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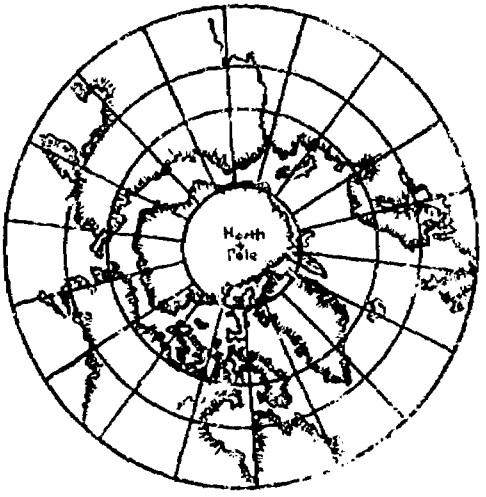
ABSTRACT

GRADES OR AGES: K-3. SUBJECT MATTER: Social studies; neighborhoods. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 12 chapters, most of which consist of lists. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives are well-defined, with separate chapters on aims, content, generalizations, and concepts. Each of these chapters has separate sections for each grade. No specific activities are mentioned, although a two-page chapter outlines general teaching methods. INSTRUCTIONAL MATERIALS: Chapter 11 lists laboratory materials for students by grade and Chapter 12 lists reference materials for teachers. STUDENT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content, with firm suggestions on timing of units. Specific suggestions for activities are presented in the individual guides for each grade--SP 007 051-SP 007 054. (RT)

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

K-3
NEIGHBORHOODS

CURRICULUM GUIDE
GRADES K-3



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

A Study of A Geo-Historical Structure

For A Social Studies Curriculum

Cooperative Research Project No. 6-1195

United States Office of Education
Rhode Island College
Providence Public Schools

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BRIEF EXPLANATION OF THE PROJECT AND STUDY

The Providence Social Studies Curriculum Project is being carried on by Rhode Island College and the Providence Public Schools. This study originated from a request made in 1962 by the Providence Social Studies Curriculum Committee chaired by Mr. Donald Driscoll. A grant from the United States Office of Education provides the necessary financial backing.

The project is an investigation into the theory of social studies curriculum structure. It rests upon these assumptions:

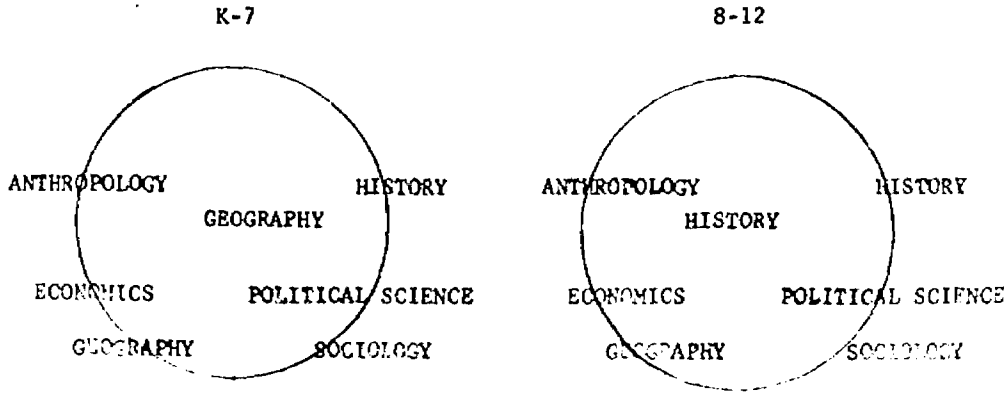
1. That social studies curriculum must have a valid theoretical basis from kindergarten through grade 12;

2. That it must be designed to fulfill aims which are appropriate for the present age and the foreseeable future;

3. That it must provide a mode to accommodate concepts, content, vocabulary, and certain aspects of method out of the six major disciplines of the Social Sciences;

4. That geography in its broadest sense and history in its broadest sense can be used logically and effectively as integrating disciplines.

This sketch is an attempt to interpret the function of geography and history as integrating disciplines:



It should be noted that the phrase "integrating discipline" has a specific meaning for this study. Any studies about man and his activities on land in the dimension of time must draw upon concepts, content, and methods from all of the social sciences. The theory underlying this project is that geography and history may be effectively used as integrating disciplines.

Brief Explanation of the Project and Study (con't)

An integrating discipline is one, then, which draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields. For social studies instruction, geography with its focus upon areal differentiation can serve as an integrating discipline; any understanding of man's activities upon land requires systematic relationship to the other social sciences. In the same manner, history with its focus upon man's activities in the dimension of time requires drawing concepts, content, method, and vocabulary from each of the six social sciences.

This study, then, is an investigation into ways in which this notion of an integrating discipline may be used as a basis for the development of social studies curriculum. There are three important concepts which are used: neighborhood, region, and civilization. These concepts seem to have maximum possibility for effectively integrating materials from the six social science disciplines. Further, this study has an "action" dimension since it is expected that the study will result in a new social studies curriculum in effect in all schools in Providence at all levels by the school year 1969-70.

In order to bring about curricular change, at least five different groups of persons must be actively involved in the process. First, there are the academic specialists in the six social science disciplines who provide specific information about the most recent developments in their given disciplines. Second, there are the specialists in human growth and development and learning theory who are familiar with current theories of learning. Third, there are those persons who are theorists of social studies curriculum who wish to take the best thinking of academic specialists and of learning theorists and make application to curriculum development. Fourth, there are the administrators of public school systems, superintendents, assistant superintendents, principals, supervisors, curriculum coordinators, department heads, and so on, whose task it is to operate the school system and to determine the costs of curriculum change; they have to relate plans for change in social studies curriculum to the total task of curriculum development and improvement. Fifth, there are classroom teachers who are knowledgeable about the particular characteristics of the youngsters with whom they deal. The Providence Social Studies Curriculum Project is designed to relate these five groups of persons who are specialists for the first three groups while the Providence Public Schools provide the personnel for the last two groups.

One important dimension of this study is the high degree of participation desired and expected from classroom teachers. Clearly, the finest curriculum design will result in curriculum change only to the degree to which classroom teachers understand it, accept its validity, and use it in daily teaching. This study is open-ended and the project staff desires maximum "feedback" from classroom teachers. Social studies curriculum must be designed to provide the framework for continuous change as new materials and new insights become available.

Ridgway F. Shinn, Jr.
Project Director

SCOPE AND SEQUENCE

Grade	Subject		
K	The Family - Functions and Patterns	NEIGHBORHOODS	INTEGRATING DISCIPLINE GEOGRAPHY
1	Man's Basic Needs		
2	Analysis of Neighborhood Patterns		
3	Analysis of Community		
4	A Type Study of Regions: Physical Cultural - Metropolitan Extractive	REGIONS	
5	Canada and the United States: A Cultural Complex		
6	A Comparison of Two Culture Regions: Africa and Latin America		
7	Studies of Three Culture Regions: Southeast Asia, Western Europe and the Soviet		
8	A Study of Contemporary Civilizations East Asian Muslim (Optional Study - Classical Greece - for technique of analysis with a "closed" civilization)	CIVILIZATIONS	INTEGRATING DISCIPLINE HISTORY
9	A Study of Contemporary Civilizations Indian Western		
10	American Studies - Social		
11	American Studies - Economic and Political		
12	Issues in Contemporary Societies		

DEFINITION OF TERMS USED

SOME TERMS IN PSSCP THEORY STATEMENTS

Social Sciences:	Those bodies of knowledge, organized into disciplines with method and vocabulary, taught and studied primarily at the collegiate level; that is, anthropology, economics, geography, history, political science, sociology, and sometimes, social psychology.
Social Studies:	Refers to the content selected from the social sciences to be taught at the elementary and secondary levels of schools.
Concept Statements:	Refers to the keyed statements about each of the social sciences; each statement presents a fundamental idea in the structure of the specific discipline.
Generalization:	A statement summarizing information and ideas developed in a segment of study; such a summary statement requires continued testing and modification on the basis of new or additional information.
Content:	Refers to information within a given discipline.
Method:	(1) Refers to the mode by which specialists in a given discipline work to obtain and validate evidence (Roy Price calls this "workways"). (2) Refers to classroom process or teaching strategies.
Integrating Discipline:	Draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields; a "vehicle of expression."

SOME TERMS USED IN PSSCP RESOURCE UNITS

Civilization: Refers to an identifiable segment of human activity in the dimension of length of time; each such segment, characterized at its core by a distinctive set of religious beliefs, has a particular arrangement of features which give it cohesion and a characteristic dimension (see Arnold Toynbee, A Study of History, Vol. I, Chapters 1 and 2).

*Community: Refers to the intentional association of persons to achieve common goals or common purposes.

Country (or State): Is an organized political entity functioning on the international scene and characterized by politically determined boundaries, independence, a relative degree of stability, and some acknowledged, authoritative governmental scheme.

*Culture Region: (1) An areal pattern where certain cultural features result in a recognizable degree of cohesion; such features include: attitudes, objectives, technical skills, language and symbols, system of values, mode of living.

(2) System of classification of areas of human activity and occupance based upon cultural dominance.

Ethnic: Refers to the cultural grouping of persons, primarily with reference to language.

Family: Is a primary social group organized and united by personal, intimate, and domestic ties.

Nation: Refers to the cultural awareness of a group of persons possessing common language, common traditions and customs, common historic experiences; often this is expressed in programs seeking to have the national group acquire political status as a country or state with political boundaries coterminus with the location of the national group.

*Neighborhood: Refers to a "place" sector of any populated area; people are within a neighborhood by the accident of residence or place of work.

*Race: Refers to a division of mankind that possesses genetically transmissible traits such as color of skin or shape or skull.

Region: Refers to an areal pattern which, for a given criterion or set of criteria, has sufficient commonality to provide a basis for analysis.

* Comment upon the use of these terms is found in the following sections.

NEIGHBORHOOD AND COMMUNITY

We are defining a neighborhood as having people, land, and buildings and purposes. It is a location, a place, a specific area. A child's home neighborhood is usually the streets and buildings within walking distance of his home. We are not only defining a neighborhood as a location but as a place with a purpose; namely, residential, commercial, or industrial, or a combination of two or more of these purposes. We can think of a neighborhood as: place, people, and purposes, with the emphasis on place.

We are defining a community as any group of people who have common interests or common purpose. Whereas the place is the essential characteristic of a neighborhood, common purpose is the essential characteristic of a community.

In addition to purpose, there must be some form of government, management, authority - organization. To accomplish the purpose there must be a cooperative effort - the participation by members of the group. A community has: common purpose, organization, participation with the emphasis on common purpose.

The sociologist will refer to the family as an institution or primary group. We can also call the family a community.

In general, textbooks will refer to a community as a place - usually something larger than a neighborhood. There are references to urban, suburban, and rural communities. They are stressing the definition of community as a group of people who live in the same region under the same laws. Children will have to be guided to read critically. Not everything we read is always completely true. When a book says "a community has people, land, buildings," children should qualify the statement by saying, "some communities have people, land, buildings." A neighborhood community or a city community does, but a family community does not. The common purpose has been omitted from the definition.

It will be our obligation to help the children to see the lack of real "community" which exists in our world today. This is especially true in our cities where people do not live, work, worship, and socialize in any given area but where they move frequently from one neighborhood to another. It is only when problems and emergencies arise that people in a neighborhood or many neighborhoods have a common purpose and combine their interests and efforts and participate in a community situation. The great need for "community" should be stressed. We will also use the term "community" to designate the groups to which we choose to belong such as social, civic, religious, educational and economic activities.

The communities of long ago were true communities because the people lived and worked together to achieve a common goal. There were people, in a specific place, participating in a situation with a common purpose. There was organization because no purpose can be accomplished without it. Neighborhood and community were one. There was "true community."

CULTURE REGION

THE WORLD'S MAJOR CULTURE REGION

The world seems to have been thrown into chaos as a result of the impact of these two great contemporary revolutions in human living, (Industrial Revolution and Democratic Revolution). But on closer examination it is possible to discern a pattern, and this pattern can be used to provide a framework for the portrayal of the modern world. We need to find uniformities of areal association, within which useful generalizations can be made regarding the problems of economic development, the problems of national independence, the problems of population and resources, and the problems of conflict among states and groups of states. We need to experiment with different kinds of regional systems as, indeed, geographers have been doing.

We suggest here the definition of culture regions in terms of the impact of the two great revolutions on pre-existing cultures in particular habitats. Because of the importance of the state in the contemporary world we propose to define these regions in terms of politically organized areas. Each region must show some degree of homogeneity with respect to the processes of economic development, and with respect to the redefinition of the status of the individual. Technological change is, of course, desired everywhere, but the methods of achieving it are quite varied; democratic ideals are understood and accepted in some regions, but in parts of the world where ideas of individual equality are totally foreign, the Democratic Revolution takes other forms. The characteristics that distinguish any one culture region will be most clearly revealed in the core of each region, and there must necessarily be wide zones of transition in which the characteristics of neighboring regions are mingled. The regions that are suggested as a framework for the presentation of a coherent picture of the contemporary world are as follows:

European
Western, Southern, and Northern Europe

Soviet
The Soviet Union and Eastern Europe

Anglo-America
Canada and the United States

Latin American
Mexico, Central America, South America, the Antilles, and the Bahamas

North African - Southwest Asian
The Moslem countries from Morocco to Afghanistan and Israel

THE WORLD'S MAJOR CULTURE REGION (cont'd.)

Southeast Asian
The "shatter Belt" between India and China

South Asian
India, Pakistan, Ceylon, and border countries

East Asian
China, Japan, and bordering countries

African
The countries south of the Sahara

Australian-New Zealand
The countries of British origin in Australia

Pacific
The islands of Melanesia, Micronesia, and Polynesia[1]

[1] James, Preston, "Geography," in The Social Studies and The Social Sciences, New York: Harcourt Brace and World, Inc., 1962, pp. 80-81.

RACE

"Man is a curious animal, interested in many things . . . One of the things that interests him most is mankind itself . . . One of the features that impresses the common man and the scientist alike are the differences in customs, languages, skin color, and physique between human beings from different parts of the earth" (W. C. Boyd, "Genetics and the Races of Man," 1957:1). Thus it seems that man has an insatiable desire to classify - to pigeonhole people in neatly labeled, easily understood categories. One such category used to classify mankind is "race."

Most early classifications of race were unscientific. Even today the common man's use of the word is still extremely unscientific. He still tends to confuse cultural differences which are simply learned differences with physical differences which are genetically inherited. In this way, mankind has been classified into races on the basis of language; e.g., the Latin races, the Greek race, the Slavic race; on the basis of geo-political groups; e.g., the British race; on the basis of skin color; e.g., the "white," "yellow," "red," "brown" and "black" races; on the basis of religion; e.g., the Jewish race, the Hindu race, or on the basis of "blood"; e.g., "pure-blooded," "half-blood," and so forth.

When it is realized that no one trait was sufficient to characterize a race and also that cultural differences could not be used as criteria for race, combinations of physical traits were used; e.g., skin color, hair color, stature, head size, nasal width, and so forth. These constellations of physical traits were used as diagnostic criteria for defining "ideal types" of races which, it was firmly believed, were fixed and immutable hereditary groupings reaching far back into dimmest antiquity. Similarly, the criteria used were themselves considered to be constants and not subject to change. Thus it was thought, and is still thought by man, that there are three major divisions of mankind: Mongoloids, Negroids, and Caucasoids - each major division being set apart from the others by a constellation of mutually exclusive physical traits. Each of these major groups, often called "races," "stocks," "divisions," or "subspecies," containing populations each of which differs somewhat from the others, could be further subdivided into smaller localized populations called "races" (e.g., Forest Negroes, Alpine Caucasoids, Nordic Caucasoids, Polynesians, etc.). The word "race" thus has been applied to both the major divisions of mankind and to the smaller local populations of which these major divisions are composed - a usage which only adds to the confusion about race. Since race was considered to be immutable and not subject to change, differences between populations could only be accounted for in terms of "racial mixture" - that is, the local races were the result of interbreeding between members of different "races."

RACE (cont'd.)

Popular notions of race have been confused with the scientific use of the word "race" in the sense of "ideal types"; a confusion which laid the groundwork for quasi-scientific notions of "racial purity" and the evils of "race mixture." In effect, it was suggested each major division had once been "pure"; i.e., unmixed with any other. Therefore, keeping one's "race" pure became an important ingredient in the folklore of race. To these notions concerning race were added another set of criteria - intellectual and moral abilities. It was falsely supposed that not only could the races of mankind be defined in terms of stable hereditary physical characteristics, but could also be defined in terms of the degree to which certain psychological traits are present. Thus some races (e.g., the Caucasian in general or Nordics in particular) are erroneously considered to be higher than other races (e.g., the Negroid in general or the American Negro in particular) in their intellectual and moral capabilities and hence in their intellectual and moral attainments.

With such usage - "race" as an "ideal type" defined by a hodge-podge of physical, cultural, and psychological traits - it should not be surprising that "race" has been used and is used today, by demagogues and would-be world rulers, in many vicious ways to denigrate particular groups of people and to deny them their rights to full participation in their societies.

It seems likely that, rightly or wrongly, attempts to classify mankind according to physical characteristics will continue. To date, anthropologists seem convinced that cultural features are transmitted socially, with no relevant connection to genetic factors. To illustrate: Twin brothers may be born to a man and a woman in Nairobi, Kenya; Rome, Italy; Shanghai, China; or some other place; but at an early age become separated. One child is brought to Providence, Rhode Island, at six months of age, and raised by a family in Providence. The two children will mature knowing entirely different cultural values. Environment, climate, basic resources, language, the social preferences of others in the group, etc., establish the cultural base. Even mistaken notions and social biases affect the cultural pattern which is the individual's way of behavior. Indeed, as cultural preferences are established in the individual, it is possible to affect the physical appearance, or even the biological and/or genetic factors; the use of tabacco may cause cancer; improvident consumption of sweets may bring about diabetes; the natural complexion may be altered by sun tanning the body; ear-lobes may be pierced; bodies may be tattooed; lips may be painted or pierced; hair may be dyed, etc. Some of these practices may even affect offspring: the use of drugs during pregnancy apparently may affect the unborn child. X-Rays (a cultural phenomenon) may effect an unborn baby under certain circumstances. However, in each case, cultural practices may affect or alter the physical appearance of man - but race does not dictate the cultural content. Indeed, the idea that it is necessary to classify humans into physical categories is a cultural phenomenon in itself; the systems by which data are collected and categorized are part of our cultural climate. As Raymond Firth says (Human Types, p. 24): "Purity of race is a concept of political propaganda, not a scientific description of human groups today."

AIMS FOR TOTAL SOCIAL STUDIES PROGRAM

The following were approved in May of 1963 and amended in February of 1968 by the Providence Social Studies Curriculum Committee:

1. That the program of social studies in the Providence School Department be a continuous program for thirteen (13) years, K-12, that it be sequential in its presentation, and that it be based upon the following aims:

   A. To develop an understanding of the world, its physical and human composition and one's involvement in it.

   B. To understand and appreciate democratic values in human relations; and development and potential of these values throughout the world. This includes a respect for the unique quality and worth of each individual, a regard for his rights as a dissenter, an awareness of his responsibilities as a citizen, and the uses of democratic processes for the resolution of conflicts and tensions and for achieving consensus on improvement.

   C. To acquire functional information, concepts, and valid generalizations about man's physical environment and his varied political, social, and economic institutions that serve to carry out human needs and desires.

   D. To gain information about and appreciation for the spiritual, aesthetic, and religious currents which contribute to the mainstream of civilization. The broad aim here is to create an awareness of the sensitivity to the interactions and contributions of seemingly alien cultures.

   E. To develop, through the utilization of instructional materials suitable to the social studies, skills and techniques essential for critical thinking about human behavior and relationships.

2. That the social studies curriculum be based solidly upon the interrelated disciplines of anthropology, economics, geography, history, political science, and sociology.

SOCIAL SCIENCE CONCEPT STATEMENTS

What are these concepts?

In order to deal systematically with the selection of content from the six social science disciplines for purposes of classroom instruction, it is necessary first to determine what the underlying principles or the basic concepts of the discipline are. The next pages represent an attempt to make such identification of the principles or concepts of each discipline. An endeavor has been made to make each concept inclusive and provocative so that other ideas and necessary vocabulary may be quickly deduced.

Presumably when the full K-12th grade program is introduced, all students will have mastered all concepts by the end of 12th grade. Certain of these will be best taught at particular grade levels, and these will be identified in appropriate grade level guides.

Where did they come from?

These concepts represent reading, study, and reflection by Curriculum Assistants in the literature of each of the disciplines. In addition, each list was discussed with an academic specialist in the field. The final form and phrasing is the responsibility of the groups of teachers in Providence working as Research Assistants in the project. These lists will require modification until they are clear and functional.

How are they to be used?

(1) They should be used as a guide to the point of initial introduction of the concept. It is important that we identify the particular point where a concept is first introduced. It should be accurately introduced in terms of the best scholarship. We cannot complete this objective until the entire curricular program is developed.

(2) At each grade level, there are Generalizations which students should master by the end of the given grade. Each Generalization is keyed to a concept by the use of a letter and number key. This will provide ready reference.

(3) The list of concepts together with the broad aims and the grade level aims are to be used as the criteria for the selection of specific content to be taught at a given grade level. All material taught should be consonant with the aims and with some concept. Resource unit guides will provide guidance.

ANTHROPOLOGICAL CONCEPTS

A. 1. As Homo sapiens all men possess basic physical similarity, but there are inherited or acquired differences in size, shape, color, and and the like.

A. 2. Culture may be defined as "knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society,"[2] or shared, learned behavior.

A. 3. Culture is universal: all people have culture.

A. 4. Each society has its own unique cultural pattern which may be explained by location, geography, climate, resources, population, historical factors, and local preference.

A. 5. Cultural features are interdependent.

A. 6. Culture is changeable, but the rate of change is dependent upon such things as: choice, cultural contact, imposition, time, and satisfaction or dissatisfaction.

A. 7. Societies may range from pluralistic where disparity exists, to integrative where there is a lessening of differences and an increase in similarities, or to assimilative where all groups take on the same cultural features.

A. 8. Conflict, cooperation and accommodation are normal, cultural processes.

A. 9. There is a difference between the ideal cultural standard and the normal practice of that standard.

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[2]Edward B. Taylor, "The Science of Culture" Chapter 1 of Primitive Culture (London: John Murray and Co., 1871, 2 vols.)

ECONOMIC CONCEPTS

E. 1. Scarcity - The resources necessary to satisfy man's wants are limited. This limitation is complicated by geographical maldistribution, cultural inadequacy and technological underdevelopment.

E. 2. Economizing - Scarcity and unfilled, unlimited wants have caused man to make choices between alternative ways of satisfying complex needs. The effectiveness of his choices determines man's economic well-being.

E. 3. Economic Systems - A pattern of response emerges as man economizes. This pattern or system includes an ideological base, an institutional framework, a system of values and a pattern of regularized behavior. Each system must answer the basic economic questions:

What shall be produced?
How shall it be produced?
Whom should production benefit?

E. 4. Work - The basic economic activity of man is the application of physical or mental effort directed toward a goal of producing a want satisfying good or service. Division of labor and specialization of skill increases productivity.

E. 5. Saving - The creation of a surplus can be translated into the creation of a tool or capital good which in turn increases productivity and the ability to create greater surplus. This saving and investing cycle, reinforced by the dynamic of innovation raises an economic system's capacity to produce - its true wealth.

E. 6. Exchange - Man has learned to exchange available resources and the surplus of his production for those goods and services which he lacks. This exchange or trade results in interdependence between societies and advantage to all parties in the exchange. Money, credit and other financial institutions develop as the "lubricants" of exchange.

E. 7. The Market - Exchange takes place in a market, where the subjective decisions of buyers and seller interact to achieve an objective transaction, centered on a price. Price is the regulator of market decisions, and the interaction of supply and demand plays a major role in establishing answers to the basic economic questions in a market system.

Economic Concepts (cont'd.)

E. 8. Competition - The dynamics of any economic system include varying combinations of competition and cooperation; conflict and resolution. These provide the stimulus in a system and help shape its character.

E 9. Income Flow - The health of any economic system is measured by the quantity and quality of flows of income between producer and consumer and among the productive sectors of the economy. This income flow reflects an equal and reverse flow of goods and services which ultimately satisfy the economic needs of a society.

E. 10. Economic Growth - A major economic goal in any modern society is improvement in the capacity to produce. This has been achieved in many societies through capital investment, improvement in education and through the judicious use of public policy.

GEOGRAPHICAL CONCEPTS

Earth-Sun Relationships - The Earth's Representation

G. 1. The globe represents the spherical nature of the earth and shows the true relationships of the continents and oceans.

G. 2. The fixing of position and the measurement of distance on the earth require a knowledge of the grid system that man has devised.

G. 3. Earth-Sun relationships have implications for seasonal changes patterns of climate patterns of wind and water movements zones of vegetation and seasonal activities of people and animals.

G. 4. Maps which portray the round earth on a flat surface are designed for specific purposes and consequently are only accurate in certain areas.

Persistent Relations

G. 5. The ability of man to survive on the earth is tied to a circulation of air teperature and moisture from one part of the earth to another

G. 6. The earth is bound together with many physical and cultural connections

G. 7. The smallest point of reference on the earth's surface varies from every other point yet in all this variety and complexity there are patterns, order relationships and reasonableness that can be identified and understood.

G. 8. Physical and cultural characteristics of the earth may be arranged into logically defined units of study identified by specified criteria called regions.

G. 9. Man is the dominant element in the landscape.

G. 10. The great masses of people inhabit the most desirable places on the land containing the most favorable combinations of soil, water, and air.

G. 11. The stage of human development in many areas at a particular time indicates a wide range of living standards and cultural goals.

G. 12. Any resource is only as good as the vision and ability of man to use it.

G. 13. Local specialization necessitates connections with other areas for the exchange of goods and services.

Geographical Concepts (cont'd.)

G. 14. The earth's diversity results in the circulation and interaction of peoples, goods, and ideas. Technological and scientific advances have reduced travel and communication time between peoples and increased the possibility of more frequent interaction.

G. 15. The earth's surface is continually being changed by man and natural forces. (These changes are on different time scales but the dynamic nature of physical and cultural forces is universal. To recognize the daily, seasonal, and annual cycles of physical human affairs as well as the fluctuations of the long-term processes is to sense the pulse of the modifications of life and landscape. (Cycle: daily journey to work, crop rotation, production schedules; spread of inventions, migrations.)

G. 16. New techniques and scientific advancement come to different places and different people at different times.

Cultural Processes

G. 17. The industrial society, because of its complexity, needs to be global in outlook and activity in order to survive.

G. 18. The development of technology and the concentration of industrial production have furthered the development of cities.

G. 19. The growing multiplicity of functions and the tendency for concentration of economic activity has hastened the development of the largest cities in the hierarchy of settlements. (Hamlet, village, town, city, metropolis, megalopolis.)

G. 20. The growth of populations at varying rates forces reappraisals of land use, space allocations and future areal planning.

G. 21. The growing disparity in standards of living and technological abilities has created two cultural worlds described in various terms as: rich lands-poor lands, developed or underdeveloped (developing), modern or traditional economies.

HISTORICAL CONCEPTS

H. 1. All people have some sort of awareness of their past, and this helps determine their present and future.

H. 2. The historical experience is the totality of past human experiences (ideas, feelings, relationships, actions).

H. 3. Historical evidence is the record left, of whatever sort, of past human experience.

H. 4. Historical interpretation is the attempt to reconstruct the historical experience on the basis of the evidence, and to assign meaning and significance to it.

H. 5. The passage of time may raise once isolated ideas to popularity and power, and give enormous influence to once little-known men; historical development is, after all, the work of individuals, in all their variety and uniqueness as well as their common and typical traits, beliefs and acts.

H. 6. Causation and motivation. Men are moved by a mixture of conscious and unconscious elements. Change is brought about both by peoples' unconscious development of new responses to circumstances and by individuals developing new ideas and expressing them.

H. 7. Men are self-interested creatures, moved by considerations of their own advantage. At times they reason, at times they are emotional, and at times they rationalize.

H. 8. Men are also idealizing beings, identifying their ultimate welfare with the ruling will, intelligence, or moral order of the universe. (Religious and philosophical beliefs.)

H. 9. A civilization is characterized at its core by a distinctive set of religious beliefs. These help form values and interests which work out distinctively in institutions. (Cf. Toynbee)

H. 10. An institution is a well-established and structured pattern of behavior or relationships, accepted as a fundamental part of a civilization or culture.

H. 11. The fundamental dimensions of historical experience, for individuals or groups, are temporal, spatial and cultural.

H. 12. All historical experience, closely examined, resolves finally to the experiences of many individuals, each with a complex of interrelated causal and consequential elements.

Historical Concepts (cont'd.)

H. 13. Even the most sudden or rapid change--social, economic, intellectual, even political revolution--should be seen as evolution.

H. 14. Theories of history vary widely as to the capacity of men to influence historical development by 'really' free decision and action. (Esp. deterministic vs "great man" theory.)

H. 15. Theories of history may also be classified as progressive (e.g., Karl Marx, Herbert Spencer), cyclic (e.g., the ancient Greeks, Oswald Spengler), or cyclic-progressive (e.g., Arnold Toynbee).

POLITICAL SCIENCE CONCEPTS

PS. 1. All societies make policies based upon an authoritative allocation of values.

PS. 2. Of all institutions only government has the legal right to enforce its values through coercion.

PS. 3. Throughout the history of mankind, man has developed and continues to develop different systems of government.

PS. 4. Within the various forms of political structure there is constant change.

PS. 5. All governmental institutions function within an environment consisting of such larger institutions as have developed economically, historically, sociologically and geographically.

PS. 6. All political systems rest upon a minimal level of consensus; individuals and groups direct demands and support toward governmental machinery.

PS. 7. Interaction among consensus, demands, and support results in governmental policy.

PS. 8. Policy modifies the environment.

SOCIOLOGICAL CONCEPTS

S. 1. All persons function in a society which is a complex structure of individuals and groups held together in a web of social relationships. Each society can be identified by its particular culture.

S. 2. The way men behave is determined largely by their relations to each other and by their membership in groups.

S. 3. Two or more persons linked together in a system of social relationships comprise a social group.

S. 4. Role is the pattern of behavior expected of persons who occupy a particular status.

S. 5. Status is the position one holds in a social group.

S. 6. Social structure is an interrelated system of roles and statuses.

S. 7. Institutions are those cultural patterns which may specify or imply norms or rules of behavior.

S. 8. An individual's behavior as a member of a group is generally evaluated in terms of norms which are rules for behavior that the group expects of some or all of its members in a specific situation within a given range.

S. 9. Social stratification is a hierarchical ordering of statuses and roles in such terms of wealth, income, occupation, prestige, deference, power, and authority. Individuals and groups within this framework may shift.

S. 10. Social changes result from such things as population change, technological innovation, new ideas or culture contact and may lead to new or modified institutions, to new or different roles and statuses, or to tensions.

AIMS
KINDERGARTEN

1. To help children to recognize the importance of the family unit.
2. To show that similarities as well as differences exist in people around the world.
3. To introduce the idea of responsibility of children as well as adults in the home-school community.
4. To help children understand why people work.
5. To show the variety of occupations within a given area.
6. To develop a sense of money value.
7. To acknowledge the need for recreation for adults and children.
8. To introduce the globe to spark the children's interest in the world around them.

AIMS
GRADE 1

1. To help children see themselves in relationship to the rest of the world.

2. To be aware of the similarities and differences of people in other parts of the world.

3. To recognize the fact that most people have the basic needs of food, clothing, and shelter.

4. To realize that variances in man's skills and the location of raw materials allow great differences in his way of supplying basic needs.

5. To develop an appreciation of the necessity of work in obtaining these basic needs.

6. To re-introduce the use of the globe and cardinal directions.

AIMS
GRADE 2

1. To define neighborhood.
2. To establish the function of a neighborhood through investigation of various types of neighborhoods in Providence and in Rhode Island.
3. To introduce the concept of urban, suburban and rural areas.
4. To determine the essential similarities and differences of various cities around the world.
5. To make the transition from the globe to a map and to discover the value of each.

AIMS
GRADE 3

1. To define "community."
2. To help children understand the need for "true community."
3. To differentiate between neighborhood as a place and community as a common purpose group.
4. To show children how people can be members of more than one community.
5. To show the relationship between community and transportation, communication and government.

GENERALIZATIONS
KINDERGARTEN

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology

1. Similarities as well as differences exist in people around the world. Geographic location, culture, and technological advancement primarily determine the differences.	A. 1, 2, 3, 4; E. 3, 4, 6, 10; G. 8, 10, 14, 16, 21; H. 1, 2, 6; PS. 1; S. 1, 2, 4, 8, 10
2. A variety of family groups exist in the world. Not all families consist of one father, one mother and children.	A. 2, 4, 9; S. 1, 2, 3, 7, 8, 10
3. Each home must have a person at its head although it is not always the father.	A. 2; PS. 1; S. 1, 2, 4, 5
4. Members of a family help each other and teach each other.	A. 2, 8; H. 2; S. 1, 2
5. People who share a home should share the work in the home.	E. 4; S. 1, 2, 8
6. A family has rules for the safety and happiness of its members.	A. 8; PS. 1, 8; S. 7, 8
7. All members of a family should have some recreation, both alone, and with other members of the group.	A. 2; S. 1, 3
8. People work to provide money for the things they need and desire.	E. 2, 3, 4, 5; S. 8
9. In some cases, no member of the family is able to provide money for basic needs; thus, (in the United States) some agency usually supplies the money.	E. 3; S. 7, 9, 10

Generalizations - K (cont'd.)

10.	Children have the responsibility to obtain an education so that in the future they will be able to meet obligations to themselves and to society.	E. 10; H. 8; S. 1, 4, 5
11.	The education a person has usually affects the kind of job he will have and the money that he will earn.	E. 2, 3, 4, 10; S. 4, 9
12.	In order to perform any work, training must first take place. Skillful work requires greater ability and training.	E. 2, 4, 10; S. 10
13.	There are many different ways for families to earn a living.	E. 2, 4; G. 9, 11
14.	Where people live often determines how they earn a living.	A. 6; E. 1; G. 8, 9, 10, 11, 14, 16; S. 1, 2
15.	All people are dependent upon other workers in some way.	E. 4, 6, 9; G. 13; S. 1, 2
16.	Some workers produce goods; others produce services.	G. 13; E. 2, 3, 4, 6, 9; S. 3
17.	People living in an urban area have the opportunity to associate with others of many different cultural ethnic, and religious groups.	A. 2, 3, 5, 7, 8, 9; G. 6, 8; H. 1, 6, 9; S. 1, 2, 7, 8, 9, 10

GENERALIZATIONS
GRADE 1

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Georgraphy; H, History; PS, Political Science; S, Sociology.

1.	Geographic location and culture will influence the way people live.	A. 2, 3, 4, 5, 7; E. 1, 2, 3, 7; G. 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 16; H. 1, 2, 10, 11; PS. 1, 5, 8; S. 1, 2, 7, 8, 10
2.	The basic needs of food, clothing and houses are common to most people.	A. 3, 4, 6, 7; E. 1, 2, 3, 4; G. 6, 8, 9, 10, 12; H. 1; S. 1, 8, 10
3.	Available material found in the physical environment often influences the structure of houses people build.	A. 2, 4, 6; E. 1, 2; G. 11, 12; S. 1, 8
4.	Man's increased knowledge and skills have added greatly to the utility, comfort, and beauty of houses.	A. 5, 6; E. 4; G. 11, 12, 16; H. 6, 13; S. 2, 4, 5, 7, 8, 9, 10
5.	Family income will have a direct affect on the size, location, and type of house chosen.	A. 4; E. 1, 2, 7; G. 10, 11, 12, 16; S. 4, 5, 6, 9, 10
6.	The type of house chosen often depends upon the size and nature of the family.	A. 2, 4, 6; E. 1, 2; G. 11; S. 2, 3
7.	Most societies set standards for housing.	A. 4, 9; E. 11; H. 10; PS. 1, 7; S. 1, 2, 8
8.	Climate, culture, style, income and available materials determine the clothing people wear.	A. 2, 3, 4, 6, 7; E. 1, 2, 3, 4, 10; G. 3, 6, 11, 12, 14, 16; H. 1, 3; S. 1, 2, 4, 5, 6, 7, 8, 9, 10

Generalizations - Grade 1 (cont'd)

9.	Mass production and mass distribution increase efficiency and interdependence.	A. 5, 6; E. 4, 6, 8, 9; G. 16, 17; H. 6, 13; S. 1, 2, 10
10.	The availability of food often determines the kind of food people eat.	A. 4; E. 1, 2; G. 10, 12, 16; S. 1, 8
11.	People from different parts of the world have a variety of tastes in food.	A. 2, 3, 7; E. 1, 2; G. 3, 8, 11, 12, 16; H. 2, 11; S. 1, 7, 8, 10
12.	The history of food shows a continual development of method of obtaining and preserving foods.	A. 6, 8; E. 1, 2, 3, 4, 5, 6, 8, 9, 10; G. 9, 11, 12, 14, 16; H. 2, 5; S. 10

GENERALIZATIONS
GRADE 2

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

1. Neighborhoods are places with people, land and buildings.	A. 2, 3, 4, 7, 8; E. 1, 2, 6, 8, 9; G. 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16; H. 1, 5, 12; PS. 1, 2, 3, 4; S. 1, 2, 3
2. There are neighborhood groups all over the world, but patterns of neighborhoods vary to meet the needs and desires of the particular group.	A. 1, 3, 4, 6, 7; E. 1, 2, 4, 9; G. 6, 7, 8, 9, 10, 11, 12, 16, 21; H. 1, 2, 3; PS. 1, 3, 4; S. 1, 2, 3, 4, 7, 8, 9, 10;
3. Neighborhoods are residential, commercial, industrial, or a combination of these.	A. 2, 4, 7, 8; E. 1, 2, 3, 4, 5, 6, 8; G. 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21; H. 1, 5, 6, 10, 13; PS. 1, 2, 3, 4, 5; S. 1, 3, 9
4. Urban, suburban and rural areas often contain all three kinds of neighborhoods.	A. 4, 7; E. 1, 2, 3, 4, 5, 6, 8, 9; G. 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21; H. 1, 5, 6, 10, 13; PS. 1, 2, 3, 4, 5; S. 1, 3, 9
5. Few neighborhood can provide all the goods and services needed or desired by the people who live there.	A. 4, 6, 8, 9; E. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; G. 3, 5, 6, 9, 10, 11, 12, 13, 14, 16, 19, 21; H. 2, 6, 13; PS. 1, 2, 4; S. 1, 2, 3, 4, 7, 9
6. Opportunities for work and recreation in neighborhoods are largely determined by such factors as economy, culture, preference and geographic location.	A. 2, 4, 9; E. 1, 4, 8, 9, 10; G. 6, 9, 10, 11, 12, 16, 17, 21; H. 1, 2; PS. 1, 4; S. 1, 2, 3, 4, 7, 8, 9

Generalizations - Grade 2 (cont'd.)

7. Cities are increasingly perplexed by problems such as air pollution, transportation, and housing.	A. 6, 8, 9; E. 1, 2, 8, 10; G. 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21; H. 1, 3, 6, 13; PS. 1, 2, 4, 5; S. 1, 3, 4, 5, 6, 7, 9, 10
8. Cities around the world are essentially similar but many factors such as culture, geographic location, natural resources, age, size, and purpose account for their differences.	A. 1, 2, 3, 4, 5, 6; E. 1, 2, 4, 10; G. 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21; H. 1, 2, 5, 6, 11; PS. 1, 2, 4, 5; S. 1, 2, 3, 4, 7, 8, 9

GENERALIZATIONS
GRADE 3

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E. Economics; G, Georgraphy; H, History; PS, Political Science; S, Sociology.

1. All communities have common purpose, but the common purpose varies with each community.	A. 2, 4, 6, 7, 9; E. 1, 2, 10; G. 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21; H. 1, 5, 6, 7, 8, 12, 13; PS. 1, 3, 4, 5; S. 1, 2, 3, 8, 10
2. All communities have some form of organization but the structure varies.	A. 3, 5, 7; E. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; G. 8, 10, 11, 12, 17, 18, 19, 21; H. 1, 10; PS. 1, 2, 3, 4, 5, 6, 7, 8; S. 1, 2, 3, 7, 8, 9
3. Neighborhoods often combine in order to obtain the goods and services needed by the members.	A. 8; E. 6, 7, 8, 9, 10; G. 12, 14, 15, 16; H. 6, 7, 8; PS. 3, 4, 5, 6, 7, 8; S. 1, 2, 10
4. The function of government is to provide order, justice, and promote the common good.	E. 3; G. 6; H. 10, 13; PS. 1, 2, 3, 4, 5, 6, 7, 8
5. People pay taxes to finance the services provided by the government.	E. 3, 10; G. 6; H. 10, 13; PS. 1, 2, 5, 6, 7, 8
6. The ability to communicate is essential to any community whether it is a family or the United Nations.	A. 2, 3, 5, 6, 8; E. 6, 7, 8; G. 6, 13, 14, 15, 16; H. 12; PS. 3, 5, 6, 7; S. 1, 2, 3, 6, 8, 9
7. Communication and transportation contribute greatly to world understanding.	A. 2, 3, 5, 6, 8; E. 6, 7, 8; G. 5, 13, 14, 15, 16; H. 12, PS. 3, 5, 6, 7; S. 1, 2, 3, 6, 8, 9
8. Growth and development in a community are largely dependent upon its means of transportation and communication both within and without the system.	A. 6; E. 3, 5, 6, 7, 10; G. 6, 12, 13, 15, 17, 18, 19, 20, 21; H. 5

GUIDE TO CONTENT
KINDERGARTEN

This program will take a brief world view of families--their responsibilities, their work, and their recreation. We will try to develop the idea that similarities as well as differences exist in families everywhere. The emphasis will be on families in Providence.

UNIT I - FAMILIES

This unit will introduce the concept of the essential nature of the family unit and its diversities, here and in other countries.

UNIT II - FAMILIES AT WORK

The many possibilities of occupations, the economic necessity of work, and the role of the school in a child's life will be the content of this unit. Work and schools around the world will also be examined.

UNIT III - FAMILIES AT PLAY

How children engage in recreational activities in various countries and the importance of friends are the essential points in this unit.

GUIDE TO CONTENT
GRADE 1

An attempt is to be made to introduce the idea that most people have the same basic needs of food, clothing, and shelter, but that culture and geographic location affect how different people meet these needs.

UNIT I OVERVIEW Suggested Time - 3 weeks

The introduction will review the family and school communities as presented in the Kindergarten Curriculum with a glimpse of families in other parts of the world. We will ask the question, "Why do people everywhere need food, clothing, and shelter"?

Special emphasis will be placed on the globe and the way climate influences how people live.

UNIT II HOUSES Suggested Time - 11 weeks

This unit will pertain to houses in Providence compared with those around the world as well as with some early shelters.

UNIT III CLOTHING Suggested Time - 9 weeks

This unit will be concerned with man's need for clothing. We will see clothes around the world, how we get cloth, and how clothes are made and sold in the U. S.

UNIT IV FOOD Suggested Time - 8 weeks

Why we need food, ways of getting and preserving it, and differences in food in each country will be the basis of this unit.

UNIT V ANALYSIS OF SELECTED CULTURAL PATTERNS
Suggested Time - 3 weeks

The cultures suggested here are colorful and interesting to young children. Each combines the three basic needs within a particular culture which will help the children to understand these needs more clearly.

GUIDE TO CONTENT
GRADE 2

ANALYSIS OF NEIGHBORHOOD PATTERNS

UNIT I Suggested Time 10-12 weeks

This unit attempts to define neighborhood and establish the functions of various neighborhoods in Providence and elsewhere.

UNIT II Suggested Time 12-14 weeks

In this section we will try to give the class an understanding of urban, suburban and rural through a study of Rhode Island neighborhoods.

UNIT III Suggested Time 10-12 weeks

This unit will focus on similarities and differences in various urban areas around the world.

GUIDE TO CONTENT
GRADE 3

ANALYSIS OF COMMUNITY

UNIT I OVERVIEW Suggested Time - 10 weeks

This unit attempts to define community and give the class a variety of examples of communities.

UNIT II GOVERNMENT Suggested Time - 10 weeks

This unit will indicate the necessity of some form of organization for every community from the family to a nation.

UNIT III COMMUNICATION Suggested Time - 6 weeks

Communication as an essential to every community will be studied. The many facets of communication from speech to Tel-Star will be included.

UNIT IV TRANSPORTATION Suggested Time - 6 weeks

How communities rely upon transportation and the history of transportation will be explored.

UNIT V THAILAND Suggested Time - 3 weeks

A brief look at neighborhoods, communities, government, transportation, and communication in Thailand.

GUIDE TO SOCIAL STUDIES SKILLS GRADES K-3

Skills introduced in K-1

I. Map and Globe Skills
   A. What is a globe?
   B. What shape is the earth?
   C. What do the colors stand for?
   D. Where do you live on this globe?
   E. Why do we have night and day?
   F. Where are N-E-S-W?
   G. Where are the North and South Poles?
   H. Where is the Equator?
   I. What is a map?

II. Study Skills
   A. Respecting the rights of others
   B. Acquiring information through listening and observing
   C. Interpreting contents in pictures and drawing inferences
   D. Distinguishing between facts and fiction
   E. Exchanging ideas through questions and discussions
   F. Recognizing sequence and simple time concepts
   G. Planning and evaluating field trips
   H. Using the title of books as a guide to content
   I. Reading to find answers to questions
   J. Making a simple one word outline with the class

Skills introduced in Grades 2-3

I. Map and Globe Skills
   A. Learning the value of both maps and globes
   B. Locating places on maps and globes
   C. Making a map of the room, school, and neighborhood using symbols
   D. Learning the names Latitude and Longitude

II. Study Skills
   A. Using a table of contents
   B. Skimming to find general information
   C. Outlining of topics to be investigated
   D. Comparing information about a topic using two or more sources.

SOME SUGGESTIONS FOR METHOD

Relation of Aims and Concepts to Content

An explicit assumption about the approach in the construction of this curriculum research project is that aims and concepts should be used to select content. This assumption has meaning for methods of instruction as the primary goal of instruction becomes the mastery of concepts needed to fulfill aims. Mastery of content is meaningful and important only as it is directly related to this goal.

For example, the details of the wheat growing area of the Ukraine are significant as these are related to fulfilling the understanding of the concept of region. Or again, the details of events of European exploration are significant, useful, and meaningful as these are related to fulfilling the concept of man as the dominant element in the landscape or the dimensional elements of history concerning man, time, and place.

Proceed from Questions

As far as possible, this curricular program seeks to develop in young people the facility to ask important questions. It is, therefore, essential that classroom atmosphere reflect this questioning, probing attitude. Teachers need to be asking questions along with pupils. It should be noted that the materials that have been prepared will not include all the questions that a class will ask. Perhaps some questions young people raise will be of more importance than some of the ones that have been written into these materials. Teachers need to follow the questions that young people put!

Pupil-Teacher Planning

Because aims and concepts are to be used to select content, there is a fine opportunity for considerable pupil-teacher planning and interaction. The particular sequence in which some material is developed is not as important as having pupils and teachers determine what for their particular class is the most effective sequence. Teachers will need to provide time for such planning.

Use of Groups and Committees

One of the goals of any social studies program is behaviorial in nature. It is desirable that the social studies classroom be the place where young people are given an opportunity to develop patterns of behavior appropriate to the pluralistic society in which we live. This means that in the social studies class teachers need to provide a framework in which young people may share ideas, make plans, carry them out, make mistakes and learn to correct or live with them, learn to listen to varied ideas, learn to value and accept contributions from all youngsters. This behavior can best be developed when there is careful, planned use of groups and committees. Good group work and committee work requires that young people develop this skill: they do not act this way automatically!

Some Suggestions for Method (cont'd.)

Unit Method

Broadly speaking, all of the work in this social studies curriculum project can best be developed through use of the unit method. This approach provides opportunities for individual and group work, for pupil-teacher planning and questioning, for research for materials, for developing the skills of sharing information, and for cooperative evaluation.

A good unit of work has the following characteristics:

It has unity. . .
It is life-centered and plans are based on the personal-social needs of the group. . .
It cuts across subject lines and requires a large block of time. . .
It is based on modern knowledge of how learning takes place. It considers maturation level. . .
It emphasizes problem solving. . .
It provides for growth in the development of the child. . .
It is planned cooperatively by teacher and pupils. . .[3]

A unit has the following features:

1. Teacher preplanning--review of aims, generalizations, content, skills, materials.

2. Teacher development of statements indicating:
   A. aims
   B. generalizations
   C. content to be utilized
   D. skills to be introduced
   E. materials to be used
   F. evaluation procedures

3. Pupil-Teaching Initiatory Activities

4. Developmental and Research Activities

5. Culminating or Sharing Activities

6. Evaluation

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[3] Teaching Guide. Social Studies. Grades IV, V, VI. (Providence: Department of Instruction, Providence Public Schools, 1957.) pp. v-vii.

LABORATORY MATERIALS FOR STUDENTS
KINDERGARTEN

EQUIPMENT

	Globe
Silver Burdett	Picture Packet (shared with Grade I) Earth, Home of People - Teacher's Manual
Cook	Picture Packets Home and Community Helpers My Community Holidays Children Around the World

TEXTS

Benefic	My Family and I My Friends and I How People Earn and Use Money How Families Live Together How We Celebrate Our Spring Holidays How We Celebrate Our Fall Holidays You Visit a Fire Station and Police Station How Schools Help Us How Doctors Help Us How Hospitals Help Us
Silver Burdett	Fun Around the World Schools Around the World Work Around the World
Ginn	Your School and Neighborhood
SRA	Families at Work - Teacher's Resource Unit
Laidlaw	People at Home Families and Social Needs
Golden Press	Squares are Not Bad

LABORATORY MATERIALS FOR STUDENTS
GRADE 1

EQUIPMENT

	Globe
Silver Burdett	Picture Packet (shared with K) Earth, Home of People and Teacher's Manual
Cook	Picture Packets Children Around the World Food and Nutrition Holidays
Fideler	Christmas in Many Lands

TEXTS

Benefic	How We Use Maps and Globes How We Get Our Shelter How We Celebrate Our Fall Holidays How We Celebrate Our Spring Holidays How We Get Our Clothing How We Get Our Cloth How Weather Affects Us How We Get Our Dairy Foods You Visit a Dairy, Clothing Factory How Foods are Preserved
Hammond	My First World Altas
Silver Burdett	Homes Around the World Christmas Around the World (manual) Families and Their Needs
SRA	Families at Work - Teacher's Resource Unit
Ginn	Your Neighborhood and the World
Watts	Lets Find Out About Houses Lets Find Out About Clothes
Random House	Come Over to My House
Allyn and Bacon	Learning About Our Neighbors
Laidlaw	Families and Social Needs
Follett	Exploring Our Needs
Unicef	Food Wonders of World Wonderful World of Clothes Festival Book

LABORATORY MATERIALS FOR STUDENTS
GRADE 2

EQUIPMENT

	Globe
	R. I. Pictures
SRA	Records for Neighbors at Work
Hammond	Talking Map (with record)
	Rhode Island Slides (shared)
Holt	Living As Neighbor - Picture Pocket

TEXTS

Benefic	You and the Neighborhood
	How We Use Maps and Globes
	How People Live in the Big City
Laidlaw	Communities and Social Needs
SRA	Neighbors at Work
	Teacher's Resource Units for Neighbors at Work
	Teacher's Resource Units for Cities at Work (shared)
Ginn	Your Towns and Cities
Hammond	My First World Atlas
Holt	Living As Neighbors

LABORATORY MATERIALS FOR STUDENTS GRADE 3

EQUIPMENT	
	Globe
Hammond	Talking Map (with record)
	Picture Packet Transportation
Fideler	Picture Packet Transportation
UNICEF	Filmstrip "A Trip with UNICEF"
TEXTS	
Benefic	You and the Community How We Use Maps and Globes You Visit a Steamship and Airport How Printing Helps Us You Visit a Newspaper and T.V. Station Uni-Kit C
Silver Burdett	Communities and Their Needs
Laidlaw	Communities and Social Needs
SRA	Cities at Work - Teacher's Resource Units (shared)
Hammond	My First World Atlas
Ginn	Your Neighborhood and the World Your Towns and Cities
Watts	Let's Find Out About the UN
Melmont	How Shall We Ride Away?
Macmillan	America Today and Yesterday

SOCIAL STUDIES
REFERENCE MATERIALS FOR TEACHERS

Theory of Social Studies Curriculum

Each of these works has suggestions for approaches to the problems of social studies curriculum. The two articles by Dr. Shinn are a statement of the theory underlying this particular research project. They are available from the Project Office at Veazie Street School.

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