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## ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Social studies; the family, functions and patterns. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven chapters, three of which outline the three subunits--families, families at work, and families at play. Each of these three chapters is laid out in three columns, one each for subtopics, suggested activities, and materials. Other chapters are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed in the central column in each of the three subunit chapters. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each of the three subunit chapters. Each group of materials is related to one or more activities. In addition, the last two chapters contain lists of filmstrips and study prints. STUDENT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content, with firm suggestions on timing of subunits. The teacher is free to use other activities and materials than those listed. (RT)

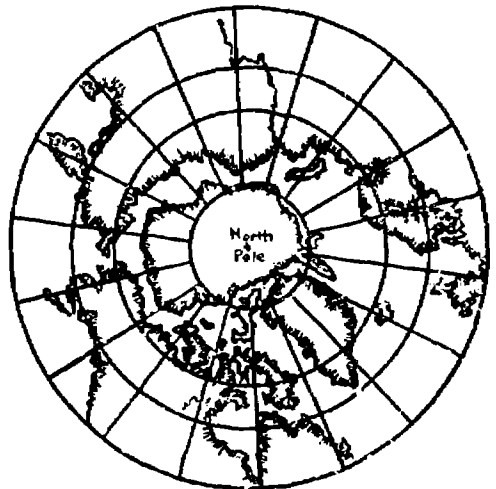
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**PROVIDENCE  
SOCIAL  
STUDIES  
CURRICULUM  
PROJECT**

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**THE FAMILY -  
FUNCTIONS AND PATTERNS  
RESOURCE UNITS  
KINDERGARTEN**



**RHODE ISLAND COLLEGE  
PROVIDENCE PUBLIC SCHOOLS**

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## SUGGESTIONS TO TEACHERS

All the questions in these units pertain directly to the generalizations and aims set up for the grade. Each teacher and class will handle these questions and the suggested procedure in any manner that is appropriate to the particular group. The individual teacher will be the best judge of the needs of the class. We only ask that the questions posed by us and by the children will be answered frankly and as fully as children of this age can comprehend.

All instruction on skills should become an integral part of the social studies program. This is particularly important concerning the use of the globe. The globe will be the center of interest in the room and constantly referred to. It will be readily available at all times for the children to examine and handle so that they will ask questions and be able to answer those asked by the teacher. In this way we will avoid separate and formal "globe study."

\*Filmstrips, pictures, and a large variety of single copies of books will be a basis for discussion. Whenever feasible small groups of children might work together.

There will be many opportunities to correlate the questions in these units with science, art, music, health, poetry, stories, and reading readiness. In addition to the materials listed, the teacher will include stories from the library and appropriate songs from the available music books.

The time spent on each unit or question depends upon the teacher and her particular class group. The following is a possible guide:

Unit I	-	Families	6 weeks
Unit II	-	Families at Work	18 weeks
Unit III	-	Families at Play	8 weeks

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\*When ordering filmstrips, combine with other Kindergartens. List all the numbers suggested for a question. One or two will be sent to you.

## UNIT I - FAMILIES

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Who are the members of your family?</p>	<p>As each child names his family the children will notice that not all families have the same numbers or members.</p> <p>Children can make pictures of their families.</p> <p>The important question of divided homes will come up here. Separation and divorce as well as deceased parents will have to be discussed.</p> <p>Possibility of foster homes might be mentioned.</p>	<p>Laidlaw: <u>People at Home</u>. pp. 4-7</p> <p>Cook: <u>Pictures-Family</u></p> <p>Benefic: <u>My Family and I</u></p> <p>Benefic: <u>How Families Live Together</u> p. 47,30,35-36</p> <p><u>Filmstrip Index:</u></p> <ol style="list-style-type: none"> <li>1. e. (Brothers and sisters).</li> <li>2. a-i. Families in Different Locations.</li> </ol>
<p>Do all of your families have the same members? Why not?</p>	<p>A father, mother and children is an example of one type of family. Many other family patterns exist here and in other countries.</p>	<p>30. <u>Transparencies-Family</u></p> <p>Benefic: <u>How Families Live Together</u>. pp. 30,35,36 (divided homes)</p>
<p>Who else could be in a family</p>	<p>The extended family - grandparents, aunts or uncles - may be part of the immediate family for some children. In the United States these members usually live elsewhere, but this is not true of other countries.</p> <p>This could be the time to stress respect and kindness for the aged.</p> <p>Some children will mention their pets as members of the family. Caring for pets can give children a sense of responsibility.</p>	<p>Cook: <u>Pictures</u></p> <p>Benefic: <u>How Families Live Together</u>. pp. 27-45 (Families and Grandparents)</p> <p><u>Filmstrip Index:</u></p> <ol style="list-style-type: none"> <li>1. c-f. (Pets)</li> </ol> <p>SVE - Study Prints <u>A</u></p>

Unit I - Families (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIALS
<p>Why does every family need someone as the "head of the family"?</p>	<p>The concept that every home has a person at its head can be established here. It may be the father, mother, grandparent, aunt or uncle, even a big brother or sister.</p> <p>Discuss the role of a person in authority, who can make vital decisions in times of emergency, (for health and safety) and in matters of importance. This person also has the obligation to make as wise decisions as possible.</p> <p>It could be mentioned that in some countries the oldest member of the family always remains the figure of authority. In these families when people marry they and their children all live in the family home or compound.</p>	
<p>How can members of a family share in the work of the home?</p>	<p>The children will readily talk about the jobs they do at home.</p> <p>With so many mothers working it is necessary for other members of the family to help with household jobs.</p> <p>The S. B. Pictures show families in other countries sharing the work of the home.</p>	<p>S. B. <u>Work Around the World.</u> pp. 9-31</p> <p>S. B. <u>Earth Home of People.</u> No. 5,6,24,27</p> <p><u>Filmstrip Index:</u> No. 38 Transparencies No. I a-f. Study Prints - B</p> <p><u>S.R.A. Families at Work</u> Story "New Baby" p. 19. "Daddy Can Fix It" p. 57 "Brown Family" p. 40</p> <p><u>Benefic: How Families Live Together.</u> pp. 5-13</p> <p><u>Laidlaw: People at Home.</u> pp. 27-29, 26-30</p>

Unit I - Families (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Why do families have rules?</p>	<p>Children always object to rules about going to bed, safety (playing with matches and in the street) proper food, helping in the house, even going to school.</p> <p>If the children list rules that they think are important they will be more willing to observe them.</p> <p>Sharing and courtesy will be included in these rules.</p> <p>Obedying rules and accepting punishment for disobedience should be stressed.</p> <p>The children might be interested in the strict obedience expected in Japanese and Arab families where disobedience would disgrace the family.</p>	<p><u>Filmstrip Index:</u> No. 3 a,b,c; 4, c,e.</p> <p><u>S.R.A. Families at Work.</u> pp. 16-17 Story: "Donna Learns a Lesson", p. 86 <u>Laidlaw: People at Home.</u> pp. 10-11</p>
<p>How do families live in other countries?</p>	<p>Show Cook pictures of children around the world and <u>Homes Around the World</u>. Develop the idea that there are families everywhere although how they live may be quite different.</p> <p>Generally locate countries on Globe.</p> <p><u>Squares are not Bad</u> and <u>People we Know</u> (filmstrips) may be used to introduce this unit.</p> <p>"People in West Africa," "Families in Japan, Switzerland, India" in the Laidlaw books could be used here.</p>	<p>Globe: Golden Press: <u>Squares are not Bad.</u></p> <p>Cook: <u>Children Around World</u></p> <p><u>Filmstrip Index:</u> No. 24, 25, 29, 32</p> <p>Filmstrip Index No. 29 "People we Know" Part I "Places to Go" Part II</p> <p>Laidlaw: <u>People at Home.</u> pp. 66-83</p> <p><u>Families and Social Needs.</u> pp. 52-73</p>

## UNIT II - FAMILIES AT WORK

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Why can't we always buy everything we want?</p>	<p>Children can be taught that money must first provide the necessary things in life, then used for obligations (charity, taxes, etc.) and conveniences (furnishings, etc.). What remains can be used for pleasure and savings.</p> <p>Wishing for things, making a choice, and earning money and saving for the desired object are among the concepts to be developed under this question.</p> <p>Discuss allowances and how they might be used.</p> <p><u>How People Earn and Use Money</u> can be used throughout this unit.</p>	<p>S.R.A. <u>Families at Work</u>. pp. 64,68,70</p> <p>S.R.A. <u>Families at Work</u>. pp. 124; 126-127 Poem</p> <p>Read: "<u>A Week of Sundays</u>". pp. 65-6 "<u>Two Pesos for Catalina</u>" pp. 72-3 "<u>The Three Wishes</u>"</p> <p>Poems: "Choosing" p. 73 "Shop Windows" p. 73</p> <p>S.B. <u>Work Around World</u>. pp. 32-44</p> <p>Benefic: <u>How People Earn and Use Money</u>.</p>
<p>Where do we get the money to buy food and clothes and pay the rent?</p>	<p>The answers children give will depend upon their own family. The father and/or mother as the wage earner or earners will not hold true in many homes. Relatives or friends may support the family.</p> <p>In many cases families will be on A.D.C. or Social Security. The social worker is sometimes a very important person in the life of a child.</p>	<p>S.R.A. <u>Families at Work</u>. pp. 38-39</p>



Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Why do we use money to pay for things we buy?</p>	<p>Reasons for fathers or mothers not supporting the family are:                      illness                      unemployment                      divorce                      death</p> <p>Help children to understand that people pay taxes to help provide services and needs for families who cannot provide them.</p> <p>Introduce the idea that people are <u>producers</u> and <u>consumers</u>.</p> <p>Children will see the efficiency of money rather than barter when they hear these stories and poems. With various play objects, they could have a little impromptu play using the barter method.</p>	<p>Appendix A:  <u>Producers and Consumers</u></p> <p>S.R.A. <u>Families at Work</u>, pp. 110-112                      Story: p. 114                      Poem: p. 115                      Story: p. 116</p>
<p>What kinds of work can people do?</p>	<p>Most children have a very limited knowledge concerning occupations. The common answer to "What does your father do?" is "He works."</p>	<p>Laidlaw: <u>People at Home</u>, pp. 26-38</p> <p>Study Prints - H</p> <p>S.B. <u>Earth, Home of People</u>,                      No. 4, 7, 8, 10, 12, 13, 15, 26, 28</p> <p>Laidlaw: <u>People at Home</u>, pp. 26-38</p>

Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Which workers produce goods?</p>	<p>We could try to place jobs into categories such as:</p> <ul style="list-style-type: none"> <li>(a) People who produce goods</li> <li>(b) People who produce services</li> </ul> <p>Producers of Goods:</p> <ol style="list-style-type: none"> <li>1. Primary Occupations (production of raw materials) farming, fishing, mining, lumbering.</li> <li>2. Secondary occupations: (using raw materials) manufacturing, processing, distribution.</li> </ol> <p>Producers of Services: Teachers, doctors, nurses, policemen, lawyers, firemen, mailmen, barbers, grocers, truck drivers, etc.</p> <p>This statement should be introduced to help children understand the concept of producing: "It takes materials, tools and people's labor to produce." (SRA)</p> <p>Primary occupations where the raw materials are produced such as farming, fishing, lumbering, and mining can be discussed.</p> <p>Children often know about fishing. They may have been fishing or seen the big fishing boats at Galilee.</p>	<p>S.R.A. <u>Families at Work</u>, pp. 38-40</p> <p><u>Filmstrip Index</u>: No. 5,6</p> <p>S.R.A. <u>Families at Work</u>, pp. 128-29</p>

Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
	<p>Farming usually interests children. They may have a garden of their own.</p> <p>Lumbering is not familiar but is easily understood.</p> <p>Mining is frequently unknown to our children. Few have ever seen coal.</p> <p>Secondary occupations where raw materials are put to use such as manufacturing, processing and distribution are difficult for young children to understand but are actually the work in which a large number of their parents are involved.</p> <p>Jewelry workers could be used as an example of assembly line production. The children could actually demonstrate work in a jewelry factory by using colored beads and string. One group could sort colors, a second sorts sizes, a third string the beads, a fourth tie the knot and a fifth put in boxes for distribution.</p> <p>A trip to a jewelry factory would be interesting.</p> <p>A trip to a milk or ice cream plant would show food processing.</p>	<p>Ginn: <u>School and Neighborhood</u>. pp. 69-82</p> <p>S. B. <u>Work Around World</u>. pp. 22-29</p> <p>Ginn: <u>School and Neighborhood</u>. p. 78</p> <p>S. B. <u>Work Around World</u>. p. 30</p> <p>Grade I Rooms Benefic: <u>How we get our Dairy Food</u></p> <p><u>How Foods are Processed</u></p> <p><u>You Visit a Dairy and Clothing Factory</u>.</p>

Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
Which workers produce services?	<p>Discuss policemen, firemen, teachers, librarians, lawyers, clergyman, park workers, street cleaners, repairmen, city traffic engineers, health inspectors, building inspectors, trash and garbage collectors as some of our workers who provide services. Select a few such as:</p> <p>(a) Talk about teachers and librarians and visit the school library.</p> <p>Explain the role of the teacher as:</p> <ul style="list-style-type: none"> <li>. a guide</li> <li>. discussion leader</li> <li>. instructor in subject matter</li> <li>. director of activities</li> <li>. disciplinarian</li> <li>. arbitrator</li> </ul> <p>(b) The fireman is always fascinating to children and a visit to a fire station is usually easy to plan.</p> <p>(c) The many jobs a policeman performs will help the children realize the importance of the police department.</p> <p>(d) Discuss the necessity for workers to keep our cities clean for beauty and health.</p> <p>(e) The doctor, dentist, nurse and druggist are very well covered in the two Benefic books.</p>	<p>Ginn: <u>Your School and Neighborhood.</u> pp. 33-46</p> <p>Study Prints - C, D, E, F, G, I</p> <p>Cook Pictures</p> <p>Benefic: <u>You Visit a Fire and Police Station.</u></p> <p><u>Filmstrip Index</u> No. 9, 8 a,c Fire and Police</p> <p>S.R.A. <u>Families at Work.</u> Poems pp. 173-174</p> <p>Cook: - Nurse - Dentist - Druggist</p>

Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>What kinds of work do people do in other countries?</p>	<p>As so many kindergarten children experience their first hospitalization at this time, particularly for tonsilectomy, this discussion of hospitals may help allay their fears.</p> <p>In discussing the druggist we can stress the dangers of taking unknown medicines as well as the value of taking prescribed medication.</p> <p>Simple maps (possibly done with blocks or large printed newspaper on the floor) of the room, school, and places visited could be tried.</p> <p>Choose a few of the places providing a maximum contrast mentioned in this book so children can see a contrast between work in this city and in other countries.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>. Iran p. 55</li> <li>. Alps p. 76</li> <li>. Africa p. 90</li> <li>. Singapore p. 109</li> <li>. Japan p. 122</li> <li>. Paris p. 123</li> <li>. Italy p. 126</li> <li>. Peru p. 128</li> <li>. Thailand p. 131</li> <li>. Morocco p. 148</li> <li>. Africa p. 149</li> <li>. Bolivia p. 175</li> </ul> <p>Use the globe for general locations.</p>	<p>Benefic: <u>How Doctors Help Us.</u></p> <p>Benefic: <u>How Hospitals Help Us.</u></p> <p><u>Filmstrip Index</u> No. 4 a,d 10</p> <p>Study Print - G</p> <p>(Material on poison)</p> <p><u>S.B. Work Around World.</u> pp. 62-182</p> <p><u>S.B. Earth, Home of People.</u> No. 5, 8, 15, 22, 24, 27, 28</p> <p>Globe</p>

Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>What special work do children do away from home?</p>	<p>The ultimate aim of this question is to have children realize that going to school is their real job as children so that as adults they will be able to do worthwhile work and support themselves.</p> <p>In many countries children actually work to help support the family. Some children in Japan and India must work long hours on farms.</p> <p>A variety of pictures showing children of other countries working is found in <u>Work Around the World</u>.</p> <p>Locate on globe for general vicinity.</p> <p>In general, children in the United States do not work to support the family but there are exceptions.</p>	<p><u>Benfic: How Schools Help us.</u></p> <p><u>Filmstrip Index</u> No. 4b,e,f, 11, 12, 13,</p> <p>Study print - J</p> <p><u>S.B. Work Around World</u>, pp. 67, 85, 87, 89, 90, 132, 133, 134, 137, 140, 142, 147, 148, 149, 150</p>
<p>What do we learn in school?</p>	<p>The class can follow other children in their schools in typical activities.</p> <p>They will see these children salute the flag, learn their names, work together on plans for a trip, make rules, make maps and tour the school.</p> <p>The story of a little boy from Puerto Rico may be their first contact with a child who comes from a different country or it may be a frequent occurrence in some schools.</p> <p>An idea of what comes after Kindergarten could be explained. Also the progression from Elementary to High School to College will be a new thought to most children.</p>	<p><u>Ginn: Your School and Neighborhood.</u> pp. 4-17</p> <p>"A New Friend from Puerto Rico" pp. 47-60</p>



Unit II - Families at Work (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>How are schools in the U. S. the same?</p> <p>How are they different?</p>	<p>Children should observe that some of the schools shown look similar to theirs and some are quite different.</p> <p>Use U. S. Map.</p>	<p><u>S.B. Schools Around the World.</u> pp. 3-66</p> <p>Globe</p> <p>U. S. Map</p> <p><u>Laidlaw: Families and Social Needs.</u> pp. 92-105</p>
<p>How are schools in other countries like ours?</p>	<p>Schools in some countries can be dramatically different from ours.</p>	<p><u>Filmstrip Index</u> No. 14</p>
<p>How are they different?</p>	<p>Choose a few of the most interesting types such as:</p> <ul style="list-style-type: none"> <li>. Canada - train p. 73</li> <li>. Mexico p. 78</li> <li>. Netherlands - school boat p. 105</li> <li>. Africa - outdoors p. 118</li> <li>. No. Africa - desert p. 122</li> <li>. Hong Kong p. 128</li> <li>. Korea - outdoors p. 140</li> <li>. Australia - by radio p. 144</li> </ul>	<p><u>S.B. Schools Around the World.</u> pp. 68-150</p> <p>Teacher Reference and Games. pp. 153-158</p> <p>Globe</p> <p><u>Laidlaw: Families and Social Needs.</u> pp. 106-125</p>

## UNIT III - FAMILIES AT PLAY

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>What can we do in our free time?</p>	<p>The definition of free time could be the part of people's lives that is not spent in working or going to school.</p> <p>Children will easily suggest: play, watch television, go shopping with mother, go to the beach, go visiting, etc.</p> <p>Some things will be done with friends, some with families.</p> <p>They can be encouraged to think of hobbies, cub scouts, brownies, boys' clubs, collecting things, going to the library.</p> <p>These stories about hobbies will appeal to some children.</p>	<p>S.R.A. <u>Families at Work</u>. pp. 60-61</p> <p><u>Filmstrip Index</u> No. 23 (Toys)</p>
<p>Why do we need friends?</p>	<p>The little book about "Friends" is a simple introduction for this question.</p> <p>It shows a variety of types of friends as well as the importance of making and keeping friends.</p> <p>The need for a new pupil to have a friend could be repeated.</p> <p>The children could draw and paint activities done with their friends.</p>	<p>S.R.A. <u>Families at Work</u>. p. 62</p> <p>Read Stories: "Barnaby Jonathan Jones" "A Boy Who Always Asked Why"</p> <p><u>Benefic: M. Friends and I.</u></p> <p><u>Filmstrip Index</u> No. 11 a</p>



Unit III - Families at Play (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
	<p>Children can add to the suggestions in this section of <u>Fun Around the World</u> of how children play together.</p> <p>The teacher might tell of some friend she has had since childhood.</p> <p>Pets are often friends.</p> <p>Tell a story about some historical or fictional "friends."</p>	<p>S.B. <u>Fun Around the World</u>. pp. 8-43</p> <p><u>Filmstrip Index</u> No. 23</p> <p>Library B. Wildsmith: <u>Lion and the Rat</u>.</p> <p>L and J Beim: <u>Two is a Team</u>.</p> <p>J. Saucer: <u>Mike's House</u>.</p>
<p>How can we play when we are alone?</p>	<p>There is a real necessity to teach children how to amuse themselves when they are alone. Extended illnesses which keep a child in bed or at home can have a devastating affect upon him if he has never learned how to amuse himself.</p>	<p>S.B. <u>Fun Around the World</u>. pp. 29, 35, 44-48</p>
<p>How can families have fun together?</p>	<p>Some children will seldom share in any recreational activities with their parents. Family fun may simply mean watching T.V. Others may take extensive vacations in addition to picnics, rides, family games, shopping or the circus.</p> <p>Families may go to church together. The possibility of families enjoying work around the house should be brought out.</p>	<p>Benefic: <u>How Families Live Together</u>. p. 14-26</p> <p><u>Filmstrip Index</u> No. 15, 17, 18, 19, 20, 21, 22, 30 (Transparencies)</p>
<p>Why do mothers and fathers need recreation?</p>	<p>Too often children think only in terms of their own pleasure. The need for parents to spend some of their leisure time away from their children can be discussed.</p>	

Unit III - Families at Play (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>How do children in other countries have fun?</p>	<p>The role of the baby-sitter as a substitute for parents and the necessity of obeying the sitter can be included in this section.</p> <p>Children will find that games around the world are very similar to those played in their own city.</p> <p>Girls and their dolls on pp. 78-79 would encourage the children to bring any dolls from other countries that they might have.</p> <p>Locate on globe.</p>	<p><u>S.B. Fun Around the World</u>, pp. 51-88 Games, pp. 92-93</p> <p>R. I. School of Design Art Museum (Dolls)</p> <p><u>Filmstrip Index</u> No. 25</p> <p>Globe</p>

## VOCABULARY

assembly line

barter

basic needs

climate

consumers

directions

earth

equator

family

globe

goods

hobbies

land

neighborhood

polar

produce

producers

recreation

regions

responsibility

rights

rules

services

social studies

## FILMSTRIP INDEX

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  - (a) Family to Rescue
  - (b) Family Fun
  - (c) Keeping Busy
  - (d) Helping Mother and Family
  - (e) Brothers and Sisters
  - (f) Growing Up
  
2. SS-O-13 OUR HOMES
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  - (b) Tom's Farm House
  - (c) Alice in Her Apartment Home
  - (d) Jackie in His House
  - (e) Dick and His Family at Home
  - (f) Ann's Ranch House
  - (g) Helen's Home in the South
  - (h) Rose's Village Home
  - (i) Joe's Home in New England
  
3. SS-J-2 JIMMY RABBIT
  - (a) Safety at Play
  - (b) Wholesome Living
  - (c) Democratic Living
  
4. SS-E-5 EXPERIENCE IN LIVING
  - (a) Visit the Doctor
  - (b) We Plan Together
  - (c) Safety Rules
  - (d) Dentist
  - (e) Work Together
  - (f) Go to School
  
5. SS-O-4 NEIGHBORHOOD WORKERS
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  - (b) Dairyman
  - (c) Shoemaker (Goods)
  - (d) Tailor (Goods)
  - (e) Laundry
  - (f) Butcher
  - (g) Banker
  - (h) Watchmaker, Jeweler (Goods)
  - (i) Fruit and Vegetable Store

FILMSTRIPS (cont'd.)

6. SS-O-9 NEIGHBORHOOD HELPERS (Service)
  - (d) Grocer
  - (e) Milkman
  - (f) Librarian
7. SS-T-9 TRIPS HERE AND THERE
  - (a) Our Neighborhood Stores
  - (c) People of Other Neighborhoods
  - (d) People at Work
  - (i) Having Fun in the City
8. SS-C-22 COMMUNITY HELPERS
  - (a) Fire Department
  - (c) Policeman
9. SS-O-20 OUR POLICE DEPARTMENT
10. SS-D-5 THE DOCTOR
11. SS-S-27 SCHOOL COMMUNITY
  - (a) New Pupil
  - (b) Our School
  - (c) School Helpers
  - (d) Job in School
  - (e) Part of Team
  - (f) School Courtesy
12. SS-S-3 SHARE THE BALL  
-4 SHARE THE SANDPILE
13. SS-S-2 SCHOOLGROUND DISCOVER
14. SS-S-37 SCHOOLS OF MANY LANDS
15. T. II SS-O-26 OUR COMMUNITY
  - (a) Living on a Farm
  - (b) Living in a Town
  - (c) Living in a Big City
  - (d) Our Food and Clothing
  - (e) Homes We Live in
  - (f) People in Our Community
  - (g) Work in Our Community
  - (h) Knowing Our Community Long Ago and Today
16. E-R-1 READING READINESS
  - (a) Going Places
  - (b) Going Shopping
  - (c) Going to the Country
  - (d) Going Downtown
  - (e) Going to the Zoo
  - (f) Playing Community Helpers
  - (g) All Kinds of Houses

FILMSTRIPS (cont'd.)

17. SS-L-20 LET'S GO AND LEARN  
 (a) Seashore  
 (b) Mountains  
 (c) River  
 (d) Town  
 (e) Ranch  
 (f) Fair  
 (g) Zoo  
 (h) Airport  
 (i) City
18. SP-9 ZOO ANIMALS
19. SS-S-5 SUMMER FUN
20. E-W-1 WE TAKE A TRIP  
 (a) Zoo  
 (b) Beach  
 (c) Fair  
 (d) Museum
21. A-110 READING SERIES  
 (21) On the Farm  
 (22) Out of Doors  
 (23) At the Zoo
22. SS-F-17 FUN AT THE CIRCUS
23. SS-S-35 STORY OF TOYS
24. SS-F-16 FAMILIES AROUND WORLD
25. SS-C-7 CHILDREN OF EUROPE  
 (b) Ski Meet (Norway)  
 (c) Robi's Alpine Adventure (Switzerland)  
 (d) Simone's Surprise (France)  
 (f) Paolo's Birthday Ride (Italy)
26. SS-N-9 NEIGHBORHOOD COMMUNITY  
 (a) Robbie's Neighborhood (suburbs)  
 (b) Different Neighborhoods (city)  
 (c) Sharing with Neighbors (goods and services)  
 (d) Neighborhood Workers (jobs)  
 (e) Places We All Own (parks, water, taxes)  
 (f) In and Out of the Neighborhood (electricity, etc.)
27. SS-D-1 DAY IN SCHOOL
28. SS-O-5 POST OFFICE

FILMSTRIPS (cont'd.)

- EP - 25
- 29. People We Know  
EF - 26  
Place to Go (Records and Filmstrips)
- 30. Transparencies -  
TRSS - 66 (a-e)  
Family Series
- 31. Transparencies  
TRSS - 68 - (a-m)  
Things We Do and Use Around the House
- 32. SS-F - 32 Far Away Families

## SVE STUDY PRINTS

- A. T.II SP-4 PETS
- B. T.II SP-22 FAMILY AT WORK AND PLAY
- C. T.II SP-24 NEIGHBORHOOD HELPERS
- D. T.II SP-25 KEEPING THE CITY CLEAN AND BEAUTIFUL
- E. T.II SP-16 POLICE DEPARTMENT HELPERS
- F. T.II SP-17 FIRE DEPARTMENT HELPERS
- G. T.II SP-21 HOSPITAL HELPERS
- H. T.II SP-19 DAIRY HELPERS
- I. T.II SP-20 SUPERMARKET HELPERS
- J. T.II SP-23 SCHOOL FRIENDS AND HELPERS



## APPENDIX A

# PRODUCERS AND CONSUMERS

Most people are producers and consumers. As everyone without exception uses goods all people are consumers. Not all people are producers. Reasons for not producing are age - too young, or too old, physical disability, mental incompetence, temporary unemployment, or lack of initiative to work.

There are two kinds of producers. People who make useful goods are producers of goods. People who do useful work for others are producers of services.

Some examples are:

Producers of goods:

farmer, fisherman, carpenter, baker, tailor, manufacturer, writer, composer, chemist.

Producers of services:

policeman, fireman, postman, teacher, librarian, sales clerk, doctor, nurse, barber, painter, truck driver, garbage collector.