

DOCUMENT RESUME

ED 048 175

SP 007 062

TITLE Economic Development. Resource Unit IV, Grade 5.
Providence Social Studies Curriculum Project.

INSTITUTION Providence Public Schools, R.I.; Rhode Island Coll.,
Providence.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.
Cooperative Research Program.

REPORT NO CRP-6-1195

PUB DATE 68

NOTE 34p.; Part of a set of resource units and curriculum
overviews for K-12 social studies

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Curriculum Guides, Economic Development, *Grade 5,
*Social Studies, *Urban Teaching

IDENTIFIERS Canada, United States

ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies; economic development of the United States and Canada.

ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover.

OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column.

INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, three appendixes contain curriculum materials.

STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the unit.

OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. Also, a short section lists several supplemental activities. (RT)

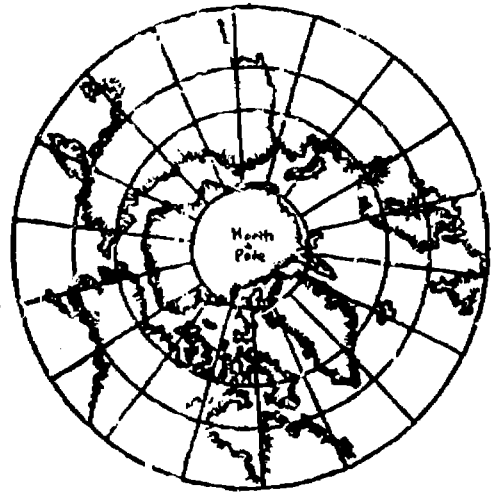
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**ECONOMIC DEVELOPMENT
RESOURCE UNIT IV
GRADE 5**



**RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS**

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ECONOMIC DEVELOPMENT OF THE UNITED STATES AND CANADA

SUGGESTED TIME: 8 WEEKS

I. MAJOR UNDERSTANDINGS

Canada and the United States cover a vast land with a great variety of natural resources.

Because of the great variety of these resources, the excellent sources of power, and a well-trained productive force, it is one of the great world leaders in industry.

Inventiveness and competition have given the inhabitants of Canada and the United States a wide choice of products and a high standard of living.

Canada and the United States have each developed their own economic systems.

II. AIMS

To develop an understanding of the following:

1. Favorable geographic conditions have made possible a highly developed economic system.
2. Canada and the United States are rich in natural resources which have been widely utilized in the development of the economy.
3. Education, wealth, advances in technology, and a world market have a direct bearing upon the development of the economy.
4. Excellent transportation and communication systems have advanced the development of the economy.
5. Within certain limitations, the governmental systems have encouraged an economic system based upon private ownership and operation.
6. Competitive enterprise has caused improvement of products and control of prices.
7. Changes in production and production methods have created problems for workers.
8. Canada and the United States are leaders in world trade.

VOCABULARY

alloys	import
Assembly Line	industrial revolution
automation	invention
capital	labor
competition	money wage
contour planting	prospector
crop rotation	real wage
economy	research
export	services
extractive	strip farming
goods	tariff
generators	technology
turbines	

DEVELOPMENT OF UNIT

INTRODUCTION

Explain that in the early history of our country, the pioneer settlers had to produce individually for their own needs. As the country grew, people began to specialize. As the country grew richer and people made more money, they wanted new products and services.

Explain that in Canada and the United States because of competition and inventiveness, a wide variety of products and a wide range of prices have resulted.

In this unit we are going to study the economic development this area; what it produces, how it is produced, where it is marketed, how it is distributed, and the problems created by changes in production method.

To develop the idea of an economic system, a class discussion might be utilized.

A discussion of man's basic needs and how he satisfies them might be used as a start.

Discuss the work done by members of the families of the pupils in the class. Decide whether these people produce something or offer a service. These might be listed on the blackboard under the proper headings.

Discuss the returns a worker gets for his services. (Wages and fringe benefits.)

Discuss the uses made of this money by the family. (Pays for goods and services produced by others.)

Discuss the limitations placed upon spending by the amount of income.

Discuss the elements of an economic system.

Resources:

Natural

Human

Power Resources-water, petroleum, natural gas

Workers:

Skilled labor

Skilled management

Capital:

Money to finance operation: Purchase materials, pay wages

Plant

Machinery and tools

Transportation and communication resources

A ready market

Government Controls.

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How have the physical characteristics and climate affected the economic development?</p>	<p>From a study of the climate and physical characteristics of Anglo-America in Unit II you might be able to elicit from the class in a discussion some of the following ideas:</p> <p>This is a vast land with a variety of land forms and climatic patterns.</p> <p>Much of the soil is rich and the climate is right for production of a wide variety of agricultural products.</p> <p>Excellent harbors on long coastlines, rivers and lakes have been factors in the development of trade.</p> <p>Various areas are a rich source of ores and other minerals-coal, petroleum, sulphur, clays, materials for glass, cement, etc.</p> <p>River rapids and waterfalls are a source of power for industry.</p> <p>Oceans bordering this region have supplied resources.</p> <p>Where climatic patterns are favorable, people have concentrated. This provides workers for production.</p>	
<p>What are the predominant economic pursuits of Canada and the United States?</p>	<p>See <u>Goode's World Atlas</u> p.22</p> <p>Reproduce the circle graphs showing the predominant economic pursuits.</p> <p>Display this so that the class can see at a glance what they are and their importance in both the United States and Canada.</p> <p>Class might like to reproduce these for its notebook. See Appendix B.</p>	<p><u>Film</u> C-35 Conservation of Natural Resources</p> <p><u>Filmstrips</u> SS-C-3 Our Country-Its Resources and Workers.</p>

Development of Unit (cont'd)

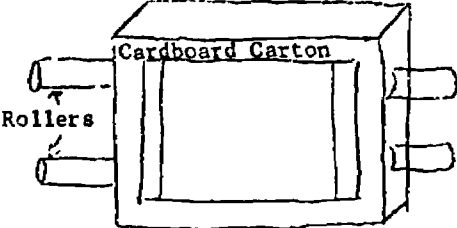
QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is a natural resource? What are the natural resources of Canada and the United States?</p>	<p>This idea was introduced in grade 4, but needs to be reemphasized in this grade.</p> <p>As a motivation, one of the films or filmstrips listed might be shown.</p> <p>Have the class skim through the texts to identify the resources of Canada and the U. S. Be sure to emphasize the human resources also. (Skilled workers)</p> <p>List the most important resources that they find on the blackboard. The class might like to record the list in its notebook.</p>	<p><u>Filmstrips cont'd</u> SS-L-7-a Our Country Its Resources and Workers SS-C-23-a American Farmer</p> <p><u>Oxford Economic Atlas</u> <u>Forests</u> p. 40 <u>Agriculture</u> p. 8 <u>Fish</u> p. 54 <u>Petroleum</u> p. 68 <u>Natural Gas</u> p. 70 <u>Ores</u> pp. 78-95</p> <p>Teacher Text Van Nostrand: <u>World Geography and You</u> Chapter 10</p>
<p>How have the extractive activities built the wealth of Anglo-America?</p>	<p>Extractive activities involve those natural resources that may be removed directly from the earth. The early economic development was based upon these extractive resources. This area abounded in furs, fish, and lumber which were there for the taking. Agriculture was not highly developed until better tools replaced the old. Ores and petroleum have become major extractive resources today.</p> <p>Have the class begin with the study of the development of agriculture.</p> <p>Use a regional approach.</p> <p>The class might be divided into groups.</p>	<p>Fupil texts Heath: <u>In These United States and Canada</u>, PP. 249; 251; 288-290; 312-313; 355; 417-421; 439-440; 452-455</p> <p>Scott Foresman: <u>In the Americas</u> pp. 116-140</p> <p>Macmillan: <u>Living in the Americas</u> pp. 27-29; 223m; 235</p> <p>Holt, Rinehart & Winston: <u>In the United States and Canada</u> US pp. 10; 14; 30; 170-171; 230; 271-274; 293; 296-303; 311; 316; 322; 401; 408 C-See Resources Fideler: <u>Northeast</u> Chapt. 8 Fideler: <u>Canada</u> pp. 77-85</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>Have each group investigate the agricultural development of one of the following regions:</p> <p>Maritime Region (Be sure to include all the maritime area including Newfoundland)</p> <p>Great Plains Great Lakes Area Southern Plains (Gulf Coast) Pacific Area and Alaska Island Areas: Hawaii Puerto Rico</p> <p>Listed below are some questions that might be researched.</p> <p>What are some of the most important crops of this region?</p> <p>Why are some crops limited to certain areas?</p> <p>What farming methods are used?</p> <p>What, if any, changes have been made in the kind of crops grown in the area? Why?</p> <p>What technological advances have produced greater yield per acre?</p> <p>Better tools Introduction of machinery Better seed Improved: Fertilizers Insecticides (Pesticides) Chemicals for weeds Better Methods: Contour planting Strip farming Crop rotation Increased water supply (Dams for irrigation) Specialized farming</p> <p>Why are there fewer farmers today when the population is constantly increasing?</p>	<p>Ginn: <u>World Resources: Western Hemisphere (P.B.)</u> Chap. 3,4,5,6,8</p>



Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>What problems do farmers face? Wornout soil Animal diseases Drought Insects Weeds Floods Wind damage Fluctuating Market Prices Labor shortages</p> <p>What is being done to overcome these problems?</p> <p>Collect and mount pictures to show farm methods and farm tools and machinery.</p> <p>Each group might make its presentation to the class in a different way.</p> <p>Oral reports</p> <p>Written reports</p> <p>Present pictures and reports in the form of a movie.</p>  <p>Show films or filmstrips relating to the group study.</p> <p>Make a mural incorporating some of the information gathered about the area.</p> <p>A group might prepare a panel discussion: <u>PROBLEMS FACING FARMERS IN CANADA AND THE U. S. TODAY; HOW THEY ARE BEING RESOLVED</u></p>	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>An individual might investigate the effect of the use of pesticides upon man.</p> <p><u>Maritime Region of Canada and the United States.</u></p> <p>Have this group read its texts to find out why agriculture in this area is of limited importance, why it is so specialized, where these products are marketed, and how they are transported.</p> <p>Try to elicit some of the following: Much of this region was covered by a great glacier. As a result of glacial action, much of the good topsoil was carried off and many rocks remained when the glacier melted. Many lakes and ponds resulted.</p> <p>Much of the land in this area is mountainous or hilly. Soil is thin. There is a rather short growing season but sufficient rainfall.</p> <p>It has become an area of specialized farming such as: Dairying Poultry raising Truck farms Berries Tobacco (Connecticut Valley) Potatoes Orchards</p> <p>Prepare reports about these specialized farms.</p>	<p>Encyclopedias Current Periodicals</p> <p>Teacher Text: Van Nostrand: <u>World Geography and You</u> Chap. 10, 20</p> <p>Pupil Texts Macmillan: <u>Living in the Americas</u> pp.94-96; 114-116; 434</p> <p>Meath: <u>In These United States and Canada</u> pp.258-261;534</p> <p>Holt, Rinehart & Winston: <u>In the United States and Canada, US</u> -pp. 277-278; 283-285; 6-92-93</p> <p>Fideler: <u>Canada</u> pp.56-57 Fideler: <u>Northeast</u> pp.159; 162</p> <p><u>Films</u> M-6 Maritime Provinces N-11 Northeastern States</p> <p><u>Filmstrips</u> SS-N-7-c Northeastern States-Agriculture SS- 0- 12-a Maritime Provinces of Canada</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>GREAT LAKES REGION</p> <p>Have the group read and report answers to the following questions:</p> <p>What effect do the Great Lakes have upon climatic conditions of the area?</p> <p>Why is the Ontario Peninsula a good region for fruit growing?</p> <p>Why is this a good region for dairy farming?</p> <p>What crops are grown?</p> <p>What animals are raised?</p> <p>How and where are these marketed?</p> <p>GREAT PLAINS REGION</p> <p>Tell the group that this vast area extends from the United States into Canada. Much of the land is flat with some rolling hills. Much of it is treeless. The soil is rich and the terrain well-suited to the use of large farm machines. The area is ideal for the raising of grains and is sometimes designated the "bread-basket" of Anglo-America.</p> <p>Have this group show some of the filmstrips.</p> <p>Let the group preview them and prepare questions for the class to answer after the showings.</p>	<p>Pupil Texts</p> <p>Macmillan: <u>Living in the Americas</u> pp. 258-266; 436</p> <p>Heath: <u>In these United States and Canada</u> pp. 297; 356-357; 528-529</p> <p>Silver Burdett: <u>United States and Canada</u> pp. 135-137</p> <p>Holt, Rinehart & Winston <u>in the U.S. and Canada</u> US-331-343; C-101-103</p> <p>Fideler: <u>Midwest</u> pp. 39-96</p> <p>Fideler: <u>Canada</u> pp. 51-55</p> <p>Filmstrips:</p> <p>SS-C-5-b Farming in the Lowlands</p> <p>SS-0-12-c Prairie Provinces of Canada</p> <p>SS-G-10 Grain from Farm to Table</p> <p>SS-C-4-d Wheat Farmers of Western Canada</p> <p>SS-A-3-b South-Eastern Canada and the Wheat Region</p> <p>SS-A-8-f Irrigation Farming</p> <p>SS-A-8-c Truck Farmer</p> <p>SS-A-8-b Corn Farmer</p> <p>SS-A-8-a Wheat Farmer</p> <p>Films</p> <p>C-204 Corn and the Cattle Belt</p> <p>C-57 Corn Farmer</p> <p>C-26 Wheat Farmer</p> <p>C-8 Cattleman</p>

Development of the Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>SOUTHERN UNITED STATES</p> <p>Prepare reports about the following: Citrus Fruit Growing Raising Sugar Cane Raising Rice Raising Cotton Raising Tobacco Truck Farming</p> <p>Individuals prepare reports about: Sharecroppers Tenant Farming</p> <p>In the South the growing of legumes is an important industry. Prepare reports about: Soybeans Peanuts</p> <p>Also: Pecans Tung Nuts</p> <p>Use the <u>Oxford Economic Atlas</u> for information.</p> <p>Prepare enlarged maps to show the location of these industries in the South: Tobacco p. 38 Sugar Cane p. 39 Groundnuts p. 45 Tung Nuts p. 46 Cotton p. 62</p> <p>Individual maps may be made for the class notebooks .</p> <p>Show the films or filmstrip listed.</p>	<p>Pupil Texts <u>Macmillan: Living in the Americas</u> pp. 263-275; 439-440</p> <p><u>Heath: In these U.S. and Canada</u> pp.362-364, 535-536</p> <p><u>Silver Burdett: U.S. and Canada</u></p> <p><u>Scott Foresman: In the Americas</u> p. 254 <u>Holt, Rinehart & Winston: In the U.S. and Canada</u> US-pp. 365-368; C-18</p> <p><u>Macmillan: Living in the Americas</u> pp. 208-219</p> <p><u>Heath: In these United States and Canada</u> pp.312-327</p> <p><u>Holt, Rinehart & Winston In the U.S. and Canada</u> pp.302-311</p> <p><u>Silver Burdett: The U.S. and Canada</u> pp.96-97; 102-108</p> <p><u>Fideler: South</u> PP. 109-119</p> <p><u>Films</u> C-205 Changing Cotton Land C-47 Cotton</p> <p><u>Filmstrip</u> SS-A-8-d Orange Grower</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>PACIFIC COAST AND ALASKA</p> <p>Divide this group into three sections.</p> <p>Have one section study farming in the Pacific Northwest (British Columbia, Washington, Oregon.)</p> <p>Concentrate on fruit and bulb raising.</p> <p>Have another section study farming in the Central Valley of California.</p> <p>Let the last section work on the Matanuska Valley in Alaska.</p> <p>Have all three prepare illustrated reports.</p> <p>ISLAND LANDS OF THE UNITED STATES</p> <p>Have this group prepare reports on the sugar cane and pineapple industry in Hawaii and the sugar, tobacco, and pineapple industries in Puerto Rico.</p>	<p>Pupil Texts Macmillan: <u>Living in the Americas</u> pp.380-383; 392;641</p> <p>Heath: <u>In these U.S. and Canada</u> pp. 439-447; 539-541</p> <p>Silver Burdett: <u>U.S. and Canada</u> pp.205;208-211; 215-216;231-232</p> <p>Scott, Foresman: <u>In the Americas</u> p.254</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada</u> C-113-114;410;411;377-380</p> <p>Fideler: <u>Canada</u> p.48-49</p> <p><u>Filmstrips</u> SS-A-27-b <u>Land and its Resources</u> CC-5-25 <u>Canada's New Farmlands</u> (Peace River)</p> <p>Silver Burdett: <u>U.S. and Canada</u> pp.238-240;242-244</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada</u> pp.222;415</p> <p>Macmillan: <u>Living in the Americas</u> pp.392; 398-400;414; 416</p> <p>Heath: <u>In these U. S. and Canada</u> pp.207;470-471</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the importance of the fishing industry in Canada and the United States?</p>	<p>Where are the most important fishing areas?</p> <p>See p. 54 <u>Oxford Economic Atlas</u></p> <p>Locate these areas on a large map of North America.</p> <p>Have a small group make a map to show these areas. Display this map on the bulletin board. The class might like to reproduce this on small outline maps for its notebooks.</p> <p>Show one of the films listed.</p> <p>Have the class read texts, take notes, and share their findings informally after the research period.</p> <p>List a set of questions as a guide for their reading.</p> <p>Suggestions:</p> <p>What fish are caught? Where are they caught? How are they caught? What other types of fishing are done? Shell fishing Lobsters and Crabs Trash fishing Sponges</p> <p>How are the fish prepared for market? Secondary industries: Canning Frozen food processing Where are the fish marketed? How? What regulations control the fishing industry? (Conservation) How does fishing in Anglo-America compare in importance with fishing in other lands. See table in <u>Oxford Economic Atlas</u>. This might be reproduced for</p>	<p>Outline Maps</p> <p>Films N-17 <u>New England Fishing</u> S-12 <u>Shell Fishing</u> A-301 <u>Alaska's Silvery Millions</u></p> <p>Silver Eurdett: <u>U.S. and Canada</u> pp. 46-48; 71; 216-218; 231; 260; 273</p> <p>Heath: <u>In These U.S. and Canada</u> See Fishing</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada</u> See Fishing</p> <p>Macmillan: <u>Living in the Americas</u> See Fishing</p> <p>Scott, Foresman: <u>In the Americas</u> See Fishing</p> <p>Fideler: <u>Canada</u> pp. 69-75</p> <p>Fideler: <u>South</u> pp. 130-134</p> <p>Fideler: <u>Northeast</u> pp. 140-142</p> <p>Ginn: <u>World Resources: Western Hemisphere</u> pp. 69-74; 130-140</p> <p>Filmstrips SS-A-8-g <u>New England Fisherman</u> SS-A-8-h <u>Shell Fishing</u> SS-C-4-a <u>Fisherman of Nova Scotia</u></p>

Development of the Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How important is the fur industry in Canada and the U. S. today?</p>	<p>What foreign fishing fleets use our fishing areas? Japanese-Alaska Russian-East Coast</p> <p>A circle graph might be prepared from the figures in the Economic Atlas</p> <p>As a review show some of the filmstrips.</p> <p>State: In the early days even before permanent settlements were made, great wealth was realized from the gathering and sale of furs. This land abounded in rich fur-bearing animals.</p> <p>Read the texts to find out: Where and how are the furs obtained today? What furs have great market value? Why are many people engaged in fur farming? Where are these fur farms? What is the advantage of fur farming instead of the old way of securing pelts? What laws have been passed in order to protect these animals?</p> <p><u>Science Correlation</u></p> <p>Perhaps a few children might like to prepare reports about some of the most important fur-bearing animals, their habitat, life history, habits, enemies, means of protection, etc.</p> <p>Artic Fox Fur Seals Beaver Martin Ermine (weasel) Otter Mink Chinchilla</p> <p>Have an individual investigate how furs can be changed by cross-breed-</p>	<p>Filmstrips: cont'd Title II (67) SS-N-21-a <u>Blue Water Men</u> SS-N-21-b <u>Life in a New England Village</u> (1 record with these)</p> <p>Film F-38 <u>Fur Trade</u></p> <p>Macmillan: <u>Living in the Americas</u> pp.314;342;390;394;395;440</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada US-412; C-93; 118</u></p> <p>Silver Burdett: <u>U.S. and Canada</u> PP. 133;166;265</p> <p>Heath: <u>In these U.S. and Canada</u> pp.463;501-502;544</p> <p>Fideler: <u>Canada</u> p. 72</p> <p>Ginn: <u>World Resources: Western Hemisphere (P.B.)</u> pp.65;138</p> <p>Science Books Encyclopedias</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How have the forest resources been developed and utilized in Canada and the United States?</p>	<p>Have the class examine pp.16 and 17 in their classroom atlas to find the location of the forests in Canada and the U. S.</p> <p>See also <u>Oxford Economic Atlas</u> p.40</p> <p>A group might enlarge and re-produce this map to show the distribution of forests in Canada and the U. S. Individual copies might be made for notebooks.</p> <p>Have the children examine their texts to find: What are the most important forest products: Lumber Pulpwood Naval stores Resin Turpentine Nuts Maple Sugar</p> <p>How are these products obtained? What changes have taken place in forestry methods? What occupations are based on forest resources? What is being done to conserve the forest? Emphasize the point that forest are a <u>renewable</u> resource.</p> <p><u>Science Correlation</u></p> <p>Make a study of trees to learn their value other than as a source of products. For instance: Holding soil in place so topsoil will not be lost during storms. Holding soil in place on hillsides during heavy rain.</p>	<p>Scott, Foresman: <u>In the Americas</u> pp. 127-128; 250-252</p> <p>Heath: <u>In these U.S. and Canada</u> pp.328-330; 453; 534 541- 542</p> <p>Macmillan: <u>Living in the Americas</u> pp.434;437;345;92-93; 107;276;383;384;390; 392;313;220</p> <p>Silver Burdett: <u>In the U.S. and Canada</u> pp.82; 273;276; 148-149 213-214;203;119;231</p> <p>Holt, Rinehart, & Winston: <u>In the U.S. and Canada C-113;US 287;400-401; 300</u></p> <p><u>Films</u> L-211 <u>Lumber States</u> O-2 <u>One Match can Do it (Forest Fires)</u></p> <p><u>Filmstrips</u> SS-C-4-f <u>Logging in Canadian Forests</u> SS-C-33-e <u>Lumbering</u> SS-F-8 <u>Forests of US</u> SS-O-12-a <u>Maritime Provinces of Canada</u> SS-O-12-d <u>Pacific Canada</u> SS-S-23 <u>Story of West Coast Lumber</u></p> <p><u>Supplementary Texts</u> Fidler: <u>Northeast</u> pp.139-140 Fidler: <u>South</u> pp.252 Fidler: <u>Canada</u> pp.58-67</p>



Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How has the development of mining resources affected Canada and the U. S.?</p>	<p>Regulation of Temperature .</p> <p>Shedding moisture from leaves followed by evaporation which has a cooling effect upon the surrounding air.</p> <p>Creating rich soil by decaying of leaves and twigs.</p> <p><u>Math Correlation</u></p> <p>Use tables on P. 41 of <u>Oxford Economic Atlas</u> to prepare graphs:</p> <p>Production in Canada and the U. S. compared with other countries producing forest products.</p> <p>Prepare a chart to show exports and imports of forest products in Canada and the U. S.</p> <p>Prepare a chart to show the uses of forest products.</p> <p>Have the class read their texts to discover:</p> <p>What minerals are being extracted Where these mines are located What mining methods are being used How new mines are discovered What is meant by an alloy? Find some examples of alloys and their uses.</p> <p>Inform the children that the Canadian Shield, once considered worthless, because glacial action had depleted the soil and because of a cold climate in its northern reaches, now yields many and varied ores and has been a great asset in the economy of Canada.</p> <p>Prospectors constantly search for new sources of ore. Some of this work is done from planes in remote areas.</p>	<p>Ginn: <u>World Resources: Western Hemisphere (P.B.)</u> pp.61-68; 139-140</p> <p><u>Oxford Economic Atlas</u> p. 41</p> <p>Teacher Text Van Nostrand: <u>World Geography and You</u> pp.88-92; 145-147</p> <p>Pupil Texts: Holt, Rinehart, & Winston <u>In the United States and Canada See Mining</u></p> <p>Macmillan: <u>Living in the Americas</u> See Mining</p> <p>Heath: <u>In these U.S. and Canada</u> See Mining</p> <p>Scott Foresman: <u>In the Americas</u> See Mining</p> <p>Ginn: <u>World Resources: Western Hemisphere (P.B.)</u> pp.75-83; 91-102;141-149</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>Have a small group investigate the work of prospectors today and the use of the "flying doodlebug."</p> <p>Tell the class that Canada and the U. S. have been fortunate in the amount of mineral fuels available:</p> <ul style="list-style-type: none"> Coal Petroleum Natural Gas <p>Anglo-American capital has opened mines in other countries that are of great value to it industrially.</p> <p>Find out about the building of pipelines.</p> <p>What has been their effect on the economy?</p> <p>Explain to the class that we are living in an Atomic Age and special metals are needed for atomic energy.</p> <p>Read to find out what these metals are and where they are mined.</p> <p>What metals are critically scarce in Anglo-America?</p> <p>How is this scarcity being overcome?</p> <p>Prepare maps to show location of important mining areas in Canada and the United States.</p>	<p><u>Filmstrips</u> <u>SS-0-12-b Industrial Provinces of Canada</u> <u>Films</u> <u>S-28 Story of Coal</u></p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is meant by the Industrial Revolution?</p> <p>What effect did it have upon Canada and the United States?</p>	<p>Discuss with the class some of the following:</p> <p>In the early days most people were engaged in extractive activities. Manufactured goods were supplied by Europe, particularly Great Britain. Why did the people of America turn to manufacturing?</p> <p>What were the earliest types of manufacturing? (Centered around fishing, and shipping-shipbuilding and iron works)</p> <p>What was the source of raw materials?</p> <p>What was the source of power?</p> <p>Who furnished money for manufacturing?</p> <p>What changes were made in producing goods?</p> <p>Who supplied the factory workers?</p> <p>Why were some workers exploited?</p> <p>What new work methods were developed?</p> <p>What new resources were used?</p> <p>What changes take place when a country changes from an agricultural economy to an industrial one?</p>	<p>Pupil Texts: Holt, Rinehart & Winston: <u>In the U.S. and Canada</u> pp.230-235</p> <p>Heath: <u>In these U.S. and Canada</u> pp.200;378 301-364;457</p> <p>Encyclopedias</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How have inventions been responsible for increased economic growth?</p>	<p>Read the texts to find out about these inventions and their effect upon the industrial production.</p> <p>Change in machines from wood to iron.</p> <p>Heavier machines for heavier work.</p> <p>Steam engine Cotton gin Universal milling machine Spinning Jenny Power looms Sewing machine Reaper Steam turbine Locomotive Steamboat Gasoline Engine Automobile Airplane</p> <p>Identify which of the above were invented in Canada and the United States. Where were the others invented?</p> <p>Individuals of small groups might report about these inventions.</p> <p>Construct a time line to show the date of these inventions. (See sample-Appendix C)</p>	<p>Pupil Texts Encyclopedias</p> <p>Scott, Foresman <u>In the Americas</u> pp.91-96;100-105</p> <p>Macmillan: <u>Living in the Americas</u> pp.90-91; 369-370; 421-422;</p> <p>Heath: <u>In these U.S. and Canada</u> pp.198-201;230-232; 238-239;254</p>

Development of the Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>Why have manufacturing industries been of major importance in Canada and the U. S.?</p>	<p>Discuss with the class the factors necessary for development of a manufacturing industry. Perhaps these might be listed as suggested:</p> <ul style="list-style-type: none"> A desirable site A manufacturing plant Skilled workers Power (cheap and plentiful) Access to raw materials A market demand Good transportation facilities <p>Locate the manufacturing areas of Canada and the U. S. See p. 60 <u>Gode's World Atlas</u></p> <p>Answer these questions:</p> <ul style="list-style-type: none"> Where is the greatest concentration of manufacturing in Anglo-America? What are some of the reasons for this concentration? Elicit: <ul style="list-style-type: none"> Nearness to raw materials. Nearness to source of power Nearness to good transportation Nearness to skilled workers Nearness to markets What is produced? What is the market for this production? What raw materials have resulted from technological research? (Today many raw materials are produced chemically) Ex. plastics 	<p>Scott, Foresman: <u>In the Americas</u> pp.92-93;97;141-154; 184; 186; 187 212; 213;263-260;375</p> <p>Heath: <u>In these U.S. and Canada</u> pp. 262-268;284; 280-290;337-339;369; 382-384; 456- 460 529-531;542-543</p> <p>Macmillan:- <u>Living in the Americas</u> pp.435;436;440-441; 100-102; 105; 107; 111-112;113-114;89; 90-93; 284-291; 207; 224-228.</p> <p>Holt, Rinehart, & Winston: <u>In the U.S. and Canada</u> See manufacturing in the index for both U.S. and Canada</p> <p>Silver Burdett : <u>U.S. and Canada</u> See <u>Factories</u></p> <p>Fideler: <u>Northeast</u> See <u>Industry</u> Ginn: <u>World Resources; Western Hemisphere (P.B)</u> pp.141-143; 88-90</p>
<p>What changes in methods increased economic production?</p>	<p>Have the children investigate:</p> <ul style="list-style-type: none"> A. Mass Production <ul style="list-style-type: none"> Machine Tools Assembly lines B. Automation <ul style="list-style-type: none"> Study some examples: <ul style="list-style-type: none"> Thermostat Electric Eye Computer, etc. 	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS														
<p>What problems must be resolved as a result of automation?</p>	<p>This question might be answered in the form of a panel discussion. Some of these points might be developed.</p> <ol style="list-style-type: none"> 1. Our resources are being depleted by the great increase in production. 2. Increased importation of raw materials in order to preserve our own. 3. Training in the use of resources without waste. 4. New sources of raw materials demand more research. 5. More workers must be retrained for new types of occupations. 6. More people must be trained to deal with people and their problems as a result of automation. 7. People must be trained for the wise use of leisure time. <p>State that: There are many types of industry in Canada and the U. S. Many of these manufacturing industries depend upon the production of steel. Troubles that beset this industry -such as labor problems and price fluctuations have a profound effect upon the economy.</p>	<p>Encyclopedias current newspapers and periodicals.</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada</u> pp232-237</p> <p>Heath: <u>In these U.S. and Canada</u> pp.200;378;381-384; 457</p>														
<p>What are the most important industries?</p>	<p>Assign topics to groups. Share information with class as oral reports.</p> <p>Suggestions:</p> <table border="0"> <tr> <td>Production of Steel</td> <td>Food Processing</td> </tr> <tr> <td>Manufacture of farm machinery</td> <td>Meat</td> </tr> <tr> <td>automobiles</td> <td>Dairy Products</td> </tr> <tr> <td>aircraft</td> <td>Frozen Foods</td> </tr> <tr> <td>appliances</td> <td>Electronics</td> </tr> <tr> <td>textiles</td> <td>Research Chemistry</td> </tr> <tr> <td>furniture</td> <td>Production of Chemicals</td> </tr> </table>	Production of Steel	Food Processing	Manufacture of farm machinery	Meat	automobiles	Dairy Products	aircraft	Frozen Foods	appliances	Electronics	textiles	Research Chemistry	furniture	Production of Chemicals	
Production of Steel	Food Processing															
Manufacture of farm machinery	Meat															
automobiles	Dairy Products															
aircraft	Frozen Foods															
appliances	Electronics															
textiles	Research Chemistry															
furniture	Production of Chemicals															

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What has been done to increase power production?</p>	<p>Tell the class:</p> <p>Long ago in the U.S. and Canada first factories were built along streams with waterfalls which turned water wheels, which in turn operated machinery.</p> <p>With the invention of steam engines to operate machinery, it was not necessary to build a factory beside a stream. It could be located near other sources of power:</p> <ul style="list-style-type: none"> Coal Fields Natural Gas Petroleum <p>or near transportation facilities for these fuels.</p> <p>With the invention of the generator, electricity could be produced by using many types of power.</p> <p>This region has many fast moving streams which could be a source of power to produce electricity.</p> <p>In order to increase the production of electricity, dams have been constructed in many parts of this land.</p> <p>Divide the class into groups. Investigate and report about one of the of the following:</p> <ul style="list-style-type: none"> Tennessee Valley Authority Norris (Clinch River-Tenn.) Hoover Dam (Colorado River-Arizona-Nevada) Grand Coulee Dam (Columbia River-Washington) Bonneville Dam (Columbia River-Washington-Oregon) Roosevelt Dam (Salt River Arizona) Fort Peak Dam (Missouri River-Montana) Dam on Niagara River. <p>Do not feel restricted to these dams only. Others</p>	<p>Heath: <u>In these U.S. and Canada</u> p. 268</p> <p>Macmillan: <u>Living in the Americas</u> pp. 91; 229-231</p> <p>Holt, Rinehart, & Winston: <u>In the U.S. and Canada</u> us-pp. 302-303; 380-381; C-73-74; 115</p> <p>Scott, Foresman: <u>In the Americas</u> pp. 263-264</p> <p>Silver Burdett: <u>In the U.S. and Canada</u> pp. 275; 219; 110-111</p>



Development of the Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What changes in transportation have affected economic growth?</p>	<p>Have each group locate the dam. Make a diagram to show location of this dam. What has been the effect of these dams?</p> <p>Have a small group construct a three dimensional model of a dam.</p> <p>Have another group do research on atomic energy. What use is being made of it at present? What is the advantage of its use? What are the future implications of its use?</p> <p>Have the class read the texts in order to discuss the following: Problems confronting the railroads today. Increasing importance of transportation by truck. Interstate highway system Increased use of waterways The opening of the St. Lawrence Seaway. The building of canals to make connections between parts of the Intracoastal Waterway between Boston and Texas. Problems concerning the use of the Panama Canal. Too much traffic Locks too narrow The building of pipelines for the transportation of liquids and gas. Hydrofoil boats. The effect of air transportation upon the economy? The problems airlines face today.</p>	<p>Scott Foresman: <u>In the Americas</u> pp. 156-163</p> <p>Silver Burdett: <u>The U.S. and Canada'</u> See Railroads, Steamboats, Airplanes, Roads.</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada</u> pp. 241-247 328-330</p> <p>Fideler: <u>Canada</u> See Transportation pp. 107-126; 151-154</p> <p>Heath: <u>In these U.S. and Canada</u> See Transportation</p> <p>Ginn: <u>World Resources: Western Hemisphere</u> (P.B.) pp. 107-117</p>

Development of the Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What trade routes are used today?</p>	<p>Reproduce maps to show the air, water, and surface routes used today.</p> <p>See <u>Goode's World Atlas</u> p.61 Railroad Air Travel Waterways</p> <p>2.44 Ocean Transportation</p> <p>Texts contain many transportation maps.</p> <p>Class might wish to reproduce individual copies of these transportation routes for its notebook.</p>	
<p>How has the location of Canada and the U.S. aided it in becoming a good world trading area?</p>	<p>Tell the class that the location of Canada and the U. S. between the Atlantic and the Pacific Oceans is ideal for trading. Both countries have long coast lines with many fine ports. Since the opening of the St. Lawrence Seaway, ports on the Great Lakes have become ocean ports.</p> <p>The Panama Canal has allowed cheaper shipping between both coasts and other countries of the world.</p> <p>Have the children locate these important ports in their atlas.</p> <p>New York Boston Baltimore New Orleans San Francisco Seattle Portland (Ore.) Chicago Detroit Halifax Montreal Vancouver</p>	<p><u>Fideler: Canada</u> pp. 108-109; 103-104</p> <p><u>Macmillan:</u> <u>Living in the Americas</u> pp. 100-102; 435; 437 439 441; 389; 390</p> <p><u>Holt, Rinehart, & Winston: In the U.S. and Canada</u> pp.92; 112-113; 262; 266-267; 396; 404</p> <p><u>Silver Burdett: U.S. and Canada</u> pp.29;46;83-84; 124; 188; 265-266; 275</p> <p><u>Heath: In these U.S. and Canada</u> pp. 278;287;346;451; 530.</p>



Development of the Unit (cont;d)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the significance of the trade patterns of Canada and the United States?</p>	<p>Have the class read their texts and share their information about these ports. Answer these questions: How are the ports affected by winter in Canada? How is this problem overcome? What are the chief exports and imports of these ports? How are the ships loaded and unloaded?</p> <p>State that because both countries produce surplus goods and both need products which they cannot produce, they have an important place in world markets.</p> <p>Both countries are good customers of each other.</p> <p>Find answers to these questions.</p> <p>What products are exchanged between U.S. and Canada?</p> <p>Define the terms "import" and "export".</p> <p>What are Canada's chief exports to countries other than the U.S.?</p> <p>What are Canada's chief imports from countries other than the U.S.?</p> <p>What are the U.S. chief exports to countries other than Canada?</p> <p>Construct charts to show imports and exports of each country?</p> <p>Why must a land of plenty import goods?</p> <p>What are the reasons that the U.S. and Canada are such good</p>	<p>Teacher Text Van Nostrand: <u>World Geography and You</u> pp. 151-152</p> <p>Pupil Texts Heath: <u>In these U.S. and Canada</u> pp. 38-40</p> <p>Holt, Rinehart & Winston: <u>In the U.S. and Canada C-14-15; 23;70;91;92;93; 100-106</u></p> <p>Silver Burdett: <u>U.S. and Canada</u> pp.248-253</p> <p>Scott, Foresman: <u>In the Americas</u> p.270</p> <p>Macmillan: <u>Living in the Americas</u> p.442</p>

Development of the Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>These factors might be considered:</p> <ul style="list-style-type: none"> A common language A form of government supporting a private enterprise system. Similar education and outlook Connecting transportation systems. Cooperative use and support of power facilities Cooperative use and support of St. Lawrence Seaway Capital investments in their respective countries. In world trade? Mutual dependency Al-can Highway Canadian Land Lease (dew line) <p>Culminating activity Make a class booklet containing reports and illustrative material used in the development of the unit.</p>	

VI. EVALUATION

1. Are the pupils aware of the functions of any economic system?
2. Are they familiar with the elements of any economic system?
3. Is there an understanding of the relationship between the physical characteristics and the economy of any land?
4. Do the children understand the nature of a natural resource?
5. Are they able to locate and identify the chief natural resources of Canada and the United States?
6. Is there a realization of the influence people have upon the development of the economy?
7. Are they familiar with the extent to which Canada and the U. S. have been developed industrially and agriculturally?
8. Can an identification of the trade patterns of this region be made?
9. Are they aware of the effect of transportation and communication upon economic development?
10. Do they have an understanding of the effect of economic change upon the people of Canada and the United States?
11. Are the children aware of the place of Canada and the U. S. in the world economy?

VII. SUPPLEMENTARY ACTIVITIES

Write to the Canadian Consulate General
500 Boylston Street
Boston, Massachusetts 02116

for kits of information on Canada for use by teachers and students. Upon request from teachers, sufficient quantities will be provided so that each teacher and student may have one.

There is available also, a large selection of 16mm films, produced in Canada, on a variety of subjects. These are available for free loan to schools on a first-come first-served basis. A catalog of films is available upon request.

APPENDIX A. GLOSSARY

- capital- one of the major factors of production consisting of property from which an income is derived, expressed in terms of money. Popularly, the term is frequently used interchangeably with CAPITAL GOOD. A distinction is sometimes made between money, capital or that part of the capital held in the form of money and bank deposits, and property capital, or that part of the capital held in the form of evidences of ownership such as stocks, bonds, and mortgages. Then again, such instruments, together with money, are sometimes referred to as lucrative capital in contradistinction to capital goods. A few economists include acquired knowledge with the meaning of capital on the ground that it, too, is a source of income. In business practice, the term may refer merely to the net worth of an enterprise, or it may refer to all of the more permanent investments made by the owners or borrowed by them on a large term basis. In a still more general sense, the term may refer to the total assets of an enterprise.
- capitalism or free enterprise an economic system based upon the private ownership of all kinds of property and the freedom of the individual to contract with others and to engage in economic activities of his choice and for his own profit and well-being.
- consumption- the utilization of services or material goods for the gratification of human desires.
- a) conspicuous- the use of consumer goods in such a way as to create a display for the purpose of impressing others rather than for the satisfaction of a normal consumer demand.
- culture lag - the condition which exists when changes in ideas and practices pertaining to political, social, and economic life fail to keep pace with physical changes in the environment caused by mechanical invention, technological innovation, depletion of essential natural resources, or similar circumstances.
- division of labor A plan of production whereby each of several workers in succession, performs only one or a very limited number of operations on a product until it is finally completed.
- domestic market- the buying and selling within a country of goods produced there is what we call the domestic market.

Appendix Glossary (cont'd)

economic growth- an increase in a nation's or an area's capacity to produce goods and services coupled with an increase in reproduction of these goods and services. Economic growth measured by annual rate of increase in a nation's gross national product, as adjusted for price changes. Better measure is increase in the real gross national product per capita. It occurs when production of goods and services increased faster than population. Therefore, each person gets a larger share of the economic pie. Economic growth requires putting together natural resources, human resources, capital goods, and technical and organizational skills, and using them to make more goods and services (more things for more people).

economic system- the nature of economic life as a whole, proposed or actual, with particular reference to the ownership and use of property and the extent of government regulation and controls.

exchange- the acceptance of one thing for another!

good- anything external to man either material or immaterial that satisfies a human desire. There is no legal, moral, or ethical connotation in its technical use.

a) economic- anything external to man that is inherently useful, appropriable, and relatively scarce. They may be either material or immaterial. This is the same as consumer good.

b) free- anything external to man which is inherently useful and which is in such bountiful supply that as much of it as desired can be had without conscious effort.

gross national product the total value at current market prices of all final goods and services produced by a nation's economy before deduction of depreciation charges and other allowances for business and institutional consumption of durable capital goods.

As computed by the United States Department of Commerce for any given period of time it includes:

Appendix Glossary (cont'd)

- (1) personal consumption expenditures, that is, both goods and services purchased and income in kind.
- (2) gross private domestic investments including inventory changes and new dwellings.
- (3) net foreign investments, that is, the excess accruing to a nation from the operation of international trade and finance.
- (4) government purchases of goods and services, but excluding financial transfers such as loan collateral and subsidy payments and transactions not related to income or product.

industry- productive enterprise, especially manufacturing or certain service enterprises such as transportation and communications, which employs relatively large amounts of capital and labor.

labor- one of the major factors of production consisting of manual or mental exertion for which wages, salaries, or professional fees are received.

market- the area within which buyers and sellers are in communication with one another and within which exchanges take place. The communication sometimes takes place face to face, and the market, then, is a very restricted one. On the other hand, the communication may be by telephone, telegraph, cable, or radio, in which case the market may be world-wide.

national income the total net earnings ascribable to the various factors employed in the production of goods and services in a nation during a particular period.

(land, labor, capital, and entrepreneurship)

national resource- wealth supplied by nature. Mineral deposits, soil fertility, potential water power, and fish and wildlife are included in the concept.

Appendix Glosaary (cont'd)

<u>net national product</u>	the total value at current market prices of all final goods and services produced by the nation's economy. Same as <u>gross national product</u> less allowance for depreciation.
<u>production-</u>	the process of increasing the capacity of goods to satisfy human desires or of rendering services capable of satisfying human desires.
<u>services-</u>	the component of the <u>gross national product</u> that measures the output of intangible items. Services include such items as telephone service, railway, bus, and air transportation, private education, and radio and television repair.
<u>standard of living</u>	the minimum of the necessities or luxuries of life to which a person or a group may be accustomed or to which they aspire.
<u>subsistence-</u>	a sufficient quantity of the necessities of life to maintain a bare livelihood.

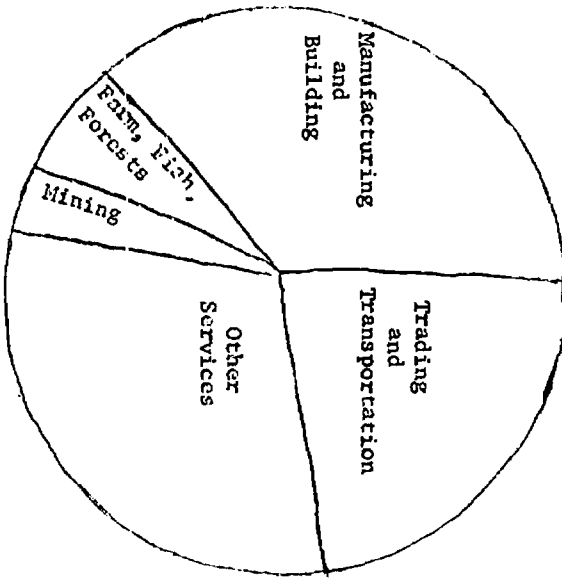
(The sources for the information in all the preceding pages were taken from:)

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H. Sloan and A. Zurcher. Barnes and Noble, New York, 1964.

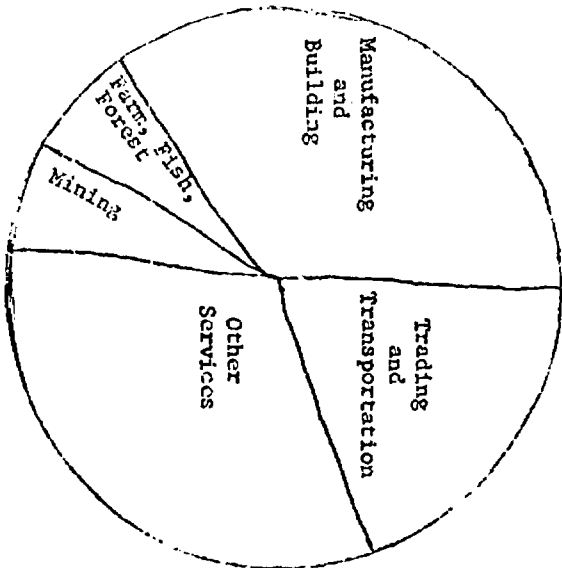
The McGraw-Hill Dictionary of Modern Economics.
Douglas Greenwals & Associates, McGraw-Hill Book Company, New York 1965.

B. MAJOR OCCUPATIONS OF THE PEOPLE OF

UNITED STATES



CANADA



Figures from Table C. p. 123
Holt, Rinehart, Winston:
Knowing Our Neighbors in the United States and Canada

C. TIME LINE: INVENTIONS AFFECTING THE GROWTH OF THE ECONOMY

