

DOCUMENT RESUME

ED 048 056

SO 000 677

TITLE Social Studies, Grade 1: A Teaching System.  
INSTITUTION New York State Education Dept., Albany. Bureau of  
Elementary Curriculum Development.  
PUB DATE 70  
NOTE 67p.  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS American Culture, \*Area Studies, \*Citizenship,  
\*Community Study, Concept Teaching, Elementary  
Grades, Environmental Education, Grade 1, Inductive  
Methods, Instructional Materials, Learning  
Activities, Multimedia Instruction, Neighborhood,  
Problem Solving, Resource Guides, \*Social Studies  
Units, \*Teaching Guides  
IDENTIFIERS \*United States

ABSTRACT

The overall social studies recommended program is described in SO 000 675. However, this guide contains suggestions for teachers to help them in implementing this program. The local environment studies concentrate on the building of effective citizenship as a member of a home, school, and community groups with respect to: social organization, economic organization, political organization, geography, and patriotism. Some of the major concepts included are: family life, schools yesterday and today, community characteristics, community services, farming, division of labor, rules and laws, democracy and elections of the president, neighborhood and world geography, the flag, and national holidays and festivals. This content is set forth along with a suggested methodology, an extensive list of learning activities from which teachers may choose those best suited to their classrooms, and a multimedia bibliography of teaching materials. (SBE)

ED048056

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY.

BUREAU OF ELEMENTARY CURRICULUM  
DEVELOPMENT

SOCIAL STUDIES - GRADE 1

*A Teaching System*

UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY, NEW YORK 1970

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984 Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L.,  
Chancellor ----- New York  
1970 Everett J. Penny, B.C.S., D.C.S.,  
Vice Chancellor ----- White Plains  
1978 Alexander J. Allan, Jr., LL.D., Litt.D. ----- Troy  
1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D. ----- Buffalo  
1972 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D. ----- Purchase  
1975 Edward M. M. Warburg, B.S., L.H.D. ----- New York  
1977 Joseph T. King, LL.B. ----- Queens  
1974 Joseph C. Indelicato, M.D. ----- Brooklyn  
1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D. ----- Rochester  
1979 Francis W. McGinley, B.S., LL.B., LL.D. ----- Glens Falls  
1980 Max J. Rubin, LL.B., L.H.D. ----- New York  
1971 Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D. ----- Hastings on  
Hudson  
1982 Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D. ----- Syracuse  
1983 Harold E. Newcomb, B.A. ----- Oswego  
1981 Theodore M. Black, A.B. ----- Sands Point

President of the University and Commissioner of Education  
Ewald B. Nyquist

Deputy Commissioner for Elementary and Secondary Education  
Herbert F. Johnson

Associate Commissioner for Instructional Services  
Philip B. Langworthy

Assistant Commissioner for Instructional Services (General Education)  
Bernard F. Haake

Director, Curriculum Development Center  
William E. Young

Chief, Bureau of Elementary Curriculum Development  
Robert H. Johnstone

## FOREWARD

This publication has been prepared by the Curriculum Development Center in response to many requests from teachers for help in implementing the State recommended program in the social studies. In the pages which follow, the content for the first grade is set forth along with a suggested methodology, an extensive list of learning activities from which teachers may choose those best suited to their classrooms, and a multi-media bibliography of teaching materials.

This Teaching System was prepared by a team consisting of Charlene Des Jardins, first grade teacher in the Mohonasen Schools; Marjorie Geisen, first grade teacher in the Smithtown Schools; and Nancy Squires, librarian in the North Colonie Schools. The publication was prepared for press by Howard Yates of the Elementary Curriculum Bureau.

William E. Young, Director  
Curriculum Development Center

Robert H. Johnstone, Chief  
Elementary Curriculum Bureau

## SOCIAL ORGANIZATION

### *Stating the Problem*

- What was family life like many years ago in our state?

### *Understandings To Be Developed*

1. Most families lived on farms.
2. Families were usually larger than today.
3. Very often, grandparents, as well as aunts, uncles, and cousins, all lived on one farm.
4. Everyone worked hard, from sun-up to sun-down, to produce the necessities of life.
5. Children had many jobs or chores to do.
6. Children attended small one-room schools from late Fall to early Spring.

### *Information Needed (To develop understandings)*

1. Why did most people live on farms in the old days?
2. Why did grandparents and other family members often live together on the same farm?
3. Why did everyone, including children, have to work so hard?
4. What are the necessities of life?
5. Why did the school year begin in the late Fall and end in the early spring?
6. Why did children attend one-room schools?

### *Learning Activities*

1. Stimulate a discussion on the necessity of farm living long ago by asking:
  - What does your mother do when she needs milk, bread, a new dress, etc?
  - What would she do if there were no stores?

From the responses begin to develop the understanding that:

- Long ago there were very few stores. The ones that did exist were far away and difficult to reach.
- People made or grew almost everything they needed for daily living.
- People long ago lived on farms.

2. Initiate a discussion of families by asking children:

- What is a family?
- Who is in your family?

From the responses help children to generalize that:

- A family is composed of a group of people who live together in the same house.
- This group most often consists of only immediate or nuclear family members - father, mother, children (brothers and sisters).

Using poster paper, draw a large skeleton house to represent a typical present day family. Draw and label family members.

Using another sheet of poster paper draw a large skeleton farm house. In this house, place and label immediate family members but also include grandparents, aunt, uncle, and cousins.

Contrast the likenesses and differences in the size and make up of the two family groups. Help children to conclude that families of long ago contained more family members living together in the same house.

3. Initiate a "room clean-up" activity. List on the chalkboard the "work" to be done. For example: clean the chalkboard, clean the erasers, clean the chalkboard ledge, straighten books, games, and toys, empty pencil sharpener, clean sink, etc. Assign one child to complete the tasks or chores in a ten minute time span. (The remainder of the class might be involved in their own desk "clean-out.") At the end of the allotted time check off those tasks which have been completed. Ask children to think of better ways in which this activity could have been organized, so that all chores could have been completed. Accept reasonable solutions but stress the idea of having more people do the "work." Re-organize the activity and have all children participate. Parallel this activity with the explanation that:

- Long ago many members of a farm family lived together in one house because there was so much work to do.

- Members of the family worked both singly and co-operatively to complete the many chores or tasks necessary for daily living.
  - Members of a family often worked from early morning to early evening in order to complete their necessary chores.
4. View filmstrips which depict life on a farm. Suggestions are:
- "Living on a Farm" - EBC
  - "Living On a Farm" - Jam Handy
  - "Visiting the Farm" - McGraw Hill
  - Life On the Farm - EBC
5. Show the films:
- "The Farmer" - EB
  - "Family Teamwork" - Frith Films
  - "Story of Peggy At The Farm" - IFB
6. With the children, compile a list of chores he and his family would be responsible for if they were a farm family of long ago. Include such tasks as: milking, feeding and watering the animals, gathering eggs, haying, planting and harvesting, canning fruits and vegetables, making butter, bread, etc. Have each child select a chore and illustrate it. These drawings might be made into a class book.
7. Display pictures, books depicting early farm life.
8. Have the children pretend that their classroom is a one-room school house. Explain to the children that boys and girls did go to school long ago but that their school building was different and the way in which they learned was different. Prepare for this activity by:
- helping children to construct a "pot-belly" stove from heavy cardboard.
  - helping children construct "logs" for the stove, from brown construction paper.
  - obtaining a pail and dipper to represent the water bucket.
  - placing desks side by side
  - making "slates" from black construction paper
  - designating groups of children to represent various grade levels.
  - obtaining a bell to signify the "opening" and "closing" of school.

9. Conduct a school day of long ago by having children:

- rise and say good morning when you enter.
- rise when called upon to recite or answer a question.
- read or recite in unison.
- work on various grade-level assignments simultaneously.
- write on "slate tablets."
- "tend" the stove.
- fill the water bucket.
- eat lunch together.

Explain to the children that:

- The school year of long ago was shorter than our present one because boys and girls were needed at home to help with the planting and harvesting of crops. They attended school only from late Fall to early Spring.
- A one-room school was sufficient since fewer children attended school in olden days, because there were not as many families as today.

10. Show filmstrips which depict early "schooling." Suggestions are"

"The Country School" - Country Community series (rev. ed.)

*Stating the Problem*

- What is farm life like in our state today?

*Understandings To Be Developed*

1. Fewer families live on farms today.
2. Farm families are usually smaller than they used to be. They are likely to consist of father, mother, and children.
3. Farm work today is easier because machines such as tractors are widely used.
4. Farm children still help with chores.
5. Farm children today usually attend large central schools some distance from their homes.



*Information Needed (To develop understandings)*

1. Why do fewer families live on farms today?
2. Why are farm families usually smaller than they used to be?
3. Why do farmers today use tractors and other machinery?
4. Why must farm children help with chores?
5. How do farm children travel to and from school?
6. Why are modern central schools better than the old one-room school-houses?

*Learning Activities*

1. Display pictures of modern farming activities on a bulletin board. Refer to this display as you discuss with children that:
  - fewer families live on farms today than long ago.
  - the reason fewer families live on farms is because of the machinery available to do much of the work.
  - machinery makes it possible to plant and harvest much easier than when it was done by hand. To illustrate how machinery does more work in less time:
    - sharpen a pencil with a knife, then sharpen a pencil with a pencil sharpener;
    - cut paper with scissors, then cut paper with a paper cutter.
    - open a can with a conventional can-opener, then open a can with an electric can-opener.
  - there are fewer farms today because machinery makes it possible to plant and harvest more crops on a smaller number of farms.
  - farms are usually larger today than they were long ago.
2. Stimulate a discussion by asking the children to name some chores they are responsible for at home. List these chores on the chalk-board. Ask the children what chores they would have to do if they lived on a farm. List these, also. Compare likenesses and differences. Help the children to understand that all children have home responsibilities. The children might make a booklet showing chores that farm children engage in.

3. Draw a map on the chalkboard or mural paper illustrating a central school and several roads leading to it from farms.

Ask the children to suggest way that boys and girls, who live on farms, go to school. Help the children observe that:

- most farms are a good distance from the school and the children are bussed to and from school.
- this school is called a central school.

4. Compare your school and the central school to the old one-room school-house. Have the children discuss the advantages of the more modern structure.
5. Read a story, such as Bright Barnyard, by Dahlov Ipcar.
6. Pass out sheets of drawing paper and ask the children to illustrate a poem that you will read. Have the children listen to the poem once before beginning to draw.

Good references are:

Burnham, Maude, "The Barnyard"  
Fyleman, Rose, "The Chickens"  
Farrar, John, "Chanticleer"  
Farjeon, Eleanor, "Vegetables"

7. Help the children to learn and dramatize a song about farm life. For example:

"I Like to Live on the Farm," In This is Music, Book 2  
"Little Ducks," In Music in Our Town, Book 2  
"Barnyard Family," In Music in Our Town, Book 2  
"The Farmer," In Our Singing World, First Grade Book

#### *Stating the Problem*

- Where do most people live today?

#### *Understandings To Be Developed*

1. Most people today live in village, city or suburban neighborhoods.
2. They live in family groups which usually consist of a father, a mother, and children (the nuclear family.)
3. Most neighborhoods have churches, libraries, social centers, and the like which help people to know one another and to live in large groups.

*Information Needed (To develop understandings)*

1. Why do more people live in villages and cities today than on farms?
2. Why do people like to live in groups?
3. What are some of the social agencies in a neighborhood?

*Learning Activities*

1. Ask children to think of what the word "family" means to them. Through the responses develop the understanding that:
  - . a family usually consists of a father, a mother, and children.
  - . this family group is called our immediate family.
2. To further develop the concept of the immediate or nuclear family read or tell the story "Goldilocks and the Three Bears."
3. Ask children to bring in photographs of their immediate family. These might be mounted on a construction paper "house" and arranged in a bulletin board display.
4. Have the children dramatize the story by Lois Lenski, The Little Family. Draw a parallel between the work and play of the Small family to that of the children's families.
5. Lead children to understand that
  - . all families need a place to live.
  - . this place is called a home.by presenting the following rhyme:

Where do we go  
To keep us warm  
To keep us safe  
From wind and storm?  
To keep out rain  
To keep out snow?  
Into our happy home  
We go!
6. Have the children describe their homes. Create an awareness that families live in many different kinds of homes--houses, apartments, trailers.

Display pictures of various types of homes. Caption the display "A Home Is..."

7. Discuss with the children that:

- today, more families live in areas called villages, towns and cities than on farms.
- not as many people need to live on farms, since machinery does the work they were once required to do by hand. This lessens the number of people needed to complete the work.
- people choose the place in which they live. Some choose to live in a town, some in a city, and some on a farm.
- those who choose to live with groups of people make up what we call a community or neighborhood.

To illustrate the concept of rural as compared to community or city living, draw two diagrams; one showing a farm, one showing a community. The children should observe that there are many more families living in the small community than on the farm.

8. Take the class on a bus trip to observe the make up of their community. Have children note various social agencies such as: churches, libraries, boys and girls clubs, park and recreational centers, etc. Explain to the children that these agencies help people in the community to know one another and to become friends.

Ask children to share their community experiences such as:

attending story hour at the library; attending a church sponsored picnic; playing ball at the boys club; belonging to Brownies or Cub Scouts.

9. Plan a mural depicting community activities as suggested by this song: "Friendly Town," In Music For Young Americans, Book 1.

Policeman and Fireman and Doctors all,  
Children on the playground playing ball,  
People in the shops, people all around  
Many friendly people live in our town.

words and music by Josephine Wolverton

## SOCIAL ORGANIZATION

### BOOKS

- Arbuthnot, M. H. Time for poetry. Scott. 1961.  
Note poems: "the barnyard" by Burnham; "Chanticleer" by Farrar;  
"The Chickens" by Fyleman.
- Brown, H. A. Let's read - together poems. Row, Peterson. 1949.  
Note poems: "Milking time" by Roberts and "A pop corn song" by  
Turner.
- Beim, Jerrold. Andy and the school bus. Morrow. 1947. \$2.94. K-2.  
\_\_\_\_ Country school. Morrow. 1955. \$2.90. K-3. (Morrow junior books)
- Burton, Virginia Lee. The little house. Houghton Mifflin. 1942.  
\$3.23. K-2.
- Carter, Katherine. The true book of houses. Children's Press. 1957.  
\$2.50. K-3.
- Collien, Ethel. I know a farm. Scott. 1960. \$3.25. 1-2.  
A city girl visits a farm.
- Colman, Hila. Peter's brownstone house. Morrow. 1963. \$3.14. 1-3.
- De Regniers, Beatrice Schenk. A little house of your own. Harcourt,  
Brace & World. 1954. \$2.36. K-3.
- Duvoisin, Roger Antoine. House of four seasons. Lothrop, Lee & Shepard.  
1956. \$3.35. K-3.
- Ferris, Helen. Favorite poems, old and new. Doubleday. 1957.  
Note poem: "Vegetables" by Farjeon.
- Fisher, L. E. The Schoolmasters. Watts. 1967. \$2.65. 3-6.
- Grossbart, Francine. A big city. Harper. 1966. \$3.27. K-1.
- Hastings, Evelyn Belmont. Big new school. Follett. 1959. \$1.89. K-2.  
(Follett beginning-to-read series)
- Hawkinson, John. Little boy who lives up high. Whitman, A. 1967.  
\$2.95. K-1
- Haywood, Carolyn. Here comes the bus. Morrow. 1963. \$3.56. 1-2.
- Heit, Robert. The building that ran away. Walker. 1969. \$3.95. 1-4.
- Hoffman, Elaine. About family helpers. Melmont Publishers. 1967.

- Howard, Robert West. Farms. Watts. 1967. \$2.65. 4-6.
- Ipcar, Dahlov. Bright barnyard. Knopf. 1966. \$3.50. K-3.
- Koch, Dorothy. When the cows get out. Holiday. 1958. \$2.75. K-2.  
 (A beginning-to-read book)  
 A young boy carelessly lets his grandfather's cows out of the barnyard.
- Krauss, Ruth. A very special house. Harper. 1953. \$2.94. K-1.
- Le Sieg, Theodore. Come over to my house. Beginner Books. 1966.  
 \$2.29. K-3.
- Lenski, Lois. At our house. Walck. 1959. \$2.75. K-3.
- \_\_\_\_\_. Let's play house. Walck. 1944. \$2.25. K-2.  
 Two girls role play housewives.
- \_\_\_\_\_. The Little farm. Walck. 1942. \$2.25. K-2.  
 Life on Mr. Small's farm.
- \_\_\_\_\_. The little family. Doubleday. 1932. \$1.95. K-1.
- Lewellen, John. The true book of farm animals. Children's Press.  
 1954. \$2.93. 1-3.
- Marino, Dorothy. Where are the mothers? Lippincott. 1959. \$2.93.
- Merricim, Eve. Mommies at work. Knopf. 1961. \$3.29. K-3.
- Miller, John. My house book. Golden Press. 1966.
- Mrsell, J. J. In our town, Book two. Silver Burdett. 1956.  
 Note songs: "Barnyard family" and "Little ducks."
- Payton, Evelyn. About farm helpers. Melmont Publishers. 1958. \$2.50.  
 1-4.
- Pflood, Jan. The farm book. Gardner. 1964. \$1.99. K-2.
- Pitt, Valerie. Let's find out about the city. Watts. 1968. \$1.98.  
 K-3.
- Pitts, L. B. Our singing world. Ginn. 1959.  
 Note song: "The farmer."
- Puner, Helen. Daddies...what they do all day. Lothrop. \$3.13. K-3.
- Radlauer, Edward. What is a community? Elk Grove Press. 1967. \$4.  
 K-5.

- Schick, Eleanor. 5A & 7B. Macmillan. 1967. \$2.94. K-3.
- Schlein, Miriam. City boy, country boy. Children's Press. 1955.  
\$2.93. K-3.  
Compares ways of living of a city boy and a country boy.
- Shapp, Martha. Let's find out about houses. Watts. 1962. \$2.65.  
K-3.
- \_\_\_\_\_. Let's find out about school. Watts. 1961. \$2.65. K-2.
- Sootin, Laura. Let's go to a farm. Putnam. 1958. \$2.29. 1-4.
- Stanek, Muriel. How people live in the big city. Benefie Press. 1964.  
1-3.
- Stover, Jo Ann. I'm in a family. McKay. 1966.
- Sur, William. This is music, book two. Allyn and Bacon. 1961.  
Note song: "I like to live on the farm."
- Tensen, Ruth M. Come to the farm. Reilly Lee. 1949. \$1.98. K-2.  
(An easy-to-read photograph book for children)
- Tresselt, Alvin. Sun up. Lothrop. 1949. \$2.95. K-1.  
Describes a hot summer day on a farm.
- \_\_\_\_\_. Wake up, farm. Lothrop. 1955. \$2.95. K-1.  
Describes a morning in the country.

#### FILMS

- Adventure in dairyland. Modern Talking Picture Service. Sound.  
Free.  
Two Walt Disney "Mousketeers" spend two weeks on a dairy farm.
- Autumn on the farm. Encyclopedia Britannica. 11 min. Rental: color  
\$4.25 (Syracuse University.)  
Chores and activities of a farm family in the autumn.
- Dairy farm (2nd ed.) Coronet. 16 min. Rental: b&w \$3.75, color \$6  
(Syracuse University.)  
Shows farmer at work, assisted by the children.
- Family teamwork. Frith. no information.
- Farmer. Encyclopedia Britannica. 14 min. Rental: b&w \$3, color \$5.  
(Syracuse University.)  
Activities and chores of three farm children and their parents.

- House of the Hernandez. McGraw-Hill. 9 min. Rental: color \$5.75  
(Syracuse University.)  
Why people live where they do.
- Machines that help the farmer. Film Associates of California. 11 min.  
Rental: color \$4.25 (Syracuse University.)
- Neighbors are different. Encyclopedia Britannica. Purchase: b&w \$60,  
color \$120.  
Compares life on a farm, in a small town, in a big city and in a  
suburb.
- One day on the farm. Coronet. 10 min. Rental: color \$4.25  
(Syracuse University.)  
Describes the activities of a farmer and his family.
- Story of Peggy at the farm. International Film Bureau. 16 min.  
Rental: color \$5.75 (Syracuse University.)  
A city girl visits the farm and sees that each person in the family  
has chores.
- Uncle Jim's dairy farm. Associate films. Sound. Free.  
Wholesome dairy living on a dairy farm.
- Where people live. McGraw. 10 min. Purchase: color \$120; Rental: \$10.
- Why is my name Anderson? McGraw-Hill. 9 min. Rental: color \$5.75.  
(Syracuse University.)  
Develops idea of family, different types of families and family  
responsibility.

#### FILMSSTRIPS

- Adventures with frontier children. EVA. Color. \$6 single.  
Frontier children are shown at home and in school.
- The American farmer. Encyclopedia Britannica. Color. \$6.  
(Country community)
- Education in America. Eye Gate. Color. \$6 single.  
History of education in America.
- Family members work. Society for Visual Education. Color. \$6.  
(From series Primary Social Studies Group 1)  
Shows how smallest child can contribute along with other family  
members doing their jobs.
- Farm animals. Society for Visual Education. Color. \$4.75.  
(From series True Book Biological Science)



Growing up in a colonial family. EVA. Color. \$6. single  
Depicts significance of family structure in colonial times as a family is shown at work and play.

The home community. Encyclopedia Britannica. Color. \$36 set of 6.

- Our family to the rescue
- Family fun
- Keeping busy
- Helping mother and the family
- Brothers and sisters
- Growing up

Life on the farm. Encyclopedia Britannica. Color. \$36 set of 6.

- Milking
- Gathering eggs
- Feeding the animals
- Haying
- Picking vegetables
- Picking fruit

Two city children visit a farm and experience some of the delights of farm life as they help with the chores.

Living on a farm. Encyclopedia Britannica. Color. \$6.  
(Country community)

Neighborhoods series. Coronet. Color. Sound. \$47.50 set of 6.

- Neighborhoods of many kinds
- Neighborhoods in the city
- Neighborhoods in the suburbs
- Neighborhoods in small towns
- Neighborhoods in the country
- Neighborhoods change

On the farm with Tom and Susan. EVA. Color. Silent. \$22 set of 6.

- Animals and their young
- Animal homes
- How plants live and grow
- Science review
- Tools and simple machines
- Visiting the farm

Two children visit a farm.

Our community. Jam Handy. Color. \$43 set of 8.

- Living on a farm
- Living in a town
- Living in a big city
- Our food and clothing
- The homes we live in

The people in our community  
Working in our community  
Knowing our community - long ago and today

School in the country. Encyclopedia Britannica. Color. \$6.  
(Country community)

The town community. Encyclopedia Britannica. Color. \$36 set of 6.  
This is our town  
How our town began  
How our town grew  
Living in our town  
Working in our town  
The future of our town  
The story of a small town growing into a busy dairy, manufacturing and shopping complex.

#### RECORDS

Train to the farm. Educational Record Sales. 10 in. 78 rpm. \$1.24.  
K-3.  
Provides opportunity to participate in farm activities suggested by songs.

#### STUDY PRINTS

Dairy helpers. Society for Visual Education. Color. \$8 set of 8.  
Farm boy at work  
Using milk equipment  
Checking milkhouse  
Milk tank truck  
Milk processing  
Milk bottling  
Warehouseman loading truck  
Home delivery milkman

## ECONOMIC ORGANIZATION

### *Stating the Problem*

- Why were farms of long ago almost entirely self-supporting and self-contained?

### *Understandings To Be Developed*

1. Many years ago, farms in our state were almost self-supporting and self-contained.
2. Farmers and their families then grew or produced almost all of the things they needed.
3. They grew their own food, both plant and animal.
4. They grew flax and raised sheep, from the fibers of which they made their own clothing.
5. There was very little money used because people didn't need to buy many things.
6. When they did need to buy some necessities, such as salt or shoes, they bartered or traded some of the products of their farms. For example, they might trade one or more cowhides for a finished piece of leather goods.

### *Information Needed (To develop understandings)*

1. Why did farm families of long ago grow their own food and make their own clothing?
2. Why didn't they need money the way we do?
3. What is meant by "barter?"
4. What were some of the necessities for which farmers bartered farm products?

### *Learning Activities*

1. Review with the children, the basic needs of all people - food, clothing and shelter.

Explain that, long ago, people grew and made most of the things they needed.

Develop this concept by:

- . growing a vegetable and/or fruit garden.  
Dry the seeds from an orange, lemon or grapefruit. Fill small flower pots with soil. Place three or four seeds in each pot. Cover the seeds lightly with soil. Moisten the soil. Place the pots in a sunny area. Check to see that the soil remains slightly moistened.  
When green shoots appear to be about two inches tall, choose the strongest one. Cut off all others and continue to do so until they have stopped growing. Evergreen leaves will appear. Pick a leaf and rub it between the fingers for a fresh fruit smell. Soak white beans overnight. Moisten and crumple paper toweling. Place it in a clear glass jar. Insert several beans. Observe the roots growing down and the leaves of the plant growing up.

- . doing "popsicle - stick" weaving.  
Have each child bring in ten popsicle sticks. Soak all sticks until they are pliable.

Using four sticks and glue, construct a frame. Allow to dry.

Lay three popsicle sticks lengthwise and glue in place. Allow to dry.

"Weave" three more sticks to form a "mat." This "mat" might be used as a base for a plant, a hot plate, etc.

Parallel this activity to that of weaving cloth for clothing from flax grown on the farm.

2. Initiate a cut and paste activity. Have children look through old magazines to find pictures of foods that are grown on farms.
3. As an illustration of the bartering system, hold up a rubber ball and ask, "What will someone trade me for this ball?" Complete the transaction. Repeat this activity with other children. Parallel this activity with the trading farmers did for necessities that they did not produce on their farms. Explain that this trading is called bartering.

As an example tell the following story:

Farmer Jim has some corn he does not need to use; he does need some nails to mend his barn. Farmer Jim takes his corn to town and trades, with Mr. Brown at the hardware store, for some nails.

Help the children to understand that farmers of long ago did not need as much money as farmers of today because they could trade or barter, with their products, for items that they did not produce on the farm.

4. Visit a country or general store (most rural areas have one.) Help the children to observe that the country or general store sells a wide variety of articles - from food to clothing. Make a bulletin board with the children that displays the variety of articles they saw on their field trip.
5. Help the children to set up a "general store" in the classroom. Select some children to be the farmers. Have the "farmers" trade, with the products of their farms, for articles such as soap, nails, pots and pans, sugar, flour, etc.
6. View the filmstrip "Living On a Farm," Jam Handy.
7. Read the poem "General Store" by Rachel Field.

*Stating the Problem*

- How does modern farming differ from farming of long ago?

*Understandings To Be Developed*

1. Farming today is much different, but it is still one of our important industries.
2. Almost all the food we eat is produced on farms.
3. There are far fewer farms today because each farm produces much more.
4. This is true because farmers today use many efficient machines, and more fertilizers have been developed.
5. Farms today tend to be specialized. They produce only one or two crops such as fruits and vegetables.

*Information Needed (To develop understandings)*

1. Why do we need farms, since most people now live in villages, cities, or suburbs?
2. Why can only a relatively few farms produce enough food for all?
3. How do machines and fertilizers help?
4. Why do farms today produce only one or two crops and sell them?
5. Why don't farmers today grow their own food and make their own clothing?

### *Learning Activities*

1. Stimulate a discussion by using a flannel board to display those foods which constitute an evening meal. Help children to conclude that most of the food we eat has been produced on a farm.
2. Review with the children the concept that most people today live in village, town, city or suburban neighborhoods. Ask the children how people living in these areas attain their food. Help children to summarize:
  - . People can obtain food directly from the farmer.
  - . People can obtain food from a store.
3. Illustrate the concept of how a machine does work more efficiently than work done by hand.

#### Materials needed:

- . egg timer
- . electric hand mixer
- . spoon
- . two mixing bowls
- . egg whites from four eggs

#### Procedure:

- . Divide the egg whites into two bowls.
  - . Set timer for three minutes.
  - . Hand beat one set of egg whites with spoon. Note results.
  - . Re-set timer for three minutes.
  - . Beat second set of egg whites with electric hand mixer. Note results.
  - . Compare results. Draw logical conclusions.
4. Prepare charts to contrast modern farm machinery with the simple hand tools used long ago.

The outcome of this discussion should be the understanding that modern farming machinery:

- . reduces the number of people needed to work a farm.
  - . makes it possible to produce more crops in less time.
  - . with improved fertilization, produces a better grade of crops.
5. Begin to develop the concept of specialized farming by preparing and discussing illustrated charts showing:
    - . The farms of long ago were smaller in size. They produced a variety of crops. These crops were used to supply the daily needs of the family.

- . The farm today is larger in size. It tends to produce only one or two crops. This crop supplies the need of many people.
- . Specialized farming makes it necessary for today's farm families to be dependent on others for the food and clothing they once produced themselves.

6. View such filmstrips as:

"Brown Cow Farm" EVA

"Life on a Small Farm" EVA

"Life on a Large Ranch" EVA

"Life in a Small Town" EVA

"How We Get Our Food" S.V.E.

*Stating the Problem*

- Where do the families of today obtain the goods and services that they need for daily living?

*Understandings To Be Developed*

1. Village, city, and suburban neighborhoods provide needed services for families.
2. Most neighborhoods have stores and businesses nearby which provide food, clothing, and other services.
3. These stores and businesses provide goods and services at a profit.
4. Profits enable owners of stores and businesses to make money with which to support their families.
5. Division of labor makes possible for people to buy the goods and services they need.
6. Many people work at many jobs producing goods and services. Those people who work at one job may buy goods and services produced by people working at other jobs.
7. Some neighborhood services are provided by public utilities such as telephone and power companies. Public utilities are privately owned but publicly regulated.

*Information needed (To develop understandings)*

1. Why do businessmen operate stores and provide other services to families?

2. Why must businessmen make a profit?
3. Why do we have division of labor? If we did not have it, could you and your family get the goods and services modern life requires?
4. What are public utilities?
5. Why are public utilities regulated or controlled by the government?

#### *Learning Activities*

1. Take a bus trip and observe the various stores and businesses which provide goods and services for the local community.
2. Using pictures, make a collage to illustrate the many goods and services provided by neighborhood stores and businesses.
3. Make a map. Use appropriate symbols to represent the local stores and businesses which serve the community.
4. Play the game "What Would You Do?" if:
  - . the food markets ran out of food?
  - . the gas stations were all closed?
  - . the department store had clothing to sell?
  - . the plumber was too busy to come to your house to repair the sink?

Help the children to understand that:

- . It would be possible, but extremely difficult for a family of today to provide, by themselves, all of the things they needed.
  - . Stores and businesses are necessary.
  - . They provide the goods and services necessary for daily living.
5. Illustrate the meaning of the word profit by selecting a "farmer," a "food store owner" and a "father." Have the "farmer" sell his corn to the "food store owner" for three cents. The "food store owner" in turn, sells the corn to the "father" for 5 cents.

Help children to understand that:

- . the "father" paid more money for the corn than did the "food store owner" when he bought it from the "farmer."
- . the extra money paid by the "father" to the "food store owner" is called profit.



- . the "food store owner" needs to make a profit on the food he sells, so that he will have money to buy the goods and services that his family needs.
6. Further develop the concept of profit by playing the game "What Would Happen?" if:
    - . a "food store owner" sold his food without profit?
    - . "food store owner A" sold bread for 7¢ making a 2¢ profit, and "food store owner B" sold bread for 9¢ making a 4¢ profit? Which store would you buy bread from? Why?
  7. Invite a local store owner to come into the classroom and explain how profit enables his family to live.
  8. Illustrate the concept of division of labor by asking children to tell or draw their fathers' and/or mothers' occupation.

Help children to understand that:

- . people have many different kinds of jobs.
- . the people who work at one job earn money to buy the goods and services produced by people working at other jobs.

Have children role-play situations showing how fathers use their earnings to purchase goods and services offered by other fathers.

9. Make a movie. Have children illustrate, on a strip of paper, the various occupations needed to provide a particular goods or services to a community. Run this strip through slots in the back of a 3-sided cardboard carton. An example might be:

"The Making of a Shirt."

10. Introduce public utilities by presenting the following riddles:

- . Ring, ring, ring hear my call  
I sit very still on table or wall.  
You're always polite when you talk through me  
To friends you hear but you cannot see.

What am I?

- . I shine like a star  
I glow like the sun  
I help you to see  
When you're having fun.

What am I?

Explain to the children that the services which the telephone company and the electric company provide are called utilities. We call them public utilities because they are available to all the people in the community.

11. Present the following questions: "Why is the telephone so important?" "How do we use electricity?"

With the children, prepare charts entitled "We Need the Telephone" - "We Need Electricity." List on each chart the many benefits provided by these utilities.

We Need Electricity

1. to heat our homes.
2. to cook our food.
3. to light our homes.
4. to run the vacuum cleaner.
5. to run the washing machine.
6. etc.

We Need the Telephone

1. to get help in an emergency.
2. to speak to friends.
3. to get the weather report.
4. to keep in touch with someone far away.
5. etc.

An outcome of this activity should be an awareness of the necessity of public utilities in daily living.

12. Illustrate the necessity of government regulation of public utilities by presenting the following situation:

John and Dick are neighbors. Each has a telephone in his home. Each must pay for the service provided by the Telephone Company. John must pay \$100 while Dick must pay only \$1 for the very same service. Is this fair?

Through discussion help children to understand that the government decides the cost for telephone service and that all people pay the same amount for the same service.

Repeat the above story, however, this time John pays \$6 as does Dick, for the same telephone service. Is this fair?

Help children to conclude that government regulation of public utilities insures fairness of cost to all people.

13. Display pictures of a train, plane, water tap, telephone, furnace, lightbulb, and an appliance. Explain to the children that the services, provided in the pictures, are supplied by public utility companies. Each person in the community uses one or all of these services every day.
14. Plan a field trip to a public utility company.

## ECONOMIC ORGANIZATION

### BOOKS

- Barr, Jane. What can money do? Whitman. 1966. \$1.46. K-2.
- Bendick, Jeanne. First book of supermarkets. Watts. 1954. \$1.95.  
3-5.
- Beskow, Elsa. Pelle's new suit. Harper. 1929. \$3.27. K-2.
- Brinton, Henry. The telephone. Day. 1962. \$2.95. 2-4.
- Campbell, Ann. Let's find out about farms. Watts. 1968. \$1.98. 1-3.
- Eberle, Irmengarde. Apple orchard. Walck. 1962. \$3.50. 4-6.  
An apple farm in New York State.
- \_\_\_ Basketful, the story of our foods. Crowell. 1946. \$4. 6-9.
- Elkin, Benjamin. The true book of money. Children's Press. 1960. \$2.93.  
Things that have been used in place of money, banking services and  
ways of saving money.
- Fenton, Carroll Lane. Fruits we eat. Day. 1961. \$3.75. 4-7.  
Tells about fruits, their location and their improvement.
- Greene, Carla. I want to be a farmer. Children's Press. 1959. K-2.
- Hine, Al & Alcorn, John. Money round the world. Harcourt. 1963.  
\$3.09. 1-3.
- Hoffman, Elaine. About helpers who work at night. Melmont Publishers.  
1963. \$2.50.
- Ipcar, Dahlov. Ten big farms. Knopf. 1958. \$3.29. K-2.  
City family visits ten big farms, each a different type, on a trip  
across the country.
- Israel, Marion. About the tractor on the farm. Children's Press. 1957.
- Knight, David C. Let's find out about telephones. Watts. 1967.  
\$2.65. K-3.
- Krauss, Ruth. The carrot seed. Harper. 1945. \$2.50. K-1.
- McMillen, Wheeler. Land of plenty: the American farm story. Holt. 1961.  
\$3.95. 7-9.  
Traces the development of farming in America from colonial days to  
the present.

- Maginley, C. J. Historic models of early America. Harcourt. 1947.  
\$3. 6-9.  
Contains a section on early American farms and homes.
- Martin, Patricia Miles. The pumpkin patch. Putnam. 1966. \$3.73. 1.-3.  
Kindergarten class visits a farm and everyone gets a pumpkin.
- Romans, Louis.G. This is a department store. Follett. 1962. \$1. 3-5.
- Russell, Solveig Paulson. From barter to gold; the story of money.  
Rand McNally. 1961. \$2.95. 2-5.
- \_\_\_\_ Sugaring time. Abingdon Press. 1961. \$2. 2-4.
- Scatz, Letta. No lights for Brightville. Follett. 1965. \$1.89. 1-3.
- Schneider, Herman. Your telephone and how it works. McGraw-Hill. 1965.  
\$2.84. 5-8.
- \_\_\_\_ Let's look inside your house. Scott. 1946. \$3.25. 3-6.
- Schwartz, Julius. I know a magic house. McGraw. 1956. \$2.96.
- Selz, Irma. The curious tourists. Grosset. 1969. \$3.59. 1-4.  
Tells what happens to a sleepy little village when tourists arrive  
and begin their bustling, browsing, and buying.
- Shannon, Terry. About food and where it comes from. Melmont Publishers.  
1961. \$2.50. 2-5.
- \_\_\_\_ About ready-to-wear clothes. Melmont Publishers, 1961. \$1.88. 2-5.
- Shortall, Leonard. John and his thumbs. Morrow. 1961 \$2.90. K-2.  
(Morrow junior books)
- Sloane, Eric. ABC book of early Americana. 1963. \$2.95. 5 and up.
- Wall, Gertrude Wallace. Gifts from the grove. Scribner. 1955. \$3.31.  
4-7.  
History of citrus fruits and their introduction into the United States.
- Waller, Leslie. Clothing: a book to begin on. Holt. 1969. \$2.92. 1-4.
- Watson, Nancy Dingman. Sugar on snow. Viking. 1964. \$3. K-3.
- Wemer, Jane. The golden book of poetry. Golden Press. 1947.  
Note poem: "General Store" by Field.
- Whitney, David. Let's find out about milk. Watts. 1967. \$1.98. K-3.

## FILMS

- Bread. Encyclopedia Britannica. 16 min. Rental. b&w \$3.75.  
(Syracuse University.)  
Story of bread from wheat to the table.
- Colonial children. Boston Museum of Fine Arts. b&w sound. \$60.  
Recreates Puritan farm life in 17th centyr New England.
- Farm animals. Encyclopedia Britannica. Sound. b&w \$60; color \$120.  
Children spend a day on a farm where they see cows, chickens and  
sheep which are raised for food.
- Food for the city: produce. Film Associates. 12 min. Rental: color  
\$7.50 (Syracuse University.)
- Food for the city: wheat and flour. Film Associates. 11 min. Rental:  
color \$5 (Syracuse University.)
- Helpers in our community. Coronet. 10 min. Rental: b&w \$2.50.  
(Syracuse University.)
- Helpers who came to our house. Coronet. 10 min. Rental: b&w \$2.50,  
color \$4.25 (Syracuse University.)
- Milk. Encyclopedia Britannica. b&w. Sound. \$60.  
Story of milk from a modern dairy farm - shows loafing barns,  
milking parlors and the processing, testing, pasteurizing, bottling  
and distribution of milk.
- Risa earns her dime. McGraw-Hill. 9 min. Rental: color \$5.75.  
(Syracuse University.)  
Deals with money, banks, checks, and wants and needs.
- Truck farm. Coronet. 11 min. Rental: color \$4.25 (Syracuse University)  
Two children help their parents on their family's truck farm.
- Where we get our food. McGraw-Hill. 8 min. Rental: color \$5.50  
(Syracuse University.)
- Where we get our goods and services. McGraw-Hill. 8 min. Rental:  
color \$5.50 (Syracuse University.)  
A family utilizes the supermarket and other services such as gas  
and electricity.
- Where we make things. McGraw-Hill. 9 min. Rental: color \$5.75  
(Syracuse University.)  
Production, capital and labor presented by showing toys manufactured.

## FILMLOOPS

Apple industry. ICF. Color. 8 mm. \$16.

Apple industry is traced from pruning to marketing.

The dairy. ICF. Color. 8 mm. \$16.

Milk production is depicted from feeding of the cattle to bottling of the milk.

The story of milk. Society for Visual Education. Color. Sound.  
\$74.50 set of 4.

The dairy cow  
How a cow is milked  
How milk is processed  
How milk comes to us

## FILMSTRIPS

The American farmer. Eye Gate. Color. \$67.50 set of 9.

|                      |                |
|----------------------|----------------|
| The American farmer  | Dairy farming  |
| Animals on the farm  | Cattle raising |
| Machines on the farm | Fruit farming  |
| Wheat for head       | Truck farming  |
| Corn for all         |                |

Americans at work. EVA. Color. \$6 single.

Why, where, and how people work.

Big city - USA. Eye Gate. Color. \$42.50 set of 9.

Big city - USA  
Housing in big city  
Food for big city  
Big city workers  
Education in big city  
Police protection in big city  
Fire protection in big city  
Public utilities in big city  
Fun and recreation in big city

Brown cow farm. Weston Woods. Color. \$6.50.

The city community. Encyclopedia Britannica. Color. \$36 set of 6.  
K-3.

Here is the city  
Business in the city  
Living in the city  
Problems in the city  
Working in the city  
Keeping the city alive

A city is many things. Churchill Films. Color. \$32.50 set of 5.

- A city is people at work
- A city is people at leisure
- A city is services
- A city is transportation
- A city is buildings

Community services. Encyclopedia Britannica. Color. \$36 set of 6.

- Our library
- Our fire department
- Our police department
- Our post office
- Our health department
- Our parks and playgrounds

Farm and city series. EVA. Color. \$22.50 set of 4.

- Life on a small farm
- Life on a large ranch
- Life in a small town
- Life in a large city

Shows how family lives, shops, works, plays, obtains, news, goes to school, etc.

Food for us. Curriculum Materials. Color. \$60 set of 10.

- |                |                 |
|----------------|-----------------|
| Bread          | Fruits          |
| Cereals        | Meat            |
| Dairy Products | Milk            |
| Eggs           | Preserved foods |
| Fish           | Vegetables      |

How we get our foods. Society for Visual Education. Color. \$16.25 set of 4.

- The story of milk
- The story of bread
- The story of fruits and vegetables
- The story of meat

Land of the free. Eye Gate. Color. \$6 single.

History of agriculture in America.

Little town - USA. Eye Gate. Color. \$42.50 set of 9. K-5.

- Types of little towns
- Little town - USA
- Stores in little town
- Shopping on Main Street
- Food for little town
- Houses in little town and life on a farm
- Building a house in little town
- Workers and activities in little town
- People who help little town



Machines that made America grow. EVA. Color. \$6 single.  
Effects of machines in the development of America.

Our neighborhood stores. Eye Gate. Color. \$5.25. K-2.  
(Trips here and there.)

Our neighborhood workers. Eye Gate. Color. Sound. \$67.50 set of 9.  
K-5.

- The baker
- The dairyman
- The shoemaker
- The tailor
- Our neighborhood laundry
- The butcher
- The banker
- The watchmaker and jeweler
- The fruit and vegetable store

People at work. Eye Gate. Color. \$5.25. K-2. (Trips here and there)

Some neighborhood helpers. Eye Gate. Color. \$42.50 set of 9.

- The neighborhood doctor
- The neighborhood nurse
- The neighborhood pharmacist
- The neighborhood optometrist
- The neighborhood barber
- The neighborhood beautician
- The automobile service station
- The neighborhood fish store

Where our daddies work. Eye Gate. Color. \$6. K-2.

What's under a city street? Education Visual Aids. Color. \$6. K-4.

## POLITICAL ORGANIZATION

### *Stating the Problem*

- How can we begin to develop an understanding and appreciation for our democratic system?

### *Understandings To Be Developed*

1. The name of our country is the United States of America.
2. The people who live in our country are called Americans.
3. Our country is a democracy.
4. Our leaders are elected.
5. The leader of our country is called the President. He is elected every four years.
6. The President and his family live in the White House, in Washington, D.C.
7. Our country needs rules and laws.
8. Rules and laws are necessary for the wellbeing of our country.
9. We elect people to make rules and laws for our country.
10. The people who make our rules and laws work in the Capitol Building, in Washington, D.C.
11. The White House and Capitol Building are both located in Washington, D.C. so that the President and lawmakers may work closely together since their decisions affect all Americans.

### *Information Needed (To develop understandings)*

1. Where do we live?
2. What do the words United States of America mean?
3. Why do we call ourselves Americans?
4. What is a democracy?
5. How are the leaders of our country chosen?

6. What does our President do?
7. Where do the President and his family live?
8. Why does our country need rules and laws?
9. Who makes the rules and laws for our country?
10. Where are the rules and laws made?
11. Why are the White House and Capitol Building located in Washington, D.C.?

*Learning Activities*

1. Using the globe to initiate a discussion, help children to locate and define:
  - . North America
  - . United States of America
2. Using a wall map or transparency of North America, mark the boundaries of the United States. Explain:
  - . The land on which we live is known as a country. We call this country America.
  - . Our country is made up of 50 states. We call them the United States.
  - . We call our country America or the United States of America.
  - . We call ourselves Americans.
1. To continue to develop the meaning of the words America and United States of America:
  - . Sing or play a recording of "America the Beautiful"
  - . Read and discuss the words in the song "America"
  - . Ask children to share their travel experiences within the United States.
  - . Using a school text, such as a reader, help the children to locate the copyright page and find the words "printed or made in the United States of America."
  - . Have the children find the words United States of America on coi

- . Request that the children bring to school pictures or objects bearing the words "United States of America." A chart and/or interest center may be an outcome of this activity.
  - . With the children, write on experience or chart paper, a sentence to go with each letter in the word America. Eg.  
A is for America - a good place to live  
M is for the many people who live in America  
E, etc.
4. Display a picture of the President. Through discussion, begin to develop the understanding that:
- . The President represents all the people of the United States.
  - . He was chosen to be the leader of our country because the people felt that he would do the best job for all Americans.
  - . The President's job is a difficult one. He must make many decisions. His decisions affect all Americans.
5. To illustrate the voting process, present a situation such as: Chuck and John would both like to be the captain of the kickball team. How will we decide which boy will be the captain? Help the children to understand that the fairest way to choose a captain is by voting.

Write both candidates' names on the chalk board. Pass out slips of paper. Explain to the children that they are to write the name of the boy they would like to have as their captain. Collect and tabulate the results on the chalk board.

Parallel this election to that of the election for the Presidency.

Other situations which would illustrate the election procedure are voting for:

- . a game
  - . an assignment choice
  - . classroom helpers
6. Discuss with the children that in our country there are certain men and women who make the rules and laws for all Americans to follow. These men and women are elected just as the President is.

Ask the children to describe what their country would be like if everyone did and said exactly what they pleased. Create the understanding that rules and laws are necessary for the happiness and well-being of all Americans.

7. Display a picture or reproduction of the Capitol Building. Explain that this building is the one in which the men and women who make our laws work.
  - . Using a map of the United States, help children locate Washington D.C.
  - . Place a symbol for the Capitol Building in the appropriate place.
  
- 8 Display pictures or drawings of various dwellings - castle - igloo - teepee - house - etc. Question children as to what these pictures show. Elicit the response that they are homes for people.

Present a picture of the White House. Lead the children to understand that the White House is the home for the President and his family.

Have children place a symbol for the White House on the same map with the symbol for the Capitol Building. Help the children to deduct that both of these buildings are located in Washington, D.C. since the President and lawmakers must work together to decide what is best for all Americans.
  
9. Ask the children to collect pictures and news stories of the President, his family, the White House, and Capitol Building. These might be annotated and made into a classroom scrapbook or bulletin board.
  
10. Children's illustrations might be used to create an informative bulletin board. They could draw pictures of the Capitol, the White House, etc.
  
11. Refer to Epstein, First Book of Washington, D.C., for pictures and information pertinent to the unit.
  
12. Show a filmstrip such as "Washington, D.C." Popular Science.

## POLITICAL ORGANIZATION

### BOOKS

- Adams, Florence. Highdays and holidays. Dutton. 1927.  
Note poem: "America" by Smith.
- American Heritage. The Presidency. American Heritage. 1964. \$3.99.  
7-12.
- Coy, Harold. The first book of Congress. Watts. 1965. \$2.65. 7-9.  
Traditions and duties are explained and includes a section on what  
to see in the Capitol building.
- Epstein, Sam. The first book of Washington, D.C. Watts. 1961. \$3.04.  
4-6.  
Contains history, biography, government men at work, descriptions  
of public buildings, etc.
- Johnson, Gerald White. The Congress. Morrow. 1963. \$2.95. 5-9.
- \_\_\_\_\_. The Presidency. Morrow. 1962. \$2.95. 5-9.
- Lavine, David. What does a congressman do? Dodd. 1965. \$3.84. 4-6.
- \_\_\_\_\_. What does a senator do? Dodd. 1967. \$2.99. 4-6.
- Lyons, J. H. Stories of our American patriotic songs. Vanguard. 1940.  
Note songs: "America" and "America, the beautiful."
- McCarthy, Agnes. Let's go to vote. Putnam. 1962. \$3.02. 4-6.  
Explains voter registration, election districts, voting machines  
and responsibilities of voters.
- Miller, Natalie. The story of the White House. Children's Press. 1966.  
\$2.25. 3-5. (Cornerstones of freedom)
- Newman, S. P. About the people who run your city. Melmont. 1963.  
\$2.50. 1-3.
- Phelan, Mary Kay. Election Day. Crowell. 1967. 1-4. (Crowell  
holiday book)
- \_\_\_\_\_. The White House. Holt. 1962. \$2.92. 1-3.
- Rosenfield, Bernard. Let's go to the White House. Putnam. 1959.  
\$2.29. 1-4.
- Turner, Mina. Town meeting means me. Houghton Mifflin. 1951. \$2.73.  
1-3.

Whitney, David. Let's find out about the President of the United States. Watts. 1968. \$1.98. 1-3.

#### FILMS

Good Citizens. EBG. 11 min. Purchase: b&w \$60; color \$120. K-3.  
Stresses conscientious work in school and group cooperation, mutual family efforts and respect for public property, and good public behavior.

We play and share together. Bailey Films. 10 min. Purchase: b&w \$60. K-3.  
Demonstrates the desirability of cooperation, courtesy and consideration.

What our town does for us. Coronet. 11 min. Purchase: b&w \$60; color \$120. K-4.  
Shows how community governments are organized and that taxes support this government.

#### FILMSTRIPS

Election Day. Eye Gate. Color. \$5.25. (Story of our holidays)

How we elect our President. Popular Science. Color. (Our government)

Our country. Eye Gate. Color. Sound. \$5.25. (Our flag and our country)

Our government and how it works. Educational Reading Service. Color \$24 set of 4.

What is a mayor  
What is a governor  
What is a congressman  
What is a president

Our nation's capital. Eye Gate. Color. Sound. \$5.25. (Our flag and our country)

Patriotic music. Society for Visual Education. Color. Sound. \$9 set of 2, with record.

America  
America, the beautiful

Washington, D.C. Encyclopedia Britannica. Color. Sound. \$57.50  
set of 5, with records. 3-12.  
The city freedom built  
The United States Capitol  
The White House  
The Supreme Court  
Shrines and monuments  
Shows how this city grew and where the legislative, executive and  
judicial decisions are made.

Washington, D.C. Popular Science. Color. (American cities)

A tour of our nation's capitol. International Film Bureau. Color.  
Sound. \$19.75. (America)  
Shows buildings, statues, monuments and parks giving the back-  
ground of each.

#### RECORDS

America the beautiful. Columbia. 33 1/3 rpm. \$5.95.

Casey Jones  
America the beautiful  
Jesse James  
Thanksgiving Day  
House by the side of the road  
The landing of the Pilgrim Fathers  
Star-Spangled Banner  
Trees  
O captain! my captain!  
The new colossus  
Paul Revere's ride  
The village blacksmith  
In Flanders Fields  
A visit from St. Nicholas  
Chicago  
Casey at the bat  
America for me  
Tarefoot boy

Let's visit Congress. Educational Record Sales. 12 in. 33 1/3 rpm.  
\$4.98. 3-7.

Let's visit the White House. Educational Record Sales. 12 in.  
33 1/3 rpm. \$4.98. 3-7.



## GEOGRAPHY

### *Stating the Problem*

- Why do we have a model of the earth in our classroom and what can we learn about the earth using this model?

### *Understandings To Be Developed*

1. The globe is a model of the earth from which many things can be learned about the earth.
2. The earth is made up of land and water masses.
3. Oceans separate the land masses.
4. There is more water than land on the earth.
5. The water areas are called the water hemisphere; the land areas are called the land hemisphere.
6. The poles, north and south, are at the opposite points of the nearly round ball that is the earth.

### *Information Needed (To develop understandings)*

1. What is a model?
2. How does a model help us?
3. What is the earth?
4. What is a globe?
5. How does a globe help us to learn about the earth?
6. What does a globe show us?
7. How can we tell land from water areas on a globe?
8. What separates land areas?
9. How can we tell that there is more water than land on the earth?
10. What are the water areas on the earth called? What are the land areas called?

11. What is the shape of the earth?
12. What are the north and south poles of the earth?
13. Where are the north and south poles of the earth?

#### *Learning Activities*

1. Distribute clay and ask each child to make something such as: an animal, toy, transportation vehicle, etc. Emphasize that this object is to be real rather than imaginary.
2. Give children the opportunity to "share" their finished products. Bring out, through discussion, an understanding that each piece of work is a copy, replica, or model of something that actually exists.
3. Exhibit other models such as a doll house, toy telephone, any science or health model, Match Box cars, and some of the previously made clay models. Help children to understand that these objects are models because: (a) they represent a real thing; and, (b) that a model may be larger or smaller than the actual object that it represents.
4. Use a science or health model to illustrate how a replica can be helpful. Eg. Use a model of teeth to demonstrate proper brushing.
5. Exhibit a globe. Help children to discover that the globe is a model of the earth, and that it represents the planet on which we live. Have children observe:
  - . The globe shows how the earth appears to astronauts as they travel in space.
  - . that the globe shows the make-up of the earth - land and water. The children should be able to differentiate the land and water areas by color distinction.
  - . that there is more water than land on the earth.
  - . that water separates land areas.
6. Explain to the children that we call the water areas of the earth the water hemisphere and the land areas the land hemisphere. Point out that part of the land hemisphere in which we live and the adjoining portions of the water hemisphere. Use small pennants to designate these areas. Use appropriate cut-outs or markers to designate those land areas where children of other cultures live.

7. Have the children deduct that the shape of the earth is similar to that of a ball. Explain to them that:
  - . a point at the top of the earth is named the north pole and that a point at the bottom is named the south pole, showing them that a point is a place, in this case, not the end of a pencil.
  - . the poles of the earth help us to find directions when we travel.
8. To reinforce the above concepts, have children help in the preparation of an illustrated experience chart. This chart might include:
  - . the globe is a model of the earth.
  - . there is more water than land on the earth.
  - . etc.

### *Stating the Problem*

- How does a map help to increase our understanding of the area we live in?

### *Understandings To Be Developed*

1. There are many different kinds of maps.
2. Maps help us to understand the area we live in.
3. Each local area has its own distinct pattern of geographic features. These can be shown on maps.
4. Layout of streets, types of houses, and stores can be shown on picture and floor maps of the neighborhood.
5. Local features such as hills, mountains, streams, forests, etc. can be pointed out.
6. North, east, south, and west are names of directions.
7. Directions are a guide to one's destination.
8. Cardinal directions for the neighborhood area can be determined by noting where the sun rises and sets.

### *Information Needed (To develop understandings)*

1. What is a map?
2. What are the different kinds of maps?
3. What do maps show us?
4. How do maps help us?
5. Why are symbols used in map making?
6. What do we mean by geographic features?
7. What do features such as hills, mountains, etc. tell us about the area we live in?
8. What do we mean by direction?
9. What names do we use for directions?
10. What do directions show us?

11. Why do we use the sun to find east and west?
12. How do we find north and south?

### *Learning Activities*

1. Stimulate interest by asking the children to imagine that they are in an airplane flying over their community. Encourage them to describe what they see - highways, streets, houses, buildings, cars, trees, fields, water areas, etc.

Ask the children to think of how they could show someone who had not been on this plane trip what their community had looked like from high above. Accept all suggestions. If a map is not suggested, introduce the word at this time.

2. Display several types of maps - road - area - topographical - treasure. Elicit from the children that a map is like a picture. It shows what a place looks like or where places and things are.
3. On the chalkboard, draw a simple road map showing the school and the route to a picnic area. Ask the children to pretend that the class is going from school to the picnic area. Lead the children to deduct that by following the map, they will be able to find the picnic area.
4. Take the children for a walk through their school. Have them note the location of classrooms, office, gym, library, etc. Using mural paper, help the children to devise a map of the floor plan of their school. Have the children draw and cut out symbols representing classrooms, etc. and place the symbols appropriately.
5. Prepare a skeleton map of the local area using the school as the focal point. Ask children what other places should be included on this map - homes, stores, public buildings, parks, etc. Have children construct appropriate symbols and assist them in placing them correctly on the map.
6. Using the local area map, have children pretend that they are showing a new neighbor how to get to school from his home, to the park, etc.
7. Plan a field trip, by bus, to observe the geographic features of the local area. Help children to note mountains, hills, rivers, streams, forests, fields, etc. Upon return, discuss how these geographical features influence the way they live. (industrial community, resort community, farm community, etc.) Complete the local area map by filling in the appropriate geographic features.

8. Ask a child to follow some verbal directions such as - take the red pencil from my desk - go to the back of the room...etc.  
Explain that:
  - . the child knew where to go because he had followed the directions
  - . that people follow a map because a map shows directions
  - . by following directions on a map, we are able to go from one place to another.
9. Label the classroom walls appropriately. Ask children to respond to questions such as: in what direction is the clock? the drinking fountain? the reading table? etc.
10. Take the class outside. Note the position of the sun and explain that the sun always rises in the east and sets in the west. Therefore, no matter where we are, we are always able to determine east and west from the position of the sun.
11. Have the children stand with their backs to the sun and observe that their shadow is in front of them. Explain that:
  - . their shadow is formed when the rays of the sun are blocked.
  - . their shadows always point to north when their backs are to the sun, and the time is near noon.
12. Using one child's shadow as a direction guide, have the class locate, through directions, various places - the swings are north, the field is south, etc.
13. Draw a simple map on the chalkboard including the school and four other places such as the fire station, park, zoo and post office. Write the words north, east, south, and west in their respective positions on the map. Ask a child to show the way he would travel from school to the fire station. Explain that the way in which he traveled had a name - i.e. - Tommy traveled north. Repeat until all directions have been named.
14. Have a treasure hunt to re-enforce the concept of north, east, south, and west. Divide the class into four groups. Explain that in order to find the treasure each group must determine, using the sun as a guide, the direction in which they will travel. Eg. Johnny's group should go north to find something good to eat. Jane's group go south to find a play thing.

## GEOGRAPHY

### BOOKS

- Branley, Franklyn M. The earth: planet number three. Crowell. 1966. \$5.45. 4-6. (Exploring our universe)
- \_\_\_\_\_. North, south, east and west. Crowell. 1966. \$2.96. 1-3. (Let's-read-and-find-out-books)
- \_\_\_\_\_. What makes day and night? Crowell. 1961. \$2.35. K-3. (Let's-read-and-find-out-book)  
Explains how turning of the earth causes day and night and sunrise and sunset.
- Carlisle, Norman. True book of maps. Children's Press. 1969. \$1.88. 1-4.
- DeRegniers, Beatrice Schenk. The shadow book. Harcourt. 1960. \$2.75. K-2.  
A day in the life of a child from morning, when he notices his shadow until evening, when he watches his shadow lengthening.
- Epstein, Sam. First book of maps and globes. Watts. 1959. \$3. 6-9.
- Goudy, Alice E. The day we saw the sun come up. Scribner. 1961. \$3.25. K-2.  
Two children watch the sunrise and make some discoveries about their shadows as they follow the sun from sunrise to sunset.
- Knight, David C. Let's find out about earth. Watts. 1968. \$2.21. K-2.
- Lewis, Claudia. When I go to the moon. Macmillan. 1961. \$2.90. K-2.  
Looking at the earth from the moon.
- Polgreen, John. The earth in space. Random House. 1963. \$1.95. 2-5. (Easy-to-read science library)  
Planet earth as seen from outer space during an imaginary trip.
- Ravielli, Anthony. The world is round. Viking. 1963. \$3.50. 2-5.  
Shows why the earth appears to be flat and how man has discovered and proved that it is a sphere.
- Rinkoff, Barbara. A map is a picture. Crowell. 1965. \$4. 1-3. (Let's read-and-find-out science book)  
Shows different kinds of maps and urges the reader to make maps of his own.
- Schneider, Herman. Follow the sunset. Doubleday. 1952. \$3.25. 1-3.  
Answers question of where the sun goes at night.

Stanek, Muriel. How we use maps and globes. Benefic Press. 1968.  
\$1.50. 1-3.

#### FILMS

Big world. Educational Horizons Films. 11 min. Purchase: color \$120.  
Size, shape and surface of the world are introduced by using a  
large ball.

Maps are fun (2nd ed.) Northwestern University. 10 min. Purchase:  
b&w \$65, color \$130; Rental: color \$4.25 (Syracuse University.)  
Mapmaker helps a young boy prepare a map of his paper route.

Maps of our school. Bailey Films. 8 min. Purchase: color \$100.  
Children map their own classroom and school. Uses right and left,  
compass and the cardinal points.

What is a map? Young America Films. 10 min. Rental: b&w \$2.50  
(Syracuse University)  
Concept of a map in terms of a plan of a living room and then  
of a neighborhood.

#### FILMLOOPS

Directions - north, east, south and west. Potters. Color. 4 min.  
\$15.

Is the earth flat or round? Potters. Color. 4 min. \$15.

#### FILMSTRIPS

How to use maps and globes series. McGraw. Color. set of 6, \$35.50.

Maps: what they are

Maps: symbols and terms

Globes: our most accurate maps

Maps: their types and uses

Latitude and longitude - Finding places and directions

Latitude and longitude - Time zones and climate

Introduction to the globe. Jam Handy. Color. \$26.25 set of 5.

Continents and oceans

Hot and cold places

Night and day

North, south, east, and west

Up and down



Introduction to maps. Jam Handy. Color. \$26.25 set of 5.  
Coast lines and their symbols  
Lakes, rivers and their symbols  
Land forms and their symbols  
Towns, cities and their symbols  
What is a map

Maps and how to read them. Long FilmSlide Service. Color.  
(Our planet, the earth)

Maps show us where. Educational Visual Aids. Color. \$6. 1-5.

Our planet earth. Encyclopedia Britannica. Color. \$19.90 set of 12.  
(Exploring with science.)

#### TRANSPARENCIES

Fifty states of the Union. Eye Gate. 2 colors. \$2.30.

Understanding maps and globes. Educational Visual Aids. 10" x 12".  
Eight transparencies. \$3.50 each.  
Globe facts  
Grid lines  
Latitude and longitude  
Understanding seasons  
Understanding climate zones  
Understanding time zones  
Map distortion  
Map direction and distance

#### STUDY PRINTS

The earth. Encyclopedia Britannica. 13" x 18" \$4.95 for complete  
solar system set of 10.

#### VISUAL AIDS

Mike-a-globe. EVA. 12" 3 1/2 lbs. \$9.50.  
Yellow land areas and blue water areas with no printing so pupils  
or teacher can write on the globe.

## PATRIOTIC CITIZENSHIP

### *Stating the Problem*

- What should patriotic young citizens know about the flag of our country?

### *Understandings To Be Developed*

1. "The Star Spangled Banner" is our National Anthem.
2. The words of "The Star Spangled Banner" refer to our flag.
3. Francis Scott Key wrote the words of "The Star Spangled Banner."
4. Our flag is a symbol of our country.
5. The stars, stripes, and colors of our flag each have meaning.
6. "The Star Spangled Banner," "Old Glory," and "The Red, White, and Blue" are names given to our flag.
7. Betsy Ross was said to have made the first American flag.
8. The first American flag had 13 stripes and 13 stars.
9. Our present flag has 13 stripes and 50 stars.
10. When we honor our flag we honor our country.
11. We honor our flag by saluting or reciting the Pledge of Allegiance.
12. There are certain rules to help us show honor to our flag.
13. A good American loves and honors his flag because he loves and honors his country.

### *Information Needed (To develop understandings)*

1. What is a National Anthem?
2. What is the name of our National Anthem?
3. Who wrote the words of our National Anthem?
4. What do the words of our National Anthem refer to?
5. What symbol do we use to represent our country?

6. What do the stars, stripes, and colors of our flag represent?
7. By what names is our flag known?
8. Who was Betsy Ross?
9. What did the first American flag represent?
10. Why do we honor our flag?
11. How do we honor our flag?
12. What rules help us to show honor to our flag?
13. How can we be good Americans?

*Learning Activities*

1. Have children listen to a few bars of "The Star Spangled Banner."  
Ask:

- . if anyone recognizes the song.
- . where or when they have heard it sung or played.

Through the responses the children give, begin to develop the following understandings:

- . "The Star Spangled Banner" is our country's song.
- . We call our country's song the National Anthem.
- . "The Star Spangled Banner" is the National Anthem for America.
- . Every country has its own special song or National Anthem.

2. Tell the story of how our National Anthem was written. Good references are:

Patterson, Francis Scott Key.  
Miller, The Story of The Star Spangled Banner

3. Explain to the children that the title and words of "The Star Spangled Banner" refer to our country's flag. Have the American flag on display as you read the words of "The Star Spangled Banner." Upon completion of the reading, help children to understand why this particular song was chosen to be our National Anthem.
4. View the filmstrip "Francis Scott Key." EB.

5. Draw or display several symbols which represent specific meanings such as a stop sign, a four-leaf clover, a policeman's badge, etc. Be sure to include the American flag. Discuss the meaning of each symbol. Lead children to understand that the American flag is a symbol which represents our country.
6. Obtain a chart showing the flags of different countries. Help children locate the American flag and the words "United States of America." Have children conclude that each country has its own particular song and flag.
7. Using the bulletin board, construct an American flag. Explain, as you assemble the flag, that:
  - . each color has meaning: red - bravery and courage, white - freedom and peace, blue - loyalty.
  - . there are thirteen stripes - seven red - six white. The stripes represent the first thirteen colonies in America.
  - . there are fifty stars on our flag. Each star represents a state.
8. Help the children compose a short, factual story entitled Our Flag. Have each child copy the story. Distribute a ditto of the American flag and help children to color it correctly.

Mount each story and flag on construction paper. Arrange a bulletin board display around the previously constructed flag from activity #7.

9. Ask the children to respond to the following math questions: What is  $3+2$ ,  $1+4$ ,  $6-1$ ,  $2+2+1$ . Help them to understand that just as there are many names for the number 5, there are three names that our flag is known by: The Red, White, and Blue; Old Glory; and The Star Spangled Banner.

To help children remember the names of our flag, teach the following rhyme:

We call our flag Red, White, and Blue,  
The Star Spangled Banner,  
And Old Glory, too!

10. Display a picture or replica of the original American flag. Tell the story of Betsy Ross. Have children compare the likeness difference between the original and our present American flag.
11. Show the filmstrip "Betsy Ross," Encyclopedia Britannica, or "Betsy Ross - Flagmaker for America," EVA.

12. Develop meaning for the word "honor" by taking the children to witness the morning flag raising. Explain to the children that by honoring our flag we show our love for America. We honor our flag by displaying it, saluting it, and by pledging allegiance to it.
13. Demonstrate the correct ways to display and salute the American flag. Have children review these procedures by showing how Boy Scouts, Girl Scouts, men wearing hats, men in uniform, women, and children salute the flag.
14. Have the children say the Pledge of Allegiance. Explain to them that, when we recite the Pledge of Allegiance, what we are really saying is that we love our country and that we will try to be good Americans.
15. Teach a song such as:
  - "Our Flag" In American Singer, Book 2
  - "The Flag" In Music for Young Americans, Book 1
  - "Our Flag" In Music for Young Americans, Book 1
16. Teach the first stanza from poems such as "Flag Song" by Lynda Avery Counley Ward or "The Flag Goes By" by Henry Holcomb Bennett.
17. Have children compose simple rhymes about their flag. Eg.

.Old Glory waves so high  
I feel so proud when it goes by.

.I love my flag  
The Red, White and Blue.  
I honor and salute it  
As good Americans do.

Prepare a class book consisting of the children's poems.  
This book might be shared with another class.

## PATRIOTIC CITIZENSHIP

### BOOKS

- Abramson, Lillian S. Join us for the holidays. National Women's League of the United Synagogue of America. 1958. \$2.50. K-3.
- Adams, Florence. Highdays and holidays. Dutton. 1927. 1-6.  
Collection of more than two hundred poems for special occasions.
- Adelberg, Doris. Grandma's holidays. Dial. 1963. \$4.44. 1-5.
- Aichinger, Helga. The shepard. Crowell. 1966. \$3.75. K-3.
- Anglund, Joan Walsh. Christmas is a time of giving. Harcourt. 1961. \$1.75. K-3.  
Quaint illustrations with little texts, convey spirit of Christmas for young children.
- Atkinson, Eleanor. Johnny Appleseed. Harper. 1943. \$3.50. 5-8.
- Arbuthnot, M. H. Time for poetry. Scott, Foresman. 1961.
- Armour, Richard. The adventures of Egbert the Easter egg. McGraw. 1965. \$3. K-3.
- Barksdale, Lena. The first Thanksgiving. Knopf. 1942. \$2.79. 3-5.  
Young girl's grandma tells her about the first Thanksgiving in which she participated just 40 years ago.
- Bartlett, Robert Merrill. Thanksgiving Day. Crowell. 1965. \$2.85. 1-3. (Crowell holiday books)
- Beattie, J. W. The American singer, book two. American Book Company. 1944.  
Note songs: "Our flag," "Jack-o-lantern," "The witch," "Lincoln," "A valentine," "George Washington," "Trees in autumn," and "The parade."
- Beim, Jerrold. Sir Halloween. Morrow. 1959. \$2.94. K-4.  
Young boy decides what he wants to be on Halloween.
- Berg, Richard. Music for young Americans, book one. American Book Company. 1959.  
Note songs: "The flag," "Our flag," "Servivon," "Halloween," "Who's behind me?" "Tonight is Halloween," "Abraham Lincoln," "Be my valentine," "Have a heart," "Washington was first," "Easter egg hunt," "Easter eggs," "Columbia the gem of the ocean."

- \_\_\_\_ Music for young Americans, kindergarten. American Book Company.  
1959.  
Note songs: "Goblin in the dark," "Abraham Lincoln," "George  
Washington," "A tree grows straight," and "Let's plant a tree."
- Bial, Morrison David. The Hanukkah story. Behrman House. 1952.  
\$1.95. K-4.
- Bianco, Pamela. The valentine party. Lippincott. 1954. \$2.63.  
1-3.
- Blassingame, Wyatt. The story of the United States flag. Garrard.  
1969. \$2.89. 1-4.
- Borten, Helen. Halloween. Crowell. 1965. \$2.85. 1-3. (Crowell  
holiday books)
- Breetveld, John. Getting to know United Nations crusaders: how UNICEF  
saves children. Coward-McCann. 1961. \$2.50. 4-6.
- Brewton, Sara. Sing a song of seasons. Macmillan. 1955.  
Collection of poems for all seasons.
- Bright, Robert. Georgie's Halloween. Doubleday. 1958. \$4. K-2.  
Georgie, the ghost, goes to the village Halloween party.
- Brown, Helen. Let's-read-together poems. Row, Peterson. 1949.
- Brown, Margaret Wise. Golden egg book. Simon & Schuster. 1947.  
\$1.50. K-3. (Big golden book)
- \_\_\_\_ On Christmas Eve. Young Scott Books. 1961. \$3.95. K-2.
- Brown, Palmer. Something for Christmas. Harper. 1958. \$1.68. K-3.
- Bulla, Clyde Robert. Lincoln's birthday. Crowell. 1965. \$3.11. 1-4.  
(A crowell holiday book)  
Tells why Lincoln's birthday is a national holiday and how it is  
celebrated.
- \_\_\_\_ St. Valentine's Day. Crowell. 1965. \$2.85. 2-4. (Crowell  
holiday books)
- \_\_\_\_ Washington's birthday. Crowell. 1967. \$2.97. 1-3. (Crowell  
holiday book)
- Burnett, Bernice. The first book of holidays. Watts. 1955. \$1.95.  
3-5.
- Cary, Barbara. Meet Abraham Lincoln. Random. 1965. \$3.34. 2-6.  
(Step-up books)

- Calhoun, Mary. Wobble, the witch cat. Morrow. 1958. \$3.14. K-2.
- Caudill, Rebecca. Did you carry the flag today, Charley? Holt, Rinehart & Winston. 1966. \$3.27. K-4.
- Cavanah, Frances. Our country's story. Rand McNally. 1962. \$2.95. 1-3.
- Chanover, Hyman. Happy Hanukkah everybody. United Synagogue Commission on Jewish Education, nd. \$2.50. K-3.
- Colver, Anne. Abraham Lincoln: for the people. Garrard. 1960. \$2.19. 2-4. (A discovery book)
- Cooney, Barbara. Christmas. Crowell. 1967. \$2.95. 2-4. (Crowell holiday books)
- Crouthers, David D. Flags of American history. Hammond. 1962. \$3.50. 6-9.
- Dalgliesh, Alice. The Thanksgiving story. Scribner. 1954. \$3.25. K-4. Portrays experiences of one Pilgrim family before and during the first Thanksgiving.
- Davis, Lavinia (Riker). Danny's luck. Doubleday. 1953. \$2.50. K-3.
- Douglas, George William. The American book of days. Wilson, H.W. 1948. \$8. Reference source of holidays, religious festivals and birthdays of many famous people.
- Eggenberger, David. Flags of the U.S.A. Crowell. 1964. \$4.95.
- Elting, Mary. Flags of all nations and the people who live under them. Grosset. 1967. \$4.99. all.
- Embry, Margaret. The blue-nosed witch. Holiday House. 1956. \$1.84. 1-4. (A Holiday House book)
- Epstein, Morris. My holiday story book. Ktav Publishing House. 1958. \$2.25. K-3.
- Epstein, Sam. Spring holidays. Garrard. 1964. \$2.12. 1-3. (A holiday book)
- Ets, Marie Hall. Nine days to Christmas. Viking Press. 1959. \$3.37. K-3.
- Fenner, Carol. Christmas tree on the mountain. Harcourt, Brace and World. 1966. \$2.50. K-3.
- Ferris, Helen. Favorite poems, old and new. Doubleday. 1957.



- Fisher, Aileen Lucia. Arbor Day. Crowell. 1965. \$2.95. 1-4.  
(Crowell holiday books)
- \_\_\_ Easter. Crowell. 1968. \$2.97. 1-3. (Crowell holiday books.)
- \_\_\_ Holiday programs for boys and girls. Plays. 1953. \$5. 2-6.  
Contains plays, poems, and skits.
- \_\_\_ Skip around the year. Crowell. 1967. 1-3. (Crowell holiday books)  
Collection of poems for holidays.
- Foster, Marian Curtis. Miss Flora McFlimsey's valentine. Lothrop. 1962.  
\$2.21. K-2.
- Francoise. Noel for Jeanne-Marie. Scribner. 1953. \$3.12. K-2.  
French girl and her sheep plan for Christmas.
- Freeman, Mae Blacker. Stars and stripes. Random House. 1964. \$1.95.  
2-5.
- Friedrich, Priscilla. The marshmallow ghosts. Lothrop. 1960. \$2.95.  
K-3.
- Georgiady, Nicholas P. Our country's flag. Follett. 1963. \$1.89.  
(Follett beginning-to-read books)
- \_\_\_ Our national anthem. Follett. 1963. \$1.55. 1-4.
- Ceulfoile, Elizabeth. Valentine's Day. Garrard. 1965. \$2.32. 2-6.  
(A holiday book)
- Graff, Stewart. George Washington: father of freedom. Garrard. 1964.  
2-4. (A discovery book)
- Graves, Charles. Courth of July. Garrard. 1963. \$2.32. 2-4.
- Groh, Lyn. New Year's Day. Garrard. 1964. \$2.32. 3-6. (A  
holiday book)
- Hazeltine, Alice. The year around, poems for children. Abingdon. 1956.
- Heilbroner, Joan. Meet George Washington. Random. 1964. \$3.34. 2-5.  
(Step-up books)
- Heyward, Du Bose. The country bunny and the little gold shoes.  
Houghton. 1939. \$4. 1-3.
- Hippel, Ursula von. The czarist Halloween. Coward-McCann. 1957.  
\$2.52. K-3.  
A 400-year old witch turns a town topsy-turvy.

- Holland, Janice. Hello, George Washington. Abingdon Press. 1958.  
\$2.07. 2-4.
- Hurd, Edith Thacher. Christmas Eve. Harper. 1962. \$3.25. K-2.  
Tells about the part the animals played on the eve that Christ  
was born.
- \_\_\_\_ The so-so cat. Harper. 1964. \$2.92. K-3.
- Ickis, Marguerite. The book of patriotic holidays. Dodd. 1962. \$3.75.
- Janice. Little Bear's Thanksgiving. Lothrop. 1967. \$3.35. K-2.
- Jordan, Nina (Ralston). Holiday handicraft. Harcourt. 1938. \$2.75.  
4-8.
- Judson, Clara Ingram. George Washington. Follett. 1961. \$1.89. 1-3.
- Kahl, Virginia. Plum pudding for Christmas. Scribner. 1956. \$3. K-2.
- Kannick, Preben. The flag book. Barrows. 1962. \$3.95.
- Kaufman, Mervyn. Christopher Columbus. Garrard. 1963. \$2.32. 2-5.
- Kay, Helen. An egg is for wishing. Abelard-Schuman. 1966. \$2.80.  
K-2.
- Key, Francis Scott. The Star-Spangled Banner. Crowell. 1966. \$3.75.  
all.
- Kroeber, Theodora. A green Christmas. Parnassus Press. 1967. \$3.63.  
K-2.
- Krythe, Maymie R. What so proudly we hail: all about our American flag.  
Harper & Row. 1968. \$3.99. Adult.
- Les Tina, Dorothy. Flag Day. Crowell. 1965. \$2.95. 1-4.  
(Crowell holiday books)
- Le Sueur, Meridel. Little brother of the wilderness: the story of  
Johnny Applesseed. Knopf. 1947. \$3.09. 2-6.
- Lindgren, Astrid. Christmas in the stable. Coward-McCann. 1962.  
\$2.95. K-2.  
Young child visualizes that the story of the first Christmas is  
happening on her farm.
- Lovelace, Maud. The valentine box. Crowell. 1966. \$3.40. 2-4.
- Lyons, J. H. Stories of our American patriotic songs. Vanguard. 1940.

- McGinley, Phyllis. Mince pie and mistletoe. Lippincott. 1961. \$2.95. 1-3.
- \_\_\_ The year without a Santa Claus. Lippincott. 1956. \$3. K-4.
- McGovern, Ann. The story of Christopher Columbus. Random House. 1962. \$2.29. 2-4.
- Martin, Patricia Miles. Abraham Lincoln. Putnam. 1964. \$3.44. 1-3. (A see-and-read beginning to read biography)
- Milhous, Katherine. Appolonia's valentine. Scribner. 1954. \$3.12. 1-4.
- \_\_\_ The egg tree. Scribner. 1950. \$2. 1-3.
- \_\_\_ Patrick and the golden slippers. Scribner. 1951. K-2.
- Miller, Natalie. The story of Mount Vernon. Children's Press. 1965. \$2.95. 1-3. (Cornerstones of freedom)
- \_\_\_ The story of the Lincoln Memorial. Children's Press. 1966. \$2.95. 2-5. (Cornerstones of freedom)
- \_\_\_ The story of the Star Spangled Banner. Children's Press. 1965. \$2.93. 1-3. (Cornerstones of freedom)
- \_\_\_ The story of the Statue of Liberty. Children's Press. 1965. \$2.25. 2-5. (Cornerstones of freedom)
- \_\_\_ The story of the White House. Children's Press. 1966. \$2.25. 2-5. (Cornerstones of freedom)
- Moore, Clement Clarke. Night before Christmas. Grosset. 1949. \$1. K-3.
- Moore, Lillian. Once upon a holiday. Abingdon. 1959. \$2.75. K-3.
- Morrow, Betty. Jewish holidays. Garrard. 1967. \$2.19. 2-4. (A holiday book)
- Mursell, J. L. In our town, book two. Silver Burdett. 1956.  
Note songs: "My dreydel," "Mr. Duck and Mr. Turkey," "Thanksgiving," "Big bunch of roses."
- Norman, Gertrude. Johnny Appleseed. Putnam. 1960. \$2.39. 1-3.
- Nussbaumer, Mires. Away in a manger: a story of the Nativity. Harcourt. 1965. \$4.25. K-2.
- Olds, Helen D. Christopher Columbus. Putnam. 1964. \$3.44. 1-3. (A see-and-read beginning to read biography)

- Pannell, Lucile. Holiday round up. Macrae Smith. 1950. \$5.50. 3-6.
- Parlin, John. Patriot's days. Garrard. 1964. \$2.12. 1-3. (A holiday book)
- Patterson, Lillie. Christmas feasts and festivals. Garrard. 1968. \$2.32. 4-6. (A holiday book)
- \_\_\_\_ Christmas in America. Garrard. 1969. \$2.32. 2-5.
- \_\_\_\_ Easter. Garrard. 1966. \$2.32. 2-5. (A holiday book)
- \_\_\_\_ Francis Scott Key. Garrard. 1963. \$2.19. 2-4. (Discovery book)
- \_\_\_\_ Halloween. Garrard. 1963. \$2.32. 2-5. (A holiday book)  
Contains poems and information on the history and the traditions associated with Halloween.
- Payne, Elizabeth. Meet the Pilgrim Fathers. Random. 1966. \$3.34. 2-5. (Step-up books)  
Story of the Pilgrims starting from Holland and ending with the first Thanks-giving in Plymouth.
- Phelan, Mary Kay. The fourth of July. Crowell. 1966. \$2.97. 1-3. (Crowell holiday books)
- Pitts, Lilla. Our singing world, grade one. Ginn. 1959.  
Note songs: "Mr. Turkey," "Over the river and through the wood," "Be my valentine," "For Y-O-U," "Easter morning," "Easter Sunday," "Who can climb the apple tree?" and "Round the pear tree."
- Purcell, John Wallace. The true book of holidays and special days. Children's Press. 1955. \$2.93. K-3.
- Purdy, Susan. Holiday cards for you to make. Lippincott. 1967. \$3.93.
- Reck, A. & Fichter, H. About some holidays and special days. Melmont 1967. \$1.88. K-3.
- Rees, Elinor. About our flag. Melmont. 1960. \$1.88. 1-5.
- Ross, Geraldine. Scat the witch's cat. McGraw. 1958. \$3.26.  
Frightened, unhappy witch's cat wishes for a different life.
- Schackburg, Richard. Yankee Doodle. Prentice-Hall. 1965. \$3.75. K-2.
- Sechrist, Elizabeth Hough. Christmas everywhere: a book of Christmas customs of many lands. Macrae Smith Co. 1962. \$3.95.
- \_\_\_\_ Red letter days: a book of holiday customs. Macrae Smith Co. 1965. \$3.95. 6-9.

- Seuss, D. How the Grinch stole Christmas. Random House. 1957. \$3. K-6.
- Shapp, Martha. Let's find out about Abraham Lincoln. Watts. 1965.  
\$2.65. K-3.
- \_\_\_ Let's find out about Christopher Columbus. Watts. 1964. \$1.98. K-3.
- \_\_\_ Let's find out about New Year's Day. Watts. 1968. \$1.98. K-3.
- \_\_\_ Let's find out about our flag. Watts. 1964. \$2.65. K-2.
- \_\_\_ Let's find out about Thanksgiving. Watts. 1964. \$1.88. 1-3.
- \_\_\_ Let's find out about Washington's birthday. Watts. 1964. K-3.
- Shotwell, Louisa R. Beyond the sugar cane field: UNICEF in Asia. World.  
1964. \$3.50. 2-6.
- Showers, Paul. Columbus Day. Crowell. 1965. \$2.97. 1-3.  
(Crowell holiday book)
- Simon, Norma. Hanukkah. Crowell. 1966. \$2.85. 1-3. (Crowell holiday  
book)
- Slodobodkin, Louis. Trick or treat. Macmillan. 1959. \$2.95. 2-4.  
Children receive a wonderful "trick" when they visit the old  
haunted house on Halloween.
- Speiser, Jean. UNICEF and the world. Day. 1965. \$3.75. 4-6.
- Sur, W. R. This is music, book two. Allyn and Bacon. 1961.  
Note songs: "O Hanukkah" "A singing valentine" and "Two rabbits."
- Tazewell, Charles. The littlest angel. Children's Press. 1946. \$3.50.  
K-4.
- Thompson, Vivian L. George Washington. Putnam. 1964. \$3.44. 1-3.  
(A see-and-read beginning to read biography)
- Trent, Robbie. The first Christmas. Harper. 1948. \$2.50. K-2.
- Tresselt, Alvin. The world in the candy egg. Lothrop. 1967. \$3.52.  
K-2.
- Tudor, Tasha. Becky's Christmas. Viking Press. 1961. \$3.50. 2-4.
- \_\_\_ Pumpkin moonshine. Walck. 1938. \$2.75. K-2.  
Little girl visiting her grandparents wants a pumpkin for Halloween  
but the one she selects "runs" away.

\_\_\_\_\_, ed. Take joy! The Tasha Christmas Book. World Publishers.  
1966. \$4.61.  
Anthology of Christmas stories, poems, carols and legends.

Waller, Leslie. Our flag. Holt. 1960. \$2.92. 1-3.

Watts, Franklin. Let's find out about Easter. 1969. \$2.95. K-3.

Wiese, Kurt. Happy Easter. Viking. 1952. \$1.75. K-1.

Wiesgard, Leonard. The Plymouth Thanksgiving. Doubleday. 1967. \$3.95.  
K-3.

Wyndham, Lee. Thanksgiving. Garrard. 1963. \$2.32. 2-5.  
(A holiday book)

#### FILMS

The boyhood of Abraham Lincoln. Coronet. 11 min. Rental: \$2.  
(University of Maine.)

The boyhood of George Washington. Coronet. 11 min. Rental: \$2  
(University of Maine.)

Christmas through the ages. Encyclopedia Britannica. 14 min.  
Rental: b&w \$75, color \$150.  
Story of Christmas including Biblical history, myths, legends and  
customs.

Our country's flag (Rev.) Coronet. 10 min. Rental: b&w \$2.50. color  
\$4.25 (Syracuse University.)  
Describes our flag and its symbolism; also, explains meaning of the  
Pledge of Allegiance.

Our country's song. Coronet. 10 min. Purchase: b&w \$60. color \$120.  
One class learns the meaning of the words of "The Star Spangled  
Banner," and the circumstances under which Francis Scott Key wrote  
the song.

What our flag means. Coronet. 11 min. Purchase: b&w \$60. color \$120.  
Gives the meaning of our flag, how the flag changed through the  
years, how we display it and how we show our respect for it.

#### FILMLOOP

What did Columbus believe? Potters. Color. 4 min. \$15.

FILMSTRIPS

The American flag. International Film Bureau. Color. Sound. \$12.50  
(America)

History of the flag including its construction, changes, traditions  
and observances in displaying it.

Around the world Easter party. Society for Visual Education. Color.  
\$5 single.

Easter party in a city school, where pupils come dressed in their  
native costumes.

Betsy Ross. Encyclopedia Britannica. Color. \$6. (American pa riots  
series)

Betsy Ross: flagmaker for America. Educational Visual Sales. Color.  
\$6 single.

Captain Columbus, new world adventurer. Educational Visual Aids. Color.  
\$6 single.

Celebrating holidays. Curriculum materials. Color. \$6 each.

Gives background and reasons we celebrate these activities

|                       |                     |
|-----------------------|---------------------|
| Halloween             | St. Valentine s Day |
| Columbus Day          | Easter              |
| Thanksgiving          | Arbor Day           |
| Christmas             | Flag Day            |
| Washington's birthday | Independence Day    |

Christmas around the world. Society for Visual Education. Color. Sound.  
\$10 single.

Christmas stories. Encyclopedia Britannica. Color. \$36 set of 6.

Christmas through the ages  
A Christmas carol  
The fir tree  
The Nutcracker and the mouse king  
A present for Patsy  
The night before Christmas

Christmas with our world neighbors. Society for Visual Education. Color.  
Sound. \$27 set of 4.

Christmas in Germany  
Christmas in Mexico  
Christmas in England  
Christmas in Norway

Easter around the world. Society for Visual Education. Color. Sound.  
\$13.50 single.

The first Thanksgiving. Educational Reading Service. Color. \$6.  
(Holidays and seasons series)

For the children. Visual Education Consultants. b&w.  
Shows how UNICEF cares for the health and well-being of children in other countries.

Francis Scott Key. Encyclopedia Britannica. Color. \$6. (American patriot series)

George Washington's Mount Vernon. Eye Gate. Color. \$6 single.

Grandfather's boyhood Thanksgiving. Society for Visual Education. Color. Sound. \$10 single.  
Grandfather recollects Thanksgiving in the early 1900's.

Holiday art activities. Society for Visual Education. color. \$5 each.  
Art activities for autumn and Thanksgiving  
Art activities for Christmas  
Art activities for Easter  
Art activities for Halloween  
Art activities for Valentine's Day

Holiday series. Set No. 1. McGraw-Hill. Color. Set of 4 \$22.50.  
Columbus Day  
Halloween  
Thanksgiving  
Christmas

Holiday series. Set No. 2. McGraw-Hill. Color. Set of 4. \$22.50.  
Lincoln's birthday  
St. Valentine's Day  
Washington's birthday  
Easter

Holidays and seasons. Educational Visual Aids. Color. \$6 single.  
Shows holidays and celebrations to explain concepts of a year and seasons.

How Santa Claus came to America. Society for Visual Education. Color. \$5 single.  
How the legendary St. Nicholas was adopted by the English settlers.

How we get our Easter customs. Society for Visual Education. Color. Sound. \$9 single.  
Origins of some of our secular Easter customs, including the Easter parade and Easter egg.

Indians for Thanksgiving. Society for Visual Education. Color. Sound. \$10 single.  
Two Pilgrim girls befriend the son of an unfriendly Indian chief.



Johnny Appleseed. Encyclopedia Britannica. Color. \$6. (American folk heroes)

Mary's Pilgrim Thanksgiving. Society for Visual Education. Color. \$6 single.  
Features the feasting and fun of the first Thanksgiving Day.

Memorial Day. Educational Reading Service. Color. \$6. (Holidays and seasons series)

Our flag. McGraw-Hill. Color. \$17.50 set of 3.  
Flag etiquette  
The history of our flag  
The story of our national anthem

Our flag and our country. Eye Gate. Color. Sound. Set of 4 with 2 records, \$30.  
How our flag is made  
Guarding our country  
Our country  
Our nation's capital

Our heritage of American patriotic songs. Society for Visual Education. Color. Sound. \$15 set of 2.  
The story of the Star Spangled Banner  
A patriotic sing-along

Our holiday heritage series. Educational Visual Aids. Color. \$17.50 set of 3.  
Christmas in America  
Christmas in many lands  
The meaning of Thanksgiving  
Explores history and customs associated with Christmas and Thanksgiving.

Our holidays and what they mean. Educational Visual Aids. Color. \$5 each.  
Christmas  
Easter  
Independence Day  
Memorial Day  
Thanksgiving

Our holidays and what they mean. Filmstrip House. Color. \$5 each.  
Columbus Day  
Lincoln's birthday  
Washington's birthday

Patriotic holidays. Encyclopedia Britannica. Color. \$6 each.  
Columbus Day  
Independence Day  
Lincoln's birthday  
Memorial Day  
Thanksgiving Day  
Washington's birthday

Patriotic visits - citizenship. Curriculum materials. Color. \$6 each.  
Visiting the Statue of Liberty    Visiting our Navy  
Visiting Mount Vernon            Visiting the U.N. school  
Visiting our Army

Story of Abraham Lincoln. Society for Visual Education. Color. \$5.  
(Great American Presidents)

The story of Christopher Columbus. Society for Visual Education. Color.  
\$5. (Great explorers of America)

The story of George Washington. Society for Visual Education. Color.  
\$5. (Great American Presidents)

The story of Johnny Appleseed. Society for Visual Education. Color.  
\$5 single.

The story of our holidays. Eye Gate. Color. Set of nine, \$35.

|                  |                  |
|------------------|------------------|
| New Year's Day   | Election Day     |
| Easter           | Veterans Day     |
| Memorial Day     | Thanksgiving Day |
| Independence Day | Christmas        |
| Labor Day        |                  |

The story of Thanksgiving. Society for Visual Education. Color. \$5  
single.

Story of the Pilgrim's landing and their first year in America.

Story of the American flag (rev. ed.) Eye Gate. B&W. \$15 set of 3.

The flag develops  
The flag is born  
How to honor and display the flag

The story of Valentine's Day. Society for Visual Education. Color. \$6  
single.

Includes examples of Valentine's Day cards and tells about current  
customs.

The United States flag. Society for Visual Education. Color. Sound.  
\$15 set of 2.

History of our flag  
Use and display of our flag

The Washingtons, America's first family. Educational Reading Service.  
Color. \$6 single.

#### RECORDS

The Christmas that almost wasn't. Educational Record Sales. 33 1/3 rpm.  
\$1.98. K-3.

Christmas story written and narrated by Paul Tripp.

- February days. Educational Record Sales. 33 1/3 rpm. \$4.98. K-3.  
 Many valentine's in one  
 The happy valentine  
 George Washington  
 Abraham Lincoln
- God Bless America. Columbia. 33 1/3 rpm. \$3.59.  
 God bless America  
 O Columbia, the gem of the ocean  
 My country 'tis of thee  
 The Star Spangled Banner  
 America, the beautiful  
 Others
- Halloween tales. Educational Record Sales. 33 1/3 rpm. \$4.98. K-3.  
 Wobble the witch cat  
 Georgie  
 Georgie's Halloween  
 Scat the witch's cat  
 Pumpkin moonshine
- Holiday sampler. Educational Record Sales. 33 1/3 rpm. \$7.75. K-3.  
 Santa's Christmas party  
 The witch's ball  
 Squant and the first Thanksgiving  
 Pledge of Allegiance  
 Etc.
- Little drummer boy. Educational Record Sales. 33 1/3 rpm. \$4.79. K-3.
- Sing a song of holidays and seasons. Educational Record Sales. 33 1/3 rpm. \$5.95. K-3.
- Songs for all year long. Educational Record Sales. 33 1/3 rpm. \$4.25. K-3.  
 Includes songs about Columbus, Halloween, Easter, Winter, etc.
- Thanksgiving and Easter. Educational Record Sales. 33 1/3 rpm. \$4.98. K-3.  
 The first Thanksgiving  
 Old man rabbit's Thanksgiving dinner  
 Happy Easter  
 The bunny who found Easter
- We like holidays. Educational Record Sales. 33 1/3 rpm. \$23.54 set of 5 records. K-3.  
 Holiday rhythms  
 Holiday songs  
 I like holidays  
 Musical plays for special days  
 Twelve songs for all year long

## TAPES

We learn about special days. Imperial Productions, Inc. Three tape set. \$23.95 each.

Set includes a dramatized story, a 11 x 15 poster, liquid duplicator master for each day and a teacher's manual.

|                       |                  |
|-----------------------|------------------|
| New Year's Day        | Mother's Day     |
| Ground Hog Day        | Bird Day         |
| Lincoln's birthday    | Independence Day |
| Valentine's Day       | Labor Day        |
| Washington's birthday | Columbus Day     |
| St. Patrick's Day     | Halloween        |
| April Fool's Day      | Thanksgiving Day |
| Easter                | Christmas        |
| May Day               | Hanukkah         |

## STUDY PRINTS

Fall and winter holidays. SVE. 18" x 13". Color. Set of 8, \$8.

|               |                       |
|---------------|-----------------------|
| Columbus Day  | Christmas             |
| Halloween     | Lincoln's birthday    |
| Veteran's Day | Valentine's Day       |
| Thanksgiving  | Washington's birthday |

Holidays. Educational Reading Service. Color pictures. Records. \$2.25.  
Contains pictures for the flannel board, stories, activities and songs on 33 1/3 rpm records.

Spring and summer holidays. SVE. 18" x 13". Color. Set of 8, \$8.

|                  |                  |
|------------------|------------------|
| Armed forces day | Memorial day     |
| Easter           | Flag day         |
| Arbor Day        | Independence day |
| Mother's day     | Labor Day        |