940

Stories of the Iroquois.

Gates, A. I.  
*Friends and Workers*  
Macmillan 1945

Revision of *We Grow Up*

Gates, A. E. and Long, A. L.  
*Little Bear, the Indian Boy*  
Macmillan 1946

Good stories of Indian life and customs.

Gates, A. I. and Peardon, C. C.  
*Pueblo Indian Stories*  
Macmillan 1946

Good stories of Indians, their life and customs.

Gifford, J. C. and Payne, E. G.  
*Red Feather’s Adventures*  
Lyons and Carnahan 1938

3

A book of Indian life and tales.

Grady, W. E. and Clapper, P.  
*Stories for Every Day Book II*  
Scribner 1933

2

Easy reading.

Hamilton, A. J. and Harper, W.  
*Pleasant Pathways*  
Macmillan 1937

Easy, enjoyable reading for most children at this grade level.
information. Good information for your teachers.

First, write a story. It's easy to imagine.

Begin a story. Make believe.

Write a story. Make believe.

Continue a story. Make believe.

Develop your story. Make believe.

Give a story. Make believe.

Tell a story. Make believe.

End a story. Make believe.

Check off your homework.

Read your book for homework.
Hanna, P. R. and Others, *Without Machinery*, Macmillan 1939
Interesting story of primitive people.

Hardy, M., *Child's Own Way Series Book II and Book III*, Scribner 1933
Easy reading.

Harrington, M. R., *Dickson Among the Lenape Indians*, Winston 1930
Good reading for advanced children.

Good reading for advanced class.

Very interesting stories and fine illustrations.

Horn, E., *Learn to Study Reader*, Ginn 1924
Very good; includes check-ups.

Hubbard, R., *Queer Person*, Doubleday 1930

Jewett, M., *Hopi, the Cliff Dweller*, McKay 1909
Interesting view of Hopi Indian life.

Juergens, I., *Wigwam and Warpath*, Grossett 1936
Fine stories for advanced child in grade.

Interesting reading for grade.

LaRue, M., *Little Indians*, Macmillan 1934
Very simple; good for seat work and design.
Even good readers enjoy re-reading it.

Meigs, C. L., *The Willow Whistle*, Macmillan 1931
Interesting and enjoyable reading at grade level.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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<td>Moorehead, B.</td>
<td>New World Builders</td>
<td>Winston</td>
<td>1930</td>
<td>Difficult</td>
<td>3</td>
<td>Good stories of Santa Fe Indians; a little difficult for average child in grade.</td>
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<td>Pennell, M. F.</td>
<td>The Cabin in the Woods</td>
<td>Ginn</td>
<td>1936</td>
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<td>Indian program and stories.</td>
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<td>Pomero, M.</td>
<td>Around an Iroquois Fire</td>
<td>Stokes</td>
<td>1923</td>
<td></td>
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<td>Tales of interest to children of this grade level.</td>
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<td>Quinn, V.</td>
<td>War Paint and Powder Horn</td>
<td>Stokes</td>
<td>1929</td>
<td>Difficult</td>
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<td>Highly interesting stories for advanced child.</td>
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<td>Schacheri, M. and Schacheri, M.</td>
<td>Indians Today</td>
<td>Sanborn</td>
<td>1936</td>
<td>Difficult</td>
<td></td>
<td>Difficult, but excellent for research by bright pupils.</td>
</tr>
</tbody>
</table>
Stafford, C. and Rucker, P.  *My Indian Art Book*  
Laidlaw 1940  
Interesting for pictures, etc.

Standing Bear, L.  *My Indian Boyhood*  
Houghton 1931  
Difficult 3

Stratton, F. and Reid, B.  *When the Storm God Rides*  
Scribner 1936  
Indian legends of medium difficulty.

Suzzalo, H. and Freeland, G.  *Fact and Story Reader*  
American Book 1930  Difficult 3  
Interesting stories of Indian life and legends.

Taylor, F. L.  *Two Indian Children of Long Ago.*  
Beckley - Cardy 1920  
Good stories and legends of life among Indians.

Wade, M. H.  *Our Little Indian Cousin*  
Page 1905  Difficult 3  
Good stories on Indian life, clothing, travel.

Wiley B.  *Mewanee, the Little Indian Boy*  
Silver, Burdett 1912  
Children enjoy this book.

Wiley E. and Others  *Children of the Cliff*  
Appleton 1905  Difficult 3  
Excellent illustrations.

Wilfy, B.  *The Little Indian Boy*  
Silver, Burdett 1912  
Stories of the life of an Indian boy and the customs of his tribe, with good illustrations.

Wilson, F. N.  *The White Indian Boys*  
World 1919  Difficult 3  
Excellent stories and illustrations of Western Indians.

Wissler, C.  *Indian Life of the United States*  
Doubleday 1941  Difficult 3  
Description of tribal living.
INDIANS

OTHER INSTRUCTIONAL AIDS

Poems

Hubbard, A. and Babbit, A.  The Golden Flute
   Day 1932

Chairs  p 202
Hiawatha's Childhood  p 203
Indian Children  p 205

Songs

Glenn, M. and Others  Rhythms and Rimes - enlarged edition
   Ginn 1943

Deep in the Forest  p 8 d
The Eskimos  p 21
Indian Harvest  pp 38-39
Indian Lullaby  p 76
Indians  p 116
Snake Dance Song  p 8 n

Phonograph Records

Butterfly Dance (Hopi Indian)  Victor Record 22174
By the Waters of the Minnetonka  21972
Dance Song (Omaha Indian)  22174
From the Indian Lodge  20342
From the Land of the Sky Blue Waters  1115
Grass Dance (Blackfeet)  17611
Hopi Indian Chanters  20043
Love without Tears (Cheyenne)  21972
Medicine Song (Blackfeet)  17611
Pueblo Lullaby (Wium)  21972
Shuffling Feet (Sioux)  22174
White Dog Dance  17611
Aooch (Pueblo Indian Love Song)  22316
By the Weening Waters (Chippewa Mourning
   Song)  22316
Deer Dance (Rouge River Indian)  22174
Her Blanket (Navajo Indian)  22316
Her Shadow (Ojibway Canoe Song)  45495
Hiawatha's Childhood  35849
Lover's Wooing (Zuni Blanket Song) Victor Record 20983
Natoma 70049
Shawnee Indian Hunting Dance 22144
Spring Song of the Robin Woman 45495
Sunrise Call (Zuni) 20983
War Dance (Cheyenne) 22144

Stereographs

Primary Set
Nos. 98, 158, 168, 169, 182, 204, 244, 263, 255, 328

Motion Pictures

Indian Life Today (Our Colorful World Series) B. & H. 1941
15 min - 16 - si
Zuni Indian life. Excellent.

Little Indian Weaver (Children of All Lands Series) 1929
Films of Commerce
15 min - 16 - si $24
35 - si - nf - $60
Interesting; Indian lore and customs.

Navajo Children Erpi 1938
11 min - sd
Excellent; shows clothing, homes, customs of Navajos.

Navajo Indians Coronet 1943 $75
10 min - 16 - sd - color
Navajo's daily life; weaving and silver work.

Navajo Sand Painting B. & H. 1941 $36 (Rent $1.50)
10 min - 16 - sd
(color - 16 - sd - $60 (Rent $3)
Good picture of shepherd hogan and medicine man's rites.

Pueblo Dwellers Eastman 1931
15 min - si
Clothing, customs, culture, food, and crafts of Pueblo Indians.

Wee Anne Sees the Indians Cinegraphic Rent $2.50 1937
15 min - 16 - si
Child's visit to Taos and Navajos.
INDIANS

FREE MATERIALS

The teacher or children may write to the following companies for free materials, which include posters, pamphlets, charts, exhibits, models:

U. S. Department of Agriculture
Washington, D. C.

*Junior Red Cross Headquarters
Washington, D. C.

Office of Indian Affairs
Department of Interior
Washington, D. C.

Santa Fe Railroad Company
Santa Fe, New Mexico

*Write requesting assignment to an Indian school for purposes of correspondence, etc.
INDEX

CHARTERED IN

The purpose of this organization is to foster the following goals:

1. Creative expression
2. Department of Administration
   a. Department of Administration

3. Department of Information
   a. Office of Information

Serves as Klickitat County
Secretary, The New Mexico
FOOD

UNDERSTANDINGS TO BE DEVELOPED

1. Many kinds and large quantities of food are needed by the people in a large city like Boston.

2. Many workers are engaged in the growing and processing of our foods.

3. Many people are needed to transport and sell food.

4. Years ago, people had to grow and prepare their own food.

5. Modern inventions and methods of preservation have brought about the transportation of food long distances to market.

6. Laws protect people by making cleanliness in transportation and packing of foods mandatory.

7. Our country is blessed with an abundance of foods, and helps to provide for many other peoples in addition to our own.

8. Food goes through many hands and processes before it arrives at our table.

9. Children and grown-ups need the proper foods to build strong, healthy bodies, and should learn and practise correct manners in eating.

10. Man has proven ingenious in learning newer and better methods to cultivate, harvest, prepare and preserve foods.
OLD

UNDERSTANDING OF DEPLOYMENT

1. Many people are eager to take the lead and succeed.

2. Many more are eager to share the experience.

3. May our lead.

4. Many people are eager to take over and lead.

5. Many more are eager to share the experience.

6. May our lead.

7. Many people are eager to take the lead and succeed.

8. Many more are eager to share the experience.

9. May our lead.

10. Many people are eager to take the lead and succeed.

11. Many more are eager to share the experience.

12. May our lead.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. A realization of the large number of people who work to produce our food.

2. An appreciation of the farmer and his work.

3. An appreciation of nature and its contribution in our food requirements.


5. An appreciation of the comforts and luxuries of the present as contrasted with the hardships and deficiencies of the past.

6. A feeling of respect and admiration for the laborer who produces what we require.

7. A realization of what a rich storehouse our country is.

8. A realization of the work involved in growing, processing and transporting our food.

9. An increasing realization of the importance of food in the modern world.

10. A realization of the significance of new methods of preservation and transportation of foods.

11. A realization of the importance of our country in providing food for people throughout the world.

12. A feeling of development in one's ability to obtain information to answer questions which arise.


15. A desire to contribute to the work of the group.
A reflection of the large number of people who work to

1. Prove our need

2. The participation of the learner and the work

3. An expression of the nature and the contribution to our local
tobacco economy

4. An expression of the community's interests in maintaining new markets

5. An expression of the community's interests and functions of the present

6. A cooperation with the participation and collaboration of the people

7. A reflection of the need to be cooperative and collaborative in the

8. A reflection of the need to be cooperative in the training, preparation,

9. A reflection of the need to be cooperative in the preservation

10. A reflection of the need to be cooperative in the practice of the

extracting and processing of tobacco

11. A reflection of the need to be cooperative in the practice of our country in

12. A reflection of the need to be cooperative in our country in

13. A reflection of the need to be cooperative in our country in

14. A reflection of the need to be cooperative in our country in

15. A reflection of the need to be cooperative in our country in

16. A greater confidence to do the work of the country
SKILLS AND HABITS TO BE DEVELOPED

1. Improved skill in use of primary Dictionary, Encyclopedia, Table of Contents and Index.

2. Greater ease in organizing and evaluating material.

3. Further interest and enjoyment in reading, both silently and orally.

4. Increased ability to follow directions.

5. Greater competence and independence in doing research work.

6. Skill in the understanding and use of the vocabulary of food.

7. Increased ability to organize and express one's ideas orally.

8. Greater skill in organizing and writing thoughts with unity and interest.

9. Growing skill in expressing ideas through drawing and simple construction.

10. Increased ability and poise in expressing ideas to group.

11. Greater initiative in group work.

12. Growing habits of recognition and respect for the opinions, contributions, and artistry of others in the group.

13. Increased ability and desire to produce neat work.

14. Greater habits of self control, getting along in group and environment.
THE BEST WAY TO BE DEVELOPED

1. Improvement skill in use of primary development stages.
2. Speed of comprehension and understanding.
3. Greater ease in expressing and understanding questions.
4. Greater interest and enjoyment in reading, paper style.
5. Any activity.

A. Increase ability to follow suggestions.
B. Greater comprehension and independency in work reception.
C. SKILL IN THE UNDERSTANDING ANY NEED OF THE ACCOMPANY OF
   1. Improvement ability to originate and exercise one's ideas
   2. Originality.
   3. Greater skill in observation and with changes with
   4. Growing skill in expression these concepts.
   5. Simple comprehension.
   6. Improvement skill and scope in expression ideas to stand.
   7. Greater initiative in local work.
   8. Greater skill in recognition and respect for the opinion.
   9. Improvement and success of opinion in the group.
   10. Improvement ability and habit to change most work.
   11. Greater haste of self control, better score in work and
OVERVIEW

In this unit we are going to study food, its sources, and production. We shall recognize the importance of food in our lives. We shall study the ways in which food is produced and the work of the people who produce it. We shall learn of the various ways it is processed for consumption. We shall realize the importance of its transportation to our markets. We shall study the ways we, in the city, procure it. We shall contrast modern methods of food production with those of former days.
OUTLINE

1. Necessity of Food to Life
   Half of primitive man's life spent in hunting, trapping, fishing, to provide food for family
   Present-day abundance -- social aspect of meal time -- table manners

2. Kinds of Food
   Vegetables
      Various kinds - how grown
      Importance of farmer
   Meats
      Various kinds and their sources
      Importance of cowboys and herdsmen
      Importance of those who prepare meat for market
   Grains
      Various kinds and their uses - flour, cereals, etc.
   Dairy Foods
      How obtained and treated for use
   Fruits
      Various kinds - how grown and processed
   Fish
      How obtained and handled
      Importance of Boston in Fishing Industry
   Other Foods
      Tea, Coffee, Cocoa, Spices, Salt, Sugar, etc.
      How obtained and processed
OUTLINE

I. Necessity of Food to Life

II. Harm of Malnutrition and the Effects of Malnutrition

A. Malnutrition

1. Definition and Description

B. Implications of Malnutrition

1. Physical Impacts

2. Psychological Impacts

III. Proper Source of Meat

A. Variety of Cuts

1. Different Cuts and Their Benefits

B. Importance of Proper Selection

IV. How to Cook

A. Variety of Cuts

B. Methods of Cooking

C. Seasoning and Topping

V. Why Offered and Prepared

A. Importance of Proper Preparation

1. Benefits of Proper Preparation

B. Nutrition and Health Implications

C. Market for Prepared Foods

1. Demand and Supply

D. How to Plan and Prepare

E. Seasonal Considerations

1. Timing of Preparation

F. Proper Cooking and Processing

1. Techniques for Different Cuts

G. Importance of Proper Cooking

1. Safety and Nutritional Value

H. Proper Temperature and Storage

1. General Principles

IV. Nutrition

A. Protein

1. Sources and Benefits

B. Carbohydrates

1. Types and Functions

C. Fats

1. Types and Health Implications

D. Vitamins

1. Sources and Functions

E. Minerals

1. Sources and Health Benefits

F. Water

1. Importance and Sources

V. Market

A. Demand and Supply

1. Price and Availability

B. Marketing and Distribution

1. Distribution Channels

C. Production and Availability

1. Seasonal Production

D. Import and Export

1. Trade Relationships

VI. Conclusion

A. Summary of Key Points

B. Key Takeaways

1. Importance of Proper Preparation

2. Benefits of Proper Nutrition

3. Health Implications of Malnutrition

4. Proper Cooking Techniques

5. Importance of Seasonal Considerations
3. Many Processes Used on Foods

   Preserving
   Canning
   Refrigeration
   Packaging
   Transporting
   Cooking

4. Importance of America as a Storehouse of Food

   Need to share food with others

5. Stores Selling Foods

6. Importance of Food for Building Healthy Bodies
The scope of the unit as presented by the teacher herself will be the gauge as to the number of words the children need and wish to know.

The following words from the Boston Primary Grades Spelling Lists should be learned by the children:

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<td>south</td>
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</table>

Specific words appear for learning of the alphabet.
1. Through discussion of what we eat for breakfast.
2. Through discussion of Thanksgiving at elementary school.
3. Through activities of food: apples, oranges, using. Also, brought in to children for related work.
4. Through work which is standardized on school level.
5. Through studies about food or food in various countries or nutrition.
6. Through pleasurable use of food and food production displayed about the room.
7. Through discussion of grocery bags for families.
8. Through daily discussion.
9. Through situations involved in some purchases.
10. Through having pictures prepared by food.
11. Through magazine advertising pictures.
12. Through discussion of the importance of parent.
13. Through a grocery store that includes by food.
14. Through discussion leading to interest in types of foods.
15. Power about food.
16. Through songs about food.
17. Examination of moving pictures about food and the preparation.
APPROACH

1. Through discussion of what we had for breakfast.
2. Through discussion of Thanksgiving or Christmas feasts.
3. Through articles of food: apples, oranges, cookies, etc., brought in by children for recess lunch.
4. Through milk which is distributed in school daily.
5. Through stories about food or farm in basal readers or library books.
6. Through pictures of food and food production displayed about the room.
7. Through discussion of errands done for Mothers.
8. Through health discussion.
10. Through moving picture pertaining to food.
11. Through magazine advertising pictures.
12. Through discussions of the occupations of parents.
13. Through a previous unit that alluded to food.
14. Through discussion leading to comment on food of pets.
15. Poems about food.
16. Through songs about food.
17. Discussion of moving picture about food and its production.
ACTIVITIES

1. Collect pictures of foods.

2. Study pictures, slides, stereographs and motion pictures about food, and list interesting questions evolving from the study.

3. Collect labels from food cans, packages, etc.

4. Bring in advertisements of food.

5. Collect pictures of animals from which we obtain food.

6. Discuss a visit to a farm, the work of the farmer in food production.

7. Collect pictures of plants and trees from which we obtain food.

8. Collect pictures of food we procure from the sea.

9. Make booklets comprising pictures of various foods and their sources.

10. Discuss work of parents who take part in the production, transportation or marketing of food.

11. Interview neighborhood storekeepers about their avenues of food procurement.

12. Discuss and list the various dairy products and by-products.

13. Make booklets of different categories of food -- a meat, a fruit, a vegetable booklet, etc.

14. Discuss and make a booklet showing various workers who grow, transport, process, or sell our foods.

15. Make a booklet showing types of food conveyance: trucks, freight trains, fishing boats, freighters, airplanes.

16. Trace the foods from their growth-source to our tables.
1. Collect pictures of trees.
2. Enlist pictures of butterflies and insects and motion pictures.
3. Paint a picture of two trees.
4. Make a composite picture of various trees and plants.
5. Make a pencil picture of a tree and a plant.
6. Describe a plant by the work of the laboratory in your kindergarten.
7. Collect pictures of plants and trees that can be found in the country.
8. Collect specimens of plants that can be found in the country.
9. Collect specimens of plants that can be found in the country.
10. Record work of plants and animals in the laboratory.
11. Investigate neighborhood and make a composite picture of various trees and plants.
12. Make a pocket notebook about the trees and plants in your neighborhood.
13. Make a pocket notebook about the trees and plants in your neighborhood.
14. Make a pocket notebook about the trees and plants in your neighborhood.
15. Make a pocket notebook about the trees and plants in your neighborhood.
16. Make a pocket notebook about the trees and plants in your neighborhood.
17. Make a pocket notebook about the trees and plants in your neighborhood.
18. Make a pocket notebook about the trees and plants in your neighborhood.
17. Begin to study and interpret simple maps about food production.

18. Discuss the various ways of processing and preserving of foods.


20. Search for information in answer to important questions that develop.

21. Consult dictionaries and books provided, for information about food.

22. Report to class on material found.

23. Learn about ways of measuring foods: pound, dozen, pint, quart, bushel, etc.

24. Write short reports on material found.

25. Make a booklet of stories about food.

26. Write to business firms for necessary data on food.

27. Write letters to another class or to parents, inviting them to see exhibit, play, or movie about food presented as a culminating activity.

28. Grind wheat into flour in school, churn cream into butter, etc.

29. Draw pictures of farm life and of the production of foods.

30. Draw pictures of animals from which we obtain foods.

31. Draw pictures of community helpers who assist in providing our foods: cowboy, milkman, grocer, etc.

32. Make a class movie about food and its production. It can be a "talkie" with children acting as narrators of the scenes shown.

33. Make charts and pictures showing foods that are healthful.

34. Draw and label a set of pictures showing food from bakery, meat market, grocery, fruit store, etc.

35. Make a classroom frieze or border illustrating various phases of food production.
To start any interest group some topics to consider:

- What are the advantages and disadvantages of a school-based interest group?
- How can interest groups be used to improve student engagement?
- What are the potential benefits of interest groups for school improvement?
- How can interest groups be used to promote student leadership?

School groups need to be prepared for success. Prepare a plan for success by:

1. Setting clear goals and objectives
2. Identifying key stakeholders
3. Developing a strategic plan
4. Establishing a timeline
5. Assigning roles and responsibilities
6. Allocating resources
7. Monitoring progress
8. Evaluating outcomes

Group leaders can help students develop leadership skills by involving them in the planning and execution of activities. Here are some key strategies:

- Encourage active participation
- Provide opportunities for decision-making
- Foster a sense of ownership
- Recognize and reward achievements
- Support personal growth

Make a classroom forum or poster for sharing information and ideas.
36. Sing songs about the preparation and cooking of food.

37. Sing songs about food, farmers, food salesmen, etc.


39. Dramatize work of community members who produce and deliver our foods: farmer, cowboy, fisherman, grocer, milkman, etc.

40. Compose original poems about food and food workers.

41. Construct a table farm, a grocery store, etc., for class play.

42. Prepare posters about food.

43. Prepare scenery and produce a play about food and food workers.

44. Dramatize scenes about the First Thanksgiving Feast, telling how foods were grown, hunted, prepared and served.

45. Dramatize a Thanksgiving feast of the present, telling of sources, preparation and serving of foods.
SUGGESTED EVALUATIONS

Questions the Teacher Should Ask Herself

1. Do the children understand that food has always been necessary to life?

2. Do they understand primitive man's methods of obtaining food by hunting, fishing, trapping, or growing it?

3. Are they appreciative of the fact that many people work to provide our food and that it must pass through many hands before it reaches our tables?

4. Do they understand that today their parents have to work to get money to buy their food?

5. Do they understand the necessity of right eating habits, and the ways man has provided for greater eating comfort through good table manners and social conversation at meals?

6. Do they understand the importance of transportation and of care in handling foods?

7. Do they understand the ways man has of preserving foods?

8. Are they cognizant of the various kinds and sources of our foods?

9. Do they appreciate God's bounty in providing us with "our daily bread"?

10. Are they gaining a realization of the great storehouse of food our country is, and of our ability to provide food for people of other nations?

11. Do they appreciate the part of the farmer and of the other workers in providing us with food?

12. Do they understand that geography and climate affect the types of food grown in various places?

13. Are they gaining a knowledge of the best foods for their health and growth?
Do the students appreciate that this is the first day of the school year?

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Do the students appreciate that this is the first day of the school year?

Do the students appreciate that this is the first day of the school year?
14. Are they forming the habit of eating well-balanced meals?

15. Are they developing habits of group cooperation and initiative, as well as greater independence in reference-reading to obtain information.

Sample Evaluation Techniques

True-False Statements:

If the sentence is correct, draw a line under Yes.
If the sentence is not correct, draw a line under No.

1. The farmer grows vegetables. Yes No
2. The farmer has many airplanes. Yes No
3. Farmers get milk from cows. Yes No
4. Farmers have barns. Yes No
5. Farmers work on liners. Yes No

Multiple Choice:

Draw a line around the words which are correct.

1. Food is grown in airplanes on farms in subways
2. We get beef from pigs reindeer cattle
3. Horses need to eat hay ice cream insects
4. We get fish from the air the sea the ground
5. We get flour from meat vegetables wheat
Sample Examination Techniques

True-False Examination

If the sentence is correct, draw a line under Yes.
If the sentence is not correct, draw a line under No.

Yes No
The text is from magazine Year
No Yes
The text is from year 2022
No Yes
It contains the word more
Yes No
It contains the word less
Yes No
It contains the word art
Yes No
It contains the word strike

Multiple Choice

Draw a line under the more words are correct.

No Yes
In this exam, no names in support
We see a list from
I am a beginner at age
It is necessary to eat
They need me to eat
He needs a pen
We eat to eat
We eat from the enzyme
We eat from the prepare meal
Categories - Identifications:

Make three columns

<table>
<thead>
<tr>
<th>Meat</th>
<th>Fish</th>
<th>Grain</th>
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and place the following words in their correct columns:

beef, pork, rice, cod, veal, mackerel, wheat, haddock

Riddles:

I grow food and vegetables for you. I live in the country. Who am I?

I take care of many animals on the wide range. I ride a horse. Who am I?

Matching for Meaning and Vocabulary:

Match the words in Column 2 that go with the words in Column 1.

A butcher grows food
A farmer prepares meat for us
A cowboy drives food to market
A truck driver herds cattle
A dairyman prepares our milk, butter, cheese

Completion:

Write the correct words in the spaces.

1. To keep food a long time, we ____________ it.
2. We get ____________ from cows.
3. A carrot is a _________________.
4. We get pork from _________________.
5. Rye is a _________________.
Write the correct words in the blanks.

I. To keep look a long time, we need stay from near. (far, near)

2. A e eet to a c eet. (exact, largest)

3. We eat pork from a eet. (exact, largest)

4. She is a lady.
Organization and Evaluation:

From the words below, choose the things a farm has.

barn  animals
poultry  subway
skyscraper  liner
silo  vegetables
mayor  harvest

Arrange the following facts in their correct order.

The farmer gathers the harvest.
The farmer plows the land.
The farmer cultivates the plants.
The farmer plants the seeds.
The farmer brings the vegetables to market.
The farmer puts the vegetables in his truck.
A recent study finds that the presence of a pet in the home can have significant benefits for children's emotional well-being.

The study, conducted by researchers at the University of California, found that children who have pets are more likely to enjoy better mental health, experience reduced levels of stress, and exhibit improved social skills. The research also suggests that the role of pets in the household can be a positive influence on children's overall quality of life.

The findings are supported by anecdotal evidence from parents and educators who have observed the positive effects of pets on their children. One parent commented, "My child has become more responsible and compassionate since getting a pet. It's amazing how much our bond has grown."

Another teacher noted, "Our school has started a pet therapy program, and the response has been overwhelmingly positive. The children are more engaged in their learning, and the overall atmosphere in the classroom has improved.

The study's lead researcher, Dr. Sarah Baker, emphasizes the importance of incorporating pets into family life as a way to enhance children's emotional development. "Pets offer a unique opportunity to teach children about empathy, responsibility, and love," she said. "Our findings suggest that the presence of pets in the home can be a valuable tool in promoting children's mental health and well-being.

In conclusion, the study's results reinforce the idea that pets can play a significant role in children's emotional and social development. As families consider the decision to adopt a pet, they may find that the benefits for their children far outweigh the challenges associated with pet ownership.

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FOOD

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since 1938

Introduction to the Greek Language
Boase, 1874. and Massey, C. G.

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of the Gospel in Foreign Parts

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Mantleman, 1895

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Grammarian, 1902

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Textual and Critical Evidence

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"Picture your soul "how our people are led.

Inches of Wife for Tenpence."

Greege, E. The Teacher's Manual of the New

Kettel, A. and Jacobs, E. M. 1911

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Ginn 1945
Food in health care.

Atwood, W. W. and Thomas, H. G. Neighborhood Stories
Ginn 1944 Difficult 3
Contains stories about various kinds of food.

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Follett 1937 3
Interesting stories of food through the years.

Beaty, J. Y. Story Pictures of Our Neighbors
Beckley - Cardy 1938 2 - 3

Beaty, J. Y. Story Pictures of Farm Work
Beckley - Cardy 1940 1 - 2

Beaty, J. Y. Story Pictures of Farm Foods
Beckley - Cardy 1941 2
Excellent pictures and stories of foods we get from the farm.

Beauchamp, W. L. All Around Us.
Scott, Foresman 1935 1 - 2
Excellent pictures - food gardening.

Beauchamp, W. L. Look and Learn
Scott, Foresman 1943 1 - 2
Contains stories about food - excellent pictures.

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Scott, Foresman 1945 3
Excellent pictures

Blough, G. O. Doing Work
Row, Peterson 1943 Difficult 3
Contains a story about wheels.
FOOD

BAILILOPHONE

Book, useful for the musician

Determine 7. M. Grow up to any section

5 days, and keep case.

Wood, W. and Irvine, H. C.

Grain 1968

Consume especially sport varieties

Kinds of food

Battle's R. Cane, Castle and College

Insecticides - see below for prompt use

Best, J. Y.

Exact pictures of your neighbors

4-

Recklen - Catchy 1968

Best, J. Y.

Exact pictures of your house

3-

Recklen - Catchy 1967

Best, J. Y.

Excellent pictures of exteriors of homes we rent

1st

Hunter's W. R.

All, Altoona U.

Excellent pictures - Look everywhere.

Hunter's W. R.

Look and paint

1st

Excellent pictures - Look patiently

Hunter's W. R.

Knee to Gro Knap

2ND

Excellent pictures

Money's O. O.

Drown Worse

Consume a craft sport meal

Dillmoll 2

Economy's 1948

American 1948

Worried care.

Dillmoll 1

American 1948

Worried care.
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<td>Blough, G. O.</td>
<td>Useful Plants and Animals</td>
<td>Row, Peterson</td>
<td>1945</td>
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<td>Brock, W. L.</td>
<td>To Market! To Market!</td>
<td>Knopf</td>
<td>1930</td>
<td>2 - 3</td>
<td>Very good pictures and stories of food.</td>
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<td>Cannon, E. and Whiting, H. A. J.</td>
<td>Some Rural Community Helpers</td>
<td>Dutton</td>
<td>1938</td>
<td>3</td>
<td>Excellent stories and pictures of the work of farmers.</td>
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<td>Charters, W. and Others</td>
<td>Through the Year (Health and Growth Series)</td>
<td>Macmillan</td>
<td>1941</td>
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<td>Stories about good foods.</td>
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<td>Dale, J.</td>
<td>Peter, Peter, Pumpkin Grower</td>
<td>Doubleday</td>
<td>1937</td>
<td>3</td>
<td>Good reading for grade - about food growing.</td>
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<td>Dalgliesh, A.</td>
<td>Little Wooden Farmer</td>
<td>Macmillan</td>
<td>1930</td>
<td>3</td>
<td>Children enjoy this book.</td>
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<td>Dearborn, F.</td>
<td>How the Indians Lived</td>
<td>Ginn</td>
<td>1927</td>
<td>3</td>
<td>Very interesting and explanatory material.</td>
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<td>Dopp, K. E.</td>
<td>Bobby and Betty with the Workers</td>
<td>Rand</td>
<td>1923</td>
<td>3</td>
<td>Contains an informative section about foods.</td>
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English, M. **Jo-Boy**
Johnson 1935
Good stories about the farm and the store.

Garrard, P. **Banana Tree House**
Coward - McCann 1938
Highly informative and interesting.

Gates, A. I. and Others **Wide Wings**
Macmillan 1938 Difficult 3
Excellent story of the banana.

Gates, A. I. **Friends and Workers**
Macmillan 1945 2 - 3
Story about fishing, gardening.

Gates, A. I. **Good Time on Our Street**
Macmillan 1945 1 - 2
Contains a story about playing store.

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Macmillan 1945 Difficult 3
Excellent story of the banana. This is a revised edition of **Wide Wings**.

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Winston 1936 1 - 2
About buying foods; good.

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A revision of the Elson-Gray Basic Readers. Story of Refrigeration.

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Interesting stories of food in a center of population.

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Stories about cows.

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Interesting stories of farm life.

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Excellent pictures.
Hartell, J. A. Over in the Meadow
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Music, pictures and poetry.

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Tells the story of bread, milk, meat.
Pictures may be used with opaque projector.

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Honey
Sugar
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Tells about the preparation of milk.

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Stories about the production of farm food.
Harry, I'm the man who
assigned to the tank
Army, 1911

Operations and actions of tank
from planning to patrolling and home use.

Harry M. B. Reeves, the Milk Horse
American Bank 1911
Tell how the gathering of milk to the city.

Primitive Tanks

Postal from Century

October Harvest

Taste Harvest and Wiring

Inhabitants of Cooperate Service
210 West First Street, New York City
30 to 50 cents each

Lawson E. W. Derry

American E. Derry 1912
Tell how to prepare the protection of milk.

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Tell what happens to the protection
of farm building.
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1 - 2
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2 - 3
Stories about the preparation and selling of foods.

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Includes interesting stories about food for teacher to read to children.

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Book II Heath 1944
2 - 3
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1 - 2
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Difficult 3
Contains stories of food and its production and processing.

1 - 2
The place of food in health.
<table>
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<tr>
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<tr>
<td>Onton, H. F.</td>
<td>Danny's Country Store</td>
<td>Stokes</td>
<td>1935</td>
<td>2-3</td>
<td>Tells about the selling and other activities of a store.</td>
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<tr>
<td>Pease, J. V.</td>
<td>The Book of Food</td>
<td>Nelson</td>
<td>1938</td>
<td>3</td>
<td>Excellent pictures and descriptions of the production and processing of foods.</td>
</tr>
<tr>
<td>Perry, J. and Slauson, C.</td>
<td>Milk Production</td>
<td>Longmans-Green</td>
<td>1938</td>
<td>Difficult 3</td>
<td>Rather difficult text, but excellent pictures about the various processes from milk to butter making.</td>
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<td>Petersham, M. and Petersham, M.</td>
<td>Story Book of Food</td>
<td>Winston</td>
<td>2-3</td>
<td></td>
<td>Excellent pictures and stories.</td>
</tr>
<tr>
<td>Read, H. S.</td>
<td>Grandfather's Farm</td>
<td>Scribner's</td>
<td>1928</td>
<td>1-2</td>
<td>Good description of the growing of foods.</td>
</tr>
<tr>
<td>Read, H. S.</td>
<td>Mr. Brown's Grocery Store</td>
<td>Scribner's</td>
<td>1929</td>
<td>1-2</td>
<td>Tells stories of source, preservation and selling of foods.</td>
</tr>
<tr>
<td>Robinson, W. W.</td>
<td>On the Farm</td>
<td>Macmillan</td>
<td>1939</td>
<td>2-3</td>
<td>Good explanations of farm life and work.</td>
</tr>
<tr>
<td>Serl, E.</td>
<td>In Rabbitville</td>
<td>American Book</td>
<td>1930</td>
<td>2-3</td>
<td>About baker, iceman and farmer.</td>
</tr>
<tr>
<td>Smith, N. B.</td>
<td>From Sea to Sea</td>
<td>Silver, Burdett</td>
<td>1935</td>
<td>Difficult 3</td>
<td>Contains a story about peanuts.</td>
</tr>
</tbody>
</table>
Smith, N. B.  Supplementary Pamphlets:
   Cluck-Cluck's Egg
   From Farm to Garden
   Milk for the City
   Peanuts and Popcorn
   The Story of Corn
   The Story of Hay
   The Story of Potatoes
   The Story of Wheat
   The Baker Makes Bread
Silver, Burdett  1938  1 - 2
Supplementary pamphlets to accompany books in the Unit - Activity Reading Series.
Very informative - good illustrations.

Smith, N. B.  In City and Country
Silver, Burdett  1940  1
Excellent stories about foods - growing, transportation and selling; easy reading.

Smith, N. B.  In New Places
Silver, Burdett  1945  2 - 3
Includes a story of the banana.

Smith, J. R.  Home Folks Part II
Winston  1934  Difficult  3
Good descriptions of preparation and selling of food.

Storm, G. E.  Neighbors and Helpers
Lyons and Carnahan  1939  3
Stories of production and preservation of foods.

Tippett, J. S.  Henry and His Friends
World Book  1939  1
Tells about the city grocery store.

Tippett, J. S.  Here and There with Henry
World Book  1943  2 - 3
Contains a story about a chicken hatchery and about foods.

Tousey, Sanford  Cowboy Tommy's Roundup
Doubleday, Doran  1934  2 - 3
Explains care of cattle and shipping to stockyards.

Tousey, Sanford  Cowboy Jimmy
Merrill  1935  2 - 3
Highly interesting story of cattle range.
Waddell, J. F. and Others  
*Helpers*

Macmillan 1938  
2 - 3  
Story of milk, bakery, wheat, fruit.

Webster, H. H. and Polkinghorne, A. R.  
*What the World Eats*

Houghton, Mifflin 1938  
Difficult 3  
Rather difficult text, but good stories and descriptions of food, including spices.

Wilson, C. C.  
*Healthy and Happy*

Bobbs-Merrill 1942  
2  
The story of food in health.

Wolf, J. and Holmes, M. C.  
*The Groceryman*

Noble 1939  
2  
The story of children's visit to a grocery store, and the one they made for their own classroom.

R. B. H. and Others: 'Helps to War, 1928: Report of the Department of Agriculture, Work, etc.'

W. B. H. and Others: 'Helps to War, 1928: Report of the Department of Agriculture, Work, etc.'

R. B. H. and Others: 'Helps to War, 1928: Report of the Department of Agriculture, Work, etc.'

W. B. H. and Others: 'Helps to War, 1928: Report of the Department of Agriculture, Work, etc.'

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W. B. H. and Others: 'Helps to War, 1928: Report of the Department of Agriculture, Work, etc.'

W. B. H. and Others: 'Helps to War, 1928: Report of the Department of Agriculture, Work, etc.'
FOOD

OTHER INSTRUCTIONAL AIDS

Poems

Hubbard, A. and Babbit, A. The Golden Flute Day Company 1932

The Apple-Elf p 71
Baby Corn p 78
The Cow p 52
Farm Life p 79
The Hayloft p 81
Milking Time p 23
Mr. Finney's Turnip p 80
The Popcorn Man p 260
The Proud Vegetables p 82
Thanksgiving p 110
Vegetables p 82
Windmill p 83

Thompson, B. J. Silver Pennies Macmillan 1931

I Meant to Do My Work Today p 34
The Pasture p 33

Songs

Davison A. T. and Surette, T. W. Rote Songs for Grades I, II and III School Committee of Boston 1917

The Apple-Tree House No. 69
The Country Farmer's Son No. 119
The Farmer No. 77
Morning No. 113
My Old Kentucky Home No. 126
On a Frosty Morning No. 71
On a Summer Day No. 122
Planting a Garden No. 70
A Song of Bread No. 27
Thanksgiving Day No. 138
Where Are You Going To? No. 68
Giddings, T. P. and Others  Introductory Music  
Ginn 1923

Apples  p 115  
Cherry Ripe  p 20  
Going Nutting  p 12  
Harvest Song  p 14  
Honeybee  p 43  
Mother's Cookies  p 119  
My Soda Shop  p 129  
The Popcorn Man  p 164  
A Secret  p 47  
Thanksgiving  p 13  
To a Honeybee  p 43

Glenn, M. and Others  Rhythms and Rimes - enlarged edition  
Ginn 1943

The Deer  p 135  
Feeding the Birds  p 107  
French Market Song  p 156  
The Fruit Man  p 56  
The Harvest Festival  p 52  
Hop Sing Lee  p 111  
Let's Play  p 161  
A Little Bird  p 11  
Making Flour  p 73  
Market Day  p 40  
The Miller of Arden  p 98  
Mister Squirrel  p 23  
Mountain Pastures  p 28  
My Garden  p 151  
October Days  p 16  
Old MacDonald Had a Farm  p 16  
The Orchard  p 150  
Out in the Country  p 24  
Pancakes  p 102  
Puddings and Pies  p 125  
Rabbit and Hunter  p 163  
The Rabbit's Lunch  p 62  
The Railroad Corral  p 8  
The Red Apple  p 146  
To Market  p 86

Glenn, M. and Others  Tuning Up - enlarged edition  
Ginn 1943

Animal Crackers  p 92  
The Bee  p 128  
Feeding the Birds  p 124  
Gingerbread Boy  p 65  
Honey Bee  p 99  
On the Hills  p 57  
Thanksgiving  p 51  
The Unlucky Farmer  p 31
The Water Mill  p 165
We'll Get Up and Bake Some Pies  p 86

Phonograph Records

Can You Plant the Seeds?  Victor Record 22356
Jolly is the Miller  20214
Of a Tailor and a Bear  20153
Pull a Cherry  20744
The Windmill  19891
The Dairy Maids  22992
The Bee  19830
The Chicken  20349
The Muffin Man  20806

Pictures

Copies of Famous Paintings
Perry Pictures Company, Malden, Massachusetts

The Angelus
Behind the Plow
Breakfast in Brittany
The Cornfield
The Escaped Cow
The Gleaners
The Harvesters
Haystack and Sunshine
The Market Cart
The Pastry Eaters
Ploughing
Return to the Farm
The Sower
Woman Churning

The Farm - Unit of Teaching Pictures
Classroom Pictures Association, 48 N. Division Ave.,
Grand Rapids, Michigan

Picture Books
The Samuel Gabriel Co., New York, N. Y.
Four Picture Books about the Farm

Stereographs

Primary Set
Six Hundred Set  Keystone View Company, Meadville, Pa.
Include many good scenes on all kinds of foods and their production.
Motion Pictures

About Bananas United Fruit Company, New York, N. Y. 1935
15 min - 16 - si - loan
Excellent.

America's Favorite National Dairy
12 min - 16 - sd - color - loan
Excellent story of ice cream.

Animals in Modern Life Erpi 1937
11 min - sd
Shows importance of animal in giving us food, clothing and transportation.

Animals of the Zoo Erpi 1933
10 min - sd
Shows need of right food for men and animals.

Bread EBF 1946 $50
11 min - 16 sd
Up-to-date; wheat from farm to table

Cattlemen (Human Geog. Series) EBF 1939 $50
11 min - 16 - sd
Excellent; life on cattle ranch.

Coffee Eastman 1931
15 - si
Excellent presentation of complete story of coffee.

Common Salt EBF 1929 $24
15 min - 16 - si
Methods of obtaining salt.

Corn EBF 1928 $24
15 min - 16 - si
Uses of corn.

The Corn Farmer Erpi 1940
11 min - sd
Very good. Corn from seed to pork and beef.

The Farm Eastman 1931
15 min - si
Shows dependence of city people on farm. Good.

Farm and City American Film Center (U. S. Agric.) 1939
Shows interdependence of farm and city.

Farm Animals Erpi 1937
11 min - sd
Contributions of animals to man. Excellent.
Food Store EBF 1945 $50
11 min - 16 - sd
Story behind the store.

From Wheat to Bread EBF 1928 $24
15 min - 16 - si
Excellent.

Gardening Erpi 1940
11 min - sd
Tells of two children and their garden. Good.

Good Foods - Bread and Cereals Eastman 1931 $12
8 min - 16 - si
Shows good table manners also.

Grain of Rice B. & H. Rent $1.25
10 min - 16 - sd
Rice - its importance, especially in the Orient.

Grain That Built a Hemisphere OIAA - loan
10 min - 16 - sd - color
Walt Disney cartoon of corn.

Happy Hen and Her Chicks Purinton $10.50 1936
15 min - 16 - si
Interesting story of chick.

Invaluable Ingredient P. & S. 1943 loan
20 min - 16 - sd
Excellent, with interesting information about salt.

Meat for America YMCA 1941 loan
20 min - 16 - sd
Informative story of meat.

Meat Packing EBF $24
15 min - 16 - si
Story of meat packing.

New England Fisherman Erpi 1938
11 min - sd
Excellent. Shows catching and preparation of fish for market.

Orange Packing School Films 1939
11 min - sd - si
Excellent. Shows preparation of oranges for market.
Our Daily Bread  International Harvester Company loan
10 min - 16 - sd
Grain from farm to mill.

Peanuts  EBF $24
15 min - 16 - si
Good.

Poultry on the Farm  (Primary Grade Series)  EBF 1937 $150
10 min - 1t - sd
Poultry care.

Ship of the Desert  EBF 1933 $12
8 min - 16 - si
Use of camel in desert travel.

The Truck Farmer  Erpi 1939
11 min - sd
Excellent. Vegetables from farm to table; shows transportation and refrigeration.

Wheat  EBF $24
15 min - 16 - si
Preparation of wheat.

The Wheat Farmer  Erpi 1938
11 min - sd
Excellent presentation of wheat from farm to baker.
FOOD

FREE MATERIALS

The teacher or children may write to the following companies for free materials, which include posters, pamphlets, charts, exhibits, models:

American Glassware Association
19 West 44th Street
New York 18, N. Y.

American Institute of Baking
1155 Fullerton Avenue
Chicago 14, Ill.

Atcheson, Topeka & Santa Fe Railway System
Public Relations Department
80 East Jackson Boulevard
Chicago 4, Ill.

Battle Creek Food Company
Battle Creek, Mich.

Burnett Company
437 D. S.
Boston 10, Mass.

Can Manufacturers Institute, Inc.
50 East 42nd Street
New York 17, N. Y.

Carnation Company
Oconomowoc, Wis.

Cereal Institute, Inc.
135 South LaSalle Street
Chicago 3, Ill.

Craft Cheese Company
500 Peshtigo Court
Chicago 90, Ill.
The sesener of opithens may waive of the torior 10000.

Some of the materials written above: Foster Puetera, Pape.

American Federation of Labor
1818 16th Street, N. Y.

American Industrial Union
1943 Pennsylvania Avenue
Washington, D.C.

Association of Employed Employees
2014 Franklin Street
Chicago, Ill.

State Cooperatives' Union
State Office, 37th Street
New York, N. Y.

Communication Workers
Occupational Union

Co-Operative Institute, Inc.
1306 Madison Street
New York, N. Y.

Co-Operative Lighting Company
Chicago, Ill.

Co-Operative Company
New York, N. Y.
Libby, McNeill & Libby
Department of Home Economics
Chicago 9, Ill.

Louisiana Department of Agriculture & Immigration
541 St. Ann Street
New Orleans, La.

Milk Industry Foundation
Chrysler Building
New York 17, N. Y.

Minnesota Valley Canning Company
1200 Commerce Street
LeSueur, Minn.

National Association of Margarine Manufacturers
Munsey Building
Washington 4, D. C.

National Coffee Company of Brazil
120 Wall Street
New York 5, N. Y.

National Confectioners' Association of the U. S.
1 North LaSalle Street
Chicago 2, Ill.

National Dairy Consumers' Department E.P.S.
111 North Canal Street
Chicago 6, Ill.

National Live Stock and Meat Board
407 South Dearborn Street
Chicago, Ill.

Northwestern Meal Yeast Company
1750 North Ashland Avenue
Chicago, Ill.

Penick & Ford, Ltd.
Cedar Rapids, Iowa

The Quaker Oats Company
141 West Jackson Boulevard
Chicago 4, Ill.

Ralston Purina Company
841 Checkerboard Square
St. Louis 21, Mo.
1. The saying goes, "large stocks of clothing through-"

2. "It is possible to produce production, manu-

3. Many years ago, people had to produce and prepare their own clothing."

4. "Fruit fibers are a source of some of our clothing."

5. "Many new fabrics are being evolved from various materials."

6. "Inventions have contributed greatly to the better and easier production of clothes."

7. "Clothing is now manufactured in large quantities at factories and sold in many stores."

8. "We should practice cleanliness and care in the treatment of our clothes."

9. "Our city has an important standing in the manufacture, transportation and sale of clothing."
CLOTHING

UNDERSTANDINGS TO BE DEVELOPED

1. The people of Boston need and buy large stocks of clothing throughout the year.

2. We are dependent on many people for the production, manufacture and marketing of our clothing.

3. Many years ago, people had to produce and prepare their own clothing at home.

4. Much of our clothing is made from animal fibers and skins.

5. Plant fibers are a source of some of our clothing.

6. Many new fabrics are being evolved from various materials.

7. Inventions have contributed greatly to the better and easier production of clothes.

8. Clothing is now manufactured in large quantities at factories and sold in many stores.

9. We should practise cleanliness and care in the treatment of our clothes.

10. Our city has an important standing in the manufacture, transportation and sale of clothing.
CLOTHING

Clothing needs to be developed

The people of today need and want more comfortable and
stylish clothing. We are dependent on many people for the production of
lavish and comfortable clothing and apparel.

For many reasons, people pay to purchase and wear these
clothes. A number of our families

wear many of our clothing items from summer figures and winter.

Many use clothing for the great variety from various
materials.

In many cases, people continue to see the

sew in recognition of families.

Apparel is now manufactured in large quantities at

prices any family can easily afford.

We enjoy special apparel and care in the treatment

and care of apparel.

10

Clothier's and sales of apparel.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. A knowledge of the effect of climate on our clothing needs.
2. A realization that people of long ago had to labor under great difficulties to prepare their own clothing.
3. An appreciation of nature and its contribution to our clothing needs.
4. A recognition of man's ingenuity in facilitating the production of clothing.
5. An appreciation of our dependence on many, many people for fabrics and the manufacture of our clothing.
6. A realization of the many processes through which material goes in its preparation and manufacture.
7. An honest appreciation and admiration of the work of the laborer and his importance in the modern world.
8. A knowledge of the work of people in factories processing, cutting and sewing fabrics.
9. A realization of the large numbers of people engaged in selling clothing goods.
10. A desire to do our part in caring for our clothing.
11. An appreciation of the good workmanship of others, and a desire to improve one's own efforts.
12. A developing feeling of success in one's own ability to find the answers to problems which arise.
13. A growing feeling of group cooperation.
14. An appreciation of our comforts and facilities today as contrasted with the hardships of former times.
A knowledge of the type of literature on the subject would help.

2. A familiarity with the field of study is important.

Thus, affiliations to previous works can strengthen

3. A recognition of the need for systematic and scientific query can enrich

4. A recognition of the importance of systematic and scientific approach

5. An emphasis on the need for methodological and methodological

A recognition of the need for methodological and methodological

6. A recognition of the need for methodological and methodological

A recognition of the need for methodological and methodological

7. A recognition of the need for methodological and methodological

A recognition of the need for methodological and methodological

8. A recognition of the need for methodological and methodological

A recognition of the need for methodological and methodological

9. A recognition of the need for methodological and methodological

A recognition of the need for methodological and methodological

10. A relation to the past is valuable for our purposes.

II. An understanding of the how knowledge is obtained and used to

II. A relation to our own actions and beliefs.

II. A recognition of the need for cooperation.

II. An understanding of the cooperation and relationships

II. A cooperation with the participation of the people.

II. A cooperation with the participation of the people.
SKILLS AND HABITS TO BE DEVELOPED

1. Increased skill in doing reference work: the use of Index, Table of Contents, primary Dictionary, and Encyclopedia.

2. Greater facility in finding the main idea in a paragraph.

3. Improved skill in organizing, expressing, and writing the material found.

4. Greater skill in use of vocabulary of the unit.

5. Habitual modulation of one's voice to the conditions met.

6. Improved ability to express oneself extemporaneously to the group.

7. Greater skill and enjoyment in reading silently or orally.

8. Greater skill in communicating thoughts in writing with sequence and unity.

9. Habits of neatness and order in written or hand work.

10. Greater skill in simple construction work.

11. Improved ability to represent ideas in drawing or illustration.

12. Respect for handwork of others.

13. Increased ability to participate in group undertakings.

14. Further habits of neatness in caring for one's own clothes.

15. Greater independence and initiative.
SKILLS AND HABITS TO BE DEVELOPED

1. Increased ability to gain and retain efficient work.
2. Improved ability to concentrate, organize, and maintain.
3. Greater tenacity in finishing the work in a reasonable time.
4. Greater ability to adapt oneself to the conditions met.
5. Improved ability to express oneself accurately and coherently.
6. Greater ability to receive and understand in written and oral.
7. Greater ability in communication and language.
8. Habit of writing and other important work.
9. Greater ability in simple construction work.
10. Improved ability to obtain these in addition to finishes.
11. Improved ability to participate in group activities.
12. Greater habits of neatness in getting to work and apparently.

BEFORE
1. Changing seasons and consequent change to lighter or heavier clothing.
2. Poem or story about clothing.
3. Poem or story about animals from which we obtain cloth or fur.
4. Poem or story about plants from which we obtain fibers.
5. Pictures of animals or plants from which we obtain clothing.
6. Rainy day and discussion of clothing and rubber suitable for it.
7. Pictures of people who have different types of dress from ours.
8. Moving picture about clothing or variously-clothed people.
9. A previous unit that led to an interest in clothing.
10. Story or poem in basal readers or library books that leads to discussion of clothing.
11. Songs about clothing.
12. New article of clothing worn by teacher or pupil.
13. Magazine or newspaper pictures advertising clothing.
14. Discussion of dolls and their clothing.
15. Discussion of articles of cloth made by Fourth Graders in adjoining classroom.
OVERVIEW

This unit will show the need of adequate clothing in our climate. We shall study the various sources of our clothing. We shall learn the importance of plant and animal fibers in clothing production. We shall define the various other methods of obtaining fabrics. We shall learn about the workers who produce and prepare the material for the clothes we wear. We shall study the importance of rubber in our present-day life. We shall gain a knowledge of the new fabrics that are being produced and the materials from which they are formed. We shall realize the importance of man's inventions in clothing production. We shall recognize the importance of taking care of our clothing.
THE MOST WILL SHOW THE WAY TO AGRICULTURAL ACTIONS. WE SHALL MAKE THE ALIANCE SUSTAINABLE AND SUSTAIN ALIANCE. IN AGRICULTURAL ACTION, WE SHALL GET THE ALIANCE AGAINST OTHER UNFAIR ACTION. AT OPTIMALIZATION, WE SHALL LEARN FROM THE NATURE AND ENVIRONMENT. THE ALIANCE WILL BE THE MEANS FOR THE ALIANCE FOR THE ALIANCE. WE SHALL MAKE THE ALIANCE TO APPEAR IN OUR DREAMS-YOUTH. WE SHALL LEARN A KNOWLEDGE OF THE ALIANCE THAT WILL BE PROFITABLE. THE ALIANCE WILL BE THE MEANS FOR THE ALIANCE TO OPTIMIZE. WE SHALL RECOGNIZE THE IMPORTANCE OF OPTIMIZING AND OPTIMIZATION.
OUTLINE

1. Fibers from Plants

   Cotton
   Southern cotton plantations
   Cotton boll and fluffy cotton
   Method of gathering
   Importance of cotton gin in separating seeds from fibers
   Baling of cotton
   Cotton mill
   Machines making thread
   Thread woven into cloth
   Clothing made of cotton

   Linen
   Flax plant
   Method of extracting fibers from stalks
   Spinning of linen thread
   Weaving
   Uses of linen cloth

   Rayon
   Plant cellulose made into liquid form
   Liquid drawn out into very fine filaments
   Filaments combined into thread
   Weaving of rayon cloth
   Articles made of rayon
   Reason rayon in such common use

   Rubber from Rubber Tree
   Method of getting "milk"
   Making "milk" into latex mats or smoking it into balls - for shipment
   Processing of rubber for use
   Articles made of rubber

2. Fibers from Animals

   Wool
   Shearing of sheep
   Cleaning and combing wool
   Spinning wool fibers into thread
   Weaving or knitting wool
Articles made of wool

Silk
Silkworm - mulberry leaves for food
Spinning of cocoon
Unwinding cocoon to get silk
Twisting and making silk fibers into thread
Weaving of silk cloth
Articles made of silk
Reasons why silk not in so common use

Leather
Methods of procuring and treating hides
Articles made of leather

Furs
Animals from which we obtain furs
Methods of treating pelts
Articles made of fur

3. New Synthetic Materials

Nylon, Aralac, Fiberglas, Synthetic Rubber
How obtained
Uses made of them

4. Where We Buy Our Clothes

Department and other stores
Articles sold by them
VOCABULARY

The teacher will decide, from the scope of the unit as she herself presents it, what words she wishes the children to know and use.

They should learn the spelling of the following words from the Boston Primary Spelling Lists:

- baby
- boy
- clean
- coat
- cold
- color
- cost
- country
- cut
- doll
- dollar
- dress
- fade
- farm
- for
- get
- girl
- got
- head
- heat
- hot
- lace
- light
- made
- make
- mend
- mill
- money
- need
- pocket
- rain
- sheep
- shoes
- sick
- stocking
- wash
- warm
- white
- wool
- wore
- work
- would
ACTIVITIES

1. Discuss clothing worn by children of class. Have children name the various materials.

2. Collect pictures advertising clothing.

3. Make a booklet of magazine pictures of clothing, indicating the materials from which they were made.

4. Collect pictures of animals from which we obtain clothing: wool, leather, fur.

5. Collect pictures showing various processes in the production of clothes.

6. Collect pictures showing plants from which we obtain fibers and processes in their development into cloth.

7. Collect pictures and descriptions of synthetic cloth.

8. Collect pictures of rubber plantations and the production of natural and synthetic rubber.

9. Look up information and give reports on various sources of materials.

10. Visit a local clothing store and note the goods on sale.

11. Prepare and give reports about the community members who produce, transport, manufacture, and sell clothing.

12. Visit Art Museum to view exhibit of clothing.

13. Discuss the places and climates involved in the production of various types of clothing materials.

14. Bring in to school samples of materials.

15. Prepare woolen threads from raw wool by washing, carding, and spinning. Prepare cotton threads from raw cotton.

16. Weave and knit small squares of material.
ACTIVITIES

1. Plan the various activities.
2. Collect preliminary material and plans.
3. Make a packet of materials and plans for the course.
4. Collect place the materials from which we can obtain clothes.
5. Collect place the various processes in the home.
7. Collect pieces of fabric and accessories and 1.3.4.5.
8. Collect pieces of fabric and 1.3.4.5.
9. Collect pieces of fabric and 1.3.4.5.
10. Visit a local sporting store and note the scope of the sports.
11. Prepare and give reports about the community and marketing of
    athletic, maneuver, entertainment, and other activities.
12. Avoid Art Museum to view and inspire at activities.
13. Prepare the classes and stimulate learning in the instruction
    of various forms of athletic materials.
14. Design or to show samples of materials.
15. Prepare module classes from the module materials.
16. Make one neat and orderly of materials.
17. Make clothes for dolls or for puppets which might be used in play about clothing as a culminating activity.

18. Discuss the effects of our climate on the weight of the clothing we wear.

19. Study and report on the uses of cotton, linen, wool, leather, fur, rubber, and synthetic cloths such as rayon, nylon, aralac, spun glass, etc.

20. Study the life cycle of the silkworm, and if possible have one in class, or a moth or butterfly caterpillar, to show the parallel.

21. Write letters to business firms for data on clothing.

22. Study and report on the importance of inventions which greatly facilitated the production of our clothing: the cotton gin, spinning, weaving, dyeing, cutting machines, the sewing machine, etc.

23. Plant and cultivate cotton seeds.

24. Construct table models showing various phases of clothing production; e.g., cotton field, sheep shearing, spinning wheels, etc.

25. Report on differences between clothing preparation in the days of the Pilgrims and today's production and distribution for large city populations.


27. Draw pictures of the community members who produce our clothing: shepherd, cowboy, plantation worker, factory worker, tailor, shoe-mender, salesman, etc.

28. Make a picture chart about clothing and its sources.

29. Make a frieze or border showing different phases of clothing production and selling.

30. Draw scenes for a "home-made" movie about clothing. Children can report on the various scenes as narrators.

31. Draw scenery and compose a play about clothing, to be presented to visiting class.

32. Dramatize scenes about clothing making in the days of the Pilgrims.
Make copies of letters of encouragement and distribute them.

Discuss the strategies of one another on the merits of the game.

If you are interested in the cause of a particular activity,

Read any books on the game of football, tennis, etc.

Discuss the fine points of the strategy, and if possible, have

the best players.

Write letters to encourage them to face no obstacles.

Construct the steps required for the purpose of improvement which

may stimulate the interest of our activities.

Review the differences between offensive and defensive strategies in the

game of the pitimes, and consider the protection and development.

Can you face any obstacles?

Complete outlines, themes, and titles about according.

Draw pictures of the community members who have been our

coffins. Sketch, compose, etc.

Work on detail, etc.

Make a picture of a parent. Make different kinds of shapes.

Find scenes from a home, and make a report of it.

Citation can regard on the national theme or race.

Draw scenes and compose a short report of it.

Describe scenes about football, etc.

The picture.
SUGGESTED EVALUATIONS

Questions the Teacher Should Ask Herself

1. Do the children realize the interdependence of people in obtaining one of life's essentials, like clothing?

2. Do they understand the part the workers play in providing their clothing?

3. Have they an honest respect and admiration for the part labor plays in our modern world?

4. Have they an understanding of God's goodness in providing for our needs?

5. Do they realize that geography and climate modify the clothing needs of people?

6. Are they learning an appreciation of man's ingenuity and inventiveness in facilitating our methods of making and transporting clothing?

7. Do they realize the difference between our present-day ease in procuring our clothing as contrasted with the manner in which the early settlers had to grow and spin their own fabrics and hunt for furs?

8. Have they a clear picture of the sources of the various fibers and textiles?

9. Are they developing the realization that people have to work in order to provide themselves with life's necessities?

10. Are they growing in initiative and cooperativeness in group work?

11. Are they improving in reading and in the ability to gain knowledge and information from books independently?

12. Are the children increasing their facility to express themselves in oral and written work?
EXPLORING TERRORISM ARE ATTITUDES

Do you believe terrorism is the result of a lack of education?

1. 

Do you think terrorism is the reaction of people to poverty?

2. 

Have you ever sat in a crowded room and listened to the stories of 9/11 survivors?

3. 

Have you ever sat in a crowded room and listened to the stories of those who lost their lives on 9/11?

4. 

Do you believe that terrorism is a result of ideas and opinions?

5. 

Are you aware of the different perspectives and opinions that people have to offer about terrorism?

6. 

What are you interested in learning more about terrorism and its impact on society?

7. 

What are you interested in learning more about terrorism and its impact on society?

8. 

What are you interested in learning more about terrorism and its impact on society?

9. 

What are you interested in learning more about terrorism and its impact on society?

10. 

What are you interested in learning more about terrorism and its impact on society?

11. 

What are you interested in learning more about terrorism and its impact on society?

12. 

What are you interested in learning more about terrorism and its impact on society?
13. Are they developing an increasing appreciation of the greatness of our country in providing for our clothing needs?

14. Are they growing in reasoning and judgment powers, as well as an awakening ability to analyze critically what they read and hear?

15. Are they developing habits of following directions closely, and neatness in their work?

16. Are they developing habits of clothing care and personal neatness?

Sample Evaluation Techniques

True-False Statements:
If the sentence is correct, write Yes after it.
If the sentence is not correct, write No.

1. Wool comes from plants.
2. We wear wool all summer.
3. Tires are made of rubber.
4. Dresses are made of cloth.
5. Fibers are made into threads.

Multiple Choice:
Draw a line under the words which are correct.

1. A cotton gin separates cotton from boxes ground seeds
2. Clothes are cut from patterns blueprints loaves
3. Cotton comes out when the boll tightens buds bursts
Sensible Nutrition Techniques

I. The -Rule Technique
   If the sentence is correct, write the letter I.
   If the sentence is not correct, write NO.

   I. Most come from plants.
   2. We eat most all summer.
   3. These are made of copper.
   4. These are made into spoons.
   5. They are made into spoons.

Multiple Choice

Draw a line under the word which is correct.

I. A cotton is a vegetable product from
   a. sheep  
   b. bamboo
   c. cotton  
   d. grasses

   S. Choose the one from
   a. peppercorns  
   b. paprika  
   c. coriander  
   d. paprika
4. Wool is sheared from a
   cow  sheep  horse

5. Hides are made into
   leather  rayon  linen

Categories - Identifications:

Make three columns

<table>
<thead>
<tr>
<th>Wool</th>
<th>Leather</th>
<th>Cotton</th>
</tr>
</thead>
</table>

and place the following words in their correct columns:

knit,  hides,  tan,  balls,  gin,
  sheep,  fleece,  shoes,  mittens,  boots

Riddles:

I like to play in the fields. When I grow up, shearsers will work on me. They get something for your clothes. What am I?

People put me on cloth. They cut around me to make a dress or coat. What am I?

Matching for Meaning and Vocabulary:

Match the words in Column 2 that go with the words in Column 1.

- wool  spun from glass balls
- cotton  used for tires
- rubber  grown in the south
- nylon  keeps us warm in winter
- fiberglass  made into light stockings and cloth

Completion:

Write the correct words in the spaces.

1. Cotton is grown on a southern _________.
2. Shoes are made from _________.
Write the correct words in the space.

1. Coffee is grown as a commodity.

2. Groceries are usually bought in bulk.
3. We get furs from many ____________.
4. Overshoes are made of ____________.
5. We get silk from the silkworm's ____________.

Organization and Evaluation:

From the words below, choose the things we get from plants.

linen  rayon
glass  meat
rubber  iron
bricks  lead
dishes  cotton

Arrange the following facts in their correct order.

The silkworm spins a cocoon.
The silkworm eats mulberry leaves.
It goes to sleep.
The fibers are twisted into silk thread.
The cocoon is unwound.
We see this from when

Organizations may negotiate

How the workers perform during the strike or at least during a strike

<table>
<thead>
<tr>
<th>Horizon</th>
<th>Firm</th>
</tr>
</thead>
<tbody>
<tr>
<td>room</td>
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<tr>
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<td>room</td>
<td>firm</td>
</tr>
<tr>
<td>room</td>
<td>firm</td>
</tr>
</tbody>
</table>

Arrange the following factors in their correct order.

The following table shows a

The following table shows a

The following table shows a

The following table shows a

The following table shows a

The following table shows a

The following table shows a
CLOTHING

BIBLIOGRAPHY

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Ginn 1925

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*The Book of Knowledge*  
Grolier Society 1940

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Chase, S. and Schlink, F. J.  *Your Money's Worth*  
Macmillan 1931

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Compton 1941

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Yale 1925-9

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    Dutton 1937

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    Tells about Indian clothing.

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    Liberty: Early 1936
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    Stories of clothing in other lands.

Carpenter, F. S. Our Little Friends of China Land
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    Difficult 3
    Stories of clothing in the cold North.
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American Book 1933 Difficult 3
Stories of clothing in the cold North.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>Difficulty</th>
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<tr>
<td>Cartright, P. and Others</td>
<td>Living Together at Home and at School</td>
<td>Macmillan</td>
<td>1944</td>
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<td>Story about children's clothing needs.</td>
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<tr>
<td>Cartright, P. and Others</td>
<td>Living Together in Town and Country</td>
<td>Macmillan</td>
<td>1944</td>
<td>2 - 3</td>
<td>Story of cotton; is good.</td>
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<tr>
<td>Chamberlain, J.</td>
<td>How We Are Clothed</td>
<td>Macmillan</td>
<td>1926</td>
<td>Difficult 3</td>
<td>Interesting information and pictures.</td>
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<td>Charters, W. E. and Others</td>
<td>Health Problems</td>
<td>Macmillan</td>
<td>1936</td>
<td>Difficult 3</td>
<td>Story about the purchase of shoes.</td>
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<tr>
<td>Crabtree, E. K. and Others</td>
<td>Under the Roof</td>
<td>University</td>
<td>1941</td>
<td>2</td>
<td>Stories about source and care of clothing.</td>
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<tr>
<td>Craig, G. S. and Others</td>
<td>Our World of Science</td>
<td>Ginn</td>
<td>1946</td>
<td>1 - 2 - 3</td>
<td>Tells of necessity for warm clothing.</td>
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<tr>
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<td>City Friends</td>
<td>Macmillan</td>
<td>1936</td>
<td>2 - 3</td>
<td>Interesting stories of cotton and silk.</td>
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<tr>
<td>Dearborn, F. R.</td>
<td>How the Indians Lived</td>
<td>Ginn</td>
<td>1927</td>
<td>3</td>
<td>The story of blankets, clothing and the use of animal skins by the Indians.</td>
</tr>
<tr>
<td>Dopp, K. E.</td>
<td>Early Herdsmen</td>
<td>Rand-McNally</td>
<td>1923</td>
<td>Difficult 3</td>
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<tr>
<td>Eaton, J.</td>
<td>Behind the Show Window</td>
<td>Harcourt, Brace</td>
<td>1935</td>
<td>Difficult 3</td>
<td>Stories explaining the production of clothing.</td>
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<tr>
<td>Fisher, E. F.</td>
<td>Resources and Industries of the United States</td>
<td>Ginn</td>
<td>1924</td>
<td>Difficult 3</td>
<td>Good factual material.</td>
</tr>
</tbody>
</table>
Fraisier, G. W. and Others  The Seasons Pass
Singer 1938  Difficult 3
Excellent pictures and descriptions - silk and wool.

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Macmillan 1931  3
The story of where the raincoat grows.

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Macmillan 1939  Difficult 3
The story of how we began to use silk.

Hahn, J. L.  Let's Stay Well
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Tells about importance of suitable clothing to our health.

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Tells of weavers among the Indians and Persians.

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Stories about the selling of clothing.

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Tells story of clothing of different kinds.

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*Grosset and Dunlap* 1936  
Good story about purchase of shoes.

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*Stokes* 1922  
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Patch, E. M. *First Lessons in Nature Study*  
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Well explained description of sources of our clothing.

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Excellent stories of cloth fibers.

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Silver, Burdett 1938  
Good pictures and descriptions

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Smith, N. B.  Round About You  
Silver, Burdett 1940  
Contains stories about the making of cloth.

Storm, G. E.  Neighbors and Helpers  
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Stories about the production of cloth and clothing.

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OTHER INSTRUCTIONAL AIDS

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Keeping Store p 228
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The Shepherdess No. 12

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Mending Shoes p 12
The Shepherdess p 67

Glenn, M. and Others Rhythms and Rimes - enlarged edition Ginn 1943

The Ballit of the Boll Weevil p 8 c
Cousin Michael p 85
Shepherds and the Star p 84

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Needle's Eye - Games for Singing 20214-B
The Thread Follows the Needle - Games - 22760-B
Songs for Children 22992-B
Sheep and Goat 24532A
Spinning Song 1326
Song of the Shepherdess 24655A
The Spinning Mice 25400A
Pictures

Copies of Famous Paintings
Perry Pictures Company, Malden, Massachusetts

- Gossip
- The Knitting Lesson
- Priscilla
- Priscilla and John Alden
- The Sheepfold
- The Sheep Shearers
- Shepherd and His Flock
- The Shepherdess
- Spinning
- The Spinning Wheel
- Spring
- The Window Seat
- Woman Spinning

Currier and Ives Prints

The Magic of Cloth - Follett Picture Stories

Stereographs

Primary Set
Six Hundred Set  Keystone View Company, Meadville, Pa.
Contains some pictures of clothing.

Motion Pictures

Art of Spinning and Weaving  Harvard 1930  $50 (Rent $2)
30 min - 16 - si
Excellent; cloth-making in Colonial days.

Cleanliness - Clean Clothes  Eastman 1931  $12
8 min - 16 - si
Shows proper care of clothing and importance of cleanliness to child and animal.

Cotton Growing  EBF 1946  $24
15 min - si
Growing and care of cotton.

Rubber  EBF 1929  $24
15 min - 16 - si
Story of rubber from plantation to its various uses.
The purpose of the document is unclear due to the incomplete and unclear text. It appears to be a form or a list, but the content is not legible enough to extract meaningful information.
Rubber Goes Synthetic  YMCA loan
20 min - 16 - sd
Presents story of synthetic rubber simply

Silk  EBF 1929  $24
15 min - 16 - si
Story of silk from feeding of mulberry leaves to silk-worm.

Woolen Goods  EBF  $24
15 min - 16 - si
Complete story of wool.

Threads of a Nation  TFC
11 min - sd
Complete story of cotton.
CLOTHING

FREE MATERIALS

The teacher or children may write to the following companies for free materials, which include posters, pamphlets, charts, exhibits, models:

American Bemberg Corporation
Louise Hullon
261 Fifth Avenue
New York 16, N. Y.

American Hampshire Sheep Association
72 Woodland Avenue
Detroit, Michigan

American Viscose Corporation
350 Fifth Avenue
New York 1, N. Y.

American Thread Company
260 West Broadway
New York 13, N. Y.

Botany Worsted Mills
Passaic, N. J.

Bureau of Industrial Service, Inc.
285 Madison Avenue
New York, N. Y.

E. I. DuPont de Nemours Co., Inc.
Empire State Building
New York 1, N. Y.

Goodall Fabrics
295 Fifth Avenue
New York, N. Y.

Goodyear Tire & Rubber Company
1144 East Market Street
Akron 16, Ohio
THE MATERIAL

The period of eligibility may expire to the following com-

ments for these materials, which include dope, parts, and

parts, equipment, and other:

Application Handicap Corporation
1500 Second Avenue
New York 22, N.Y.

American Handicap Press Association
1500 Second Avenue
New York 22, N.Y.

American Viscose Corporation
300 Third Avenue
New York 10, N.Y.

American Telegraph Company
350 West 42nd Street
New York 1, N.Y.

American Telephone and Telegraph Company
320 Madison Avenue
New York 1, N.Y.

I. E. B. M. Corporation
500 Madison Avenue
New York 22, N.Y.

Cooper, Inc.
150 Fifth Avenue
New York 11, N.Y.
Hewitt Rubber Corporation
240 Kensington Avenue
Buffalo 5, N. Y.

International Shoe Company
1501 Washington Avenue
St. Louis, Mo.

National Association of Better Business Bureaus, Inc.
212 Cuyahoga Building
Cleveland, Ohio

North American Rayon Corporation
261 Fifth Avenue
New York, N. Y.

National Cottonseed Products Assoc., Inc.
Educational Service
Dallas 1, Texas

A. J. Nystrom & Company
3333 Elston Avenue
Chicago 18, Ill.

Phoenix Hosiery Co.
Milwaukee, Wis.

Sears, Roebuck & Company
Department 703
Consumer Education Division
Chicago 7, Illinois

U. S. Office of Education Business Service
Washington 25, D. C.
TRANSPORTATION

UNDERSTANDINGS TO BE DEVELOPED

1. From very early times, man has felt the need and desire to travel from one place to another.

2. Man at first had to travel by foot, dragging or carrying his goods.

3. Some animals have served man well in transporting himself and his goods.

4. Man has shown great inventiveness and ingenuity in providing ways and means of transportation.

5. The invention of the wheel was of great importance in the development of transportation.

6. Land, water and air are man's area of travel.

7. Our transportation is dependent on many workers.

8. Rapid transportation, with its increased speed and improved shipping methods, is an important factor in American life today.

9. Modern transportation should greatly enhance understanding and cooperation among peoples.

10. Our city is a great center of transportation.
I. How many each piece can we cut in one piece of wood?

II. Map of first day to travel by foot, according to carriagin

III. Some simple plans to make new will in transportation

IV. May and the cycle

V. The reception of the weight of transport during the year

VI. Development of transportation

VII. Landseal will also take place at present

VIII. Our transportation is general as many states

IX. Public transportation with the increase of space

X. Important thinking question: is an important lesson in American life today

XI. Modern transportation promote efficiency and effectiveness

XII. Our city in the great center of transportation
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. A realization of the great changes in transportation which man's ingenuity has brought about.

2. An appreciation of the need for transportation in our community.

3. A comprehension of the value of good transportation facilities.

4. A realization of our dependence on a vast number of transportation workers in making available the necessities of life.

5. A recognition of the training needed by such transportation workers as pilots, captains, engineers, etc.

6. A realization of the need of safety rules in transportation.

7. An understanding of the great sacrifices and hardships involved in maintaining and developing transportation through the years.

8. A realization of transportation comforts and facilities today as compared with travel in former days.

9. An appreciation of transportation workers as helpers in the community.

10. A desire to cooperate in keeping safety rules and showing courtesy to fellow-travelers.

11. A feeling of interest in the lives and work of other people.

12. A desire to search out and find answers to new and interesting problems.

13. A feeling of group-cooperation and courtesy, as well as appreciation of the opinions and contributions of other members of the group.
15. A desire to contribute to group activities.

SKILLS AND CAPABILITIES TO BE DEVELOPED

1. Increased skill in acquiring and utilizing reference books.
2. Greater efficiency in reference work — in using various dictionary, tables of contents, index and encyclopedia.
3. More facility in organizing and expressing ideas.
4. Better arrangement of main ideas of research.
5. Greater discrimination in evaluating material used.
6. More initiative and independence in research.
7. Greater ease in expressing oneself extemporaneously to group.
8. Combination of wide understandings with keen reasoning.
9. Greater ability to write ideas with unity and sequence.
10. Increased ability to express ideas in drawing and illustration.
11. Greater ability in simple construction work.
12. Sense of self-control and respect for the rights and opinions of others in the group.
13. Increased ability to attack work with interest and vigor.
SKILLS AND HABITS TO BE DEVELOPED

1. Increased skill in acquiring and utilizing vocabulary about transportation.

2. Greater efficiency in reference work -- in using primary Dictionary, Table of Contents, Index, and Encyclopedia.

3. More facility in organizing and expressing ideas.

4. Keener discernment of main ideas of paragraph.

5. Greater discrimination in evaluating material read.

6. More initiative and independence in research.

7. Greater ease in expressing oneself extemporaneously to group.

8. Coordination of voice modulations with ideas being expressed.

9. Greater ability to write ideas with unity and sequence.

10. Increased ability to represent ideas in drawing and illustration.

11. Greater ability in simple construction work.

12. Habits of self-control and respect for the rights and opinions of others in the group.

13. Increased ability to attack work with interest and vigor.

SKILLS AND HABITS TO BE DEVELOPED

1. Increased ability to communicate and organize effectively.

2. Greater efficiency in handling work -- in time and energy.

3. More flexibility in organizing and expressing ideas.

4. Greater understanding of main lines of development.

5. Greater appreciation for scientific method and research.

6. Greater sense in appreciating oneself and one's environment.

7. Greater awareness of value and motivation of ideas.

8. Greater ability to write ideas with unity and emphasis.

9. Increased ability to express oneself in a manner and for self-criticism.

10. Helps to acquire self-confidence and leadership for the future.

11. Increased ability to accept work with interest and alertness.

12. Greater participation in group understandings.
APPROACH

1. In a metropolitan area like Boston, the passing traffic can always furnish an opening for discussion.

2. Previous unit leading to interest in transportation.

3. Pictures of various modes of travel displayed around the room.

4. A trip taken by a child or group of children.

5. Discussion of place where father works and how he gets there.

6. Story or poem about some form of transportation.

7. Moving picture that shows various modes of travel.


10. Columbus Day or Thanksgiving Day -- stories of the travels of Columbus and Pilgrims to America.

11. Pictures of animals man utilizes for traveling.

12. Airplane passing overhead.

13. Hearing boat or train whistles.


15. Toys brought in by children, one or more of which may be a boat, train or airplane.

16. Discussion of how our food or commodities reach the stores and thence us.
A study shows a gain of a pound of weight on a more frequent use of the toilet.

The diagnosis of these symptoms requires more information.

6. Watch the daily bowel movement and its frequency.

7. Monitor the patient's control of the bowel movements.

8. Stock in peel, canned, frozen, or dried food.


10. Complement the diet with essential vitamins and minerals.


12. Alkaline water or coconut water.

13. Heaping bowl of dry milk.


15. Take plunges in or sitz baths, one to three at a time, as may be indicated.

16. Instruction of patient and family on the care of the condition.
OVERVIEW

This unit will present the developing importance of transportation through the years and now. It will contrast the ancient modes of travel with present-day streamlined facilities. We shall understand the great importance of man's ingenuity in overcoming the difficulties and discomforts of travel. We shall study the necessity of speedy transportation in today's civilization.

I. Land Travel

A. Primitive means

B. More recent years

II. Air Travel

A. Lighter-than-air craft

B. Rigid airship

C. End of zeppelin

D. Military aviation today
This will illustrate the development importance of technology in adapting to cultural and societal changes. The modern world must be equipped with advanced computer science knowledge to maintain its position in understanding the rapid information age. As society advances, the need for technological and intellectual innovations becomes increasingly more significant.
1. Land Travel

In days of primitive man
Use of animals
Invention of wheel
Wagons - various kinds: covered wagon, stagecoach, etc.
Roads - importance of good roads
Trains
   Their development
   Modern streamlined train - types - parts
Safety devices of railroads, highways
Trolley cars
Subways
Elevated Trains
Buses
Automobiles
Safety rules and necessity for them

2. Sea Travel

First primitive boats
Modern ships - various types and uses
Safety devices for shipping - lighthouses, radio, radar, etc.
Instruments used on ships - compass, sextant, barometer, telescope, etc.

3. Air Travel

Lighter-than-air craft - balloons, dirigibles, zeppelins, gliders

Heavier-than-air craft - various kinds of airplanes
   from Wright Brothers' model to many types of today's planes

Uses of planes
   Military - safety, in policing forests, saving lives at sea
   Carrying passengers
   Carrying freight
Carrying the mail
Small, civilian planes

Safety devices used in aviation
Wind-sock, radio, radar, other instruments, parachutes, etc.

4. Importance of Transportation to Us

Carrying goods and food
Carrying people from place to place

5. Importance of inventions in development of transportation

6. Necessity of cooperating in safety rules; made for our benefit and protection

7. Boston's great importance as a transportation center
VOCABULARY

It is suggested that the teacher develop such words as are pertinent to her own use of the unit. The field she covers will prescribe the extent of the vocabulary needed.

The children should learn to spell the following words from the Primary Grades Spelling Lists of the Boston Public Schools:

above  fell  pack
air    flew  place
along  fly
animal follow
auto  from
away  getting
back  goes
blew  going
to  gone
boat  home
Boston  hopping
brought  horse
busy  sailed

came  job

carried  jump

carry  skate

cart  slide
coming  snow
leave  south
leaving  start
letter  stand
light  stay
line

country  stood

dog  stopped

drive  street
driving  tire
don  town
drop  track
drove

drop  train

drive  trip
drove  turn

earth  fall

east  feet

need  over
north
up  walk  wheel
wagon  water  wind
wait  way  work
        went  world

1. Discuss and list recent methods of transportation used
    each day in the City of Mother.

2. Discuss the need for getting fresh vegetables in
    the city by water.

3. Study, compare, notice pictures, newspaper ads, etc.,
    about transportation, note the items mentioned and their
    interesting qualities and worth.

4. Collect pictures of the transportation of today and of
    the past.

5. Collect items about transportation for class bulletin board.

6. Learn about and discuss man's means of transportation.
    Note the time he has to walk or walk by the present accelerated
    travel methods.

7. Report on recent trip made with family, explaining the
    various types of transportation used.

8. Collect and list all阅读 regarding travel in Mother.

9. Write locally related and note types of passing trains.

10. Report on countries in which trains and other trains come
    to various cities in Florida. California, etc.

11. Talk of visits to airports, the types of airplane operators
    and the interesting facts about the flying and maintaining them.

12. Bring in and tell about pictures of various airplane
    types, their uses, etc.

13. Prepare a table or chart showing airport, airlines, luggage,
   enger, and type models of different types of airplanes
    brought from town.

ACTIVITIES

1. Discuss and list various methods of transportation one sees every day in the City of Boston.

2. Discuss the means we have of getting fresh vegetables in the city in winter.

3. Study pictures, motion pictures, stereographs and slides about transportation; note for later discussion and study interesting questions that arise.

4. Collect pictures of the transportation of today and of the past.

5. Collect items about transportation for class bulletin board.

6. Learn about and discuss man's means of transportation from the time he had to walk to the present streamlined travel methods.

7. Report on recent trip made with family, explaining the various types of transportation used.

8. Collect time tables or folders regarding travel in Boston.


10. Report on routes by which oranges and other fruits come to Boston from Florida, California, etc.

11. Tell of visit to airport, the types of airplanes observed and the facilities for storing and maintaining them.

12. Bring in and tell about pictures of various airplane types, their uses, etc.

13. Reproduce table or floor-model airport, showing hangars, runways, and with models of different types of airplanes brought from home.

15. Write to railway, steamship, and air-transportation companies for their free travel materials.

16. Report on travel in early days in our country.

17. Use model electric trains brought from home. Construct bridges, tunnels, etc.

18. Make a booklet of pictures of ship, airplane and railway travel.

19. Make a booklet of class compositions tracing the history of travel.

20. Draw pictures of various methods of travel through the years.

21. Make a frieze or border for the classroom, of the history of travel. Tell about it to visiting class as a culminating activity.

22. Bring to class models of various forms of travel. Exhibit and tell about them as a culminating activity.

23. Make a moving picture about phases of travel, with children acting as narrators.

24. Prepare and give reports about travel in Boston.

25. Visit airport and describe things observed there.

26. Visit a dock in Boston to observe shipping.

27. Report on trip by trolley, bus, elevated and subway trains.

28. Make a chart about different modes of travel.


30. Draw pictures of transportation safety devices in common use.

31. Dramatize the part played by various transportation workers: captain, engineer, porter, signalman, lighthouse keeper, etc.

32. Dramatize famous journeys in history -- of Columbus, the Pilgrims, Wright Brothers, Lindbergh, Byrd's travels to Poles, etc.
33. Draw scenery and produce a play about any phase of travel - as a culminating activity.

34. Report on and dramatize the importance of safety workers in transportation: policemen directing traffic, crossing attendants, Coast Guard, etc.

35. Report on importance of Boston as a center of transportation.

1. Do the pupils understand relative new's methods of traveling and acting safety?

2. Do they appreciate the many methods of travel and communication of the modern city?

3. Do they appreciate the many words of travel and transportation?

4. Do they appreciate the importance of the transportation in modern life?

5. Do they realize the many possibilities for living and moving in today's civilization?

6. Do they realize the great number of people dependent on transportation today?

7. Do they realize everywhere they go we are served by transportation?

8. Do they realize the need for safety devices and signs and transportation, but are they developing habits of follow the rules?

9. Do they understand the need modern transportation systems place in providing homes with great loads of work transported?

10. Do they realize the study and skill necessary to keep such transportation devices in place, operating, regulated, and ready at all times, day and night?

11. Are they gaining in ability and desire to seek the information independently?

12. Are their abilities in their reading, language, initiative, and group cooperation?
From research and practice a brief recap of phase 6.

2.

\[ \text{Report on any interesting and important activity to each member.} \]

In short, cooperation, colleague cooperation, etc. are essential for success.

3.

\[ \text{Report on importance of research and a career to the members.} \]
SUGGESTED EVALUATIONS

Questions the Teacher Should Ask Herself

1. Do the children understand primitive man’s methods of traveling and carrying goods?

2. Do they appreciate the many methods of travel and transportation of the modern world?

3. Do they appreciate the part played by animals in helping man to travel and transport goods?

4. Do they appreciate man’s inventiveness in improving transportation facilities?

5. Do they realize the necessity for the transportation of goods and people in today’s civilized world?

6. Do they realize the great numbers of people engaged in transportation work?

7. Do they realize everyone’s frequent need for some method of transportation?

8. Do they realize the need of safety devices and rules for transportation, and are they developing habits of following these rules?

9. Do they understand the part modern streamlined transportation plays in providing them with fresh foods of many varieties?

10. Do they realize the study and skill necessary to train such transportation workers as pilots, captains, engineers, bus and truck drivers, etc.?

11. Are they gaining in ability and desire to seek out information independently?

12. Are they developing in their reading, language, initiative, and group cooperation?
13. Are they enlarging and using a vocabulary about transportation?

14. Are they developing an attitude of cooperation in the community?

Sample Evaluation Techniques

True-False Statements:

If the sentence is correct, draw a line under Yes. If the sentence is incorrect, draw a line under No.

1. The camel carries goods on the desert. Yes No
2. A freight train carries many people. Yes No
3. Airplanes sometimes carry mail. Yes No
4. A dirigible is a wagon. Yes No
5. Ocean liners are small boats. Yes No

Multiple Choice:

Draw a line around the words which are correct:

1. The invention of the wheel was
   of no use very important just made
2. Dirigibles travel
   on the sea under the water through the air
3. Helicopters are
   wagons submarines airplanes
4. A jinrikisha is pulled by
   a man a dog a horse
5. Subway trains ride mostly
   in the air on the water under the ground
Sample Question Treatment

The Three Decisions:
1. The company is growing, draw a line under it, then.
2. The company is losing money, draw a line over it, now.
3. The company is in transition, draw a line across it, draw a line across it.

Possible Choices:
1. The company is earning a profit on the account.
2. A technical audit shows many weaknesses.
3. A financial statement shows profit.
4. A statistic is a measure.
5. A statistic is not a measure.
6. A statistic is a measure.

Multiple Choice:
1. The invention of the wheel must be important or do not care.
2. Different people
3. On the team
4. A financial statement
5. Competitiveness
6. A statistic is not a button
7. A statistic is a button
8. A statistic is not a button
9. A statistic is a button
10. A statistic is not a button
Categories - Identifications:

Make three columns

<table>
<thead>
<tr>
<th>Land</th>
<th>Sea</th>
<th>Air</th>
</tr>
</thead>
</table>

and place the following words in their correct columns:

submarine, trolley, bus, helicopter,
freighter, canoe, liner, stagecoach,
dirigible

Riddles:

I carry many people. From the air I look like a snake. I travel on tracks. What am I?

I carry goods from place to place. I am big. I sometimes have from six to even eight wheels. What am I?

Matching for Meaning and Vocabulary:

Match the words in Column 2 that go with the words in Column 1.

- train    driver
- boat     locomotive
- bus      captain
- airplane camel
- caravan  parachute
- trolley  electric wires

Completion:

Write the correct words in the spaces.

1. The man who steers a ship or plane is called a __________.
2. The _________ is the man who steers the train.
3. The _________ collects the tickets on the train or car.
 copyrighted translation

This blank column

קרס

First name

Last name

and place the following words in proper correct column:

appropriate

prestigious

notable

infamous

professor

principal

I can

in

sometimes

curry favor from these to please. I am like the pig. I sometimes
cry from six to seven o'clock in the morning.

Instructions and Commentary

Match the words in Column 1 and copy the words in Column 2.

With the correct words in the spaces.

I. The man who assails a girl on a plane is calling a

________________________

II. The man who accuses the strain

________________________

III. The man who accuses the strain

________________________
4. People who ride in trains or ships are called _______.

5. A locomotive is an _____________.

Organization and Evaluation:

From the words below, choose the things that are not means of transportation:

- train
- sedan chair
- forest
- bus
- hut
- airplane
- carpet
- liner
- basin
- telephone

Arrange the following facts in their correct order.

- Man rode on animals.
- Man walked and pulled goods along the ground.
- Man flew through the air.
- Man rode on wheels.
- Man rode under the water.
TRANSPORTATION

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Books Useful for the Teacher

Angle, G. Modern Aircraft
Aircraft 1941

Baldwin, L. Sailing the Seas
American Book 1920

Beaty, J. Y. Modern Locomotives
Rand-McNally 1935

Bishop, A. L. Industry and Trade
Ginn 1923

Bloomster, E. L. Sailing and Small Craft Down the Ages
Banta 1940

Bock, G. F. What Makes the Wheels Go Round?
Macmillan 1931

Book of Knowledge
Grolier Society 1940

Bowen, F. C. The Golden Age of Sail
Milton, Balch 1925

Charnley, M. V. Boys' Life of the Wright Brothers
Harper 1928

Compton's Pictured Encyclopedia and Fast Index
Compton 1941

Crump, I. Boy's Book of Airmen
Dodd, Mead 1927

Crump, I. Conquering the Air
Nelson 1930

Driggs, L. L. Heroes of Aviation
Little, Brown 1927

Dunbar, S. A History of Travel in America
Bobbs, Merrill 1931
THANKSGIVING

BIBLIOGRAPHY

Books Useful for the Teacher

*The Wide World, H. A. Minton, 1910

*The Garden Way, A. B. Tappan, 1912

*A Little Girl of America, H. F. J. C. M. 1920

*The Garden Way, A. B. Tappan, 1912

This list of books is aimed at providing resources for teachers to enhance their curriculum in various subjects. Each title is marked with an asterisk (*) to indicate its relevance for the educational context.
Ernst, N. and Others  The Iron Horse  
Knopf  1937

Floeherty, J. S.  'Board the Airliner  
Doubleday, Doran  1934

Follett, H. T.  Magic Portholes  
Macmillan  1932

Fraser, C. C.  Heroes of the Air  
Crowell  1930

Freeland, G. F. and Others  How People Work Together  
Scribner  1938

Gabriel, R. H.  The Pageant of America  
Yale  1925-9

Hobbs, E. W.  Sailing Ships at a Glance  
Putnam  1926

Holland, R. S.  Historic Airships  
Macrae-Smith  1928

Holland, R. S.  Historic Railroads  
Macrae-Smith  1926

Holland, R. S.  Historic Ships  
Macrae-Smith  1926

Hylander, C. J.  Cruisers of the Air  
Macmillan  1931

Jackson, G. G.  The Book of the Ship  
McBride  1917

Jackson, G. G.  The Book of the Locomotive  
Green  1924

Laut, A. C.  The Romance of the Rails  
McBride  1928

Leeming, J.  Ships and Cargoes  
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Lent, H. B.  Wide Road Ahead  
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Muller, C. G. They Carried the Goods
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Watson, E. Story of Bread
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Houghton, Mifflin 1935

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TRANSPORTATION

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Books Useful for the Children

Atwood, W. W. and Thomas, E. G. Neighborhoo Stories
Ginn 1944  Difficult 3
Enjoyable stories and illustrations of travel on land, on sea, and in the air.

Barry, M. E. and Hanna, P. R. Wonder Flights of Long Ago
Appleton 1930  3
Historical flights.

Bailey, B. Book of Airplanes
Saalfield 1932  3
Excellent pictures.

Barton, V. Choo Choo
Houghton, Mifflin 1941  2-3
Interesting stories of the day of a runaway engine.

Beaty, J. Y. Story Pictures of Our Neighbors
Beckley - Cardy 1938  2-3
Very interesting reading - vocabulary well explained.

Beaty, J. Y. Story Pictures of Transportation
Beckley - Cardy 1939  3-4
Good pictures and stories that tell about transportation, emphasizing the importance of speed.

Beauchamp, W. L. All Around Us
Scott, Foreman 1944  2-3
Excellent stories and pictures.

Bighorn, M. M. The Bad Little Rabbit
Little, Brown 1929  Low 3
Contains a good story of a boy's train ride.
Black, I. S.  *This Is the Bread That Betsy Ate*  Scott 1945  2 - 3  Excellent pictures and illustrations.

Blough, G. O.  *Useful Plants and Animals*  Row, Peterson 1945  Difficult 3  Contains stories of some animals used for transportation.


Carpenter, F. C.  *The Ways We Travel*  American Book 1929  Difficult 3  Excellent stories about various modes of travel.

Cavanah, F.  *Our Country's Story*  Rand 1945  2 - 3  Story of the explorers' early travel in our country.

Chamberlain, J. F.  *How We Travel*  Macmillan 1930  Difficult 3  Informative and interesting.

Craig, G. S.  *Science, Every Day*  Ginn 1946  Difficult 3  Contains excellent stories of transportation.

Cutright, P. and Others  *Living Together in Town and Country*  Macmillan 1944  2 - 3  Contains stories of bus and train transportation.

Dalgliesh, A.  *America Travels*  Macmillan 1933  4 - 6  Excellently-illustrated stories of one hundred years of travel in America.

Dearborn, B. J.  *City Friends*  Macmillan 1936  2 - 3  Stories of a trip to the city by train and automobile.

Donaldson, L.  *Smokey, the Lively Locomotive*  Whitman 1935  Difficult 3  Highly interesting story for boys.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>Pages</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dopp, K. E.</td>
<td>Busy Days with Little Friends</td>
<td>Rand McNally</td>
<td>1935</td>
<td>3</td>
<td>Story of the life of the engineer.</td>
</tr>
<tr>
<td>Webster, H.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>History of ships, with information on lighthouses, navigation and shipbuilding.</td>
</tr>
<tr>
<td>Flocoderty, J. J.</td>
<td>*Board the Airliner</td>
<td>Doubleday, Doren</td>
<td>1934</td>
<td></td>
<td>Difficult 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vivid photographs of air travel - rather difficult vocabulary.</td>
</tr>
<tr>
<td>Follett, D. W.</td>
<td>Trains</td>
<td>Follett</td>
<td>1936</td>
<td>3</td>
<td>Excellent pictures and informative reading material.</td>
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<tr>
<td>Gates, A. I.</td>
<td>On Longer Trails</td>
<td>Macmillan</td>
<td>1945</td>
<td></td>
<td>Difficult 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Stories of various modes of travel.</td>
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<tr>
<td>Gates, A. I., and</td>
<td>We Go Away</td>
<td>Macmillan</td>
<td>1946</td>
<td>3</td>
<td></td>
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<tr>
<td>Heyl, H. H.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Children will enjoy the travel stories.</td>
</tr>
<tr>
<td>Hader, B. and Hader, E.</td>
<td>The Picture Book of Travel</td>
<td>Macmillan</td>
<td>1938</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Contains excellent illustrations of the history of travel.</td>
</tr>
</tbody>
</table>
Hahn, J. L.  Finding Friends  
Houghton, Mifflin 1940  2  
Easy story of trains, with good illustrations.

Hanna, P. and Others  Susan’s Neighbors at Work  
Scott, Foresman 1936  2  
Interesting and easy story of the place and function of the train in modern community life.

Hanna, P. and Others  Hello, David  
Scott, Foresman 1943  1 - 2  
Contains easy stories about different modes of transportation.

Harter, H.  How We Travel  
Follett 1936  3  
Highly informative stories and good illustrations of various types of travel.

Hartman, G.  The World We Live In and How It Came to Be  
Macmillan 1931  3  
History of travel; well told.

Hay, E. H.  Our Home and Our World  
Beckley - Cardy 1943  Difficult 3  
Stories about different types of transportation.

Henderson, L. T.  Airplanes - Stories and Pictures  
Donohue 1938  Difficult 3  
Interesting stories and illustrations.

Henderson, L. T.  Trains, Stories and Pictures  
Donohue 1938  Difficult 3  
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Henry, R.  On the Railroad  
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Holland, R. S.  Historic Railroads  
Macrae, Smith 1927  Difficult 3  
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Huber, M. B. *Planes for Bob and Andy*  
Macmillan 1943  Difficult 3  
Interesting stories, with good illustrations.

Hurley, B. J. *Boats*  
American Ed. Press 1936  2 - 3  
Illustrations and descriptions readily understood by children.

Johnson, M. E. *Trains Today*  
American Ed. Press 1939  1 - 2  
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Excellent descriptions and illustrations.

Keath, L. J. and Follett, D. W. *Boats*  
Follett 1937  3  
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Kuh, C. G. *Deliveryman*  
Macmillan 1934  2 - 3  
Interesting for its information about the delivery of goods to homes.

Kuh, C. G. *The Engineer*  
Macmillan 1934  3  
Excellent description and pictures of the day's work of an engineer.

Lebeck, O. *Stop! Go!*  
Grosset and Dunlop 1936  2 - 3  
Enjoyable story of transportation.

Lenski, L. *The Little Airplane*  
Oxford 1938  3  
Good story of the flight of an airplane.

Lenski, L. *The Little Train*  
Oxford 1940  3  
Illustrated description of a train trip.

Lent, H. B. *Clear Track Ahead!*  
Macmillan 1933  Difficult 3  
Excellent description of freight and passenger trains.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>Difficulty</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lent, H. B.</td>
<td>Full Steam Ahead!</td>
<td>Macmillan</td>
<td>1933</td>
<td></td>
<td>A good description of a liner’s ocean voyage.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>Wide Road Ahead?</td>
<td>Macmillan</td>
<td>1934</td>
<td>Difficult 3</td>
<td>Rather difficult text about the history of the automobile, but excellent pictures.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>The Tugboat</td>
<td>Macmillan</td>
<td>1936</td>
<td>Difficult 3</td>
<td>Story of the importance of the tugboat in a harbor.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>Air Pilot</td>
<td>Macmillan</td>
<td>1937</td>
<td></td>
<td>Good descriptive story of airplane and airport.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>The Bus Driver</td>
<td>Macmillan</td>
<td>1937</td>
<td></td>
<td>Illustrations and interesting reading material on travel over the road.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>The Captain</td>
<td>Macmillan</td>
<td>1937</td>
<td></td>
<td>Stories and illustrations about ocean liners; excellent.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>Straight Down</td>
<td>Macmillan</td>
<td>1944</td>
<td></td>
<td>Tells the story of parachutes.</td>
</tr>
<tr>
<td>Lent, H. B.</td>
<td>Straight Up</td>
<td>Macmillan</td>
<td>1944</td>
<td></td>
<td>Tells the story of helicopters.</td>
</tr>
<tr>
<td>Lewis, W. and Rowland, A.</td>
<td>The Wonder World</td>
<td>Winston</td>
<td>1930</td>
<td></td>
<td>Stories of transportation changes through the years.</td>
</tr>
<tr>
<td>Lilienthal, S.</td>
<td>Sails, Wheels and Wings</td>
<td>Grossetett and Dunlop</td>
<td>1936</td>
<td></td>
<td>Travel through the years, with illustrations.</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publisher</td>
<td>Year</td>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>MacCarthy, J.</td>
<td><strong>Billy and Ted in the Air</strong></td>
<td>Whitman</td>
<td>1935</td>
<td>3</td>
<td>Good pictures.</td>
</tr>
<tr>
<td>Martin, C. M.</td>
<td><strong>Tales and Travels</strong></td>
<td>Scribner</td>
<td>1930</td>
<td>2-3</td>
<td>Good, easy reading of bus trip taken by two children.</td>
</tr>
<tr>
<td>McIntyre, A. and Hill, W.</td>
<td><strong>Workers at Home and Away</strong></td>
<td>Follett</td>
<td>1946</td>
<td>3</td>
<td>Difficult stories of various modes of travel.</td>
</tr>
<tr>
<td>Mitchell, L. S.</td>
<td><strong>Animals, Plants, and Machines</strong></td>
<td>Heath</td>
<td>1944</td>
<td>2-3</td>
<td>Excellent stories of the different types of transportation.</td>
</tr>
<tr>
<td>Mitchell, L. S.</td>
<td><strong>Farm and City</strong></td>
<td>Heath</td>
<td>1944</td>
<td>1-2</td>
<td>Stories of transportation between farm and city.</td>
</tr>
<tr>
<td>Newton, R. E.</td>
<td><strong>Let's Play Train</strong></td>
<td>Whitman</td>
<td>1936</td>
<td>2-3</td>
<td>Difficult Short story - easy reading, with good illustrations.</td>
</tr>
<tr>
<td>Author/Editors</td>
<td>Title</td>
<td>Publisher</td>
<td>Year</td>
<td>Notes</td>
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<tr>
<td>Page, V. W.</td>
<td><em>A - B - C of Aviation</em></td>
<td>Henley</td>
<td>1928</td>
<td>Difficult 3 Good descriptions of various parts of plane.</td>
<td></td>
</tr>
<tr>
<td>Peardon, C.</td>
<td><em>Adventures in a Big City</em></td>
<td>Macmillan</td>
<td>1933</td>
<td>3 Riding on a train; suggestions for activities.</td>
<td></td>
</tr>
<tr>
<td>Pease, J. V.</td>
<td><em>This Is the World</em></td>
<td>Rand</td>
<td>1944</td>
<td>3 Excellent pictures of travel.</td>
<td></td>
</tr>
<tr>
<td>Picture Scripts</td>
<td><em>The John Harvey Speeds to a Burning Freighter</em></td>
<td>Hale</td>
<td>1935</td>
<td>3 Good reading and illustrations of a sea rescue.</td>
<td></td>
</tr>
<tr>
<td>Picture Scripts</td>
<td><em>Airplanes, the Work They Do and How They Do It</em></td>
<td>Hale</td>
<td>1936</td>
<td>3 Excellent illustrations and explanatory text.</td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publisher</td>
<td>Year</td>
<td>Notes</td>
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</tr>
<tr>
<td>Plimpton, E.</td>
<td>Your Workshop</td>
<td>Macmillan</td>
<td>1926</td>
<td>3 Explanatory drawings of transportation.</td>
<td></td>
</tr>
<tr>
<td>Pryor, W. C.</td>
<td>Train Book</td>
<td>Harcourt, Brace</td>
<td>1933</td>
<td>2 Full-page illustrations with story on the opposite page, describing trains.</td>
<td></td>
</tr>
<tr>
<td>Pryor, W. C.</td>
<td>The Steamship Book</td>
<td>Harcourt, Brace</td>
<td>1934</td>
<td>2 - 3 Photographs and stories of trip from New York to Panama.</td>
<td></td>
</tr>
<tr>
<td>Read, H. S.</td>
<td>An Engine's Story</td>
<td>Scribner</td>
<td>1928</td>
<td>2 - 3 Easy, interesting stories.</td>
<td></td>
</tr>
<tr>
<td>Read, H. S.</td>
<td>Story About Boats</td>
<td>Scribner</td>
<td>1932</td>
<td>2 - 3 Excellent story and illustrations.</td>
<td></td>
</tr>
<tr>
<td>Read, M.</td>
<td>A Story About Boats</td>
<td>Scribner</td>
<td>1928</td>
<td>1 - 2 Good illustrations.</td>
<td></td>
</tr>
<tr>
<td>Reilly, D.</td>
<td>Our Airplane Book</td>
<td>Harr, Wagner</td>
<td>1938</td>
<td>1 Good pictures.</td>
<td></td>
</tr>
<tr>
<td>Rifkin, L.</td>
<td>When I Grow Up I'll Be a Flyer</td>
<td>Lothrop, Lee</td>
<td>1942</td>
<td>3 Simple and adequate information about the training of pilots.</td>
<td></td>
</tr>
</tbody>
</table>
Roberts, M. M.  *Safety Town Stories*  
Lyons and Carnahan  1933  
Highly interesting stories that teach safety rules.

Rocheleau, W. F.  *Transportation*  
Flanagan  1928  
Good for explaining various methods of travel.

Rogers, A.  *Flight: The Story of Aviation in Pictures and Text*  
Harper  1935  
Short history of airplane development, with excellent illustrations.

Sickles, D. J.  *Travel by Air*  
Whitman  1940  
A good history of air travel.

Sickles, D. J.  *Travel by Land*  
Whitman  1940  
An account of the history of travel, with good pictures.

Sickles, D. J.  *Traveling by Water*  
Whitman  1940  
Story of water travel from the early days; has good illustrations.

Slobodkin, L.  *Clear the Track!*  
Macmillan  1945  
Very well-illustrated story of a train.

Smith, E. B.  *The Railroad Book*  
Houghton, Mifflin  1933  
Easy story of two children's summer on a train.

Smith, N. B.  *Near and Far*  
Silver, Burdett  1935  
Very good stories of travel by water.

Smith, N. B.  *Helpers on a Boat*  
Silver, Burdett  1937  
Good descriptions and pictures of the workers who run ships.

Smith, N. B.  *Milk for the City*  
Macmillan  1937  
Good description and illustrations.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Difficulty</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, N. B.</td>
<td><strong>Unit - Activity Readers - Supplementary Pamphlets</strong></td>
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<td></td>
<td><strong>A Big Airport</strong></td>
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<td><strong>All Kinds of Cars</strong></td>
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<td></td>
<td><strong>Balloons and Airships</strong></td>
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<td></td>
<td><strong>Giders and Airplanes</strong></td>
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<td></td>
<td><strong>Lindbergh's Flight</strong></td>
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</tr>
<tr>
<td>Smith, N. B.</td>
<td><strong>Down the Road</strong></td>
<td>Silver, Burdett  1945</td>
<td>1 - 2</td>
<td>Highly interesting reading.</td>
</tr>
<tr>
<td></td>
<td><strong>An interesting story of donkeys.</strong></td>
<td></td>
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<tr>
<td>Smith, N. B.</td>
<td><strong>From Sea to Sea</strong></td>
<td>Silver, Burdett  1945</td>
<td>Difficult 3</td>
<td></td>
</tr>
<tr>
<td>Sperry, A.</td>
<td><strong>All Sails Set</strong></td>
<td>Winston 1935</td>
<td>Difficult 3</td>
<td></td>
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<tr>
<td></td>
<td><strong>Difficult vocabulary, though very interesting story of the famous ship</strong></td>
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<td></td>
<td>&quot;Flying Cloud&quot;</td>
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<tr>
<td>Stone, C. R.</td>
<td><strong>New Trails in Reading</strong></td>
<td>Webster 1932</td>
<td>2 - 3</td>
<td>Good story of desert transportation.</td>
</tr>
<tr>
<td>Storm, G. E.</td>
<td><strong>Friends About Us</strong></td>
<td>Lyons and Carnahan 1936</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stories of the fireboat, tugboat, ferry-boat, and liner.</td>
<td></td>
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<tr>
<td>Swift, H. H.</td>
<td><strong>Little Blacknose</strong></td>
<td>Harcourt, Brace 1929</td>
<td>2 - 3</td>
<td>Children find this very enjoyable.</td>
</tr>
<tr>
<td>Townend, J.</td>
<td><strong>Railroad A B C</strong></td>
<td>Watts 1944</td>
<td>1 - 2</td>
<td>Excellent pictures.</td>
</tr>
<tr>
<td>Troxell, E.</td>
<td><strong>On Shining Rails</strong></td>
<td>Scribner 1939</td>
<td>Difficult 3</td>
<td>Interesting stories of trains.</td>
</tr>
<tr>
<td>Others</td>
<td></td>
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<tr>
<td>Unit Study Books</td>
<td>Airplanes</td>
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<td></td>
<td>Boats</td>
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<tr>
<td>How Animals Travel</td>
<td>Our Transportation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Travel</td>
<td>American Ed. Press 1934</td>
<td>1 - 2 - 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Waddell, J. F.           | Helpers                        |
|                         | Macmillan 1937                 | 2 - 3   |
| Good stories of community helpers. |

| Wadsworth, W.            | The Sad Little Switch Engine    |
|                         | Rand-McNally 1935               | 3       |
| Good stories of a *switch* engine and of men's efforts to break flying records. |

| Wahlert, J. and Hahn, J.  | Neighbors Near and Far          |
|                         | Houghton, Mifflin 1935          | 3       |
| Story of life on a Chinese junk. |

| Walden, A.               | Harness and Pack                |
|                         | American Book 1935              | Difficult 3 |
| Enjoyable stories of the work of animals in transportation. |

| Walker, J. B.            | Airplanes of the U.S.A.         |
|                         | Whitman 1942                    | 3       |
| Many colored pictures of airplanes, with important events in history of aviation. |

| Wallace, J. F.           | War Planes in Action            |
|                         | Whitman 1942                    | 3       |
| Descriptions and colored pictures of war planes in action, how they run, their crews, etc. |

| Wilson, C. O.            | The Tale of a Trailer           |
|                         | Follett 1937                    | Difficult 3 |
| Enjoyable stories and illustrations about trailers. |

| Wooley, C.               | I Like Trains                   |
|                         | Harper, 1944                    | 2 - 3   |
| Excellent pictures.     |

| Wright, L. E.            | Magic Boat                      |
|                         | Ginn, 1937                      | 2 - 3   |
| Good reading for slower children. |
TRANSPORTATION

OTHER INSTRUCTIONAL AIDS

Poems

Bennett, R. B. Around a Toadstool Table Follett 1930

The Airplane p 42
Boats p 36
A Modern Dragon p 47
Motor Cars p 59
Racing the Train p 46
Sky Harbor p 44
The Zeppelin p 43

Hubbard, A. and Babbit, A. The Golden Flute Day Company 1932

The Airplane p 248
The Airplane p 249
Bathtub Bay p 5
The Big Armchair p 13
Boats p 242
Cars Go Fast p 243
Differences p 66
Ferry Boats p 243
The First Zeppelin p 249
Foreign Lands p 255
Freight Boats p 244
A Good Play p 240
The Green Bus p 249
I'd Like to Be a Lighthouse p 245
I Saw a Ship A-Sailing p 244
The Kayak p 250
A Modern Dragon p 241
Motor Cars p 245
My Bed Is a Boat p 246
My Taxicab p 246
A Nautical Ballad p 241
The Old Coach Road p 251
Pirate Story p 247
'Spree s p 252
Taxis p 247
Trains p 252
Trucks p 253
Underground Rumbling p 254
Whistles p 254
The Zeppelin p 255

Songs

Davidson, A. T. and Surette, T. W.  Rote Songs for Grades I, II, III
School Committee of Boston 1917

Columbus Day No. 139
Evening on the River No. 58
The Golden Boat No. 52
The Holiday No. 76
I Had a Little Sail-boat No. 54
I Saw Three Ships No. 34
The Lighthouse No. 121
The Little Ship No. 79
The Pony Ride No. 24
Sailing Song No. 103
The Sleigh Ride No. 120
A Song of Ships No. 117
The Trolley Ride No. 100

Giddings, T. P. and Others  Introductory Music
Ginn 1923

The Airplane p 153
Columbus p 149
Down the Stream p 58
Drifting p 137
The Lighthouse p 136
The Little Boy p 32
Motor Cars p 150
The Policeman p 38
The Sleigh Ride p 54

Glenn, M. and Others - Rhythms and Rimes - enlarged edition
Ginn 1936

Airplanes p 37
The Airplane p 119
Call of the Sea p 60
A Golden Boat I’ll Buy You p 124
Gypsy Song p 137
Jolly Little Eskimo p 71
Learning to Drive p 46
Levee Song p 8 d
A Long Time Ago p 8 h
The Night Air-Mail p 67
Nine Red Horsemen p 144-145
On Columbus Day p 64
Pony’s Birthday p 108
The Sailor p 65
The Santa Fe Trail p 168
The Traveler p 64

Glenn, M. and Others Tuning Up - enlarged edition
Ginn 1943
Across the Ocean p 23
The Airplane p 157
Blow Boys Blow p 8 g
Four in a Boat p 8 f
My Ship p 158
On the Train p 156
Peter Day p 48
Riding Through the Sky p 116
Roads p 44
Swing Along p 135
Take Care p 103
Taxis p 129
Travel p 80

Phonograph Records

Blow the Man Down Victor Record 21751
Boat Song 4016
Boating Song 20154
Come to the Sea 1204
Knight of the Hobby Horse 20395
My Pony 19830
Rocking Horse 1945
Row to the Fishing Ground 20395
The Street Car 22621

Pictures

Currier and Ives Prints

Pictures and Posters from Transportation Companies

Stereographs

Six Hundred Set Keystone View Company, Meadville, Pa.
Transportation by Boats, Ships, Vehicles.

Motion Pictures

Airplane Trip (Primary Grade Series) EBF 1938 $50
11 min - 16 - sil
Explains working of plane's instruments.
America Learns to Fly  National Dairy Company  1941 loan
10 min - 16 - sd
Very good. Explains value of milk to children and workers.

Anne Learns About Cargo Boats (Wee Anne Series)
Cinegraphic  1937  Rent  $1.00
15 min - 16 - si
Boats in San Francisco Bay.

Anne Learns About Ocean Liners (Wee Anne Series)
Cinegraphic  1946  Rent  $2.00
30 min - 16 - si
A visit to a ship, showing what is involved in its operation.

Boat Trip  (Primary Grade Series)  EBF  1946  $50
10 min - 16 - sd
A Hudson River trip.

Bus Driver  EBF  1946  $50
11 min - 16 - sd
The bus driver's work, showing need of safety rules and also shows bus terminal.

Children's Airport Excursion  Purington  1936  $10.50
15 min - 16 - sd
Plane's instruments and airport explained.

Development of Transportation  Erpi  1939  $50
10 min - sd
(35 - sd - $100)
Transportation in the United States during the last 150 years.

Elevated Trains  (A B C of Transportation Series)  BFS  1929  $12
Shows elevated trains in city.

Flatboatmen of the Frontier  (History Series)  EBF  1946  $50
10 min - 16 - sd
Excellent; early settler's use of rivers.

Freight Train  (Man's Work Series)  Barr  1942  $40 (Rent $1.50)
11 min - 16 - si - sd
Freight - by train and truck.

Freight Yard  (Running the Railroad Series)  N. Y. Central  1942
20 min - 16 - sd - loan
Operation of freight trains; excellent.
Guilty K. C. Safety Council $95
30 min - 16 - sd
Shows need to follow safety rules.

Journey by Train B. & H. 1946 $96 (Rent $4)
60 min - 16 - sd
Very good. A set of seventy 8 x 10 still photographs of scenes may be ordered also.

Life Line of the Nation Santa Fe Railway 1946 loan
21 min - 16 - sd - color
Excellent, up-to-date picture showing work of train.

The Mail B. & H. 1938 $30 - $50 (Rent $1 - $1.50)
10 min - 16 - si - sd
Mail transportation by plane and train.

This Moving World Fisher Body Company loan
24 min - 16 - sd
Excellent presentation of the history of transportation from the invention of the wheel to the present.

On Two Wheels General Motors Company loan
14 min - 16 - sd
Interesting presentation of safety rules in bicycle riding.

Passenger Train (Social Science Series) Erpi 1940 $50
11 min - 16 - sd
(35 - sd - $100)
Passenger-train operation. Excellent.

Pony Express (Pioneer Life Series) Barr 1942 $40 (Rent $1.50)
11 min - 16 - sd
Transportation of mail in 1860.

Starting,- Taxiing - Taking Off Bray $45 (Rent $2) 1943
10 min - 16 - sd
What happens when plane takes off.

The Street Car (A B C of Transportation Series) BFS 1939 $24
14 min - 16 - si
Ride to town on street car.
TRANSPORTATION

FREE MATERIALS

The teacher or children may write to the following companies for free materials, which include posters, pamphlets, charts, exhibits, models:

Air Age Education Research
100 East 42nd Street
New York 17, N. Y.

Alaskan Railroad
30 North Michigan Boulevard
Chicago, Ill.

Alcoa Map Department
P. O. Box 52
New York 8, N. Y.

Department of Commerce
Aeronautics Branch
Washington, D. C.

American Air Lines, Inc.
100 East 42nd Street
New York 17, N. Y.

American Corporation
2 West 45th Street
New York, N. Y.

American Express Company
65 Broadway
New York, N. Y.

Association of American Railroads
Transportation Building
Washington, D. C.

Atcheson, Topeka & Santa Fe Railroad
Railway Exchange
Chicago, Ill.
Baltimore & Ohio Railroad
Public Relations Department
Baltimore, Md.

A. L. Bouton
Fisher Body Division
General Motors Corporation
Detroit, Michigan

Bureau of Fourth Assistant Postmaster General
Washington, D. C.

Bermuda Trade Development Board
230 Park Avenue
New York, N. Y.

George Bird Company
68 West Washington Street
Chicago, Ill.

Chesapeake & Ohio Railroad Lines
Richmond, Va.

Chevrolet Motors Company
General Motors Building
Detroit, Mich.

Chicago, Burlington & Quincy Railroad
547 Jackson Boulevard
Chicago, Ill.

Chicago & Northwest Railroad
400 West Madison Street
Chicago, Ill.

Chrysler Corporation
Detroit, Michigan

Civil Aeronautics Administration
Publications & Statistics Division
Correspondence Section
Washington 25, D. C.

Clyde-Mallory Lines
Pier 36, North River
New York, N. Y.

Compania Mallory Lines
24 State Street
New York, N. Y.
Eastern Air Lines
120 South Michigan Avenue
Chicago, Ill.

Eastern Railroads Presidents Corporation
145 Liberty Street
New York, N. Y.

Fisher Body Craftsman Guild
3044 West Grand Boulevard
Detroit, Michigan

General Motors Corporation
Research Laboratory Section
Detroit 2, Michigan

Grace Lines, Inc.
30 Rockefeller Centre
New York, N. Y.

Greyhound Travel & Transportation Company
120 Superior Avenue
Cleveland, Ohio

Grey Line Motor Tours, Inc.
717 South Stark Street
Portland, Oregon

Hudson River Day Lines
General Passenger Agent
303 West 42nd Street
New York, N. Y.

Illinois Central Railroad
135 East 11th Place
Chicago, Ill.

Lockheed
Burbank, Cal.

National Trailway Bus Line
185 North Wabash Avenue
Chicago, Ill.

New York Central System
Advertising Department
466 Lexington Avenue
New York, N. Y.

New York, New Haven & Hartford Railroad
Passenger Traffic Department
New York, N. Y.
Norwegian Government Railroad  
342 Madison Avenue  
New York, N. Y.

Pan American Airways, Inc.  
Chrysler Building  
New York, N. Y.

Pennsylvania Railroad  
Broad Street  

The Pullman Company  
79 East Adams Street  
Chicago, Ill.

Railway Express Agency  
General Sales Department  
230 Ford Avenue  
New York, N. Y.

Santa Fe System  
Chicago, Ill.

Southern Pacific Railroad  
65 Market Street  
San Francisco, Cal.

Superintendent of Documents  
Government Printing Office  
Washington, D. C.

United Air Lines  
5959 South Cairo Avenue  
Chicago, Ill.

U. S. Maritime Commission  
Division of Public Relations  
Washington 25, D. C.

Western Electric Company  
Chicago, Ill.
FILM-DISTRIBUTING COMPANIES

Many of the films listed in the units can be rented or may be obtained on loan. Boston University and Harvard College have large film libraries from which a teacher may rent films. The Department of Visual Education of the Boston Schools may be contacted for its film service.

The following companies sell or rent films; or loan them:

Academic Film Co., Inc.
1650 Broadway, New York 19, N. Y.

American Cam Company
230 Park Avenue, New York City, N. Y.

American Institute of Baking
9 Rockefeller Plaza, New York, N. Y.

Armour & Company Consumer Service
Union Stock Yards, Chicago 9, Ill.

Bailey Film Service
2044 North Berendo St., Hollywood 27, Cal.

Baltimore & Ohio Railroad, Director of Public Relations
Baltimore, Md.

Arthur Barr Productions
602 Summit Avenue, Pasadena, Cal.

Bell and Howell Company
30 Rockefeller Plaza, New York, N. Y.

Boy Scouts of America
2 Park Avenue, New York, N. Y.

Bray Pictures Corporation
729 Seventh Avenue, New York 19, N. Y.

Canadian National Railways
Montreal, Canada
Many of the film titles included in the column can be borrowed on May 1.

Do not forget your order. Boston University and Harvard College have large film libraries from which a person may have titles.

The Department of Visual Instruction at the Boston School may be consulted for the titles requested.

The following companies will rent titles to John Jones:

Academic Films Co., Inc.
908 Broadway, New York, N.Y.

American Film Company
320 Park Avenue, New York City, N.Y.

American Institute of Finance
3 Rockefeller Plaza, New York, N.Y.

American Film Congress, Inc.
Union Bank Plaza, Chicago, III.

Rental Film Service
808 North Berrada St., Hollywood, Calif.

Silent Film Reproduction
100 Grand Avenue, Brooklyn, N.Y.

Bell and Howell Company
40 Rockefeller Plaza, New York, N.Y.

Her Son of America
208 E. 42nd Street, New York, N.Y.

The Bavarian Vagabond, New York 17, N.Y.

Montreal Camera

Countess Camera
Canadian Pacific Airlines
Coromion Square Bldg., Montreal, Canada

Castle Films
RCA Building, Rockefeller Center, New York 20, N. Y.

Cinegraphic Corporation, Pasadena, Cal.

Coronet Productions, Glenview, Ill.

Eastman Kodak Co., Informational Films Division
673 Fifth Avenue, New York, N. Y.

Educational Film Service
180 North Union Street, Battle Creek, Mich.

EBF - Encyclopaedia Britannica Films, Inc.
20 North Wacker Drive, Chicago 6, Ill.

Erpi Classroom Films, Inc.
1841 Broadway, New York, N. Y.

Fisher Body, Detroit Division
8-165 General Motors Building, Detroit, Mich.

Harvard Film Service, Graduate School of Education
Lawrence Hall #4, Cambridge 38, Mass.

International Harvester Co., Inc.
180 North Michigan Avenue, Chicago 1, Ill.

ITTCO - International Theatrical & Television Corporation
25 West 45th Street, New York 19, N. Y.

National Dairy Council
111 North Canal Street, Chicago 6, Ill.

New York Central System, Motion Picture Bureau
Public Relations Department, 466 Lexington Ave., N.Y.C.

OIAA - Office of Inter-American Affairs
U. S. State Department, New York, N. Y.

Oregon-Washington-California Pear Bureau
605 Union Street, Seattle, Wash.

Photo & Sound, Inc.
153 Kearny Street, San Francisco, Cal.

Purinton - Robert F. Purinton
4404 - 42nd Street, San Diego, Cal.
Santa Fe Railway
80 East Jackson Boulevard, Chicago, Ill.

Teaching Film Custodians, Inc.
25 West 43rd Street, New York 18, N. Y.

United Fruit Company, Education Department
Pier 3, North River, New York 6, N. Y.

USDA - U. S. Department of Agriculture
Office of Motion Pictures, Washington, D. C.

Wurtele Film Productions
P. O. Box 504, Orlando, Fla.

YMCA - National Council for Young Men's Christian Assocs.
Motion Picture Bureau, 347 Madison Avenue, New York, N.Y.
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to develop four source units in the Social Studies for Grade Three in Boston. It has had as its aim the promotion of learning through a variety of socialized group activities that would bring the pupil nearer the goal of unified personality.

The City of Boston Course of Study for Grade Three indicates that wholly-integrated activities are not feasible in a large cosmopolitan city like Boston, so the teacher should keep that in mind during the working out of the units. Usually the unit of work extends over a period of from four to six weeks, as the discretion of the teacher and the pupil needs and interests allow.

The Primary School is the place where skills should be developed and drill periods provided for the attainment of those skills. Often the unit work furnishes a realization in the child of his need to gain the primary skills, and may motivate him to acquire ability to pursue independently the answer to problems arising from unit activities.

The manner in which a child acts in a small group is indicative of the way he will conduct himself in large groups. Good teacher guidance will help the child make social adjustments and comprehend the necessity of rules and laws that protect the individuals of the group. The primary function of the
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this chapter was to develop your concept within
the scope of the topic for Change: Those in Perspective. It was
found in the field of psychology that certain factors are
important in developing your concept of change.

An important factor that many people consider the primary
form of change is the initial change in perspective. This
change can be seen as a shift in thinking, which in turn
leads to new ways of understanding the world.

The city of Boston contains a number of unique aspects that
are not typical in a larger metropolitan area. The passion
and enthusiasm of the people in Boston are often
observed and admired by others. This passion for
work and artistry often leads to a desire to learn
from others and grow in their own abilities.

The primary goal of the change is to stimulate and
promote self-awareness and understanding of the
environment. By the end of this chapter, you will
have a greater understanding of the importance of
self-awareness and how it can impact one's life.

The potential of mindset change to bring about
transformative results is great. By developing
self-awareness and understanding of the
environment, you can begin to make a positive
difference in the world around you.

The mindset is a critical part of our identity as
human beings. It is through our mindset that we
experience the world and our interactions with it.

The chapter concludes with the idea that the
mindset is a powerful tool that can be used to
create positive change in our lives and the world
around us.
School is to present a curriculum of selected experiences and mature guidance that will develop the child in social living and for duties of citizenship in a democracy.
Some fool is trying a correlation of sociology and

serves an innocent urban development as society planning.

and far-Out East of America in a concentration.
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