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ABSTRACT

Man in the Community is the theme of this social studies curriculum guide for Grade 2. The course emphasizes: what a community is, how people contribute as individuals and family groups, and comparative study of community life. A stated aim is for the student to gain a knowledge of his place in the community and his worth as an individual. Content is divided into three units of study: 1) People Create Communities; 2) The Community and Its Natural Resources; and, 3) Comparison of Communities Around the World. Special features of the grade two curriculum are field experience programs, environmental education, and a variety of map, globe, and other geography skills. A city community in Japan and a small village of Thailand are the selected areas for comparative study. Format of the guide is consistent with this series with major divisions for 1) Concepts, 2) Teaching Strategies, 3) Content and Materials, 4) Varieties in Strategies and Content, and 5) Evaluation. Related documents are: SO 001 185 through SO 001 189. (JSB)

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A CURRICULUM GUIDE

IN

ELEMENTARY SOCIAL STUDIES

GRADE TWO

THEME: MAN IN THE COMMUNITY

5¢ 001 186

HOWARD COUNTY PUBLIC SCHOOLS

CLARKSVILLE, MARYLAND

M. THOMAS GOEDEKE, SUPERINTENDENT

1970

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FOREWORD

The Social Studies portion of the school curriculum is concerned with the most complex and stress oriented aspects of the human situation. This situation has become more accelerated in recent years to the extent that existing curricula do not always respond to current problems nor are they supported by valid data for effective responses. In consideration of this urgent need and obvious challenge, the Board of Education of Howard County requested a total revision of the Social Studies program. In response to this, the elementary Social Studies Committee developed a curriculum design and incorporated appropriate instructional units.

These units were organized on a conceptual basis with "A Study of Man" as the central conceptual theme. Supportive data and processes are coordinated from history, the social sciences and the humanities in the development of the units for grades one through five. The kindergarten program has been outlined, but units were not developed at this time.

This program was developed by a group of elementary teachers in a series of summer workshops from 1968-1970, under the leadership of Miss Wilhelmina Oldfield, Supervisor of Elementary Schools. Consultant to the workshops was Dr. E. G. Campbell, Professor of Education, University of Maryland.

Mary R. Hovet
Director of Instruction

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Kindergarten

Theme: Man and His Immediate Environment

- I. The School
- II. Community Helpers
- III. Health and Safety

Additional or Optional Units

- IV. Animals
 - A. Animals of the Farm
 - B. Animals of the Zoo
- V. Holidays

Grade I

Theme: Man In the Family

- I. Role Individuals Assume Within the Family
- II. Interdependence of Family Members
- III. Cooperation of Family Members

Grade II

Theme: Man In the Community

- I. People Create Communities
- II. The Community and Its Natural Resources
- III. Comparison of Communities Around the World

Grade III

Theme: Man and His Institutions

- I. Government as an Institution
- II. Transportation and Communication
- III. Urbanization and Industrialization

Additional or Optional Unit

- IV. Education as an Institution

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Grade II

Theme: Man In the Community

- I. People Create Communities
- II. The Community and Its Natural Resources
- III. Comparison of Communities Around the World

Grade III

Theme: Man and His Institutions

- I. Government as an Institution
- II. Transportation and Communication
- III. Urbanization and Industrialization

Additional or Optional Unit

- IV. Education as an Institution

Grade IV

Theme: Man In His Regional Environment

- I. The Cultural Heritage of Maryland
- II. Maryland as a Geographic Region
- III. Maryland's Economy In a National and World Setting
- IV. Map and Globe Skills

Grade V

Theme: Man In a Changing Society

- I. A Nation Evolves from Immigration
- II. A Nation Emerges Through Conflicts to a World Power
- III. Man and His Government

Additional or Optional Unit

- IV. Scarcity In a Land of Abundance

RATIONALE

Man's knowledge in the past few decades has increased at an explosive rate. Because of this increasing knowledge, our students must be educated to deal with new facts and conditions. Students must learn to cope with the problems brought about by rapid technological change and increased urbanization. Therefore, students must be assisted to acquire the knowledge, value perspectives, and skills needed to meet the challenge of the complexities of modern life.

Inquiry through the Social Studies is one way to meet the problems of the future. We are of the opinion that the Social Studies are a major way by which we help the student to better understand himself and his social environment, and to use this understanding to relate in a meaningful way to present and future conditions. The ultimate goal of Social Studies is to develop a person who can think, behave, and function as a rational human being and responsible citizen. In order to reach this goal, we utilize data abstracted from the Social Science disciplines of history, political

science, sociology, geography, psychology, anthropology, and economics together with the humanities such as literature, art, and music. Through specific technique and by implication, the Social Studies program will be closely interrelated with the total school curriculum.

In order to fulfill the suggested purposes basic to an adequate Social Studies program for Howard County an articulated K-12 program was developed. This Social Studies design is logically arranged in a K-12 sequence, built around the idea of Man as the central theme. Each year the student is exposed to concepts which act as organizers for the year's study. This conceptual design allows for a great deal of flexibility on the part of the teacher who can utilize a great range of historical and social science data in order to support the conceptual structure. By design this arrangement of concepts allows for a coordinated perspective with which to view the study of man through the elementary and secondary school. The emphasis is no longer on content as an end in itself, but on procedures by which students utilize content as a means to an end.

Through effective instructional procedures, we seek to provide our students with methods and techniques that will help them use key understandings in adapting to modern cultural, social, and scientific developments. With the variety of material and resources presented in this guide, the teacher should be able to adapt programs to the range of ability levels in any given classroom. It is suggested that through the use of this guide each child will be offered the means to develop his potential abilities to the fullest.

Teachers are urged to read and keep abreast of current developments in the Social Studies. It is anticipated that teachers will use their own ideas and techniques in adapting this program to their individual situation.

No curriculum guide is ever final. It is suggested that teachers make marginal notes indicating weaknesses and strengths of the units and evaluate them on the form provided. Teachers are urged to share any original material or ideas they have used.

GENERAL OBJECTIVES

(K-12)

The student will demonstrate competencies at all levels of the cognitive, effective, and psycho-motor domains as he engages in the processes of inquiry peculiar to the social studies.

The student through reflective thinking will utilize logical processes of the scientific method by engaging in inductive and deductive thinking.

The student will know the processes and procedures of his immediate, local, state, national, international, and world institutions. He will be able to participate in his society which may promote social change.

The student will receive information about other cultures. After comprehending and synthesizing this information, he will organize, evaluate, and characterize the individuality of these cultures as well as the reciprocal contributions cultures have made to the development of civilization.

The student will respond to, analyze, and evaluate his relationship to and needs from the physical environment.

The student will be encouraged to realize his individuality and role so that he may function with efficiency and direction within the framework of social institutions.

The student will comprehend and value the contributions to his own culture of various racial and ethnic groups.

The student will critically examine the attitudes and judgments which have been expressed about racial and ethnic groups and be able to separate myth from reality.

The student will comprehend, value, and analyze the characteristics of the American Way of Life as a unique expression of institutions and cultures to gain an understanding of the complexities of contemporary society.

GRADE TWO

THEME: MAN IN THE COMMUNITY

CONTENTS

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Objectives for Unit II	
Outline of Content for Unit II	
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Objectives for Unit III	
Outline of Content for Unit III	

THEME: MAN IN THE COMMUNITY
EXPLANATION OF GRADE TWO PROGRAM

During the course of this year the student will study the overall concept of community. The student will learn what a community is and how the people in the community contribute to it as individuals and family groups. Through this study the student will gain a knowledge of his place in the community and his worth as an individual. After studying the concept of community the student will then compare his community to that of others around the world.

Grade 2 - Unit I - People Create Communities

PEOPLE CREATE COMMUNITIES

EXPLANATION

In the first grade the student gained a knowledge and understanding of the concept of family. Now the student is ready to enlarge his scope of understanding to include that of the larger community. The first unit is designed to help the student gain a working knowledge of the concept of community. He will see that a community is made up of any group of people who live in a certain geographic area, whose values and customs are similar, and who must face and solve community problems together. Since both the family and the school have been studied in earlier grades, there will be a brief review of the family as the smallest community and the school as a community. However, the major emphasis will be placed on the smaller neighborhood and local communities and on the larger kinds of communities; rural, urban and suburban. The student will learn that communities vary in function, composition, age, appearance, size and site. Emphasis, too, will be placed upon the people who live in the community and on how they live and work together even though they may come from varying backgrounds, nationalities and races. In the final part of the unit, the student will study the concept of change as it related to the community. Because change is a constant factor within the community, the student will see the changes or the kinds of changes that may take place and why these changes have occurred.

Grade 2 - Unit I - People Create Communities

PEOPLE CREATE COMMUNITIES

OBJECTIVES

1. The student will be able to identify people who work at the school.
2. The student will be able to find his way around the school.
3. The student will be able to identify himself as a member of his class and school.
4. The student will be able to describe the role of each member of the family.
5. The student will be able to use a map of Howard County to locate his community.
6. The student will be able to locate suburban, urban and rural communities on a map of Howard County.
7. The student will be able to locate information about communities.
8. The student will be able to identify pictures and/or verbal descriptions of suburban, urban and rural communities.
9. The student will be able to describe how various communities vary in size, population and kinds of workers.
10. The student will be able to identify roles of the various workers in the three types of communities studied.
11. The student will be able to receive data concerning the importance of each individual to the school, family and community.
12. The student will be able to assume responsibility for various jobs within the community.

Grade 2 - Unit I - People Create Communities

PEOPLE CREATE COMMUNITIES

OUTLINE FOR UNIT I

- A. Smaller Kinds of Communities
 - 1. School
 - 2. Family
 - 3. Neighborhood

- B. Larger Kinds of Communities
 - 1. Rural
 - a. Physical features
 - b. Occupations, crafts and skills needed in the community
 - c. Interdependence of the people in the community
 - 2. Urban
 - a. Physical features
 - b. Occupations, crafts and skills needed in the community
 - c. Interdependence of the people in the community
 - 3. Suburban
 - a. Physical features
 - b. Occupations, crafts and skills needed in the community
 - c. Interdependence of the people in the community

- C. Living as Neighbors in the Community

- D. Comparison of Communities

- E. Changes in the Community
 - 1. Kinds of changes
 - 2. Reasons for changes
 - 3. Changes in Howard County

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

A. Smaller Kinds of Communities

Ask

1. School

What things do you
Why?

What things do you
Why?

(Note: This will
into the child's
to develop behavior

Show short strip 1,
Neighborhoods

List reasons for com

Make a list of the p

1. classmates
2. friends
3. teachers
4. principal
5. secretary
6. custodian
7. nurse
8. safeties

TEACHING STRATEGIES

Ask

What things do you like best about school?
Why?

What things do you like least about school?
Why?

(Note: This will give the teacher an insight into the child's feelings so that he can begin to develop behavioral attitudes.)

Show short strip I, pp. 42-43, School, Families, Neighborhoods

List reasons for coming to school on the chalkboard.

Make a list of the people the child meets at school.

- | | |
|---------------|-----------------------|
| 1. classmates | 9. teacher aides |
| 2. friends | 10. student teachers |
| 3. teachers | 11. cafeteria workers |
| 4. principal | 12. dentist |
| 5. secretary | 13. supervisors |
| 6. custodian | 14. class mothers |
| 7. nurse | 15. substitutes |
| 8. safeties | 16. bus driver |

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Teacher's Guide - School, Families,
Neighborhoods - A Multimedia
Readiness Approach - Shortstrip I,
pp. 42-43 in guide

The child comes to school for many
reasons:

1. to learn academic subjects
2. to meet and play with others
3. to learn responsibility
4. to do interesting things

Use Community Helpers chart for
school workers.

There are many people in the school.

1. Classmate - child in the same class
2. Friend - any person who plays and/or
works with the child
3. Teacher - someone whose job it is
to help the child learn
4. Principal - helps teacher and
children
5. Custodian - helps keep the school
clean for health purposes
6. Secretary - helps principal,
teachers, child. Role varies
from school to school.

Have principal, secretary, custodian
or anyone else available in the school
come into the class and talk about his
job at school.

Take the children to meet the various
workers.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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trip I,

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ys and/or

it is

nd

school

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es

Children should be able to identify people who work at school.

The children can draw pictures of workers in the school and label them.

Have principal, secretary, custodian or anyone else available in the school come into the class and talk about his job at school.

Take the children to meet the various workers.

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TEACHING

A. Smaller Kinds of Communities (Continued)

(Discuss only these in the
to the child's school.)

1. School (Continued)

Make a model or map of the
discussed, the place where
in or indicated in some way.
of small cereal boxes or cla

Learn the names of classmate

Draw pictures of school work
Learn what each school worke
Learn the names of the schoo

Show film Beginning Responsi

unities

TEACHING STRATEGIES

(Continued)

(Discuss only these in the list that are appropriate to the child's school.)

Make a model or map of the school. As each helper is discussed, the place where he works could be colored in or indicated in some way. The model could be made of small cereal boxes or clay or other appropriate materials.

Learn the names of classmates.

Draw pictures of school workers.
Learn what each school worker does.
Learn the names of the school workers.

Show film Beginning Responsibility.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

- | | |
|---|---|
| 7. Nurse - comes to give eye and ear tests - is concerned with the health of the child | Make chart stories of various workers. |
| 8. Dentist - checks children's teeth | |
| 9. Bus driver - takes children to and from school safely. | Take a walk around the school to locate various rooms or areas. |
| 10. Safeties - children who watch out for the safety of other children | Set up a learning center where children can bring in pictures found in magazines about school life. These pictures can be mounted on a board or put in a booklet. Other children may look at the booklet or mounted pictures. |
| 11. Teacher Aides - help teacher and children | |
| 12. Student teacher - helps teacher and children | |
| 13. Cafeteria workers - cook lunches | |
| 14. Supervisors - help with methods and curriculum | |
| 15. Substitutes - take the teacher's place when he is not there | |
| 16. Class mothers - help give parties for class and go on field trips. (Role varies from school to school.) | |
| 17. Child - comes to school to work and play. | |

Film F-122 (Central Office)
Beginning Responsibility

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

MATERIALS

to give eye and ear
concerned with the
child

ask children's

ask children
to walk safely.

children who watch
safety of other

help teacher

helps teacher

helps - cook lunches
help with methods

take the teacher's
place when not there

help give
class and go on

(Role varies
at school.)

to school to

(Office)
ability

Make chart stories of various
workers.

Take a walk around the school
to locate various rooms or
areas.

Set up a learning center where
children can bring in pictures
found in magazines about school
life. These pictures can be
mounted on a board or put in a
booklet. Other children may
look at the booklet or mounted
pictures.

Child should be able to identify
teachers and their helpers with
their rooms or areas.

Child should be able to find
all the rooms or areas as he
walks around the school.

Child should be able to locate
the rooms or areas on a plan
of the school.

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

A. Smaller Kinds of Communities (Continued)

2. Family

Note: The tea
lives. The peo
be considered
because it is
interacts with

Ask:

What kind of t

Why do you thi
family? (Disc
gets their bas

Draw pictures
family member

Look at pictur
or books.

mmunities

E

TEACHING STRATEGIES

es (Continued)

Note: The teacher should learn with whom the child lives. The people who take care of the child should be considered his family for this part of the unit because it is necessary to show how the child interacts with the family.

Ask:

What kind of things do you do with your family?

Why do you think you do these things with your family? (Discuss how each member of the family gets their basic needs.)

Draw pictures showing various types of jobs each family member holds.

Look at pictures of family life from magazines or books.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

The child:

1. lives with the family
2. travels with the family
3. has fun with the family
4. eats with the family
5. argues with the family
6. works with the family
7. talks with the family
8. helps the family

Everyone has basic needs - both physical and emotional. These needs can be filled by the family

Children can find pictures in magazines showing family life.

Each family member has a role to play

1. breadwinner
2. housekeeper
3. cook
etc.

Read Mommies, Lonnie Carton
Random House, 1960.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

How well does the child identify himself as a member of the family by telling some of the things he does with the family?

Is the child able to identify family members from clues provided by the teacher through the use of riddles or brief descriptions?

ily
amily
amily
ly
mily
ily
ily

ds - both
. These
the family

ures in magazines

a role to play

Read Mommies, Lonnie Carton
Random House, 1960.

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TE

A. Smaller Kinds of Communities (Continued)

2. Family (Continued)

Show film - Families at
Show film - Families at
Set up learning center

3. Neighborhood

Show study prints 55,
Select those questions
pertain to the explanat

B. Larger Kinds of Communities

1. Rural

Show pictures of a rural
Discuss the way the lan
are, kinds of road, etc
Use Our Working World,

mmunities

TEACHING STRATEGIES

es (Continued)

Show film - Families and Learning

Show film - Families and Transportation

Set up learning center about parents teaching child.

Show study prints 55, 56, 57.

Select those questions from pp. 146-149 that pertain to the explanation in the Content.

Show pictures of a rural community.

Discuss the way the land looks, where the towns are, kinds of road, etc.

Use Our Working World, pp. 52-53 for a picture.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Jobs are shared by various members of the family.

Daddies, Lonnie Carton, Random House, 1960

Films:

- F-178 - Families and Learning
- F-177 - Families and Transportation

Do a puppet show about families and workers.

Mount study print 33 a/b from Schools, Families, Neighborhoods, a Multimedia Approach - Field Ed. Publication, 1969. Use as a learning center. Have children study these pictures showing parents teaching their children and let them think of a time when they learned something from their parents. Have them write a short story about that time. Picture should stay mounted at least a week so that each child has a chance to do this.

Plan a walk through a residential neighborhood. Notice types of houses and physical features.

Use pp. 38-41 Family Studies, Scott Foresman (about different types of homes).

People who live near each other are called neighbors. A neighborhood is a place where families live and meet many of their needs. Neighborhoods may have different kinds of homes and buildings (single family, apartments, etc.)

Take a trip around a rural community.

Use pp. 146-149, Schools, Families, Neighborhoods, a Multimedia Approach Show pictures suggested.

A community is a group of people living near each other so that their needs can be taken care of.

Use Our Working World, Neighbors at Work, pp. 52-53, SRA, 1965

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Daddies, Lonnie Carton,
Random House, 1960

Do a puppet show about families
and workers.

Plan a walk through a residential
neighborhood. Notice types of
houses and physical features.

Use pp. 38-41 Family Studies,
Scott Foresman (about different
types of homes).

Child should be able to tell
what a neighborhood is.

How well can the child
identify from a list those
things most likely to be
in a neighborhood?

Take a trip around a rural
community.

Identify the type of
community by use of
pictures. (rural)

B. Larger Kinds of Communities (Continued)

1. Rural (Continued)

a. Physical Features

Ask questions:

1. Why are there few roads?
2. Why are the houses far apart?
3. Where are the towns?
4. Why have the towns grown up there?
5. What kinds of buildings might we find in the town?
6. What is most of the land used for?

b. Occupations, crafts, and skills needed in the community.

What kinds of jobs might we find available in a rural community. List these on the board.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

The word rural means open space. Most of the land in a rural community is used for farming. The houses are far apart. There are few roads. These are long and usually paved, but some are still dirt.

Make a map of the community.

Locate a rural community on a map.

There is a small town which serves the rural farming community. In the town we might find churches, schools, stores, restaurants, gas stations, a fire department, a police department, a post office, a railroad station, a bus station and banks.

Show film F-24, Day at the Fair.

People earn a living by
farming
storekeeping
teaching
selling papers
being a policeman
being a doctor
being a nurse
working for a utility company
banking
delivering milk

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make a map of the community.

Can the child identify rural areas by verbal descriptions or by riddles.

Locate a rural community on a map.

Show film F-24, Day at the Fair.

Grade 2 - Unit 1 - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. Larger Kinds of Communities
(Continued)

Discuss kinds of jobs.

b. Occupations, crafts, and
skills needed in the
community. (Continued)

Show films - Farmer
Uncle Jim's Dairy Farm

Grade 2 - Unit I

VARIANTS IN S
AND CON

CONTENT & MATERIALS

There are many jobs in a rural community.

farmer - raises animals for meat or products, or raises vegetables, grain, etc.

farm hand - helps the farmer take care of farm

banker - serves farmer and townspeople by lending money and helping people save money

fireman - volunteer, lives in community - works at another job - puts out fires

policeman - would be state or county - aids people, protects community.

utility workers - provides gas, electricity, telephones, etc. for community

teacher - teaches children in the community

Discuss any other jobs that are appropriate to the community.

Film F37, Farmer

Film F85, Uncle Jim's Dairy Farm
(County Media Center)

VARIANTS IN STRATEGIES
AND CONTENT

RIALS

EVALUATION

in a rural

Can students identify pictures
of workers by creating riddles?

animals for meat
raises vegetables,

Example:

the farmer take

I live in the town. I help
the people save money. Who
am I?

farmer and towns-
money and helping.

er, lives in com-
another job - puts

be state or county -
protects community.

provides gas, electri-
etc. for community

children in the

s that are appro-
ty.

Dairy Farm
(via Center)

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. Larger Kinds of Communities
(Continued)

What are some of the things a person in a rural community might need? (Show pictures of people buying food, clothing, or other needed items.)

1. Rural (Continued)

How do the people get these things?

c. Interdependence of people
in the community

Show shortstrip 9 as a review.

Ask such questions as:

Who works here? How does he help other people?

2. Urban

CONTENT & MATERIALS

All people have certain needs and wants. Needs are things we cannot live without. Wants are things we would like to have. People in the community need food, shelter and clothing. They want a variety of things including entertainment, transportation, communication, and various machines.

People buy the things they need with money. In order to get money, they must work.

Use Local Studies, Scott Fore pp. 72-81, as an alternative Teaching Strategies

People are dependent on one another because they cannot provide all the goods and services needed for themselves.

or

The farmer grows food and sells it. With the money he makes, he buys the things he needs or wants at stores. Storekeepers sell the things people need (food, clothing, etc.) in order to make money to buy the things he needs.

Use Everyday Economics, Level Noble & Noble, to show interdependence and economy and needs and wants.

Shortstrip 9, School, Families, Neighborhoods, Multimedia Readiness Program, pp. 180-181.

The urban community is usually congested with houses close together, tall buildings, many streets, abundance of traffic, stores, apartment buildings, zoos, parks, and other recreational facilities, schools, churches, factories, ships in the harbor (Baltimore), train stations, museums, many people from various cultures.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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Families,
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people

Use Local Studies, Scott Foresman,
pp. 72-81, as an alternative to
Teaching Strategies

or

Use Everyday Economics, Level I
Noble & Noble, to show inter-
dependence and economy and
needs and wants.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. Larger Kinds of Communities
(Continued)

2. Urban (Continued)

a. physical features

Show a picture or pictures of the city.
Ask the children to describe what they see.

Appropriate questions might be:

Is the city attractive?
Why is it congested?
Why do people want to live there?

b. occupations, crafts and
skills needed in the
community

Show film Helpers in Our Communities.
Show pictures from Community Helpers Chart.

Make a chart showing various workers - showing
who they are and where they work

Who
fireman
minister
secretary
nurse

Where
firehouse
church
bank, school
hospital

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Have pictures of the city.

Make a scrapbook of an urban community with pictures and newspaper clippings.

The congestion is caused by the fact that man, people come to the city to earn a living and they want to live close to their work.

Read poems Skyscrapers and Rain in the City by Rachel Lyman Field and The City Child by Lois Lenski.

Film F-10, Helpers in Our Community
Milton Bradley - Community
Helpers Chart (or any chart)

Have community helpers come to classroom and talk to the children.

Read Dear Garbage Man, Gene Zion, Harper & Row, 1957.

Read Mr. Charlie's Gas Station
Edith and Clement Hurd,
Lippincott.

The people in the urban community make a living as

doctors	employees of
lawyers	utility co.
policemen	employees of hotels,
mailmen	theaters, restau-
newsboys	rants, etc.
reporters	firemen
factory workers	nurses
businessmen	teachers
storekeepers	drivers - bus, taxis,
gas station	trucks
attendants	etc.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make a scrapbook of an urban community with pictures and newspaper clippings.

Can the children identify a city from pictures?

Read poems Skyscrapers and Rain In the City by Rachel Lyman Field and The City Child by Lois Lenski.

Have community helpers come to classroom and talk to the children.

The child should be able to identify workers from descriptions that the teacher gives. He can collect pictures and label them.

Read Dear Garbage Man, Gene Zion, Harper & Row, 1957.

Read Mr. Charlie's Gas Station, Edith and Clement Hurd, Lippincott.

Grade 2 - Unit I

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRAT												
b. Larger Kinds of Communities (Continued)	Show pictures of people working in Ask: Why are these people working money, for satisfaction)												
2. Urban (Continued)	Why do they need to earn money? (t things they need and want)												
c. interdependence of people in the community	List the kinds of things people ne												
	<table border="0"> <thead> <tr> <th data-bbox="1053 1026 1136 1056"><u>Needs</u></th> <th data-bbox="1444 1026 1519 1056"><u>Wants</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="1053 1056 1121 1086">food</td> <td data-bbox="1444 1056 1519 1086">recre</td> </tr> <tr> <td data-bbox="1053 1086 1182 1116">clothing</td> <td data-bbox="1444 1086 1519 1116">vacat</td> </tr> <tr> <td data-bbox="1053 1116 1167 1146">shelter</td> <td data-bbox="1444 1116 1519 1146">luxur</td> </tr> <tr> <td data-bbox="1053 1146 1136 1177">water</td> <td data-bbox="1444 1146 1519 1177">tel</td> </tr> <tr> <td data-bbox="1053 1177 1105 1207">air</td> <td data-bbox="1444 1177 1519 1207">abe</td> </tr> </tbody> </table>	<u>Needs</u>	<u>Wants</u>	food	recre	clothing	vacat	shelter	luxur	water	tel	air	abe
<u>Needs</u>	<u>Wants</u>												
food	recre												
clothing	vacat												
shelter	luxur												
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air	abe												
	How do people get the things they wa (from people who provide the necess services)												
	Use pp. 120-121 of <u>Social Science</u> , Harcourt, Brace & World. Look at p read explanation. Bring out the fa people provide goods and services t so that they can, in like order, co and use services also.												
3. Suburban													
a. Physical features	Show pictures of a suburban communi Discuss location of houses and shop main roads, etc. Discuss the areas of a suburban com residential and commercial. Why is it a good idea to have comme residential sections separated?												

UB-TITLE

TEACHING STRATEGIES

unities

Show pictures of people working in the city.
 Ask: Why are these people working? (to earn money, for satisfaction)
 Why do they need to earn money? (to buy the things they need and want)
 List the kinds of things people need and want

d)
 ence of people
 unity

Needs

- food
- clothing
- shelter
- water
- air

Wants

- recreation
- vacation
- luxuries (color TV, telephone extensions, abundance of clothing)

How do people get the things they want and need?
 (from people who provide the necessary goods and services)

Use pp. 120-121 of Social Science, Level II Harcourt, Brace & World. Look at pictures and read explanation. Bring out the fact that these people provide goods and services to earn money so that they can, in like order, consume goods and use services also.

tures

Show pictures of a suburban community.
 Discuss location of houses and shopping centers - main roads, etc.
 Discuss the areas of a suburban community - residential and commercial.
 Why is it a good idea to have commercial and residential sections separated?

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

People in the city depend on one another for the satisfaction of many of their needs and wants.

Have pictures of people working - use p. 109, Principles and Practices in the Teaching of the Social Sciences, Concepts and Values, Level II, Harcourt, Brace & World, Inc. 1970

People work to earn money so that they can buy the things they need and the things they want. Some people provide these goods and services to be used by others as well as themselves.

Ask each child to think of three things he really needs and three things he wants.

Principles and Practices in the Teaching of the Social Sciences, Concepts and Values, Level II
Harcourt, Brace & World, Inc. 1970

Can Use:
Schools, Families, Neighborhoods A Multimedia Readiness Program - pp. 150-156, Teacher's Guide to bring out discussion of goods and services.

Use Our Community, Allyn & Bacon, to extend the concept of money and work, pp. 110-111.

Have pictures of a suburban community.

The land in a suburban community is used for:

Housing schools
stores churches
roads (old and new)

There might be an old town nearby.

Take a field trip around a suburban area. Notice the location of houses, use of land, and other things.

Unit I

UNIT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

the city depend on one
the satisfaction of many
needs and wants.

...s of people working - use
Principles and Practices in
teaching of the Social Sciences,
and Values, Level II,
Ginn & World, Inc. 1970

to earn money so that
by the things they need
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provide these goods and
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themselves.

Principles and Practices in the
teaching of the Social Sciences,
and Values, Level II
Ginn & World, Inc. 1970

Families, Neighborhoods
in a Readiness Program -
Teacher's Guide to
discussion of goods
and services.

...es of a suburban

...a suburban community

schools
churches

and new)

...be an old town

Ask each child to think of three
things he really needs and three
things he wants.

Children should be able to
classify a list of wants
and needs into appropriate
categories.

Use Our Community, Allyn & Bacon,
to extend the concept of money and
work, pp. 110-111.

Take a field trip around a suburban
area. Notice the location of houses,
use of land, and things taking place.

Children should be able to
tell what a suburban community
is by identifying pictures or
descriptions.

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

3. Suburban (Continued)

a. Physical features (Continued)

What kinds of su
(supermarkets, d
Why is it not ne
theater in every
Why are some sto

What would happe
have shopping ce
to the city to s

b. Occupations, crafts, and
skills needed in the
community.

Discuss the jobs
Why are these jo

Open a discussion
Why can they comm
What kinds of job
Why have the comm
suburbs?

Communities

FILE

TEACHING STRATEGIES

(Continued)

What kinds of stores might be found in these sections?
(supermarkets, drug store, etc.)

Why is it not necessary to have a dress shop or a
theater in every shopping center?

Why are some stores more necessary than others?

What would happen if the suburban area did not
have shopping centers? (People would have to go
to the city to shop.)

ts, and
the

Discuss the jobs that people have in the community.
Why are these jobs necessary in the community?

Open a discussion on commuters - What are they?
Why can they commute?
What kinds of jobs might they have in the city?
Why have the commuters chosen to live in the
suburbs?

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STUDENT
AND CONTENT

There might be some old farms still
in use.
Nearby is a large city.
There are shopping centers.
There is more and more traffic.
There is usually building going on.

Locate a suburban community on a
map.

Make a map showing the layout of a
suburban area and residential sections.

Make a model of the suburban area.

Many people who live in the suburbs
work in the suburbs as:
doctors policemen
lawyers newspapermen
merchants gas station
nurses attendants
firemen milkmen
builders etc.

Write a poem about the life in the suburbs.

Some people who live in the suburbs
work in the city. They travel to the
city each day in autos, on trains and on
buses. These people are called commuters.

If the community that you live in
is a suburban area, do you think
parents work in the city? Do you
think many work in the city?

People want to get out of the city
because it is congested and they
want to have some land and open
spaces around them. The air is
cleaner, fresher and cooler in
the suburbs.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

ALS

old farms still
y.
aters.
e traffic.
ding going on.

Locate a suburban community on a
map.

Make a map showing the commercial
and residential sections.

Make a model of the community.

in the suburbs
s:
cemen
papermen
station
tendants
men

Write a poem about suburban life.

in the suburbs
ey travel to the
s, on trains and on
are called commuters.

If the community the child lives in
is a suburban area, ask how many
parents work in the suburbs? How
many work in the city?

t of the city
ed and they
d and open
The air is
cooler in

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

3. Suburban (Continued)

c. Interdependence of people
in the community

Discuss the interdependence of suburbs.

Give examples of interdependent areas.

What services and facilities are needed?

Use frames 3-8, Show how people meet their needs. Discuss kinds of services they need. Discuss the medical services that are supplied there.

ate Communities

UB-TITLE

TEACHING STRATEGIES

ued)

ence of people
unity

Discuss the interdependence of people in the suburbs.

Give examples of interdependence in suburban areas.

What services and goods would people in the suburbs need?

Use frames 3-8, Shortstrip 8.
Discuss kinds of stores where people get the things they need.
Discuss the medical center and the services that are supplied there.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

People in the community are dependent upon one another. People need to buy the things they need and want and they do not always want to take the time to go into the city. They buy at the shopping center. People living in the community might work in the shopping centers so they can make money to buy what they need. Telephone and Gas Companies provide services in the community. Some factories and offices are moving to the suburbs and these provide jobs for people who live in the suburbs.

People would need
trash collectors
policemen
firemen
barbers
dentists
doctors
food
clothing

Set up stores in the room and have children storeowners and buyers play money to buy need

Shortstrip 8 - Schools, Families, Neighborhoods, a Multimedia Readiness Program, p. 178 TE

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

dependent up-
ed to buy
want and
take the
They buy
people living
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an make
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How well did the children
provide appropriate
examples?

Set up stores in the school
room and have children be the
storeowners and buyers. Use
play money to buy needs.

families,

IE

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TEACHING

C. Living as Neighbors in the
Community

Have the children tell where they originally came from. (By doing this, they will see that nationalities exist in each community.)

In order to teach the concept of community among families, the teacher should read the following books.

Nobody Listens - Surprise
A Place

Reaching Out

The Answer - A Job for J

Happy Little Family

The New Sitter

Holland in America - p.
Wor

Show pictures from Schools,
Multimedia Readiness Program
#35 a & b, #61, #18.

TEACHING STRATEGIES

Have the children tell where their families originally came from. (By doing this, children will see that nationalities may be different in each community.)

In order to teach the concept of differences among families, the teacher can read stories from the following books.

Nobody Listens - Surprise for Mama
A Place of Their Own

Reaching Out

The Answer - A Job for Jimmy

Happy Little Family

The New Sitter

Holland in America - p. 56, SRA, Our Working
World

Show pictures from Schools, Families, Neighborhoods -
Multimedia Readiness Program #32, #73, #37 a & b,
#35 a & b, #61, #18.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

In a community, whether it be rural, suburban, or urban, families live together as neighbors. All of these families are alike in that they all have the same basic needs of food, clothing and shelter. Families satisfy these needs by cooperating with others in providing these needs.

However, families are also different. A family can differ from its neighbors in social and religious customs (ex. celebrating different holidays, eating special foods) size, structure, race, nationality, age of members, wants, and language.

It is important that the teacher get these two concepts of likenesses and differences in the neighborhood over to the children. Help them to appreciate that families are different even though they live as neighbors and that these differences can enrich the neighborhood and promote better understanding.

The children can find pictures of families and discuss the above concepts.

Use:

- Nobody Listens - American Book Company, New York, 1970
- Reaching Out - American Book Company, New York, 1970
- The Answer, American Book Company, New York, 1970
- Happy Little Family, Rebecca Candill, Chicago: Winston, 1947
- The New Sitter, Ruth Abel, Oxford University Press, New York, 1950

Read Poems:

1. A Happy Neighborhood, by Leon Trachtman, Our Working World, SRA, Neighbors at Work, Teacher's Edition, p. 41.
2. Neighborhood, by Leon Trachtman, Our Working World, SRA, Neighbors at Work, p. 44.

Filmstrip P218-SAR, Children of the Inner City

Read Books:

1. Hymie's Fiddle, Mel. Silverman, Cleveland: World Publishing, 1960.
2. We Hire in the City, Lois Lenski, Philadelphia: Lippincott, 1954.
3. Rice Bowl Pe'f, Patricia M. Martin, New York: Crowell, 1962.
4. Moy Moy, Leo Politi, New York, Scribner, 1960.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Lead Poems:

1. A Happy Neighborhood, by
Leon Trachtman, Our Working
World, SRA, Neighbors at Work,
Teacher's Edition, p. 41.

Are children able to tell
ways neighbors are alike
and ways they are different?

2. Neighborhood, by Leon Trachtman,
Our Working World, SRA, Neighbors
at Work, p. 44.

Filmstrip R218-SAR, Children of the
Inner City

Lead Books:

1. Hymie's Fiddle, Mel. Silverman,
Cleveland: World Publishing, 1960.

2. We Hire in the City, Lois Lenski,
Philadelphia: Lippincott, 1954.

3. Rice Bowl Peñ, Patricia M. Martin,
New York: Crowell, 1962.

4. Moy Moy, Leo Politi, New York,
Scribner, 1960.

Grade 2 - Unit 1 - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRAT

D. Comparison of Communities

Make a chart comparing the three v

<u>Rural</u> houses far apart few roads open space	<u>Suburban</u> houses close together more roads
---	---

E. Changes in the community

1. Kinds of changes

As an overarching assignment, have note of any changes that they see of new families in the area). Have you noticed anything new happen in your community?
Are there new houses?
Are some buildings being taken down?
Does the community look better than it used to?
Is it getting old and shabby?
Do people keep the buildings repaired?
Is more and more land being used?

Look at pictures of early communities and compare them to the community now. Tell how they are different. Use pp. 130-131 of Our Working World.

Read The Little House.

2. Reasons for change

Have children divide into groups and read magazines, etc., for reasons for change in the community.

Use as a guide question:
Why have changes occurred in the community?

TEACHING STRATEGIES

Make a chart comparing the three various communities.

<u>Rural</u>	<u>Suburban</u>	<u>Urban</u>
houses far apart	houses close	houses very
few roads	together	close
open space	more roads	many roads
		little open
		space

As an overarching assignment, have children make note of any changes that they see (including names of new families in the area).

Have you noticed anything new happening in your community?

Are there new houses?

Are some buildings being taken down?

Does the community look better than before?

Is it getting old and shabby?

Do people keep the buildings repaired?

Is more and more land being used?

Look at pictures of early communities and communities now. Tell how they are different.

Use pp. 130-131 of Our Working World.

Read The Little House.

Have children divide into groups and look in books, magazines, etc., for reasons for change in the community.

Use as a guide question:

Why have changes occurred in the community?

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES

AND CONTENT

Make a bulletin board of pictures to compare the three types of communities.

Changes are constantly occurring in a community. Some changes are for the better. Some are for the worse.

Have children ask parents how their community has changed.

Find pictures of communities of the past and present.
Our Working World - SRA

Creative Writing - My Community
100 years ago.

The Little House - Virginia Burton,
Houghton, 1942

Over the years communities have changed greatly. These changes are occurring constantly because of new ideas and new inventions. Mobility is a prime reason for change in the community. People are able to move from one community to another with relative ease due to fast and available transportation. Some

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make a bulletin board of pictures
to compare the three types of
communities.

How well did children
develop the chart?

Have children ask parents how their
community has changed.

Creative Writing - My Community
100 years ago.

How effective was the
response to questions?

Grade 2 - Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE	TEACH
E. Changes in the Community (Continued)	Groups can explore:
2. Reasons for change (Continued)	1. How nature changes th 2. How transportation ch 3. How destroying old bu new ones has changed

es

TEACHING STRATEGIES

Groups can explore:

1. How nature changes the community.
2. How transportation changes the community.
3. How destroying old buildings and constructing new ones has changed the community.

Grade 2 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

reasons are change or transfer in jobs, higher taxes, change in the old neighborhood or just the fulfillment of a dream, might cause a person to move. Because people are moving frequently, houses and apartments are being built and new communities are developing or enlarging. New shopping centers are being built to serve the growing community.

While some communities are building up, others are deteriorating due to neglect. When these communities become too bad off, the old buildings are demolished and that land is used for necessary purposes such as apartments, stores, parks and parking lots.

Besides people changing the looks of a community, nature also does. Such things as floods, hurricanes, fires and landslides can cause change.

For group work use - Our Working World - SRA, Neighbors at Work, pp. 130-134.

Read A New Harvest, pp. 193-195, Our Working World, SRA, Neighbors at Work.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Read A New Harvest, pp. 193-195,
Our Working World, SRA, Neighbors
at Work.

Evaluate the results of the
children's community ex-
planation.

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Grade 2 -- Unit I - People Create Communities

CONCEPT-ORIENTED SUB-TITLE

TEACHING

E. Changes in the Community
(Continued)

3. Changes in Howard County

Ask:

What kinds of changes are
County?

List the changes on the bo

Show pictures of Howard Co
(use pictures of remaining

Show pictures of Howard Co

Discuss reason for the cha

Community

Ask:

Howard County

What kinds of changes are taking place in Howard County?

List the changes on the board.

Show pictures of Howard County as it used to be (use pictures of remaining rural scenery).

Show pictures of Howard County now.

Discuss reason for the changes.

Grade 2 - Unit I

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIALS

Changes in Howard County:

more and more houses being built
new homes
more people
farms being sold
shopping centers being built
roads being built, etc.

Howard County was once completely a rural community with a few small towns here and there.

Howard County is beginning to grow rapidly.

1. Baltimore and Washington need more room for industry.
2. People who work in Baltimore and Washington want to move away from the crowded city.
3. People have cars to take them into the city.
4. As cities grow, more farmland in Howard County is being sold and housing developments are built.
5. Shopping centers are built to serve housing developments.
6. As more and more houses are built, they are closer and closer together to accommodate large numbers of people needing houses.
7. Apartments are being built.
8. The planned city of Columbia is being built.

For pictures of Howard County, Maryland
Picture Portfolio, Volume 13.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

How well did the children
list the changes?

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nd
old
e built.
to serve

built,
together
s of

a

land

Grade 2 - Unit I - People Create Communities

TEXTS AND PICTURES USED IN UNIT I

1. Maryland Picture Portfolio - Volume 13
2. Our Working World - Neighbors at Work, SRA, 1965
3. Principles and Practices in the Teaching of the Social Sciences - Concepts and Values - Level II, Harcourt, Brace & World, Inc., 1970
4. School, Families, Neighborhoods - A Multimedia Readiness Approach - Field Educational Publication, San Francisco, 1969

CHILDREN'S BOOKS USED IN UNIT I

1. The Answer - American Book Company, New York, 1970
2. Happy Little Family - Rebecca Caudill, Winston, Chicago, 1947
3. The Little House - Virginia Burton, Houghton Mifflin, 1942
4. The New Sitter - Ruth Abel, Oxford University Press, New York, 1956
5. Nobody Listens, American Book Company, New York, 1970
6. Reaching Out - American Book Company, New York, 1970

Grade 2 - Unit 1 - People Create Communities

FILMS USED IN UNIT 1

(Central Office)

1. F-10 - Helpers in Our Community
2. F-37 - Farmer
3. F-85 - Uncle Jim's Dairy Farm
4. F-122- Beginning Responsibility
5. F-177- Families and Transportation
6. F-178 -Families and Learning

NOTE: The teacher can find additional children's books (poems and songs) listed in Our Working World - Neighbors at Work, SRA, 1965, Resource Unit

Grade 2 Unit II

THE COMMUNITY AND ITS NATURAL RESOURCES

EXPLANATION

This unit is oriented to the concept of natural resources. Howard County will be studied as an example whereby the student will become aware of its unique physical features and natural resources. Special emphasis will be placed on understanding the intelligent use of natural resources and the particular problems of conservation in Howard County.

THE COMMUNITY AND ITS NATURAL RESOURCES

OBJECTIVES

1. The student will be able to define what is meant by a natural resource.
2. The student will be able to identify and list the natural resources found in Howard County.
3. The student will be able to locate Howard County on a map of Maryland.
4. The student will be able to locate cities, roads and other points of significance on a map of Howard County.
5. The student will be able to give illustrations as to how natural resources are used in Howard County.
6. The student will be able to give illustration of the effects of misuse of the natural resources.
7. The student will be able to identify places in Howard County by looking at pictures.
8. The student will be able to show concern for natural resources by helping to clean up the school.
9. The student will be able to discuss where clean up jobs could occur in various places in Howard County.

Grade 2 Unit II

THE COMMUNITY AND ITS NATURAL RESOURCES

OUTLINE FOR UNIT II

- A. Defining and Identifying Natural Resources**
- B. Natural Resources in Howard County**
 - 1. Patapsco State Park**
 - 2. Rivers and water in Howard County**
 - 3. Farming in Howard County**
 - 4. Sandstone**
- C. Conservation in Howard County**

Grade 2 Unit II - The Community and Its Natural Resources.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

The Community and its Natural Resources

A. Defining and Identifying Natural Resources.

1. Display a map of Maryland.
2. Identify the map as a map of Maryland.
3. Ask: What is the name of the state we live in?
4. Write Maryland on the board.
5. Ask: What cities are near us? (Accept Baltimore, Washington, Frederick, Columbia, Ellicott City - any that would be in or close to Howard County).

Write the name of the city on the board.

Have a child find the city on the map.
Once the city is found, help child find Howard County.

Trace the outline of Howard County.

Ask someone to tell where Howard County is.

(right about in the middle of Maryland)

Find the names of the counties that surround it on the map.

Write the names on the board.

Say the names together.

Display a map of Howard County.

Find the two rivers that bound Howard County.

Grade 2 Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

A map of Maryland

Have all the outlines of the counties drawn in. Have construction paper cutouts for Howard County and surrounding counties which they can lay on top of outline.

A map of Howard County.
Howard County is located:
in the "Heart" of Maryland
in the Piedmont Plateau
bounded by the counties of
Anne Arundel
Baltimore
Carroll
Frederick
Prince Georges
bounded by the Patapsco and
Patuxent Rivers

This idea could be varied with a teacher, or student-made puzzle of Maryland. The teacher could duplicate an outline map of Maryland with just the outline of the counties surrounding Howard County on it. Children would cut these out and paste them on cardboard of the same shape as that county and put them together as a puzzle.

A topographical Map of Howard County can be obtained from
Board of Natural Resources
State Office Building
Annapolis, Maryland 21404
\$1.50 (postpaid)
Published by Md. Biological Society.

**VARIANTS IN STRATEGIES
AND CONTENT**

EVALUATION

Have all the outlines of the counties drawn in. Have construction paper cutouts for Howard County and surrounding counties which they can lay on top of outline.

This idea could be varied with a teacher, or student-made puzzle of Maryland. The teacher could duplicate an outline map of Maryland with just the outline of the counties surrounding Howard County on it. Children would cut these out and paste them on cardboard of the same shape as that county and put them together as a puzzle.

Evaluate the student's ability to locate Howard County on a map of Maryland and to tell the names of the counties that surround Howard County.

Grade 2 Unit II - The Community and its Natural Resources.

CONCEPT-ORIENTED SUB-TITLE

TEACHING S

**A. Identifying and defining
Natural Resources (continued)**

Show pictures of farmers,
cows grazing in fields,
men fishing in streams.

Ask:

What are the people doing?
What are the cows doing?
What is being used in
pictures? (land, rocks)

Tell children - We call
which come from the earth.

Write Natural Resources

Can you think of other
(Have pictures available
on rivers and dams, oil)

B. Natural Resources in Howard County.

What are some of the natural
County? List these on the



Natural Resources.

TEACHING STRATEGIES

Show pictures of farmers, park rangers, dairymen, cows grazing in fields, men at work in rock quarry, men fishing in streams.

Ask:

What are the people doing?
What are the cows doing? (eating grass)
What is being used in each of these pictures? (land, rocks and rivers)

Tell children - We call those things that we use which come from the earth - natural resources.

Write Natural Resources on the board.

Can you think of other ways that the earth is used? (Have pictures available of coal miners, workers on rivers and dams, oil workers, lumberjacks).

What are some of the natural resources in Howard County? List these on the board.

Grade 2 Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Use pictures from Maryland Portfolio 13.
farmers
park rangers
dairymen
cows grazing
men in rock quarry
men fishing in streams.

Take a field trip and look for evidence of natural resources being used.

(children could help to find these pictures - if you do not have sufficient pictures, could use book or magazine)

A natural resource is a part of the earth that is used by people.

Have pictures of coal miners, rivers and dams being used, oil workers, lumberjacks.

The natural resources of Howard County:
forests (for parks)
farming areas
dairy farms
rivers
dams
fishing
rock quarry (sandstone)
water

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

13. Take a field trip and look for evidence of natural resources being used.

Evaluate student performance - identify natural resources being used in pictures.

efficient
(line)
he
ers

county:

How well were students able to give examples of natural resources found in Howard County?

Grade 2 Unit II - The Community and its Natural Resources

CONCEPT-ORIENTED	SUB-TITLE	TEACHING
B. Natural Resources in Howard County (continued)	Say - "We are very lucky to have three areas of natural resources. Do you know the name of one? (Patapsco State Park) "What are some of the natural resources in this park?"	List these things.
1. Patapsco State Park as a Natural Resource	Show pictures of	Locate the three areas of Howard County.
	Read - Mr. Charles	List Wildlife found
	Why do animals live	How can we keep the park as it is now?
	Show pictures of natural resources destroyed through human activities. Use these pictures to discuss ways to conserve natural resources.	

TEACHING STRATEGIES.

Say - "We are very lucky to have in our county three areas of a state park. Does anyone know the name of this park?
(Patapsco State Park)
"What are some of the things you can do in this park?"

List these things on the board.

Show pictures of the park (if available)

Locate the three areas of the park on a map of Howard County.

Read - Mr. Charlie's Camping Trip.

List Wildlife found in the forest.

Why do animals like to live there?

How can we keep our park as attractive as it is now?

Show pictures of forests that have been destroyed through cutting and fires. Compare these pictures to one where forests have been cut using conservation methods.

Grade 2 Unit II

CONTENTS & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Patapsco State Park is a rustic wooded area following both sides of the Patapsco River beginning about 7 miles upstream from its mouth and extending to the new Liberty Dam.

It has six recreation areas, three of which are in Howard County. Places are provided for picnics, dances, baseball, playground and camping. It also has a swinging bridge. There are 15 miles of nature trails.

A picture of state park.

A map of Howard County.

Mr. Charlie's Camping Trip-Edith and Clement Hurd - Lippincott

Wildlife in the Park:
birds, squirrels, bobcats, raccoons,
beaver, turtles, skunks, snakes, fox,
deer, rabbits.

A Patuxent State Park has been proposed.

The Department of Game and Inland Fish maintains the Hays Thomas Wildlife Refuge (280 acres)

We can keep our park nice by

1. preventing fires
2. not uprooting bushes and trees
3. seeing that the grounds are clean
4. obeying rules of the park

Have pictures of forests that have not been conserved through chopping down trees and fires.

Draw picture of something you could do at the park.

Have field trip to park, look for various animals, wild plants and evidence of conservation practices. Enjoy a picnic in the park.
(Clean up after picnic- showing conservation practices.)

Read Forest Babies.

Forest Folk, Mary and Conrad Buff, Viking Press 1962.

Make a mural of Park

F76 Common Animals of the Woods

Patapsco State Park sponsors Smokey the Bear - Invite him to your school to speak on conservation.

Read Living Together in the Neighborhood- Harpers Row 1964 p.44-48 on parks and park rangers.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

is wooded area
Patapsco River
dam from its
Liberty Dam.

Draw picture of something you
could do at the park.

Are students able to
locate the areas of
the park on a map?

three of which
are provided
playground
swinging bridge.
trails.

Have field trip to park, look
for various animals, wild plants
and evidence of conservation
practices. Enjoy a picnic in
the park.
(Clean up after picnic- showing
conservation practices.)

Can the students
make a check list
of clean-up activ-
ities before trip
to the park? Go
over the check list
after the trip.

ath and

Read Forest Babies.

raccoons,
skunk, fox,

Forest Folk, Mary and Conrad
Buff, Viking Press 1962.

Make a mural of Park

n proposed.

F76 Common Animals of the
Woods

Land Fish
Wildlife Refuge

Patapsco State Park sponsors
Smoky the Bear - Invite him
to your school to speak on
conservation.

id trees
are clean
ark

Read Living Together in the
Neighborhood- Harpers Row
1964, p.44-48 on parks and
park rangers.

have not
ng down

Grade 2 Unit II - The Community and its Natural Resources

CONCEPT-ORIENTED SUB-TITLE

B. Natural Resources in Howard County (continued)

2. The Rivers and Water of Howard County as a natural resource.

Find Howard County.
Find the Patuxent
of Howard County.

Show pictures of me
Discuss picture.

Ask: What are men
What will the

Show picture of the
dam at work. Tell
power for electric

What else do we do

Where does water co
County?
(from ground, fro

Read: The Little

Read: The Little

What has been happ
Have you noticed
Do you know why?

What happens to th

What can we do abo

TEACHING STRATEGIES

(continued)

nty as a

Find Howard County on a map of Maryland.
Find the Patuxent and Patapsco Rivers on a map
of Howard County.

Show pictures of men fishing in these rivers.
Discuss picture.

Ask: What are men doing?
What will they do with the fish?

Show picture of the dam at Daniels or a small
dam at work. Tell them that Daniels uses water
power for electricity to run the turbines.

What else do we do with water? (drink, wash, swim, etc.)

Where does water come from that we use in Howard
County?

(from ground, from a reservoir)

Read: The Little River

Read: The Little Fisherman

What has been happening to our water in the rivers?
Have you noticed that sometimes this water smells?
Do you know why?

What happens to the animals and fish?

What can we do about the pollution?

Grade 2 Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Have a map of Maryland
Have a map of Howard County

People fish in the Patapsco and
Patuxent Rivers.

The power from the Patapsco River
is used by Daniels Manufacturing
Company

Discuss how water is made
pure in a reservoir - (use
diagram)

The Little River - Ann Rand

The Little Fisherman-Margaret Wise Brown

Our water is becoming polluted because
industries and people have dumped waste
materials into the water. This kills
many of the animals and fish in the
water and animals that drink the water.
People have to stay away from the water
because it smells and carries diseases.
We must find new ways to get rid of
our waste materials. There are people
working now to solve this problem.

Draw pictures to show ways
that water is being polluted
ways water can be kept clean

**VARIANTS IN STRATEGIES
AND CONTENT**

EVALUATION

Can the students locate
Patapsco and Patuxent
Rivers on the map?

Evaluate pictures drawn
by students showing
ways that water is used
in Howard County.

Discuss how water is made
pure in a reservoir - (use
diagram)

Draw pictures to show ways
that water is being polluted-
ways water can be kept clean.

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water
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of
people

Grade 2 Unit II The Community and its Natural Resources.

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. Natural Resources in Howard County (continued)
Farming as a natural resource

Show pictures of kind
Howard County (dairy)

Ask: What is a dairy
What is a cattle
What is a veget

Say: "Let's find out
in Howard County

What is it that
and vegetable
(soil-so that
can grow).

What does soil
and crops grow

Use a diagram to show
run off.

What would happen if
(land would become

I The Community and its Natural Resources.

ORIENTED SUB-TITLE

TEACHING STRATEGIES

Farms in Howard County (continued)
1 resources

Shew pictures of kinds of farms found in Howard County (dairy, beef, vegetable gardens)

Ask: What is a dairy farm?
What is a cattle farm?
What is a vegetable garden?

Say: "Let's find out why there are so many farms in Howard County."

What is it that cattle farms, dairy farms and vegetable gardens need?
(soil-so that cattle can graze and crops can grow).

What does soil need in order to let grass and creps grow? (rain and sunshine)

Use a diagram to show that water needs a place to run off.

What would happen if water could not run off?
(Land would become marshy-not good for farming.)

Grade 2 Unit II

CONTENT & MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

There are many farms in Howard County. A dairy farm is a farm that raises cows for their products. (milk, cream, butter, ice cream). Picture No. 1312, Maryland Portfolio 13.

Make a chart of how milk goes from dairy to table.

A cattle farm grows cattle for beef and grows grass and grains for cattle to graze. Picture No. 1311 and No. 1320, Md. Portfolio 13.

A vegetable garden is a garden that grows various vegetables.

Inquire into the possibility of a trip to the farm on University of Maryland campus College Park.

The soil in Howard County is very good. The farms have rolling hills that provide good drainage.

Water goes down into the soil at the right speed and works its way into the streams and ponds of Howard County. Use diagram of water cycle. Conservation and the Water Cycle (Soil Conservation Service, U.S. Dept. of Agriculture)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

nd County.
raises cows
eam, butter,
Maryland

Make a chart of how milk gets
from dairy to table.

Can students tell the
difference between a
dairy farm and a cattle
farm?

or beef and
attle to
No.1320,

Evaluate student
responses to:
Riddles--

en that

Inquire into the possibility
of a trip to the farm on
University of Maryland campus
College Park.

1. I work on a farm, I
run the machines that
milk cows. What kind
of farm do I work on?
2. I work on a farm, I
help to gather hay
for the cattle to eat
in the winter. When
the cattle are big
enough, we use them
for beef. What kind
of farm do I work on?

very good.
that pro-

Can students tell why
Howard County has
farm?

l at the
y into the
County.

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nt. of

Grade 2 Unit II - The Community and its Natural Resources

CONCEPT-ORIENTED SUB-TITLE

B. Natural Resources in Howard County (continued)

3. Farming as a natural resource (continued)

If the farmer uses
the same crop, his
Why?

What are some of the
his soil? (strip
planting on the co

4. Sandstone in Howard County

Show a picture of

What is happening
stone.

Find Marriottsville

What is sandstone
(Building material)

TEACHING STRATEGIES

County (continued)
(continued)

If the farmer uses his land over and over again for the same crop, his crops may become poorer. Why?

What are some of the ways that the farmer has of saving his soil? (strip farming, cover cropping, plowing and planting on the contour.)

Show a picture of Harriottsville Quarry.

What is happening in this picture? Men are mining the stone.

Find Harriottsville on the Howard County Map.

What is sandstone used for?
(Building material in Howard County).

Grade 2 Unit II

CONTENT & MATERIALS

VARIANTS IN
AND CONT

Volume 13 of Maryland Picture Series

Use Map of Howard County

The minerals in the
used up.

The farmer can save t

1. rotating crops-d
take different m
soil and put diff
back in it.
2. contour plowing-o
farmer layers the
steps up to the t
so that the rain
the soil away.
3. use of fertilizer
minerals into the

Sandstone is used for building
Volume 13 Maryland Portfolio
Picture No. 1323

Have sandstone availa

In Harriettsville there is a hand
operated stone quarry. This stone
is used in Howard County as a
building material.

Inquire into the poss
a trip to the Harriet

Stone Quo
Encourage children to
sandstone.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

The minerals in the soil have been used up.

The farmer can save the soil by:

1. rotating crops—different crops take different minerals from the soil and put different minerals back in it.
2. contour plowing—on hills the farmer layers the ground into steps up to the top of the hill so that the rain will not wash the soil away.
3. use of fertiliser—fertiliser puts minerals into the soil.

Have sandstone available.

Inquire into the possibility of a trip to the Marriottsville Stone Quarry.

Encourage children to find and bring in sandstone.

Grade 2 Unit II - The Community and its Natural Resources.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES.

Conservation in Howard County

List again the resources of Howard County

Why is it important to conserve the natural resources that we have?

Which natural resources cannot be preserved after they are gone? Which can?

Grade 2 Unit II

CONTENTS AND MATERIALS

VARIANTS IN STRATEGY
AND CONTENT

For information on soil conservation call Howard County Soil Conservation District (465-3180)

Certain resources are not replaceable such as stone, coal, natural gas, sulfur, gold, oil and silver. Others such as plant and animal life can be replaced with care and planning.

Make a series of how natural resources are used correctly.

Make a conservation plan. Children will need a long time to see if the children may do different kinds of soil (silt) different kinds of fertilizers, leaf twigs, fruit of trees Howard County

Use pictures of natural resources and let children classify into which can and cannot be replaced.

Soil-many acres of soil are lost each year. Lost soil is difficult to replace.

Rub two pieces of limestone or fine sandstone together. If you do not have natural stone, pieces of building bricks or concrete will do. Notice how long it takes to rub off even a few fine particles. (This demonstrates the slow process by which soil is made. It takes thousands of years for soil to be made from rock.

Water-one of the most valuable natural resources because plants and animals cannot live without it. Without water nothing could live on the earth.

Forests are a resource that can be used only once-but they can be replaced.

For pictures and information on conservation get The Howard Soil Conservation District Our Environment, 1969 Annual Report and The Howard Soil Conservation District Program 1970. (Call 465-3180, Mr. Sauers.)

VARIANTS IN STRATEGIES
AND CONTENT

MATERIALS

EVALUATION

Soil conservation call
Conservation District

Make a series of posters to show
how natural resources may be used
correctly.

Are students able to
tell why we must be
careful with our
natural resources
whether they can or
cannot be replaced?

Not replaceable such
as coal, gas, sulfur, gold,
minerals such as plant and
animals replaced with care and

Make a conservation corner. You
will need a long table on which
the children may display different
kinds of soil (silt, clay, sand)
different kinds of rocks, samples
of fertilizers, leaves, bark,
twigs, fruit of trees grown in
Howard County

Natural resources and let
students know which can and cannot

Soil are lost each year.
Soil is difficult to replace.
Limestone or fine sandstone
cannot be replaced. Natural stone,
bricks or concrete will do.
It takes to rub off even a few
centimeters demonstrates the slow
rate at which soil is made. It takes
years for soil to be made from

Most valuable natural
resources are plants and animals cannot
be replaced. Without water nothing
grows on earth.

Resources that can be used
and which can be replaced.

Information on conservation
from Conservation District
1969 Annual Report and
Conservation District Program
(Sauers.)

Grade 2 Unit II The Community and its Natural Resources

CONCEPT-ORIENTED SUB-TITLE

C. Conservation in Howard County (continued)

How many of you
(Eliminate the

Have child descri
(If pictures ar
class discuss

Why have they pla

Community and its Natural Resources

TITLE

TEACHING STRATEGIES

Community (continued)

How many of you have been to Columbia?
(Eliminate the question if you are in Columbia.)

Have child describe what Columbia looks like.
(If pictures are available-look at them and
class discusses this question).

Why have they planned open space in Columbia?

Grade 2 Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

All natural resources are important regardless of how abundant they are. We can lose our natural resources if we do not use them wisely.

The area of Columbia is a bit larger than Manhattan Island. Over 3,200 acres have been set aside for parks, fountains, lakes, streams, woodland paths, village greens, play fields.

The dominant concern is respect for the land - respect for the individual-preservation and enhancement of natural beauty and as an offer of opportunity for free choice and expression of personal tastes.

Open space is provided for privacy, seclusion, beauty and serenity. The more plant life there is, the more oxygen will be given off. Grass and trees prevent soil erosion.

Make a bulletin board about Columbia showing ways they have conserved the land.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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res have
ains, lakes,
e greens,

for the
al-
natural
tunity for
ersonal

Make a bulletin board
about Columbia showing
ways they have conserved
the land.

Can the students draw
a picture showing
things that can be done
in Columbia with the
open space?

acy,
The more
xygen will
prevent

Grade 2 - Unit II

CHILDREN'S BOOK, PAMPHLETS AND PICTURES USED IN UNIT II

Conservation and the Water Cycle - Soil Conservation Service - U.S. Department of Agriculture

The Little River - Ann Rand

The Little Fisherman - Margaret Wise Brown

Maryland Pictures Portfolio, Volume 13 - Maryland State Department of Education, 1967

Mr. Charlie's Camping Trip - Edith and Clement Hurd - Lippincott

COMPARISON OF COMMUNITIES AROUND THE WORLD.

EXPLANATION

The student will now have an opportunity to apply the knowledge and understandings acquired in the first two units. The student should be in a position to make a comparison of communities around the world. The purpose of the unit is to develop the understandings that all communities have basic similarities in their structures, that all people have like needs, that people tend to solve the problems these needs create in similar ways and that differences in the structure of communities are due to factors such as climate and culture. In order to study these communities it will be necessary for the student to become aware of his location in relation to the rest of the world. Therefore, the study of maps and globes is essential.

COMPARISON OF COMMUNITIES AROUND THE WORLD.

OBJECTIVES

1. The student will be able to identify and show the four directions in the classroom.
2. The student will be able to identify the four directions on the map and globe.
3. The student will be able to identify the North & South Pole and the equator.
4. The student will be able to explain the difference between a continent and an island.
5. The student will be able to explain what each symbol means on a map or globe which they will use.
6. The student will be able to locate the community which is to be studied on a globe and map.
7. The student will be able to identify pictures and descriptions of family life in the chosen community.
8. The student will be able to find information about the chosen community.
9. The student will be able to compare his community to the chosen community.

Grade 2 - Unit III

COMPARISON OF COMMUNITIES AROUND THE WORLD

OUTLINE FOR UNIT III

- A: Use of the Globes and Maps**
 - 1. The globe as a model of the earth
 - a. Directions on the globe
 - b. Continents and oceans
 - c. Advantages and disadvantages of globes
 - 2. The map as a model
 - a. Advantages and disadvantages
 - b. Directions
 - c. Symbols and keys

- B. A City Community in Japan**
 - 1. Location
 - 2. Physical features
 - 3. Natural resources
 - 4. The City of Tokyo
 - 5. Family life and customs in Tokyo
 - 6. Occupations, crafts and skills
 - 7. Interdependence of the people

- C. A Village Community in Thailand**
 - 1. Location
 - 2. Physical features
 - 3. Natural resources
 - 4. Village and family life
 - 5. Occupations
 - 6. Interdependence

Grade 2 Unit III -- Comparison of Communities Around the World.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRAT

A. Use of Globes and maps

Show the children a picture of outer space.

Ask:

What is this a picture of? (

What shape is it?

Can you tell where the land is?

(Clouds usually hide part of

Why might you not want to use a map to find places on the earth?

the earth. Places are not marked on

1. The globe as a model of the earth

Show the class a globe.

What can we use that is still round but not covered by clouds? (A globe)

How is the globe like the picture of outer space?

How is it unlike the picture of outer space?

TEACHING STRATEGIES

Show the children a picture of the earth as seen from outer space.

Ask:

What is this a picture of? (earth)

What shape is it?

Can you tell where the land and water is?

(Clouds usually hide part of the earth)

Why might you not want to use this picture to find places on the earth? (Clouds cover the earth. Places are not marked, etc.)

Show the class a globe.

What can we use that is still round and will not be cloud covered? (A globe)

How is the globe like the picture?

How is it unlike the picture?

Grade 2 Unit III

CONTENT AND MATERIALS

VARIANTS IN ST
AND CONT

Find picture of the earth taken from outer space in a magazine or book. If no picture is available start lesson with a globe.

Use the Weekly book to teach part of the unit

Use a globe

A globe is a small model of the earth. It is round because the earth looks like it is round. It is marked with names of oceans and lands. It also has lines running around it and also up and down. All of the words and lines and marks on the globe help us to find places.

Pump up a large pupils cover it When completely water and land to paint blue actively.

**VARIANTS IN STRATEGIES
AND CONTENT**

EVALUATION

Use the Weekly Reader Map Skills book to teach concepts in this part of the unit.

Pump up a large balloon. Have pupils cover it with paper mache. When completely dry, outline the water and land bodies for pupils to paint blue and green respectively.

Grade 2 Unit III - Comparison of Communities Around the World

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. Use of globes and maps (continued)

1. The globe as a model of the earth.

a Directions on the globe.

Have the children point "up"

What does it mean? (Away from the earth)

Have the children point "down"

What does it mean? (toward the earth)

Ask a child to find the north pole.

Ask a child to find the south pole.

(Let them see that one does not travel up
to go north and down to go south)

Grade 2 Unit III

CONTENT & MATERIAL

VARIANTS IN S
AND CONT

Up means away from the earth

Down means towards the earth

North means towards the north pole.

South means towards the south pole.

III

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

from the earth

Have the children
demonstrate what
up and down is on
a globe.

towards the earth

towards the north pole.

towards the south pole.

Grade 2 Unit III - Comparison of Communities Around the World.

CONCEPT ORIENTED _____ UNIT-TITLE _____ TEACHER _____

A. Use of Globes and Maps (continued)

1. The Globe as a Model
of the earth.

Have a child start at any
move toward the north pole.

Ask: In which direction a

Now let him move toward the
children point to the north
Have children point to the
Show class the line that r
of the earth.

Ask: What does the line s
the globe in half)

What is the line call
Write EQUATOR on the

2. Continents and Oceans.

Let children find the ocean
let them discover that any

Let children find the land
the color they are on the

Tell children that the land
called continents. Write C
and name the continents. N
North America, Africa, Aust

Find the continent as they

Tell children the other lan

Find the United States on t
be led to see that the U.S.
North America.

of Communities Around the World.

TEACHING STRATEGIES

1) Have a child start at any point on the globe and move toward the north pole.

Ask: In which direction are you moving?

Now let him move toward the south pole. Have children point to the north in classroom. Have children point to the south in classroom. Show class the line that runs around the middle of the earth.

Ask: What does the line seem to do? (divide the globe in half)

What is the line called?
Write EQUATOR on the board.

Let children find the oceans and seas
Let them discover that any water is shown in blue.

Let children find the land masses and discover the color they are on the globe.

Tell children that the larger land masses are called continents. Write CONTINENT on the board and name the continents. Europe, Asia, South America, North America, Africa, Australia.

Find the continent as they are named.

Tell children the other land masses are called islands.

Find the United States on the globe. Children should be led to see that the U.S. is on the continent of North America.

Grade 2 Unit III

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

Suggestion for a learning center using a globe. Prepare true and false statements that the children are able to answer. The questions should reinforce the concepts already taught and discussed.

Ex. ___ Water on a globe is shown in red.

Children should be able to show the directions North and South and should be able to find the equator on the globe.

Suggestion for a learning center using a globe. Prepare true and false statements that the children are able to answer. The questions should reinforce the concepts already taught and discussed.

Ex. ___ Water on a globe is shown in red.

Grade 2 Unit III - Comparison of Communities Around the World

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. Use of the Globe and Maps (continued)

Ask the following questions:

1. The globe as a model of the earth (continued)

Can we look at the entire world on the globe? Why not?

c. Advantages and disadvantages of globes.

If we wanted to see the whole world, what could we use? (a map) Show examples.

2. The Map as a Model.

How is a map different from a globe? (sometimes the land masses are distorted in areas of the world)

a. Advantages and Disadvantages.

b. Directions.

On the world map find the North Pole and Equator.

Let them show the directions of the continents or ask them to show the directions.

c. Symbols and keys

Find the continents and the United States. Find some islands-what is the difference between islands and continents?

Tell the children that a map has symbols and are used to represent the roads and the water.

Use a variety of maps to show different kinds of symbols on a map. Let the children know that maps have a key which shows what the symbols mean that the same symbols are used on different maps.

Make a learning center to reinforce symbols and keys. Match the symbol to its meaning.

TEACHING STRATEGIES

Continued)

Ask the following questions:

the

Can we look at the entire world at the same time on the globe? Why not?

antages

If we wanted to see the whole world at one time what could we use? (a map) Show examples of maps.

antages.

How is a map different from a globe? (It is flat; sometimes the land masses are distorted, can enlarge areas of the world)

On the world map find the North Pole, South Pole, and Equator.

Let them show the directions of north and south. Show them or ask them to show the directions of east and west.

Find the continents and the United States.

Find some islands-What is the difference between islands and continents?

Tell the children that a map has special marks and symbols and are used to represent the real features of the land and the water.

Use a variety of maps to show the children different kinds of symbols on a map. Let them discover that maps have a key which shows what the symbols mean and that the same symbols are used on most maps.

Make a learning center to reinforce the idea of symbols and keys. Match the symbol to its definition.

Grade 2 Unit III

VARIANTS IN STRATEGIES
AND CONTENT.

CONTENT AND MATERIALS.

Have a world map and other maps so that the children can discover differences in them. A map is a drawing that can show all or part of the earth. A map can enlarge small parts of the earth and make them easier to read. The shapes of the land can be seen better but a map can also distort certain areas. Maps are easier to carry than a globe.

Set up a learning center on directions, N.S.E.W. Put up an uncomplicated map with the directions on it. Have children identify where various places are on the map according to the directions.

Fill in the blanks:

Ex. The school building is at the ___ of the town (N.S.

A map will have special marks and lines on it. These lines and marks are called symbols. In order to be able to read a map, the symbols must be understood. Depending on the kind of map used, there will be symbols for:

rivers	railroads
lakes	mountains
streets	hills
roads	bridges
highways	land
buildings	cities
boundaries	

To show symbols, use Weekly Reader
Readiness for Map Skills 2.

There are filmstrips available to show how to read maps.

Reading Directions on Maps FS-63

Locating Places on Maps FS-65

Reading Physical Maps F -66

Other filmstrips might be available in the individual schools.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

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Set up a learning center on directions, N.S.E.W. Put up an uncomplicated map with the directions on it. Have children identify where various places are on the map according to the directions.

Fill in the blanks:

Ex. The school building is at the ___ of the town (N.S.E.W)

Are the children able to find directions on a map and tell the difference between the continents and islands.

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A. Use of the Globes and Maps (continued)

2. The Map as a Model (continued)

c. Symbols and keys (continued)

B. A City Community in Japan (Tokyo)

Study print 71.

Show picture of Mt. Fuji

Ask: Does anyone know where this mountain is? (If they do not know tell them it is in Japan.)

Grade 2 Unit III

VARIANTS
AND

CONTENT AND MATERIALS

Because of the lack of children's material available at this time on communities in other parts of the world, it has been necessary to choose communities for which some schools may not have any information. Therefore it may be necessary for the teacher to gather information which is available in her school on different communities in other parts of the world. She may use the following units as a general plan. The teacher should use the same concepts found under the Concept Oriented Sub-title.

The teacher should also check around the school or community for children or adults who might be used as resource people.

Study print 71

Schools, Families and Neighborhoods

A Multimedia Readiness Approach
Field Enterprises.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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Approach

A City Community In Japan

1. Location.

Use a globe
Have someone locate Japan.
Locate United States and Maryland
Trace the distance from the United States to Japan. How far is it?
Is Japan a continent or an island?
What continent is it near?
Is it north or south of the equator?

2. Physical Features

Use a physical map of Japan
Is there much land on which to live?
Look at p. 269 - Metropolitan Studies.
Is there much land to farm?

3. Natural Resources

Use map of Japan's natural resources-projected
from an atlas or other source)
What natural resources does Japan have?
land-mostly mountainous
forest-2/3 of islands covered with forests.
water-for fishing and hydroelectric power.
minerals-poor supply

CONTENTS AND MATERIALS

Have a globe.

Japan is an island nation made up of four large islands and many smaller ones.

Have a physical map of Japan which shows mountains.

Investigating Mans World
Metropolitan Studies.
Scott Foresman 1970

Use a map of Japan's natural resources if available-if not the physical map will do.

Japan has some land which can be used for farming but most of it is too mountainous. Farmers use every bit of land they can. They grow rice and tea mostly. But they also raise such vegetables as peas, beans, tomatoes. Farmers do not raise animals because they need too much land.

Japan's mineral supply is the poorest in the world. Two-thirds of islands are forested. The forests provide lumber for building. Japan has many rivers and streams which provide plenty of water for hydroelectric power. There are many bays and harbors on the Pacific side of the islands.

Because Japan has hydroelectric power and good harbors she has built up many industries. She imports most of the raw materials used by her industries. She has developed such industries

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Children should be able
to locate Japan on a
globe.

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Grade 2 Unit III - Comparisons of Communities Around the World.

CONCEPT ORIENTED SUB-TITLE TEACHING STRATEGIES

B. A City Community in Japan (continued)

3. Natural Resources (continued)

Use Map of Industries of Japan from an atlas.
What industries does Japan have?
fishing shipbuilding lumber
iron and metal textile chemicals
(Children can guess fishing, shipbuilding
and lumber. Teacher might have to tell
class about the other industries.)

Show film cartridge
Heavy Industries of Japan
Light Industries of Japan

Grade 2 Unit III

VARIANTS IN
AND CO

CONTENT AND MATERIAL

as shipbuilding, textile, iron-metal and petroleum. She exports such things as cars, motorcycles, cameras, TV sets, toys, art objects .

Fishing is a most important industry. Because Japan is an island nation and has good harbors, it is easy for her to go out into the ocean and fish. These fishing boats travel all over the world. There are many streams and rivers in Japan where fish can be found. Many farmers are part time fishermen. Fish is a most important food in the diet of the Japanese.

Make master or transparency of Map of Industries in Japan.

Film cartridge FC-111 Heavy Industries of Japan (County Media Center)
FC-112 Light Industries of Japan (County Media Center)

Read Tale of
Children of O
Teachers Guid

Have a "Made
Children can
made in Japan

III

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

MATERIAL

g, textile, iron-metal
She exports such things
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Japan.

ge FC-111 Heavy Industries
(County Media Center)
Industries of Japan
(County Media Center)

Read Tale of the Music Box, p.91
Children of Other Lands
Teachers Guide- Allyn-Bacon.

Have a "Made in Japan Day"
Children can bring in articles
made in Japan for a display.

Grade 2 Unit III - Comparison of Communities Around the World.

CONCEPT-ORIENTED SUB-TITLE

TEA

B. A City Community in Japan (continued)

Show a world popula
populated in relati
are so many people
them live?

3. Natural Resources (continued)

4. The City of Tokyo

Locate the cities o

Look at Tokyo on th

Use pictures p.273 &
171,172,174 of Com
Discuss these pictu

Note: the kind
time of
crowded
what mig
kinds of
kinds of
where ho

(p.274 of Metropolit
suburbs)

Why would Tokyo hav
How is it like our
How is it different

Look at Film Cartric

TEACHING STRATEGIES.

a (continued)

Show a world population map and see that Japan is highly populated in relation to the rest of the world. If there are so many people in Japan where do they think most of them live?

ont:med)

Locate the cities of Japan on a map.

Look at Tokyo on the map.

Use pictures p.273 and 274 - Metropolitan Studies p.170, 171,172,174 of Communities and Social Needs.

Discuss these pictures-

Note: the kind of neighborhoods

time of day

crowded conditions

what might be found in each neighborhood.

kinds of buildings-what they're made of

kinds of transportation

where homes might be found.

(p.274 of Metropolitan Studies shows a house in the suburbs)

Why would Tokyo have suburbs?

How is it like our suburbs?

How is it different?

Look at Film Cartridge-Tokyo World's Largest City.

Grade 2 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Have a world population map.
Although the land is small, the population
is large. Its population is over 93,000,000
(1961 census) Most people in Japan live in
the cities.

To show density, block of
area of the room and have
children stand there. Use
number of children to show
density of population.
children in the same area
problem of high density,
the people live? How do
live?

Have a map of Japan that shows the cities.

Tokyo is located on the island of Honshu,
on Tokyo Bay.

Investigating Man's World- Metropolitan
Studies- Scott-Freeman Illinois 1970
p.273-274.

With the EXPO 70 in Osaka
could gather pictures of
showing life in Osaka

Communities and Social Needs- Laidlow Bros.
1968 p.170,171,172,& 174

Film Cartridge FC-110
Tokyo-World's Largest City.
(County Media Center)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

p.
the population
is over 93,000,000
in Japan live in

To show density, block off an area of the room and have several children stand there. Use this number of children to show average density of population. Double the children in the same area. Discuss problem of high density. Where might the people live? How might they live?

shows the cities.

land of Honshu,

Be able to locate Tokyo on a map of Japan.

Metropolitan
Illinois 1970

With the EXPO 70 in Osaka, Children could gather pictures from magazines, showing life in Osaka and on Expo 70.

eds- Laidlow Bros.

ty.

Grade 2 Unit III Comparison of Communities Around the World.

CONCEPT ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. A City Community in Japan (continued)

5. Family life and customs
in Tokyo

Look at page 19-The Social Science
Introduce Hiroshi to the class.
Find the pictures of The Japanese
Write his name on the board and ha
pronounce it. Hiroshi - (Hi-ro-sho

Look at p. 85
Find the picture of Hiroshi's pare
How are they like your parents?
How are they different from your p
What are some of the things Hirosh
family?

Look at Families Around the World

Look at p. 88
What is Hiroshi's family doing her
What customs do they have at their
your customs?
What customs are different? (eat w
on floor at low table)
What might Hiroshi be eating?(rice

Let us look at some customs Hirosh
his family.

(Use Children in Other Lands Ally
middle picture of person steppl

of Communities Around the World.

TEACHING STRATEGIES.

continued)

Look at page 19-The Social Science - Level Two

Introduce Hiroshi to the class.

Find the pictures of The Japanese boy.

Write his name on the board and have the children pronounce it. Hiroshi - (Hi-ro'shē)

Look at p. 85

Find the picture of Hiroshi's parents.

How are they like your parents?

How are they different from your parents?

What are some of the things Hiroshi might do with his family?

Look at Families Around the World frames 30-33

Look at p. 88

What is Hiroshi's family doing here?

What customs do they have at their meals that are like your customs?

What customs are different? (eat with chop sticks, sit on floor at low table)

What might Hiroshi be eating?(rice, fish, tea)

Let us look at some customs Hiroshi might practice with his family.

(Use Children in Other Lands Allyn & Bacon)

middle picture of person stepping out of shoe.

Grade 2 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENTS & MATERIALS

Principles and Practices in the teaching of
The Social Sciences-Level Two
Harcourt, Brace & World
p. 19, & 85.

Families do many things together-
They eat and work together. They
have fun together also.

Families Around the World frames 30-33
from

Schools, Families & Neighborhoods
A Multimedia Approach
Field Educational Publications 1969

Principles and Practices in the teaching of
The Social Sciences- Level II
Harcourt, Brace & World, 1970 p.88

Hiroshi's family takes their shoes
off before entering the house so
that floors will stay clean.

Class can make a Japan
corner in the room, where
children can put pictures
of or the actual food
utensils Japanese might
have. Someone might be
able to bring in a kimono
a paper umbrella or other
objects a Japanese family
might have. Included
this might be some of
things that we import
(ex. T.V.set)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

in the teaching of
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Id frames 30-33

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cations 1969

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vel II
1970 p.88

their shoes
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Class can make a Japanese corner in the room, where children can put pictures of or the actual food and utensils Japanese might have. Someone might be able to bring in a kimono, a paper umbrella or other objects a Japanese family might have. Included in this might be some of the things that we import from Japan, (ex. T.V.set)

When shown pictures of family life in communities around the world children will be about to pick out Japanese families.

Gr. 2 Unit III Comparison of Communities Around the World.

CONCEPT ORIENTED SUB-TITLE

TEACHING STRATEGIES.

3. A City Community in Japan (continued)

5. Family life and customs
in Tokyo

TOP PICTURE.

Hiroshi might play with these carp kites.

p.4 picture of family.
How are they dressed?

Look at picture p.6, also look at Studyprint 50
Schools, Families & Neighborhoods for the inside of the
house.

What is the house made of? Is it like yours or different
from yours? Why do you think houses are made like this?
Why would it be necessary to be very careful in a house
like this?

Read A Hiding Place in Kobo's Kimono p.7

What is the family doing here? Do you do some of these
same things with your family?

Look at Film Cartridge.

What kind of building is this?
Why do the Japanese visit here?
Do you do something similar with your family?

Gr. 2 Unit III

VARIANTS IN STRATEGIES
AND CONTENT.

CONTENTS & MATERIAL

Carp kites are displayed on Boys
Day Festival

Make a Bulletin Board display
of family life and customs in
Japan.

Japanese sometimes dress in the
traditional dress instead of the
European style. These clothes are
called Kimonos. They are warm in
winter, cool in summer.

Children in Other Land (Allyn &
Bacon) T.E.

Read A Hiding Place in Kobo's
Kimono p.58

Schools, Families, Neighborhood.
Multimedia Readiness Approach
Studyprint 50.

Film Cartridge FC-109
Evening at Home with a Japanese Family

p.8 Children in Other Lands (Allyn &
Bacon)

Shrines are dedicated to gods or famous
Japanese people. The Japanese visit
these shrines as a form of worship. The
priest offer prayers to the gods.

Read The White Eagle
Children in Other Lands
p.71 T.E.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

on Boys

Make a Bulletin Board display
of family life and customs in
Japan.

Evaluate student participation
in the game- What
kind of family do
I belong to? Japanese
or American.

in the
of the
clothes are
warm in

1. I take my shoes
off when I go inside.
2. I eat with a
knife and fork.
3. My house is made
of paper and wood.

(Allyn &

Kobo's

neighborhood.
preach

When given a list of
materials such as brick,
wood and paper - the
children can pick out
the material that would
be used to make a
Japanese house.

Japanese Family

lands (Allyn &

Read The White Eagle
Children in Other Lands
p.71 T.E.

to gods or famous
Japanese visit
of worship. The
the gods.

Gr. 2 Unit III Comparison of Communities Around the World.

CONCEPT ORIENTED SUB-TITLE

TEACHING

B. A City Community in Japan.(continued)

6. Occupations, Crafts And Skills.

What are some of the
(food, clothing, shelter)
How does Hiroshi's father
(father works)
p.120 Social Sciences
What does Hiroshi's father
How might he spend his money
What might he do in his free time
p.120 bottom.

Where might men or women
make money to buy the things

of Communities Around the World.

TEACHING STRATEGIES.

continued)

What are some of the things that Hiroshi's family needs?
(food, clothing, shelter)

How does Hiroshi's family get the things they need?
(father works)

p.120 Social Sciences- top picture.

What does Hiroshi's father do to make money?

How might he spend his money?

What might he do in his free time?

p.120 bottom.

Where might men or women work in Tokyo in order to
make money to buy the things they need?

Gr. 2 Unit III

CONTENTS & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Social Sciences Level Two
Harcourt, Brace 1970 p.120

Many Japanese are engaged in jobs or occupations similar to those found in U.S. communities. Japanese need doctors, nurses, teachers just as we do. Because Japan is highly industrialized, many men and women work in the factories. Many Japanese fish for a living and some are farmers.

The teacher can help the children understand the kinds of jobs and occupations Japanese might have by renewing the earlier part of this unit on natural resources and industry.

Some jobs or occupations might be centered around the older culture and customs. Japanese might be employed as an artist in painting, gardening, flower arranging or as a Kabuki actor. Some Japanese still make some articles by hand, such as lacquer ware, kokeshi dolls, porcelain and pottery.

Straw Painting.

Put black tempera paint on rectangular paper. Blow through a straw and move the paint on the paper in the style of the Japanese.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Student should:
Make a diagram of
people at work in
Tokyo- This diagram
should show as many
different kinds of
jobs and occupations
as possible.

Straw Painting.

Put black tempera paint on
rectangular paper. Blow
through a straw and move
the paint on the paper in
the style of the Japanese.

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Gr.2 Unit III Comparison of Communities Around the World

CONCEPT ORIENTED SUB-TITLE TEACHING STRATEGIES.

B. A City Community in Japan (continued)

6. Occupations, Crafts And
Skills (continued)

Draw pictures of Japanese at work.

7. Interdependence of
the People.

Use Hiroshi's family to show how people
depend on others.

CONTENT & MATERIAL

For discussion of jobs, use
Families Around the World from
School, Families, Neighborhoods-
Multimedia Readiness Approach
Field Educational Publication-
San Francisco, 1969

Frame 25

writer

Frame 29

Frame 47

Schools, Families & Neighborhoods
Studyprint 59b, 70

After discussing these jobs, children
can draw pictures of various types of
jobs the Japanese might have. Put
these on the Bulletin board.

Because people cannot provide all
of the things they need and want
they must depend on others. Therefore
people earn money at their jobs and
spend this money on the things they
need and want. This in turn makes
it possible for others to earn money
so that they too can provide for their
own needs and wants.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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types of
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How well have the children
been able to identify, through
drawing pictures, the kinds of
work that the Japanese do?

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for their

Gr. 2 Unit III Comparison of Communities Around the World.

CONCEPT ORIENTED SUB-TITLE TEACHING

B. A City Community in Japan (continued)

7. Interdependence of the People
(continued)

Divide the children into
make up a child made re
family depending on oth

Group 1.

Hiroshi's father has ju
go shopping for groceri
answered by movie pictu
Where will she go?
How might she get there
Would it cost anything
What might she buy at t
Who will benefit from h
How would she get home?

Group 2.

Hiroshi's father has ju
new shoes.
Questions to be answerd
Who will go with Hirosh
Where will they go?
How will they get there
What will they buy?
Who will benefit from t
How will they get home?

Group 3.

Hiroshi's father has ju
The family would like t
Who will go?
Where will they go?
How will they get there
Will it cost anything?
What will they need to
Where will they get it?
Who will benefit from t
How will they get home?

TEACHING STRATEGIES.

continued)
people

Divide the children into groups. Each group could make up a child made roll movie which shows Hiroshi's family depending on others.

Group 1.

Hiroshi's father has just been paid. His mother must go shopping for groceries. These questions should be answered by movie pictures.

Where will she go?

How might she get there?

Would it cost anything for her to get there?

What might she buy at the store?

Who will benefit from her purchases?

How would she get home?

Group 2.

Hiroshi's father has just been paid. Hiroshi needs new shoes.

Questions to be answered by movie pictures.

Who will go with Hiroshi?

Where will they go?

How will they get there? Will it cost anything?

What will they buy?

Who will benefit from the purchase?

How will they get home?

Group 3.

Hiroshi's father has just been paid.

The family would like to go to the theater.

Who will go?

Where will they go?

How will they get there?

Will it cost anything?

What will they need to get into the theater?(tickets)

Where will they get it?

Who will benefit from their trip to the theater?

How will they get home?

Gr.2 Unit III

CONTENT & MATERIAL

VARIANTS IN STR
AND CONT

The teaching str
be changed to a p
of a roll movie.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

The teaching strategy could be changed to a play instead of a roll movie.

Can students make a list of things that Hiroshi's family might need and want.

Gr. 2 Unit III Comparison of Communities Around the World.

CONCEPT-ORIENTED SUB-TITLE

C. Small Village Community in Thailand.

1. Location

Locate Thailand on the board.
Ask: What continent is it north or south?
Is it a nation?
What are the people?
The shape of Thailand

Describe Thailand in the United States map.
Tear shape of Thailand to show

2. Physical Features.

Display physical map

Is there much land?
Is there much water?
What is the kind of land?

Show study print of Thailand.
A Multimedia Reading
Japan but is used

What crop is shown?

What other crops are shown?

Comparison of Communities Around the World.

TEACHING STRATEGIES.

Locate Thailand on a globe and/or map. Write Thailand on the board.

Ask: What continent is Thailand located on?

Is it north or south of the equator?

Is it a nation?

What are the people called that live in Thailand?(Thais)

The shape of Thailand reminds you of what animal?

Describe Thailand as to size. Have children find a state in the United States comparable in size to that of Thailand. Tear shape of California to fit into outline map of Thailand to show approximate size.

Display physical map of Thailand.

Is there much land on which to live?

Is there much land on which to farm?

What is the kind of work most people do?

Show study print 71-Schools, Families, Neighborhoods.

A Multimedia Readiness Program. Note: This shows

Japan but is used to show rice fields.

What crop is shown in the picture?

What other crops do you think are grown?

CONTENT & MATERIAL

Use globe and/or map. Thailand is a nation located on the other side of the earth- on the Asian continent. The shape of Thailand resembles that of an elephant's head.

Thailand is somewhat larger than California. Find or make map of Thailand and California, using two different colors of construction paper and using same scale.

- Physical map of Thailand, showing mountains, valleys and rivers and canals. (World map or Atlas)

There is much land on which to live and farm.

Study Print 71, Schools, Families, Neighborhoods. A Multimedia Readiness Program.

The principle crop is rice. Most of the cultivated land is planted with rice. Also increasing in importance is soybeans, corn, castor beans, tobacco and cotton. Silk is a reviving industry.

Thailand-formerly known as Siam--
"land of the free nation"

Have children make torn-paper shapes of animals etc. Be sure someone makes an elephant head.

Have children write a letter to the Thai Embassy, Washington, D.C., requesting information about Thailand.

Bulletin Board Display.
Have shape of Thailand (using colored string or outline drawn on paper) Have children find pictures, objects and/or fascimiles of produce and goods found in Thailand and put these on bulletin board.

Have display of rice, castor beans, tobacco leaves, corn, cotton balls and the products made from them or use pictures.

Make pictures.
Sketch outline of flower, plant, desired shape of Thailand or simple object. Paint outline with Elmer's glue and sprinkle uncooked rice, corn, beans etc over it. When dry, paint with poster paint.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Thailand
on the other
the Asian
of Thailand
elephant's

Thailand--formerly known as Siam--
"land of the free nation"

Children should
be able to locate
Thailand on a map
and/or globe.

Have children make torn-paper
shapes of animals etc. Be sure
someone makes an elephant head.

larger than
make map of
Thailand, using
of construction
scale.

Have children write a letter to the
Thai Embassy, Washington, D.C.,
requesting information about
Thailand.

Bulletin Board Display.
Have shape of Thailand (using
colored string or outline drawn on
paper) Have children find pictures,
objects and/or facsimiles of products
and goods found in Thailand and put
these on bulletin board.

Thailand, showing
rivers and
(Atlas)

in which to

Have display of rice, castor beans,
tobacco leaves, corn, cotton balls and
the products made from them or use
pictures.

Tools, Families,
Media Readiness

rice. Most of
is planted with
in importance is
beans, tobacco and
living industry.

Make pictures.
Sketch outline of flower, plant, design,
shape of Thailand or simple object.
Paint outline with Elmer's glue and
sprinkle uncooked rice, corn, beans etc.
over it. When dry, paint with poster
paint.

Gr.2 Unit III Comparison of Communities Around the World.

CONCEPT ORIENTED SUB-TITLE

TEACHING

C. Small Village Community
in Japan (continued)
Thailand

2. Physical features.

3. Natural Resources.

What are some of the natural resources of Thailand? (land, forests, etc.)

Show world population distribution. Have children see that Thailand is densely populated.

Use pp. 24-25, Communities of the World, Silver Burdett.

4. Village & Family Life.

Look at page 24.
Ask: What do you see?
How many homes? What are they made of?
How are they used in building?
Who might live in them?
What are the boys doing?
How do we wash clothes?
Why do you think they are built that way?
Why do you think they are built that way?
Why do you think they are built that way?
houses?

TEACHING STRATEGIES.

What are some of the natural resources found in Thailand? (land, forest)

Show world population map. Locate Thailand. Have children see that Thailand is sparsely populated.

Use pp. 24-25, *Communities and Their Needs*. Silver Burdett.

Look at page 24.

Ask: What do you see?

How many homes? What materials do you think are used in building these homes?

Who might live in the homes?(families)

What are the boys doing? Why?

How do we wash clothes?

Why do you think the houses are built on poles?

Why do you think the roof is slanted?

Why do you think a fence is built around the houses?

Gr. 2 Unit III

CONTENT & MATERIAL

VARIANTS IN SUBTOPICS
AND CONTENT

Make rice cakes.

1. Melt 3 oz. butter in 3 q.
2. Add 6 oz. marshmallows, at
time. Stir frequently until
mallows are melted and re-
blended. Remove from heat.
3. Add 9 oz. Rice Krispies
until well blended and ex-
4. Press mixture into butter.
Chill for one hour. Cut

Forest resources are large.
(Teak wood) Almost 3/4ths of
Thailand is covered with
forests)

World Population map (Atlas)
Thailand is still under-
populated.

Communities and Their Needs.
Silver Burdette, 1967.

The people use materials found nearby
to build their homes. Most homes have
two rooms- a kitchen and a sleeping
room. The family sleeps on mats and
rolls them up during the day.

Have children prepare a
materials used in building
Thailand. Include such things
poles, split bamboo (kind
shades) straw etc.

Demonstrate how water runs
by using a piece of tile
various angles.

VARIANTS IN STRATEGIES
AND CONTENT

Make rice cakes.

1. Melt 3 oz. butter in 3 qt. saucepan.
2. Add 6 oz. marshmallows, a few at a time. Stir frequently until marshmallows are melted and mixture well blended. Remove from heat.
3. Add 8 oz. Rice Krispies and stir until well blended and evenly coated.
4. Press mixture into buttered 9x12 pan. Chill for one hour. Cut into squares.

gs.
of

las)

eds.

found nearby
lost hares have
a sleeping
on mats and
day.

Have children prepare a display of materials used in building homes in Thailand. Include such things as bamboo poles, split bamboo (kind used in porch shades) straw etc.

Demonstrate how water rolls off quickly by using a piece of tile, elevated at various angles.

When shown pictures of communities around the world, children should be able to pick out a Thai village.

Gr.2 Unit III Comparison of Communities Around the World

CONCEPT-ORIENTED	SUB-TITLE	TEACHING S
C.	Small Village Community in Thailand (continued)	How does our community protect traffic lights, traffic signs)
4.	Village and Family Life (continued)	What do we call the place where together? Have children read p. 25 to ver the above questions. Why do you think the villages a rivers?
5.	Occupations-Crafts and Skills	What are some of the things the might need? Why? How will they be able to get th What kinds of jobs might be fou Do you think there is a doctor, or library found in the village Establish the idea that these p time to supply their basic need to develop other crafts and ski for survival.
6.	Interdependence	If the villagers cannot supply will they go to get the things market place) Look at pictures on pp.28 and 2 How do the people get to the ma they take with them? (rice, fis sell perhaps for money)

TEACHING STRATEGIES

nd How does our community protect us? (firemen, policemen,
traffic lights, traffic signs)

inued) What do we call the place where people live and work
together?

Have children read p. 25 to verify their answers to
the above questions.

Why do you think the villages are located on or near
rivers?

What are some of the things the people in the village
might need? Why?

How will they be able to get these things?

What kinds of jobs might be found within the village? Why?

Do you think there is a doctor, dentist, telephone company
or library found in the village? Why?

Establish the idea that these people work most of the
time to supply their basic needs. There is little time
to develop other crafts and skills, only those necessary
for survival.

If the villagers cannot supply their own needs, where
will they go to get the things they need? (to the
market place)

Look at pictures on pp.28 and 29.

How do the people get to the market place? What will
they take with them? (rice, fish and other crops to
sell perhaps for money)

Gr.2 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

A small community is sometimes called a village.

Communities and Their Needs-
Silver Burdette 1967 p.25

Rivers are the principle means of travel and also used for fishing. The water is needed for irrigation and personal use such as washing and drinking.

The farmer takes his goods to the marketplace to sell and/or exchange for those things he and his family need and want.

There is little money to spend and most people must depend upon what they grow and catch themselves.

Have children write a story they might do during the day place in Thailand.

Cut out pictures or bring in such as radishes, cucumbers, egg plants, bananas, pineapples

Communities and Their Needs.
Silver Burdett. 1967. pp.28-29

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

98

Make a mural of a Thai village showing necessary jobs being done, farmland around the village-fences and the river nearby.

beans
ried
use
g.

to the
exchange
family

Have children write a story about what they might do during the day at a market place in Thailand.

pend and
on what
lives.

Cut out pictures or bring in foods eaten such as radishes, cucumbers, lettuce, egg plants, bananas, pineapple, shrimp, crab.

ds.
28-29

Are the children able to explain how the people within the village are dependent upon one another?

INDUSTRIES OF JAPAN

— SHIPBUILDING

○ METAL INDUSTRIES

▯ TEXTILES

Y CERAMICS

↑ LUMBER PRODUCTS

↘ CHEMICALS

