

DOCUMENT RESUME

ED 051 012

SO 001 187

TITLE A Curriculum Guide in Elementary Social Studies: Man and His Institutions. Grade Three.

INSTITUTION Howard County Board of Education, Clarksville, Md.

PUB DATE 70

NOTE 258p.

AVAILABLE FROM Social Studies Department, Howard County Public Schools, Clarksville, Maryland 21029 (\$3.00)

EDRS PRICE EDRS Price MF-\$0.65 HC-\$9.87

DESCRIPTORS Citizenship, City Planning, City Problems, Communications, Concept Teaching, *Curriculum Guides, Democratic Values, Elementary Grades, *Environmental Education, Governmental Structure, *Government Role, Grade 3, Human Relations Units, Industrialization, Pollution, Public Affairs Education, Social Change, *Social Studies Units, Transportation, *Urban Studies

IDENTIFIERS *Baltimore, Columbia, Maryland, *Values Education

ABSTRACT

The course theme of this grade 3 social studies curriculum guide is Man and His Institutions. With a background of family and community study in grades 1 and 2, the purpose at this level is to analyze more institutions created by man to meet the growing complexities of society. Specific institutions selected for study are: 1) Government as an Institution; 2) Transportation and Communication; 3) Urbanization and Industrialization; and, 4) Education as an Institution (Optional). Format of the guide is consistent with the series with major divisions for 1) Concepts, 2) Teaching Strategies, 3) Content and Materials, 4) Varieties in Strategies and Content; and 5) Evaluation. Baltimore, Maryland and the planned city of Columbia, Maryland are the urban communities chosen for study. Related documents are: SO 001 185 through SO 001 189. (Author/JSB)

ED051012

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

A CURRICULUM GUIDE
IN
ELEMENTARY SOCIAL STUDIES
GRADE THREE
THEME: MAN AND HIS INSTITUTIONS

5001 187

HOWARD COUNTY PUBLIC SCHOOLS
CLARKSVILLE, MARYLAND
M. THOMAS GOEDEKE, SUPERINTENDENT
1970

SOCIAL STUDIES WORKSHOP PARTICIPANTS

Consultant

Dr. E. G. Campbell, Professor of Education, University of Maryland

The following elementary teachers participated in the formulation of the Social Studies Curriculum for K-12 during the 1969 summer workshop.

William Adkins	-	Waterloo	Cornelia L. Lowe
Ruth G. Anderson	-	Lisbon	Elaine Lynn
Donna Brown	-	Lisbon	Leah Mather
Paul L. Bush	-	Guilford	Sharon Oaks
Rachael Donahue	-	Clarksville	Marie C. Proctor
Denalyn L. Dorn	-	Rockland	Edith B. Rowe
Florence B. Hamlin	-	West Friendship	Charlotte Schlosser
Florine D. James	-	Ellicott City	Lorretto J. Taggart

The following elementary teachers formed the writing teams for the development of the Social Studies Curriculum for the 1970 workshop.

GRADE ONE

Miss Marie C. Proctor - St. John's Lane
Miss Lorretto J. Taggart - St. John's Lane

GRADE TWO

Mrs. Ruth G. Anderson
Mrs. Denalyn L. Dorn

GRADE THREE

Mrs. Donna W. Brown - Lisbon
Mrs. Florence B. Hamlin - West Friendship

GRADE FOUR

Mrs. Florine D. James
Mrs. Elaine Lynn
Mrs. Sharon Oaks

GRADE FIVE

Mrs. Rachael Donahue - Clarksville
Mrs. Edith B. Rowe - Scaggsville

Consultant: Dr. E. G. Campbell, Professor of Education, University of Maryland
Guest Consultant: Dr. Joel A. Carrington, Principal, Baltimore City

SOCIAL STUDIES WORKSHOP PARTICIPANTS

Consultant

E. G. Campbell, Professor of Education, University of Maryland

Many teachers participated in the formulation of the Social Studies Design workshop.

Waterloo	Cornelia L. Lowe	- Atholton
Lisbon	Elaine Lynn	- Elkridge
Lisbon	Leah Mather	- Northfield
Guilford	Sharon Oaks	- Waterloo
Clarksville	Marie C. Proctor	- St. John's Lane
Rockland	Edith B. Rowe	- Scaggsville
West Friendship	Charlotte Schlosser	- Savage
Ellicott City	Lorretto J. Taggart	- St. John's Lane

Many teachers formed the writing teams for the development of the units during

GRADE TWO

- St. John's Lane	Mrs. Ruth G. Anderson	- Lisbon
part - St. John's Lane	Mrs. Denalyn L. Dorn	- Rockland

GRADE FOUR

- Lisbon	Mrs. Florine D. James	- Ellicott City
in - West Friendship	Mrs. Elaine Lynn	- Elkridge
	Mrs. Sharon Oaks	- Waterloo

GRADE FIVE

Mrs. Rachael Donahue - Clarksville
Mrs. Edith B. Rowe - Scaggsville

E. G. Campbell, Professor of Education, University of Maryland
at: Dr. Joel A. Carrington, Principal, Baltimore City Public Schools

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 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 I

Theme: Man In the Family

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

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 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 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 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 THREE

THEME: MAN AND HIS INSTITUTIONS

CONTENTS

Explanation of Grade Three Program	Page 1
Unit I - Government as an Institution	Page 2
Explanation of Unit I	
Objectives for Unit I	
Outline of Content for Unit I	
Unit II - Transportation and Communication	Page 20
Explanation of Unit II	
Objectives for Unit II	
Outline of Content for Unit II	
Unit III - Urbanization and Industrialization	Page 43
Explanation of Unit III	
Objectives for Unit III	
Outline of Content for Unit III	
Unit IV - Education as an Institution (Optional)	Page 70

THEME: MAN AND HIS INSTITUTIONS
EXPLANATION OF GRADE THREE PROGRAM

Institutions are the instrumentalities developed by man to meet his needs and resolve problems. The first and second grades have already studied two institutions; the family and community. Our scope in third grade is to analyze more institutions created by man to meet the growing complexities of society. A selection was made of a few of the many possible institutions to study. They were chosen because they appeared to be the most relevant to our particular grade level. The study of these institutions will be reinforced throughout the remainder of the social studies curriculum.

Grade 3 - Unit I

GOVERNMENT

EXPLANATION

In the kindergarten, first grade and second grade, the child gains knowledge of his immediate environment. However, the child's interests cannot be limited to his immediate environment. Children must begin to value people and their achievements in a broad variety of backgrounds must realize that people and their contributions to the study of government offers a means of expanding the child's environment. Government is necessary for the survival of his culture and understand the part of social living, and that self discipline enables him to live as a citizen. This unit will indicate that some form of government exists for every country in the nation.

GOVERNMENT

EXPLANATION

ergarten, first grade and second grade, the child gained a knowledge and understanding of his environment. However, the child's interests cannot be confined to his own community. The child begins to value people and their achievements in a broader context. Children from all backgrounds must realize that people and their contributions are important. Therefore, the government offers a means of expanding the child's environment. The child will see that government is necessary for the survival of his culture and understand that rules and regulations are a part of living, and that self discipline enables him to live and work with others in harmony. It should indicate that some form of government exists for every institution from the family to

Grade 3 - Unit I

GOVERNMENT

Objectives

1. The student will respond appropriately to specific questions concerning social control, freedom, social responsibilities and problems facing government.
2. The student will construct a simplified chart comparing various elements and functions of the local, state and federal governments.
3. The student will use maps to show various political and physical boundaries.
4. The student will be able to participate in a simulated classroom government established by the pupils themselves.

Grade 3 - Unit I

GOVERNMENT

OUTLINE FOR UNIT I

- A. The Need for Social Control or Government**
 - 1. The need for rules and regulations**
 - 2. Government and citizenship**
 - 3. The resolution of social and economic conflict through government action**

- B. A Comparison of Our Governmental Systems**
 - 1. A city government**
 - 2. Howard County government**
 - 3. Maryland government**
 - 4. Our federal government**

- C. Forming a Government for Our Classroom**
 - 1. Deciding on the model or type**
 - 2. Ongoing evaluation of the classroom government**

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

A. The need for social control or government

1. The need for rules and regulations

2. The duties and responsibilities of leadership.

3. The duties, rights, and responsibilities of citizenship.

4. Government resolves conflicts and makes interaction easier among people.

Opener:

"For the next 5 minutes is no authority in this (Teacher sits down) happened. If children this was so.

Discuss:

authority (sovereignty)
discipline
cooperation

Ask: What would happen wasn't in the

- a. family
- b. school
- c. Cub Scouts or Brown
- d. city
- e. country

Ask: Why are rules needed? What happens when any rule is broken? Is there something besides rules you really want? What rules are good for? What decisions do you have to make? (Discuss procedures on decisions) Who makes the rules? (Discuss the sources of authority) Who is to be in charge?

Read about "What are Rules? What are the rules?"

Government

JOB-TITLE

TEACHING STRATEGIES

al control or government

rules and regulations

d responsibilities

ights, and responsi-
citizenship.

solves conflicts and
tion easier among

Opener:

"For the next 5 minutes, there are no rules and there is no authority in this classroom."

(Teacher sits down) After 5 minutes discuss what happened. If children were perfectly still, ask why this was so.

Discuss:

authority (sovereignty) freedom
discipline
cooperation

Ask: What would happen if some form of government wasn't in the

- a. family
- b. school
- c. Cub Scouts or Brownie troop
- d. city
- e. country

Ask: Why are rules necessary?

What happens when any rules are disobeyed?

Is there something besides rules that keep you from doing things you really want to do? (List these influences).

What rules are good for us at home and in school? What decisions do you have to make within your family?

(Discuss procedures on deciding vacations, rules duties).

Who makes the rules?

(Discuss the sources of authority.) Must someone always be in charge?

Read about "What are Rules?" and "Why do people need rules?"

Grade 3 - Unit I - Government

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

The student will serve as resources.

Role playing a poorly managed family and/or a scout troop.

1. Roles in Groups, Ianni
Rand McNally Social Studies Series
Chicago, (preliminary edition-not
for sale)
2. Social Sciences-Concepts and Values,
level 4, Brandwein Harcourt Brace,
World, New York 1970 "Acting in a
Group" pp 1-32
3. Social Sciences-Concepts and Values,
level 1 Brandwein, Harcourt Brace and
World New York, 1970 "The Rules We
Make" pp 43-56
4. Family Studies, Book One,
Investigating Man's World Scott,
Foresman, 1970 "Why do people need
rules?" pp. 96-119
5. How Rules & Law Help Us Stanek
Benefic Press, Westchester, Ill.
1969 (Uni-Kit)
6. Our Country, Allyn Bacon, Boston
pp. 16-25

For Advanced Students:
Read about early governments. (men, Greece, Rome, England, Colonial America) How Our Government Be
King and Bateman, Benefic Press
Chicago, 1965 pp 9-39
Regions and Social Needs, Conc
in Social Science, King, Laidla
"Governments" pp 245-253

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

ources. Role playing a poorly managed family and/or a scout troop.

Series
n-not

nd Values,
Brace,
in a

nd Values,
Brace and
ules We

Scott,
le need

Stanek
Ill.

Boston

For Advanced Students:
Read about early governments. (Cave men, Greece, Rome, England, Colonial America) How Our Government Began, King and Bateman, Benefic Press, Chicago, 1965 pp 9-39
Regions and Social Needs, Concepts in Social Science, King, Laidlaw, 1968
"Governments" pp 245-253

Teacher should evaluate drawings made by pupil which tell what they can do to keep their families and school well organized.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

A. The need for social control or government

Opener:

Discuss- What is freedom?
Do we have freedom?
What guarantees freedom?
What are our rights?
Is there a right to happiness?

Read- "The Bill of Rights"

Discuss- 1. freedom
2. freedom
3. freedom
4. freedom
5. freedom
6. freedom
happiness

Show a copy of the Bill of Rights
"read" it

Read- "The Emancipation Proclamation"
answer-

1. Why was it written?
 2. Who wrote it?
 3. Why was it written?
 4. Did the slaves become free then?
 5. Do you think it was a good idea?
- Explain

Start a vocabulary list with words like: vote, authority, rules, cooperation

overnment

TITLE

TEACHING STRATEGIES

l control or

Opener:

Discuss- What is freedom?
Do we have freedom?
What guarantees our freedom?
What are our rights?
Is there a difference between rights and freedom?

Read- "The Bill of Rights" pp 70-85

Discuss- 1. freedom of religior.
2. freedom of speech
3. freedom of the press
4. freedom to assemble peaceably
5. freedom within your home
6. freedom of "life, liberty, and pursuit of happiness"

Show a copy of the Bill of Rights and have children "read" it

Read- "The Emancipation Proclamation" pp 70-83

answer-

1. Why was the Emancipation Proclamation written?
2. Who wrote it?
3. Why was it important?
4. Did the Emancipation Proclamation actually free the slaves?
5. Do you think all people should be free? Explain.

Start a vocabulary list. Examples: fair, follow, freedom, vote, authority, discipline, leader, rights, rules, cooperation.

Grade 3 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as resources

Make a chart:
We Believe in Freedom
Freedom of speech
Freedom to work
Freedom to meet together

Copy of The Bill of Rights

Voices of Freedom, Randall,
Century Communications, San
Francisco, 1969

"The Bill of Rights" pp 70-75

How Our Government Began
King, Benefic Press, Chicago, 1965
"What is our Bill of Rights?" pp.
67-71

How Documents Preserve Freedom
Reuben, Benefic Press, Chicago, 1964
"What is the Bill of Rights?"
pp 67-68

How Documents Preserve Freedom,
Reuben, Benefic Press, Chicago, 1964
"The Emancipation Proclamation"
pp 70-83

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

<p>ces</p>	<p>Make a chart: We Believe in Freedom Freedom of speech Freedom to work Freedom to meet together</p>	<p>Teacher should assess thoughts stated by students.</p>
<p>75</p> <p>o, 1965 ?" pp.</p>		
<p>dom ago, 1964 ?"</p>		<p>Check answers to questions</p>
<p>dom, ago, 1964 ion"</p>		<p>Teacher should judge state- ments made in essays "What freedom means to me?"</p>
		<p>Check students' definitions to words in vocabulary list</p>

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. A comparison of our governmental systems

1. A city government

Ask: In second grade, you what services do we get (Discuss and list).

Teacher should read story of Our Working World, the story would suffer if there were

Children write or tell the story.

Reading about a city government

Discuss:

- A. Purpose of government
- B. Government leaders.
- C. Government laws.
- D. Government taxes.
- E. Government problems

Show pictures of services derived from government (policeman, street cleaner, public health nurse, traffic taxes and services derived from

TEACHING STRATEGIES

Ask: In second grade, you studied our community, what services do we get from our community? (Discuss and list).

Teacher should read story of "Claytown" SRA, p.122 Our Working World, the story of how a neighborhood would suffer if there were no taxes.

Children write or tell the ending of the "Claytown" story.

Reading about a city government:

Discuss:

- A. Purpose of government
- B. Government leaders.
- C. Government laws.
- D. Government taxes.
- E. Government problems

Show pictures of services derived from a city government (policeman, street cleaning, fire protection, public health nurse, traffic lights, parks) Discuss taxes and services derived from them.

Grade 3 - Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

The students will act as resources.
See "Claytown" on p.122 SRA Our Working World, Senesh, Chicago, 1965

"Neighbors at Work" (gr.2)

1. Investigating Man's World:
Local Studies by Hanna, Kohn
Scott Foresman and Co., 1970 "Are
Rules Needed in Local Communities?"
pp 102-129
2. How Our Government Helps Us
Stanek, Benefic Press, Westchester,
Illinois, 1969 (Uni-Kit)
"Our City Government" pp 11-18
3. Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967
"The City and Government" pp 132-
155
4. Metropolitan Studies Investigating
Man's World Hanna, Scott Foresman
Glenview, Illinois, 1970 "Why are
City Governments Needed?" "How are
Metropolitan Communities Governed?"
pp.140-179
5. The Making of Anglo-America. The
Metropolitan Community, Allyn &
Bacon Boston, 1970 "Government in the
Metropolitan Community" - Chap. 9

pictures of services derived from
local government (pp.118-119) Our
Working World, gr.2 Neighbors at
Work, SRA Chicago, 1965

Make up a play to demonstrate
"Claytown" (Invite another grade)

Our Working World,
"Neighbors at Work" (gr.2)
Listen to recorded lessons SRA
Lesson 10- "Government in the
Neighborhood."

Literature-Read "The Pied
Piper of Hamelin"

Write Dept. of Commerce, Baltimore
City. Request information on city
government structures.

Draw or make dioramas showing
what would happen if one of
those services was not available.
Make another picture or diorama
to show the services provided by
the government. Divide into 2
groups. Make a display titled
"Goods and Services from Our
Government"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

1965
Make up a play to demonstrate
"Claytown" (Invite another grade)

Our Working World,
"Neighbors at Work" (gr.2)
Listen to recorded lessons SRA
Lesson 10- "Government in the
Neighborhood."

Literature-Read "The Pied
Piper of Hamelin"

Write Dept. of Commerce, Baltimore
City. Request information on city
government structures.

Draw or make dioramas showing
what would happen if one of
those services was not available.
Make another picture or diorama
to show the services provided by
the government. Divide into 2
groups. Make a display titled
"Goods and Services from Our
Government"

1. Teacher will judge students' answers to the questions during the discussion.
2. Teacher should check answers, as students fill in the chart:

City Government.

Head of Government (mayor)
How leader is chosen (elected)
Law Making Body (city council)

Services 1. (police protection)
2. (Health services)
3. (fire dept.)

Responsibilities 1. (taxes)
2. (vote)

Current problems
1. (pollution)
2. (housing)
3. (transportation)

3. Teacher judge children's
answers.

2. Howard County Government.

Read about a community that is a
community project. (to build)

Discuss:

How is the community we read about
in Howard County?

List guide questions:

1. Who is in authority?
the Howard County gov
2. What is the job of the
is he?
3. Who assists him?
4. Who enforces the laws?
5. What services does Ho
6. What is a county seat?
7. What responsibilities
government of Howard

Invite a county official
about county government.

Read about a typical county
the information with the
Howard County.

TEACHING STRATEGIES

Read about a community that worked together on a community project. (to build a new school)

Discuss:

How is the community we read about like our community in Howard County?

List guide questions:

1. Who is in authority? Where does the power of the Howard County government come from?
2. What is the job of the county executive? Who is he?
3. Who assists him?
4. Who enforces the laws?
5. What services does Howard County provide us?
6. What is a county seat? Where is it?
7. What responsibilities do we have toward the government of Howard County?

Invite a county official to speak to the class about county government.

Read about a typical county government. Compare the information with the facts children know about Howard County.

Grade 3 - Unit I

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT AND MATERIALS

You & the Community, Samford
(Benefic Press) Chicago, 1967
"Government in the Community"
pp 139-151

Know Your County Government-League
of Women Voters
Historical Sketch of Howard County-
(available from Dept. of Education)
Howard County-(available from Dept.
of Education).
Living in Howard County- Md. State
Dept. of Education.
Howard County Charter-available from
Court House (Note: This is a teacher
reference).

resource person- county official
or representative from League of
Women Voters. How Our Government
Helps Us Stanek, Benefic press,
Westchester, Illinois, 1969
"Our County Government" pp 19-25

Language-Write thank
note to the invited

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

rd
67
ty"

t-League

rd County-
(ucation)
rom Dept.

rd.State

lable from
s a teacher

fficial
ague of
ernment
press,
69
p 19-25

Language-write thank you
note to the invited guest

Check to see if the
questions are answered
correctly.

Teacher should judge
to see if valid com-
parisons are made.

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

2. Howard County Government

Make a collection of articles from the clippings that are involved with government.

Make use of outline maps of Howard County showing rivers, voting districts, the county of interest. Teacher should explain voting districts. Bring out that voting places to vote for local state and children find out where their parents going on, encourage children to visit their parents.)

Role play 2 opposing candidates for election have the class discuss the candidates.

Read "The Government of Communities"

This tells about:

- | | |
|-----------------------------|----|
| 1. making and changing laws | 4. |
| 2. purpose of taxes | 5. |
| 3. voting | 6. |

Relate each of these topics to Howard County

Write an essay on "What it means to live in Howard County"

TEACHING STRATEGIES

Make a collection of articles from the newspaper showing the clippings that are involved with government actions.

Make use of outline maps of Howard County. Show boundaries, rivers, voting districts, the county seat, and other points of interest. Teacher should explain about polling places and voting districts. Bring out that voters go to community polling places to vote for local state and federal issues. Have children find out where their parents vote (If an election is going on, encourage children to visit a polling place with their parents.)

Role play 2 opposing candidates for a local office. Then have the class discuss the candidates. Hold a mock election.

Read "The Government of Communities" pp 197-227

This tells about:

1. making and changing laws
2. purpose of taxes
3. voting
4. law enforcement
5. taking part in government
6. how government is developed.

Relate each of these topics to Howard County government.

Write an essay on "What it means to me to live in Howard County"

Grade 3 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Local Newspapers.

Sample Item:

"PETITION FOR TRAILER PARK
ZONING WITHDRAWN

The zoning petition of Abraham Shpak, scheduled for hearing before the Zoning Board Thursday night, has been withdrawn and the hearing postponed indefinitely at the request of the petitioner.

Mr. Shpak's petition involved a little over 16 acres on the east side of the Washington Boulevard at Meadowridge Ave. The requested rezoning was for T-2 a Mobile home park. The property is now zoned M-1 and M-2."

Children will act as resources

The Social Sciences, Concepts and Values, level 3, Brandwein Harcourt, Brace & World New York, 1970

The children will act as resources.

Field trip to Ellicott City, the county seat. Divide into groups to investigate: Court house, police dept., fire dept., county council, new complex of offices(Health Dept.)

Come back to school and share ideas.

Music: Compose original songs and poems about Howard County

Map Study (road map) Show the differences between local, state and federal roads and highways.

Show a zoning map. Explain that the purpose of zoning is to get the best use of the land to benefit the community. Discuss the weaknesses and strengths of zoning plans.

Make a circle graph showing how tax money is spent. (This information comes with tax bill every year)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Field trip to Ellicott City, the county seat. Divide into groups to investigate: Court house, police dept., fire dept., county council, new complex of offices(Health Dept.)

Come back to school and share ideas.

Music: Compose original songs and poems about Howard County

Map Study (road map) Show the differences between local, state and federal roads and highways.

Show a zoning map. Explain that the purpose of zoning is to get the best use of the land to benefit the community. Discuss the weaknesses and strengths of zoning plans.

Make a circle graph showing how tax money is spent. (This information comes with tax bill every year)

Teacher will judge students' responses to:
"Make a chart comparing the structure of a city gov't and Howard County gov't.

TWO KINDS OF GOVERNMENT.

	CITY	COUNTY
Head of Government	(Mayor)	(County Executive)
How leader is chosen	(elected)	(elected)
Law making body	(city council)	(county council)
Services	(courts) (police) (fire) (parks)	(courts) (police) (fire) (parks) (schools)
Responsibilities	(voting) (taxes)	(voting) (taxes)
Major Problems	(pollution) (housing) (sanitation)	(housing) (sanitation)

Teacher will judge thoughts in essays.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRAT

3. Maryland government

Ask: What state is Howa
Maryland is agreed upon,
States Map and/or a Mary

Would you think that sta
too? What do you suppos
like? What things have y
governments?

List on the board:

1. Someone in authority
2. Laws to be made
3. Laws to be enforced
4. Services
5. Responsibilities of
6. Rights and freedoms

Read "Our State Governmen
pp. 26-32. (From "The h

Divide the class into gro
library and share the ans

1. Who is the governor
governor of Maryla
2. Where are the laws
a map. Is it in h
3. What services does
offer us?
4. What recreational
state?

Bring class back togethe
for each question.

TEACHING STRATEGIES.

Ask: What state is Howard County a part of? (When Maryland is agreed upon, point this out on a United States Map and/or a Maryland Map.)

Would you think that states need some form of government, too? What do you suppose our Maryland government is like? What things have you discovered are parts of governments?

List on the board:

1. Someone in authority
2. Laws to be made
3. Laws to be enforced
4. Services
5. Responsibilities of citizens and officials
6. Rights and freedoms.

Read "Our State Government Helps Us"(Benefic Press)
pp. 26-32. (From "The How Series" Gr. 1-3)

Divide the class into groups to find many resources from library and share the answers to these questions.

1. Who is the governor? Who was the first governor of Maryland?
2. Where are the laws of Maryland made: Locate it on a map. Is it in Howard County?
3. What services does the government of Maryland offer us?
4. What recreational facilities are supplied by the state?

Bring class back together. Discuss and settle on answers for each question.

Grade 3 - Unit I

CONTENTS & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

U.S. Map and Map of Maryland

Language Arts Skills:

Children should know how to use:

- 1- an index
- 2- a table of contents
- 3- encyclopedia
- 4- dictionary

How Our Government Helps Us (Benefic Press) pp. 26-32. (From "The How Series" Gr.1-3.)

Newspapers.

Library books- suggested-
All About Our 50 States by Ronan
(Random)

The Look Up Book of 50 States --
Lauber (Random)

Picture Book of Maryland-Bailey
(Albert Whitman & Co.)

My Maryland-Kaessman
(Maryland Historical Society)

Students will act as resources.

Language Arts Skills:

Children should know how to use:

- 1- an index
- 2- a table of contents
- 3- encyclopedia
- 4- dictionary

(Benefic
e How

Ronan

es —

iley

y)

ces.

Teacher will judge the
accuracy of the answers
to the questions.

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACH

3. Maryland government (continued)

Write to the Co
concerning or p
(or ask for spe

Show filmstri

(Note: This co
Map St

1. Locatin
2. Measur
3. Reading
4. Reading
5. Reading
6. How We
Stanek,

Use an outlin
or wall map a
Ellicott City
review from p
mation on ind

Invite state
concerning th

Make an activ
state governm

TEACHING STRATEGIES.

nued)

Write to the Governor about a current problem concerning or pertaining to the children's interest. (or ask for specific information about Maryland).

Show filmstrip - "Historic Annapolis". Discuss.

(Note: This could be a place for map study:
Map Study Filmstrips:

1. Locating Places on Maps FS-65.
2. Measuring Distance on Maps FS-64
3. Reading Physical Maps FS-66.
4. Reading Directions on Maps FS-63.
5. Reading Maps-F80 (11 min.-color)
6. How We Use Maps & Globes
Stanek, Benefic Press 1968

Use an outline map on overhead projector of Maryland or wall map and locate- Annapolis, Howard County, Ellicott City. (Howard County and Ellicott City a review from previous study) Children fill in information on individual outline maps.

Invite state trooper to talk with the children concerning the enforcement of the laws.

Make an activity book about services of the state government.

Grade 3 - Unit I

CONTENTS & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Filmstrip "Historic Annapolis"
(available in school libraries)

Role playing:

Pretend you are a reporter.

Interview the "governor"

or

Pretend you are law makers
trying to get a traffic light,
or sidewalk for the solution
of a problem of your choice
in your neighborhood.

Make a mural of the services
offered by the state of
Maryland.

Make or gather pictures of
the types of jobs that people
work for the state do.
Identify each type of
position.

Language: Write "thank you"
letters to state trooper.

Music:

Song--"Maryland, My Maryland."

Head
of Go

How
leads
is
chose
Law-
ing b

Place
where
is ho

Servi

respo
sibil
ities

majo
probl

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Role playing:

Pretend you are a reporter.

Interview the "governor"

or

Pretend you are law makers trying to get a traffic light, or sidewalk for the solution of a problem of your choice in your neighborhood.

Teacher will judge chart comparing the government of Howard County, a city government and Maryland government.

apolis"
braries)

Make a mural of the services offered by the state of Maryland.

Make or gather pictures of the types of jobs that people work for the state do. Identify each type of position.

Language: Write "thank you" letters to state trooper.

Music:

Song-"Maryland, My Maryland."

GOVERNMENTS

	<u>City</u>	<u>County.</u>	<u>State</u>
	Baltimore	Howard Co., Maryland	
Head of Gov.	Mayor	county executive	governor
How leader is chosen	elected	elected	elected
Law-Making body	city council	county council	general assembly
Place where gov. is housed	City Hall (within the city)	Court House Ellicott City	State House Annapolis (capitol)
Services	parks police fire courts public health	parks police fire courts public health	road work parks public health police
responsibilities	voting taxes	voting taxes	voting taxes
major problems	pollution mass.trans. housing.	housing sani- tation	crime control sanitation roads

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STEPS

4. Federal government.

Show a picture of the President.
Have pupils discuss what they would like to be when they grow up.

Divide class into groups.

1. What are the duties of the President?
2. How is a President elected?
3. What qualifications are required before becoming President?

(If this is an election year, discuss the election process in more detail.)

Teacher presents some facts about the federal government.

the federal cabinet
Congress
Senate
House of Representatives
congressman

Discuss pronunciation of "Federal Government."
What is Federal Government? Read the word and its meaning correctly. After reading the word and its meaning, read the word and its meaning correctly.

Note the three branches of government.

Complete chart:

Branches

Legislative (makes laws)
Executive (carries out laws)
Judicial (enforces and interprets laws)

TEACHING STRATEGIES.

Show a picture of the President of the United States. Have pupils discuss who he is and form questions on things they would like to find out about the President.

Divide class into groups to answer such questions as:

1. What are the President's duties?
2. How is a President chosen?
3. What qualifications must a person have before becoming a President?

(If this is an election year, this topic could be gone into more thoroughly.)

Teacher presents some "mystery words"

federal
cabinet
Congress
Senate
House of Representatives
congressman

Discuss pronunciation and possible meanings. Read "What is Federal Government" to see if you are correct. After reading is completed, discuss each word and its meaning relating to the federal government.

Note the three branches of the federal government

Complete chart:

Branches of Government.

Legislative (makes laws)
Executive (carries out laws- manages government)
Judicial (enforces and interprets laws)

Grade 3 - Unit I

CONTENTS & MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

Picture of President of United States
Making of Anglo America-The Metropolitan
Community Allyn-Bacon, 1970 p.128

Encyclopedia

Look Up Book of the 50 States-Lauber
(Random)

Newspapers

Magazines

The Book of Presidents pamphlet

Other Library books on Presidents.

How We Choose a President- Gray
(St. Martin's Press)

Electing A President-Bradley (D.
Van Norstrand Co.)

How Our Government Helps Us. Stanek,
Benefic Press, 1969

"What is Federal Government?"pp33-40

The Metropolitan Community-The Making
of Anglo-America, Allyn-Bacon,1970 pp.135
137.

How Documents Preserve Freedom, Reuben,
Benefic Press,Chicago,1964.

"Branches of Government"p. 64

How Our Government Began

King,Benefic Press,Chicago,1965

"What are the three branches of Our
Government?" pp 74-76

Language Arts-children should be
able to use a table of contents
and index,encyclopedia and dic-
tionary:

Using the Encyclopedia FS-11
Using the Dictionary FS-10

Encyclopedia-How to Use It.
(Compton) FS-138

Encyclopedia Skills-Look It
Up(World Book) FS-137

Transparencies

TR-1 Know Your Encyclopedia

TR-2 Encyclopedia Skills

TR-8 Encyclopedia Skills

TR-3 Dictionary Skills

Have students write a para-
graph called "The President
of the U.S.A." Include in-
formation based on 3 questions.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

United States <u>The Metropolitan</u> 1970 p.128	Language Arts-children should be able to use a table of contents and index, encyclopedia and dictionary: <u>Using the Encyclopedia FS-11</u> <u>Using the Dictionary FS-10</u>	Teacher will judge the paragraph called "The President of the U.S.A." Include information based on three questions.
<u>States-Lauber</u>	<u>Encyclopedia-How to Use It.</u> (Compton) FS-138	
pamphlet	<u>Encyclopedia Skills-Look It Up</u> (World Book) FS-137	
residents.	<u>Transparencies</u>	
t- Gray	TR-1 Know Your Encyclopedia TR-2 Encyclopedia Skills TR-8 Encyclopedia Skills TR-3 Dictionary Skills	
dley (D.		
Us. Stanek,		
ent?"pp33-40	Have students write a paragraph called "The President of the U.S.A." Include information based on 3 questions.	Teacher will judge the vocabulary list of words related to the federal government.
ty-The Making Bacon,1970 pp.135		
Freedom, Reuben, 64. p. 64		
n ago,1965 ches of Our		

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACHING

4. Federal Government
(continued)

Review (Oral)
Explain briefly about
President
Vice President
Cabinet
Senate
House of Representat
"The Supreme Court is
ment. It is the highest
film about the Supreme
this Court?"
(list) (show
Check to see what ques
for those that are not
Services derived from t
The government has man
Bureaus or departments
Post Office Departme
Bureau of Publicatio
Department of Health
Census Bureau
Federal Bureau of In
Federal Reserve
Department of Defens
Bureau of Standards
Bureau of Internal R
United States Weathe
(Bureaus are subdivisi
Divide children into
which to make a repor
Suggestions: Show Film
Read--Paper Money--the
graving. Read--Taxes
Make a list of service
Services We Get From
Printing money
Defending our coun
Operating the Post
Protecting Health
Aiding Schools
Law Enforcement.

TEACHING STRATEGIES

Review (Oral)

Explain briefly about the role of:

President

Vice President

Cabinet

Senate

House of Representatives

"The Supreme Court is an important part of the Federal Government. It is the highest court in the nation. Today we will see a film about the Supreme Court. What questions do you have about this Court?"

(list) (show film—Supreme Court—F-17)

Check to see what questions have been answered. Make assignments for those that are not answered.

Services derived from the Government.

The government has many sub-divisions called Federal Agencies, Bureaus or departments.—Some of these are:

Post Office Department

Bureau of Publications

Department of Health, Education and Welfare

Census Bureau

Federal Bureau of Investigation (F.B.I.)

Federal Reserve

Department of Defense

Bureau of Standards

Bureau of Internal Revenue

United States Weather Bureau

(Bureaus are subdivisions of the Agencies or Departments)

Divide children into groups. Choose one or more agencies on which to make a report.

Suggestions: Show Filmstrip on "The Post Office"

Read—Paper Money—the story of the Bureau of Printing and Engraving. Read—Taxes (Internal Revenue)

Make a list of services derived from each department or agency
Services We Get From the Federal Government.

Printing money

Defending our country

Operating the Post Office

Protecting Health

Aiding Schools

Law Enforcement.

Grade 3 - Unit I

CONTENT & MATERIALS

Student Resources and library books on government. (Ask librarian to pull books on government to keep in your classroom.)
Samples:

What Does a Congressman Do?
The Congress--Johnson (Wm. Morrow & Co.)
The First Book of Congress, Coy
(Franklin Watts, Inc.)

Film: Supreme Court - F-17.

All About Courts and the Law
Brindze (Franklin Watts, Inc.)

References:

Write for Government Publications

Many library books available.

Filmstrip:

Post Office FS--46

Learning About Our Country (Allyn & Bacon) p. 247-249

People and Their Actions in Social Roles Man in Action Series
(Prentice Hall) p. 74-75

VARIANTS IN STRATEGIES AND CONTENT

Write--"What I would do if I were President"

or

"If my father were President."

Film: Congress F-73
(Jr. High level)

Through a class letter, invite someone who knows a good deal about the United States Government. Have the class develop a set of questions to ask the guest.

Other References:

The Capitol and Our Lawmakers and The White House and the Presidency by Miers, Merrill Books, Inc., 1965

Literature--Read about famous Americans.

Write original newspaper articles about government happenings and issues.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Write--"What I would do if I were
President"

or

"If my father were President."

Film: Congress F-73
(Jr.High level)

Through a class letter, invite
someone who knows a good deal
about the United States Govern-
ment. Have the class develop a
set of questions to ask the guest.

Check answers to
questions on the
Supreme Court.

Other References:

The Capitol and Our Lawmakers
and The White House and the
Presidency by Miers, Merrill
Books, Inc., 1965

Literature--Read about famous
Americans.

Write original newspaper articles
about government happenings and
issues.

Teachers judge the
accuracy of reports

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

4. Federal Government

Keep a class scrapbook of symbols to the functions of government.

Group work:

Divide the class into groups. Each group choose a leader. Find out the symbols of the U.S. Government (Bald Eagle, Uncle Sam, Statue of Liberty, Liberty Bell, Elephant and Seal of Justice, and others).

Make a picture of each. (Use the symbols.)

Answer the following questions:

1. How did this symbol come about?
2. What does it mean?
3. When was the symbol first used?

Projects:

Make a mural, bulletin board, or "movie" of the symbols.

Our Nation's Capitol is Washington, D.C. Our President, lawmakers and workers work here. There are also many parks and monuments that have to do with the government.

Locate Washington on a map of the United States.

Read--WASHINGTON, D.C. Find out what are to answer as they read.

Ask children to bring in pictures of Washington to share with the class.

Unit I - Government

UNITED SUB-TITLE

TEACHING STRATEGIES.

Government

Keep a class scrapbook of current events pertaining to the functions of government.

Group work:

Divide the class into groups. Have each group choose a leader. Find out about the symbols of the U.S. Government (Old Glory, Great Seal, Bald Eagle, Uncle Sam, Statue of Liberty, Liberty Bell, Elephant and Donkey, Blind Justice, and others).

Make a picture of each. (Designate the size)

Answer the following questions:

1. How did this symbol come to be?
2. What does it mean?
3. When was the symbol first used?

Projects:

Make a mural, bulletin board display, class booklet or "movie" of the symbols.

Our Nation's Capitol is Washington, D.C. Our President, lawmakers and many government officials work here. There are also many important buildings and monuments that have to do with our government.

Locate Washington on a map.

Read--WASHINGTON, D.C. Form questions that children are to answer as they read. Share results.

Ask children to bring in post cards and souvenirs from Washington to share with the class.

Grade 3 - Unit I

CONTENT AND MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

Newspaper Clippings

Encyclopedia

American Symbols, Lehner

People and the Actions in
Social Roles (People in
Action Series) p 82-98
(Prentice Hall)

Music-patriotic songs

Our Country, Eibling,
Laidlaw, Summit, New Jersey, 1965
"Symbols of America" pp.49-54

Art Supplies.

United States Wall Map
Our Country Allyn-Bacon, 1970
"The Capital of Our Country"
pp 40-61

Learning About Our Country
Allyn & Bacon Boston
pg.237-246 "Washington, D.C."

Visit Washington, D.C.
(Capitol, F.B.I. Building,
White House, etc.)

Students' materials from home.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Music-patriotic songs

Teacher should judge
accuracy of reports
and projects

ey, 1965
9-54

n, 1970
ntry"

try

D.C."

m home.

Visit Washington, D.C.
(Capitol, F.B.I. Building,
White House, etc.)

Check answers to the
children's questions

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRA

4. Federal Government

Class Problem: What res
our gove

Discuss: "One way we can
about candidate
our right to vo

Write the word VOTE on t
to explain how and why
answers.

Questions:

1. When is Election
2. What happens on I
3. What is a candida
4. Why is there more

Teacher should read stor
Discuss
Have children make up an
about mock elections.

Class Problem: What responsibilities do we have to our government?

Discuss: "One way we can be good citizens is to learn about candidates and issues, and then exercise our right to vote."

Write the word VOTE on the blackboard. Ask children to explain how and why people vote. Read to find the answers.

Questions:

1. When is Election Day?
2. What happens on Election Day?
3. What is a candidate?
4. Why is there more than one candidate?

Teacher should read story "The Voters Choice".

Discuss

Have children make up and interpret tables about mock elections.

RESPONSIBILITIES:

How Our Government Helps Us,
Benefic Press, p. 41-47 "We are
Proud of Our Government
Learning About Our Country,
Allyn & Bacon, p. 261-272
How Rules & Laws Help Us,
Benefic Press, p. 42-47, "We
Are Good Citizens"

VOTING:

Learning About Our Country
p. 267, "Election Day"
How Our Government Helps Us
p.4, "Learning About Government"
Let's Go to Vote, McCarthy
G.P. Putman's Sons
The First Book of Elections.
Lindop (Franklin Watts, Inc.)

THE VOTERS CHOICE:

SRA--Our Working World
resource unit, p. 182,
Neighbors at Work - Grade 2

Children will act as resources

Math: Make graphs and tables
about election results
and public opinion poll
Art: Make campaign signs

VARIANTS IN STRATEGIES
AND CONTENTS

EVALUATION

are

Teacher will judge the
remarks made during
the discussion and check
answers to questions.

ment"

ces

Math: Make graphs and tables
about election results
and public opinion polls.
Art: Make campaign signs

Grade 3 - Unit I - Government

CONCEPT-ORIENTED

SUB-TITLE

TEACHING STRATEGIES

4. Federal Government (continued)

Sample:

VOTES FOR GOVERNOR:

	Mr. A
County 1	400
County 2	200
County 3	600
County 4	300
County 5	800

Date _____

Questions:

1. How many voters wanted Mr.
2. In County 1, what candida
3. Which county gave Mr.C. t
4. Who won the election?

Invite a parent or someone from Voters who is a volunteer politi why it is important to be inform candidates' ideas. Bring out th needed as voters to be sure the peoples' choice.

Develop chart: Volunteers-- help spread information abo remind people to vote help some people get to the

TEACHING STRATEGIES

Sample:

VOTES FOR GOVERNOR:

	Mr. A	Mr. B	Mr.C.
County 1	400	450	700
County 2	200	500	500
County 3	600	500	500
County 4	300	400	400
County 5	800	250	600

Date _____ By _____

Questions:

1. How many voters wanted Mr.A? Mr.B? Mr.C?
2. In County 1, what candidate got the most votes?
3. Which county gave Mr.C. the most support?
4. Who won the election?

Invite a parent or someone from the League of Women Voters who is a volunteer political worker to explain why it is important to be informed about the candidates' ideas. Bring out that many people are needed as voters to be sure the winner is the peoples' choice.

Develop chart: Volunteers---

- help spread information about candidates
- remind people to vote
- help some people get to the polls.

Grade 3 - Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENTS

Table

Resource person.

Role playing--pretend you are a candidate running for a particular office. Prepare a 3-minute speech telling what you will do if you are elected. If possible, child may tape his speech.

Class should discuss the idea of 2 or more opposing candidates. Have a debate about the ideas.

Teacher should judge how well children construct and interpret table. check answers to questions.

Role playing--pretend you are a candidate running for a particular office. Prepare a 3-minute speech telling what you will do if you are elected. If possible, child may tape his speech. Class should discuss the idea of 2 or more opposing candidates. Have a debate about the ideas.

Appraise

Written thank you letters to resource persons. They should include facts learned from the visit.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING

4. Federal Government

Assign:

Problems of the Federal

Discuss:

Problems Unique to the
Federal Government.

1. Dealing with other countries.
2. War and conflict.
3. Updating the Postal system.

(Add current problems)

how deeply to go into

TEACHING STRATEGIES.

Assign:

Problems of the Federal Government.

Discuss:

Problems Unique to the
Federal Government.

1. Dealing with other countries.
2. War and conflicts
3. Updating the Postal system.

Problems Shared With
States

1. Educational needs
2. Housing
3. Fighting Crime
4. Civil Rights
5. Poverty
6. Air & Water Pollution.
7. Public Health

(Add current problems. Teacher use judgment as to how deeply to go into these problems)

Grade 3 - Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Weekly Reader articles
Newspaper articles.

Teacher references:

1. Our Polluted World
An American Education Publications
(Unit Book, 1968 (25¢ each))
2. Public Affairs pamphlets.
381 Park Ave., South
New York, New York 10016
 - #374 Can We Save Our Cities
 - #413 New Ways to Better Communities
 - #103 The Battle for Clean Air
 - #396 Fair Play in Housing
 - #85 The Races of Mankind
 - #398 Poverty in the U.S.A.
 - #393 A New Look at Our Crowded World
3. Conserving Our Waters and Cleaning Air
study unit for gr.10,11,12 -
American Petroleum Institute
1271 Avenue of the Americas
New York, N.Y. 10020

Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Reader articles
- articles.

References:

Polluted World
Clean Education Publications
Book, 1968 (25¢ each)

Public Affairs pamphlets.
Park Ave., South
York, New York 10016

Can We Save Our Cities
New Ways to Better Communities
The Battle for Clean Air
Fair Play in Housing
The Races of Mankind
Poverty in the U.S.A.
A New Look at Our Crowded World

Serving Our Waters and Cleaning Air
Study unit for gr.10,11,12 -
American Petroleum Institute
Avenue of the Americas
York, N.Y. 10020

Teacher judge the
children's statements.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING

4. Federal Government

Teacher

based

studies

C- Forming a government for
our classroom.

Help
govern
the fo

Guide qu

1. Wha
2. Why
3. Wha
4. How
5. Wha
pos
6. Whi
7. How
cou

Make cam

Language
would no

Write ca

Give ora
articles
election

TEACHING STRATEGIES.

Teacher should administer tests.
based on comparisons of the governments
studied.

Help class to decide if a classroom
government is needed. If so, decide on
the form.

Guide questions:

1. What officers are needed?
2. Why are officers needed?
3. What is the duty of each officer?
4. How should we choose our officers?
5. What qualifications should the officers possess?
6. When and how shall we vote?
7. How can we be sure that the votes will be counted fairly and accurately?

Make campaign posters about class candidates.

Language: Write essays on why I would (or would not) like to be a class officer.

Write campaign speeches.

Give orally or record on tape. Write newspaper articles telling about the candidates and election for school publication.

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT AND MATERIAL.

1. Give class
Federal, state
Government
Local? State
Which work
state or federal
1. Post Office
2. President
3. County
4. Senator
5. Your Teacher
6. State Teacher
7. County
8. Your Principal
9. School
10. Garbage
11. Fireman
12. Vice President
13. Soldier
14. F.B.I.
15. Road worker
16. National
17. Mayor (City)
18. City Council

2. Develop a chart
and federal government
Fill in the spaces

Level of Gov't	Heads of Gov't.	How leaders are chosen	City where government centered
Federal	(President)	(chosen by citizens)	(Washington, D.C. the capital)
State	(governor)	(chosen by citizens)	(Annapolis, state capital)
County	(county exec.)	(chosen by citizens)	(Ellicott City county seat)
City	(Mayor)	(chosen by citizens)	(City Hall in the city)

1. Give classification exercise in Federal, state, county and city workers.

Government Workers:

Local? State? Federal?

Which worker works for the local, state or federal government?

1. Post Office Worker (federal)
2. President of the U.S. (federal)
3. County Councilman (county)
4. Senator (federal) (State)
5. Your Teacher (county)
6. State trooper (state)
7. County Executive (county)
8. Your Principal (county)
9. School Superintendent (state or county)
10. Garbage collector (county) (city)
11. Fireman (county, city)
12. Vice President of the U.S. (federal)
13. Soldier (federal)
14. F.B.I. Agent (federal)
15. Road worker (state or county)
16. National Guardsman (federal)
17. Mayor (city)
18. City Councilman (city)

2. Develop a chart comparing local, state and federal governments.

Fill in the spaces left blank on chart.

Level of Gov't	Heads of Gov't.	How leaders are chosen	City where government is centered	Services	Responsibilities
Federal	(President)	(chosen by citizens)	(Washington, D.C. the capital)		
State	(governor)	(chosen by citizens)	(Annapolis, state capital)		
County	(county exec.)	(chosen by citizens)	(Ellicott City county seat)		
	(Mayor)	(chosen by citizens)	(City Hall in the city)		

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

5. Forming our own classroom government.

Hold a class election to elect a president, secretary and treasurer, including speeches, rallies

After a class election - - -

Have the class officers and standards and routines, and parties, trips, etc. - - -

TEACHING STRATEGIES.

Hold a class election to choose a president, vice-president, secretary and treasurer. Have a campaign including speeches, rallies, etc. Have secret ballots.

After a class election - - - -

Have the class officers and class members set up standards and routines, and plan for class parties, trips, etc. - - - if applicable.

Grade 3 - Unit I

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Conduct a public opinion poll
regarding issues of the election

Music: Make up campaign songs.

Math: Make graphs and tables
about election results.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Conduct a public opinion poll
regarding issues of the election.

Music: Make up campaign songs.

Math: Make graphs and tables
about election results.

Observe children as they
conduct their election.

Observe to see if demo-
cratic procedures are
followed throughout
the year.

TRANSPORTATION AND COMMUNICATION, AS INSTITUTIONS

EXPLANATION

Transportation and communication are institutions that are intricately related to the community and the child's mode of living. The acceleration of change in transportation and communication has had a deep effect upon all the people of the world. Improvements in transportation and communication have brought cultural areas into closer contact, thus encouraging a world society.

In this unit, we will identify various means of transportation and communication, trace the development of transportation and communication, show how man depends on these institutions, and explore how transportation and communication are involved in the process of change.

Grade 3 - Unit II - Transportation and Communication, as Institutions

TRANSPORTATION AND COMMUNICATION, AS INSTITUTIONS

OBJECTIVES

1. Through a discussion concerning how people communicate, and given sufficient information, the student will utilize the data provided to state that man uses many ways to communicate in order to gain information or entertainment.
2. Given appropriate materials on early types of transportation and communication, the student will develop a chart or time line showing how major inventions and developments have provide improvements or modifications.
3. The student will demonstrate correct usage of the telephone and directories by using a model of the instrument and sample books.
4. Through a visit to the post office, the student will be able to state how a post office operates and identify terms used in the sending and receiving of mail (post marks, special delivery, R.F.D., parcel post, insured packages, money orders, etc.). As a related activity the student will write a letter and mail it.
5. Given a newspaper, the student will be able to identify the various parts of a newspaper such as news articles, feature articles, editorials, want ads, advertisements, and cartoons.
6. Through a panel discussion, the student will be able to discuss the benefits and problems created by the advancements made in transportation and communication.
7. Given sufficient information, the student will be able to use maps to locate places and trace routes (trade routes, airline routes, shipping lanes, railroad and truck routes) concerning important developments related to transportation and communication.

Grade 3 - Unit 11 - Transportation and Communication, as Institutions

TRANSPORTATION AND COMMUNICATION, AS INSTITUTIONS

OUTLINE FOR UNIT 11

A. Communication as an Institution

1. Early forms of communication
2. The United States mail
3. Newspapers and printed matter
4. Telephone communication
5. Other forms of communication

B. Transportation as an Institution

1. By land
2. By water
3. By air
4. In space

C. Problems Created by Our Present Day Transportation and Communication

1. Mass transportation
2. Improved highways
3. News media reporting
4. Outmoded postal system

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

Transportation and Communication,
as institutions

Opener:

Show films to
transportation.
these films (su
under titles:

"Commun

Put this in the
prominent place
progresses.

Have children
bulletin board
and Communicat

Have children
and communicati
definitions ma

Transportation and Communication, as Institutions

UNIT SUB-TITLE

TEACHING STRATEGIES

Communication,

Opener:

Show films to arouse interest in communication and transportation. Have children classify items in these films (such as telephone, auto, jet, telegraph) under titles:

"Communication"

"Transportation"

Put this in the form of a chart. Display in a prominent place, and add to the chart as the unit progresses.

Have children make or bring in pictures and start a bulletin board or picture booklets on Transportation and Communication.

Have children begin a definition describing transportation and communication (as the unit progresses, these definitions may be changed or have additions).

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Films:

- F-4 - Development of Communication
- F-29- Development of Transportation

Discuss "How did transportation
and communication help you today?"

Chart paper.

Art materials.

Discuss "How did transportation
and communication help you today?"

communication
transportation

Teacher should check the
chart with pupils.

Teacher should judge accuracy
of definitions.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

A. Communication as an institution.

1. Early forms of communication

- a. Man has always used varied means to communicate.

Have on board

1. What language did your hominid ancestors use?
2. Why should we study this?
3. What other means of communication are available today? (e.g., radio, television, etc.)

Ask:
How do you think communication has changed since the time of our ancestors?

Let's find out.

- b. Early communication was slow and rather ineffective as compared to today's communications.

Teacher should show a picture of a child from the Began and Children's Museum for children to see. Indian communication.

Ask:
How can we improve communication? Have children write a letter to the Community, People pp. 142-144.

Draw pictures.

ation and Communication, as Institutions

B-TITLE

TEACHING STRATEGIES

Institution.

Have on board these questions -

ommunication

1. What language or languages are spoken in your home?

ys used varied

2. Why should we learn to read and write?

municate.

3. What other means of communication are available to us? (T.V., radio, newspaper, etc.)

Ask:

How do you suppose that people who lived long ago were able to communicate with each other?

Let's find out if we are right. (See reference.)

ication was slow

neffective as

today's

ns.

Teacher should read Chapter 1 - The Way Communication Began and Chapter 2 - In Early Days. Tell or rewrite for children the story about cavemen, early American Indian communications, and medieval ways of communicating.

Ask:

How can we find more information on early communication? Have children read - Early Communication from How Communication Helps Us, pp. 6-11, You and the Community, pp. 106-111, or Exploring Our Needs, pp. 142-144.

Draw pictures of early ways of communicating.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as resources.

Discuss various dialects around the United States. Listen to Mary Had a Little Lamb from The Georgia Anthropology Study Project, Department of Education, Atlanta, Georgia. This record demonstrates various dialects of the United States.

List ideas on chart.

grunts
gestures
drawing
speaking
sign language
signals
runners
messengers on horseback, etc.
alphabet
books

Discuss ways of speaking at home and in school. Why are both accepted?

Set up a class library of books and pamphlets on communication.

(These should be the childrens' ideas.)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Sources.

Discuss various dialects around the United States. Listen to Mary Had a Little Lamb from The Georgia Anthropology Study Project, Department of Education, Atlanta, Georgia. This record demonstrates various dialects of the United States.

Teacher should judge the statements made by students during the discussion. The students should conclude that we use many ways to communicate.

Discuss ways of speaking at home and in school. Why are both accepted?

Evaluate the list of ideas made up by the children.

Set up a class library of books and pamphlets on communication.

Evaluate pictures drawn by students of early types of communication.

Feedback, etc.

childrens' ideas.)

CONCEPT-ORIENTED SUB-TITLE

TEACH

c. Communications improved as time went on.

Have children make a list of ways to communicate.

Example: How Early Man Communicated

1. Growls, grunts, sounds
2. Movements and signs
3. Facial expressions
4. Drawing pictures of things (runners and animals)
5. Drawing symbols for things on tablets and early writing systems
 - a. Chinese language
 - b. Hieroglyphics
6. Letters and words on tablets, papyrus, and other materials
 - a. Egyptians.
 - b. Greeks
 - c. Roman
7. Maps and charts.
8. Letters, books, and other printed materials
9. Posters.
10. Newspapers.

Compare this list to the one made before they read the material.

TEACHING STRATEGIES

oved as

Have children make a list of some early ways used to communicate.

Example: How Early Man Communicated

1. Growls, grunts, screams.
2. Movements and signs with hands.
3. Facial expressions.
4. Drawing pictures and carrying messages (runners and animals).
5. Drawing symbols for words on animal skins, tablets and early forms of paper.
 - a. Chinese language.
 - b. Hieroglyphics of Egypt.
6. Letters and words on stone, clay or wooden tablets, papyrus and metal blocks.
 - a. Egyptians.
 - b. Greeks
 - c. Roman
7. Maps and charts.
8. Letters, books, in the form of a scroll.
9. Posters.
10. Newspapers.

Compare this list to the list made by the children before they read the materials.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Teacher resource -
Communication: From Cave Writing to
Television by Batchelor (Harcourt,
Brace & World, Inc.

How Communication Helps Us - from
Transportation & Communication
Uni-Kit C

Benefic Press
You and the Community, Samford-
Benefit Press
Exploring Our Needs, McIntire,
Follett Educational Corp.

Play "Whisper Game."
First child whispers sentence.
Sentence is repeated from child
to child. Last child says sen-
tence out loud. See how message
has changed.

Learn different ways the Indians
communicated from library books
or encyclopedia.

Make up classroom sign language
or draw Indian designs that stand
for words.

Dramatize the "crying out of news"
such as minstrels who would sing
the news, town criers, bell signals,
flag messages, light houses.

to
,
Play "Whisper Game."

First child whispers sentence.
Sentence is repeated from child
to child. Last child says sen-
tence out loud. See how message
has changed.

Learn different ways the Indians
communicated from library books
or encyclopedia.

Make up classroom sign language
or draw Indian designs that stand
for words.

Dramatize the "crying out of news"
such as minstrels who would sing
the news, town criers, bell signals,
flag messages, light houses.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

c. Communications improved as time went on. (Continued)

Locate the places where developments took place.

Examples:

China (language)
Egypt (hieroglyphs)
(papyrus)
Greece (tablets)
(alphabet)
Rome (scrolls)
(alphabet)
Germany (printing)

Ask:

How do we still use communication today?

Show film F-11 - Communication
(from Indians' smoke signals)

Discuss these questions

1. What are some of the means used to communicate?
2. What early means of communication have been used?
3. Which ones have been used most recently?
4. What are the newest means of communication?

Transportation and Communication, as Institutions

ORIENTED SUB-TITLE

TEACHING STRATEGIES

Communications improved as
time went on. (Continued)

Locate the places where important communication
developments took place.

Examples:

China (language)
Egypt (hieroglyphics)
(papyrus)
Greece (tablets)
(alphabet)
Rome (scrolls)
(alphabet)
Germany (printing press)

Ask:

How do we still use some of these means of
communication today?

Show film F-11 - Communication for Beginners
(from Indians' smoke signals to television).

Discuss these questions in relation to the film.

1. What are some of the ways that people first
used to communicate?
2. What early means of communication do we still use?
3. Which ones have been improved?
4. What are the newest ways to communicate?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

World Map - Teacher refer
to Communication: From Cave
Writing to Television.

Make x's on desk copies of world
map to show where important communi-
cations development began.

NOTE: (This may be a good time to work on
map skills.)

1. Map Skills Project Books, I, II
by editors of Scholastic Magazines
and Scholastic Book Services.
2. Map Skills for Today, My Weekly
Reader Practice Book, American
Education Publications, Education
Center, Columbus, Ohio 43216

Discussion

Make a scrapbook of the different kinds
of paper in use today (writing paper,
drawing paper, tissue, sand, wall paper,
cardboard, etc.)

Film F-11 (Communication for
Beginners) Central Office

EARLY COMMUNICATION

SUGGESTED TEST:

TRUE OR FALSE

- _____ 1. Very early people had no
language.
- _____ 2. Some people used pictures
to tell stories.
- _____ 3. As people started a language,
communication improved.
- _____ 4. Smoke signals were an early
form of transportation.
- _____ 5. African drummers have been
able to send stories from
one village to another.
- _____ 6. The Vikings often used an
animal horn as a form of
communication.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make x's on desk copies of world map to show where important communications development began.

NOTE: (This may be a good time to work on map skills.)

1. Map Skills Project Books, I, II, III by editors of Scholastic Magazines and Scholastic Book Services.
2. Map Skills for Today, My Weekly Reader Practice Book, American Education Publications, Education Center, Columbus, Ohio 43216

Make a scrapbook of the different kinds of paper in use today (writing paper, drawing paper, tissue, sand, wall and cardboard, etc.)

Judge the appropriateness of riddles made up by children about early communication.

EXAMPLES:

What was the main warning for danger in a town? (The Indians also used this as a danger signal.)

Answer

Fire on a high point.

Develop a true-false test on the early means of communication.

EARLY COMMUNICATION

TESTED TEST:

TRUE OR FALSE

1. Very early people had no language.
2. Some people used pictures to tell stories.
3. As people started a language, communication improved.
4. Smoke signals were an early form of transportation.
5. African drummers have been able to send stories from one village to another.
6. The Vikings often used an animal horn as a form of communication.
7. The American Indians are famous for using papyrus as a way to communicate.
8. The Chinese people are famous for sending smoke signals as a way to communicate.
9. Books were developed during the Middle Ages.
10. We still use some forms of early communication (such as the drum and horn) to communicate today.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEA

2. The United States Mail

Topic: Messages We Receive

- a. The delivery of mail has changed and improved.

Background reading - Ch. 1
Teacher retells how mail roads developed.

Also P-67, How Were Messages

Read story Riding the Post

Discuss: How did the Post have problems? Why is it not the same now?

Write a class story about the Post and illustrate the story.

- b. Mail is used as an everyday way of written communication.

Show and discuss pictures of postal workers.

Guide Questions -

1. What happens to a letter at the mailbox?
2. How is mail delivered to different areas?
3. What benefits do we get from the Post?
4. What problems do mail carriers have?
5. What problems does the Post have?

TEACHING STRATEGIES

Topic: Messages We Read - Mail, Newspapers, Books

has

Background reading - Chapter 4.
Teacher retells how mail carrying developed as roads developed.

Also P-67, How Were Messages Sent Long Ago?

Read story Riding the Pony Express or show film on this topic.

Discuss: How did the Pony Express work? What were its problems? Why is it no longer necessary?

Write a class story about the Pony Express. Have children illustrate the story.

ten

Show and discuss pictures and stories of post office and postal workers.

Guide Questions -

1. What happens to a letter after you drop it in the mailbox?
2. How is mail delivered in the city? in the rural areas?
3. What benefits do we get from the U.S. Postal system?
4. What problems do mail carriers face?
5. What problems does the postal system face?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Communication from Cave Writing to Television, by Batchelor (Harcourt, Brace & World)

Communities & Social Needs by King, Laidlaw Pub., p. 67.

Communication from Cave Writing to Television by Batchelor (Harcourt, Brace & World) pp. 53-56.

Riding the Pony Express by Bulla, Crowell Co.

Film: Pony Express (Arthur Parr Productions)

Display chart
Transportation in America
Scott Foresman and Company
Social Studies Program - 1967
(Section is called Moving Our Mail.)

Teach
of th

Teach
of th

Art materials.

SVE Community Helpers
SP 121 Postal Workers
series of pictures.

The History of the Mail
The United Air Lines
5959 South Cicero Avenue
Chicago 38, Illinois

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

lay chart
Transportation in America
t Foresman and Company
al Studies Program - 1967
tion is called Moving
Mail.)

Teacher will judge the accuracy
of the students' stories.

Teacher will judge the responses
of the students.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACH

2. The United States Mail
(Continued)

- b. Mail is used as an
everday way of written
communication (Continued)

- Have students read about
1. pp. 175-177 Letters and Working Together.
 2. How We Get Our Mail (Transportation & Commu
 3. The Post Office, pp. Neighborhood and the V
 4. Mail for the Neighbors You and the Neighborh

Visit a post office if possible. Show filmstrips on mail. (Bring special delivery, air mail, orders, business mail, and

TEACHING STRATEGIES

Have students read about mail:

1. pp. 175-177 Letters and Packages from Working Together.
2. How We Get Our Mail (whole book) Uni-Kit C - Transportation & Communication
3. The Post Office, pp. 112-114, from Your Neighborhood and the World.
4. Mail for the Neighbors - pp. 94-95 from You and the Neighborhood.

Visit a post office if possible and/or show and discuss filmstrips on mail. (Bring out what is meant by postmarks, special delivery, air mail, R.F.D., postmaster, delivery by air, sea, truck, or foot, insured packages, money orders, business mail, and the dead letter office.)

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
& CONTENT

Working Together, McIntire, Follett Pub.

Have children make reports on the different phases of getting the mail through.

Uni-Kit C - Transportation & Communication, Benefic Press

For Language: Teach children how to write letters; how to address envelopes.

Your Neighborhood and the World, Thomas, Ginn and Company

You and the Neighborhood, C. Samford-Benefic Press

Write letters to real people. Show answers when they arrive.

"Trace" a letter from a city mail until it is delivered to a rural mail.

Make a collection of postmarks and stamps. Classify by state and country.

Make a mural on how mail is delivered or draw pictures about the mail.

Filmstrips

1. Our Post Office - School Library
2. The Postal Story - School Library
3. The Mailman - School Library
4. The Post Office - FS46 (Central Office)

Have a postal worker talk to the class.

Write a letter to a foreign country as the mayor, pen pal, exchange student, or service man. Ask about the school in that country. (NOTE: Be sure on the right postage for a foreign letter. If English isn't spoken, find someone to translate the letter.)

Have children make reports on the different phases of getting the mail through.

For Language: Teach children how to write letters; how to address envelopes.

Write letters to real people. Share answers when they arrive.

"Trace" a letter from a city mailbox until it is delivered to a rural home.

Make a collection of postmarks and stamps. Classify by state and country.

Make a mural on how mail is delivered or draw pictures about the mail.

Have a postal worker talk to the class.

Write a letter to a foreign country (such as the mayor, pen pal, exchange student or service man). Ask about the school system in that country. (NOTE: Be sure you put on the right postage for a foreign country. If English isn't spoken, find someone to translate the letter.)

Teacher made test.

THE POSTAL SYSTEM

I. Directions - Tell what these words or phrases have to do with the development or the delivery of mail.

1. Mailbox
2. Pony express
3. Mail carrier
4. Parcel post
5. Mail truck
6. Postmark
7. Scroll
8. Zip Code

II. Essay (Choose 1)

1. Tell how the delivery of the mail has changed from early times to our times.
2. Why is mail an important form of communication in the time in which we are living?
3. Trace a letter sent from you to a pen pal in Honolulu, Hawaii.

CONCEPT-ORIENTED SUB-TITLE

3. Newspapers and printed matter.

- a. The newspaper and news media have improved and changed.

Show a newspaper.

Discuss the newspaper.

Begin with the question:

1. What do you read?
2. Who reads the newspaper in your family?
3. Why do they read?
4. What can you tell me in a newspaper?
5. How does the newspaper change?

Use a newspaper and discuss the different parts of the paper - advertisements, special features, pictures.

Discuss: How the newspaper has changed over the years.

s and printed matter.

newspaper and news media
improved and changed.

Show a newspaper.

Discuss the newspaper.

Begin with the questions:

1. What do you read in the newspaper?
2. Who reads the newspaper at your home? Does your family get a newspaper every day?
3. Why do they read it?
4. What can you tell about things you have seen in a newspaper?
5. How does the newspaper get to your home?

Use a newspaper and point to the various parts of the paper - advertising, cartoons, editorials, special features, pictures, news stories.

Discuss: How the newspaper began. Read and show films.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGI
AND CONTENT

Sample newspaper.

Have children bring in
newspapers.

Communication - From Cave Writing to
Television by Batchelor (Harcourt,
Brace & World) pp. (37) 67-70.

Ask Sun Paper and News American
for news package and films.

Language Skill:

Choose a short story to r
newspaper article. Let t
write a news story. Then
a feature story: Example
Red Riding Hood or The Th

Divide the class in group
a class newspaper. One g
cartoons. One group - sc
One group - advertising s
cafeteria food or selling
Another - special feature
dress code. Elect an edf

Language Skill:

Choose a short story to rewrite as a newspaper article. Let the children write a news story. Then rewrite as a feature story: Example: Little Red Riding Hood or The Three Bears.

Divide the class in groups and make a class newspaper. One group - cartoons. One group - school news. One group - advertising such as buying cafeteria food or selling books. Another - special features such as dress code. Elect an editor.

Give the students a newspaper. Have them cut out and identify the various parts and explain the purpose of each part.

riting to
rcourt,
70.

ican

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

- b. People need to know what is going on in their community.

The modern newspaper:

Reading:

1. Newspapers, pp. 178-
2. How Do People Get the News and Social Needs.
3. The Brookside News, Neighborhood and the

Discuss the work involved

- c. People need to know about other communities.

Compare different kinds of

- a. School newspaper
- b. Weekly readers of
- c. Local or County
- d. City newspapers

Discuss services offered as printing, buying and

ow what is
community.

The modern newspaper:

Reading:

1. Newspapers, pp. 178-179 from Working Together.
2. How Do People Get the News? pp. 66 from Communities and Social Needs.
3. The Brookside News, pp. 115-118 from Your Neighborhood and the World.

Discuss the work involved in making a newspaper.

w about

Compare different kinds of newspapers:

- a. School newspaper.
- b. Weekly readers or Scholastic Magazine
- c. Local or County newspapers
- d. City newspapers

Discuss services offered by the newspaper office (such as printing, buying and selling things).

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Working Together - Alta McIntire,
Follett Press.

Make a list of newspaper
reporters, poets, cartoonists,
sports writers, printers.

Communities and Social Needs -
Laidlaw Brothers Press

Your Neighborhood and the World -
E. Thomas - Ginn & Company

Take a trip to newspaper
Ellicott City or Baltimore

Make up "want ads" or "real
estate ads" and pretend to call
and place the ad. Figure out
cost of the ad.

Different types of newspapers.

Use current events for news
once a week or as you see fit.
Divide reporting into national,
international and local news.

Records and filmstrips -
Newspaper in America, SVE
for Visual Education, Inc.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

McIntire,

Make a list of newspaper workers -
reporters, poets, cartoonists,
sports writers, printers.

Needs -

Essay: Why I think the
newspaper is important in
my life.

he World -
any

Take a trip to newspaper office -
Ellicott City or Baltimore.

Make up "want ads" or "for sale"
ads and pretend to call the paper
and place the ad. Figure out the
cost of the ad.

Teacher should judge the
statements made by students
during the discussions.

papers.

Use current events for news about
once a week or as you see fit.
Divide reporting into national,
international and local news.

Records and filmstrips - The
Newspaper in America, SVE (Society
for Visual Education, Inc.)

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

- d. Other printed matter helps us to communicate.

Books:

How were the first books made Together. Stress the fact that they were expensive because they were

Write a report: What would books - in school - in the world

Visit the school library and explain the services of the

Discuss:

1. Card catalog.
2. Dewey Decimal System.
3. Different kinds of books
 - a. Picture
 - b. Fiction
 - c. Non-fiction
 - d. Poetry
 - e. Biography
 - f. Encyclopedia
 - g. Atlas
 - h. Dictionaries

Magazines - Have a magazine with read selected magazines, do you on magazines.)

Discuss: Are books out of date

1. Do people read as much
2. Do people read as much
3. How much reading does

TEACHING STRATEGIES

elps

Books:

How were the first books made? pp. 177-180 in Working Together. Stress the fact that the first books were expensive because they were hand printed.

Write a report: What would you do if we had no books - in school - in the world?

Visit the school library and have the librarian explain the services of the small and large library.

Discuss:

1. Card catalog.
2. Dewey Decimal System.
3. Different kinds of books:
 - a. Picture
 - b. Fiction
 - c. Non-fiction
 - d. Poetry
 - e. Biography
 - f. Encyclopedia
 - g. Atlas
 - h. Dictionaries

Magazines - Have a magazine week. (Children should read selected magazines, do projects, and report on magazines.)

Discuss: Are books out of date?

1. Do people read as much as they used to?
2. Do people read as much today as they did 50 years ago?
3. How much reading does your family do?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Books
Magazines
Library and materials found there.
Working Together - McIntire, Follett
Press.
Communication by Batchelor, Harcourt,
Brace & World Press.
Filmstrips: (In Central Office)
FS-8 - Card Catalog
FS-7 - World of Books
FS-11 - Using the Encyclopedia
FS-10 - Using the Dictionary

(Show hand printed books if possible.)
Discuss prices of books.
Encourage children to set up their own
library at home.
Discuss care of books.
Look at magazines in library and show
different types.
Children can tell stories they read.
Listen to book reviews on the radio
and T.V.
The children could take turns being
librarian and checking out books.
Go to other rooms and read, tell or
dramatize stories.
Tape stories and let children listen.

Varied magazines suggestions:

Jack and Jill
Ranger Rick
Highlights
Life
Look
National Geographic
Popular Science

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

(Show hand printed books if possible.)

Discuss prices of books.

Encourage children to set up their own library at home.

Discuss care of books.

Look at magazines in library and show different types.

Children can tell stories they read.

Listen to book reviews on the radio and T.V.

The children could take turns being librarian and checking out books.

Go to other rooms and read, tell or dramatize stories.

Tape stories and let children listen.

Teacher should judge how well children use the library facilities and care for books.

Teacher should judge the results of "Magazine Week".
Teacher should judge responses to the discussion.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEA

- | | |
|---|---|
| <p>4. Telephone communication</p> <p>a. The telephone brings messages from near and far to our homes, our neighbors, and business locations.</p> <p>b. The telephone is an intricate instrument which works on scientific principles.</p> | <p>Discuss: How does you</p> <p>Read pp. 98-99, The Tel</p> <p>Questions:</p> <ol style="list-style-type: none">1. How do telephone me2. What things can the3. What other kinds of ones may be given o4. How can we make the <p>Show chart "How the TEL</p> <p>Discuss chart and have</p> <p>Make a mural showing ho caller, through the wir through the wires, to t</p> |
|---|---|

ion and Communication, as Institutions

TITLE **TEACHING STRATEGIES**

ation Discuss: How does your family use your telephone?

brings messages far our homes, and business Read pp. 98-99, The Telephone.

Questions:

1. How do telephone messages reach your house?
2. What things can the telephone company do?
3. What other kinds of messages besides friendly ones may be given or received over the telephone?
4. How can we make the best use of the telephone?

is an intricate Show chart "How the Telephone Works."

ch works on

nciples. Discuss chart and have children record the main points.

Make a mural showing how a telephone call goes from the caller, through the wires, to the telephone company, through the wires, to the person called.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as resources.

You and the Neighborhood -
Benefic Press

Send to or call the Chesapeake and Potomac Telephone Co. business office. Ask for Telezonia. These wall charts (How the Telephone Works; How We Use the Telephone in an Emergency; Telephone Courtesy) are part of the kit. (The rest of the kit will be used in following lessons.)

sources.

d -

Teacher should judge responses
to questions.

spapeake and
business
nia. These
lephone Works;
e in an Emer-
sy) are part
of the kit will
essons.)

Teacher should judge the
construction and information
given in the mural.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRAT

c. The telephone helps us
in an emergency.

1. Show chart "How We Get Help."
2. Discuss the chart.
3. Make a list of the emergency n
4. Have children practice making
(fire department, police, ambu
5. Discuss what might happen at t
police department when they re
phone call.

d. Good telephone manners
help us to get the best
use of the telephone.

1. Show chart "Telephone Courtesy
2. Discuss each point.
3. Have children practice making
and business calls.
4. Refer to text - English for Me
(Answering telephones, taking
telephone calls.) Discuss and
in the text.

TEACHING STRATEGIES

us

1. Show chart "How We Get Help."
2. Discuss the chart.
3. Make a list of the emergency numbers in your area.
4. Have children practice making emergency calls.
(fire department, police, ambulance, weather control)
5. Discuss what might happen at the fire department or police department when they receive an emergency phone call.

ers
best
e.

1. Show chart "Telephone Courtesy."
2. Discuss each point.
3. Have children practice making friendly telephone calls and business calls.
4. Refer to text - English for Meaning, pp. 24-26.
(Answering telephones, taking messages, making telephone calls.) Discuss and follow suggestions in the text.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Toy telephones or telephones from
Telezonia.

Chart from Telezonia.

Write stories about different kinds
of emergencies and how the telephone
played an important part.

Chart - "Telephone Courtesy."

English for Meaning, revised
edition, Houghton Mifflin Co.

Have a puppet show on using the
telephone correctly.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Write stories about different kinds of emergencies and how the telephone played an important part.

Teacher should judge how well children make "emergency" calls.

Have a puppet show on using the telephone correctly.

Teacher should judge effectiveness of posters about telephone courtesy which the children will make.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

CONCEPT STATEMENT

- e. Telephone directories are reference books which help us to find people and services.

Invite a representative of the telephone company to present a program about the telephone.

1. Have the students compile a directory of telephone numbers in the class and their telephone numbers.
2. Have children form groups to work on problems from a telephone directory. Assign each group a set of problems such as:
 - a. How would you make a long distance call from here to a relative in New York?
 - b. What is the area code for Alaska? Why do you think area codes are important?
 - c. What is Albert Smith's telephone number if he lives at 114 Shady Lane?
 - d. You want to report that a fire has started. What number would you call?
 - e. You want to order a sweater from a mail-order Department Store. What number would you call?
 - f. How would you report a telephone number to a friend?
 - g. How much would it cost to call a friend in California from Baltimore?
 - h. What time of the day is it most convenient to call a long distance?

Communication, as Institutions

TEACHING STRATEGIES

1. Invite a representative of the telephone company to present a program about the telephone.

1. Have the students compile a directory of children in the class and their telephone numbers.
2. Have children form groups to work on using the telephone directory. Assign each group a different set of problems such as:
 - a. How would you make a long distance call from here to a relative in New York City?
 - b. What is the area code for Altoona, Pennsylvania? Why do you think area codes are necessary?
 - c. What is Albert Smith's telephone number? He lives at 114 Shady Lane.
 - d. You want to report that a traffic light is out. What number would you call?
 - e. You want to order a sweater from the Sears Department Store. What number would you call?
 - f. How would you report a telephone out of order?
 - g. How much would it cost to call Los Angeles, California from Baltimore City?
 - h. What time of the day is it cheaper to call long distance?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Telezonia and Chesapeake and Potomac
Telephone Co. representative.

Visit the telephone company.

Class directory.

Many telephone directories (yellow,
white and blue pages)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

ALS

ake and Potomac
entative.

Visit the telephone company.

ories (yellow,

Teacher should judge accuracy of letters to the telephone company representative. Each letter should include something that the child learned from the visit.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED ACTIVITIES

4. Telephone communications
(Continued)

- e. Telephone directories are reference books which help us to find people and services. (Continued)

Culminating activities
telephone:

Form research committee

Choose one set of problems

1. How would you go about finding a number?
What can you do about a number that might not be a party line?
2. What are the different types of telephones (with pictures of each.)
What is the newest type of telephone service?
3. Who invented the telephone?
What are some important facts about the telephone?
How does a telephone magnet play an important part?
4. What abbreviations are used in a telephone directory? Make a chart.
5. Make a chart showing the number of telephones in Maryland, Alaska, California, and Texas.
Make a chart comparing the number of telephones in different nations. (Statistical Almanac.)
6. What is the Mobile Telephone Service?
What is the Trans-Atlantic Telephone?
What would you call a telephone in your home?
7. Demonstrate how to use a telephone.
How is a telephone able to tell how far it is?
Make a short play about a telephone.
8. Make a chart on the telephone.
How do you use a telephone?
What are the jobs of a telephone operator?

ations Culminating activities related to the study of the telephone:

stories are
which help
ple and
tinued)

Form research committees to report on each problem.

Choose one set of problems for a group:

1. How would you go about getting a telephone installed? What can you do about unwanted telephone calls? Why might a number not be listed in the directory? What is a party line? What is a private line?
2. What are the different types of telephones? (Have pictures of each.) Tell why each is used. What is the newest type of telephone? How can it improve telephone service?
3. Who invented the telephone? What were the early telephones like? (Have some pictures.) Tell five important facts about Bell's life. How did the magnet play an important part?
4. What abbreviations are frequently used in the telephone directory? Make a list of them and show their meanings.
5. Make a chart showing the approximate number of telephones in Maryland as compared to New York, Alaska, California and Arizona. Make another chart comparing phones in the United States to the number of telephones in the U.S.S.R. and two other nations. (Statistics are available in The World Almanac.)
6. What is the Mobile Telephone Service? What is the Trans-Atlantic Cable? (Trans-Pacific?) How would you call ship to shore? How would you get a telephone in your car?
7. Demonstrate how to make a tin can telephone. Be able to tell how it works and how it can be used. Make a short play to go with it.
8. Make a chart on telephone workers. Be ready to tell their jobs.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Group Reports:

References:

telephone directory
Alexander Graham Bell - biography
The World Almanac
Telephone Company materials and film-
strips from Telezonia
Telecommunication and History by
W. Buehr, Putnam Company
Wonderful World of Communication by
Hogben, H. W. Wilson Company
Tommy and the Tin Can Telephone by
Brandey, Crowell Pub.
The Telephone by Brinton, John Day Co.
Let's Find Out About the Telephone by
Knight, Watts
Telephones by Kohn, Coward and McCann
I Want to Be a Telephone Operator by
Greene, Children's Press and other
library materials

See a wide variety of suggestions
in Teacher's Guide Supplement
a Communications and Telephone
Program from Telezonia kit

Music -

Sing songs "Telephone," "Da
Number," "Be Polite." ABC
(American Book Company)
"Ring-A-Ling, The Friendly
Telephone" - Teacher's sup.
Telezonia

- biography

erials and film-

History by
pany

ommunication by
Company

Telephone by

on, John Day Co.
he Telephone by

ward and McCann
ne Operator by
ress and other

See a wide variety of suggestions
in Teacher's Guide Supplement for
a Communications and Telephone
Program from Telezonia kit.

Teacher should judge accuracy
of reports. Children could
share reports with other
classes.

Music -

Sing songs "Telephone," "Dial the
Number," "Be Polite." ABC series
(American Book Company)

"Ring-A-Ling, The Friendly
Telephone" - Teacher's supplement
Telezonia

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

5. Other forms of communication

- a. The telegraph sends coded messages.
- b. Radio and television are common message carriers in our home.
- c. Moving pictures are another mode of communication that bring messages to us.
- d. There are many other devices used in communication.

PART I COMMUNICATIONS SURVEY

Directions: Answer yes or no.

1. Do you have a radio at home?
2. Do you have a transistor radio?
3. Do you have a plug-in radio?
4. Do you have a radio table set?
5. Do you have a TV set?
6. Do you have a color TV set?
7. Do you have a record player?
8. Do you have a tape recorder?
9. Do you have an intercom?
10. Do you have a walkie-talkie?

PART II

Directions: Answer in numbers.

1. How many times do you use the radio each day? _____
2. How many minutes do you use the radio each day? _____
3. How many minutes do you use the radio each Saturday? _____
4. How many minutes do you use the radio each Sunday? _____

PART III

Directions: Write title of your favorite activity.

1. What is the name of the activity that gives you the most pleasure? _____
2. What is the name of the activity that you like to do most? _____
3. What is the name of the activity that you like to do at your home? _____
4. What is the name of the activity that you like to have at home? _____
5. What is your favorite activity? _____

Have pupils make tables, graphs, and charts on the data obtained from the survey.

TEACHING STRATEGIES

ation

PART I COMMUNICATIONS SURVEY

s coded

Directions: Answer yes or no to each question.

on are common
n our home.

1. Do you have a radio at home? _____
2. Do you have a transistor radio? _____
3. Do you have a plug-in type radio? _____
4. Do you have a radio that picks up short wave? _____
5. Do you have a TV set? _____
6. Do you have a color TV? _____
7. Do you have a record player? _____
8. Do you have a tape recorder? _____
9. Do you have an intercom? _____
10. Do you have a walkie talkie? _____

e another
ion that
us.

er devices
ion.

PART II

Directions: Answer in numbers.

1. How many times do you go to the movies in one month? _____
2. How many minutes do you spend watching TV on a school day? _____
3. How many minutes do you spend watching TV on Saturday? _____
4. How many minutes do you spend watching TV on Sunday? _____

PART III

Directions: Write title for this part.

1. What is the name of the book you are now reading for pleasure? _____
2. What is the name of the last movie you went to see? _____
3. What is the name of the newspaper that is delivered to your home? _____
4. What is the name of your favorite magazine that you have at home? _____
5. What is your favorite TV show? _____

Have pupils make tables, graphs, displays or booklets based on the data obtained from the communications survey.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Mimeographed copies of Communications
Survey.

Cut out pictures or ads about other
means of communication that have not
been studied to date.

Pupil made graphs.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

s
Cut out pictures or ads about other means of communication that have not been studied to date.

Teacher should judge the effectiveness of the graphs, tables, displays or booklets.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TE

5. Other forms of Communication
(Continued)

d. There are many other devices
used in communication.
(Continued)

Form research groups to
the class and make projects
communicating:

1. Telegraph
2. Motion Pictures
3. Radio
4. Television
5. Phonograph (records)
6. Tele-Star (Satellite)
7. Telescope
8. Teletype
9. Radar
10. Walkie Talkie - Flashlight
Whistles - Light House
11. Tape recorder.

Each report should include
The Communication of

1. history, inventor,
2. public reaction to
3. how the invention came about
4. how the invention is used
5. what might happen to it
6. some type of audio-visual
report

Give and share reports.
the reports. Keep a vocabulary
important words.

Form research groups to bring information to the class and make projects about other means of communicating:

Devices

1. Telegraph
2. Motion Pictures
3. Radio
4. Television
5. Phonograph (record player - records)
6. Tele-Star (Satellites)
7. Telescope
8. Teletype
9. Radar
10. Walkie Talkie - Flags - Bells - Lights - Whistles - Light Houses - Relay Towers
11. Tape recorder.

Each report should include:

The Communication or Invention (title)

1. history, inventor, year it was invented
2. public reaction to the invention
3. how the invention changed through the years
4. how the invention affects our lives
5. what might happen to this invention in the future
6. some type of audio-visual aid to help with the report

Give and share reports. Have pupils take notes on the reports. Keep a vocabulary list of new and important words.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Books: Samuel F. B. Morse and the
Telegraph by Hays-Watts
Wonderful World of Communication
by Hogben-Wilson
Thomas Edison - biography
Andy's Wonderful Telescope
by Schloat-Scribrer
Television Works Like This
by Bendix-McGraw
Television and How It Works
by David Prentice-Hall
All About Radio and Television
by Gould-Random House
Filmstrips - Samuel F. B. Morse
School Library
Thomas Edison - School Library

From Eye Gate:

The Wonder of the Motion Picture
The Wonder of the Phonograph
The Wonder of the Wireless

and child selected references

1. Write a short TV or radio play. Record on video or audio tape recorder.
2. Make projects:
 - a. Play telephone
 - b. Learn morse code. Use a toy or battery operated telegraph. (Use science kit for materials.)
 - c. Collect pictures.
 - d. Play telescope.
 - e. Play television.
 - f. Make a radio play. (Record on tape recorder)
 - g. Make a box movie.
3. Make a trip to radio and television station.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

1. Write a short TV or radio play. Record on video or audio tape recorder.
2. Make projects:
 - a. Play telephone
 - b. Learn morse code. Use a toy or battery operated telegraph. (Use science kit for materials.)
 - c. Collect pictures.
 - d. Play telescope.
 - e. Play television.
 - f. Make a radio play. (Record on tape recorder.)
 - g. Make a box movie.
3. Make a trip to radio and television station.

Teacher should judge accuracy and effectiveness of reports.

Check notes on reports.

Check work habits while reports are being prepared.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

5. Other forms of communication
(continued)

- d. There are many other devices
used in communication.
(continued)

SAMPLE TEST

- I. Fill in the blanks.
- _____ 1. The (telegraph) was the first invention that could
_____ 2. The (telephone) carries messages by wires.
_____ 3. Sound messages can be made to last if they are put on
_____ 4. Sound messages can be broadcast through a (radio).
_____ 5. People can see and hear messages at the same time because
_____ (television).
_____ 6. The (printing press) came to America because the pioneer

Answers:

recorder	tape
telephone	electricity
printing press	drums

- II. Tell what contributions each of these men have made in the field of communication.
- | | |
|-----------------------|-----|
| 7. Samuel F. B. Morse | 10. |
| 8. Melvil Dewey | 11. |
| 9. Johannes Gutenberg | 12. |

- III. Essay (Choose 1)
13. What are the ways in which communication makes our lives better?
14. List 5 ways that you receive communications. Tell why you receive them.
15. Why is it necessary for us to communicate and receive communications?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

- A. Teacher should judge the organization of a mural or collage showing the many types of communication that man uses today.
- B. Give a teacher made test.

SAMPLE TEST

s.
ph) _____ was the first invention that could send messages without wires.
ne) _____ carries messages by wires.
s can be made to last if they are put on _____ (records) _____ or _____ (tapes) _____ .
s can be broadcast through a _____ (radio) _____ .
e and hear messages at the same time because of the invention of the _____
) _____ .
(press) came to America because the pioneers brought it.

der	tape	radio
hone	electricity	telegraph
ing press	drums	smoke signals

utions each of these men have made in the field of communication.

Morse	10. Thomas A. Edison
enberg	11. Alexander Graham Bell
	12. William Randolph Hearst

ways in which communication makes our lives better? (or worse?)
that you receive communications. Tell why each is important to you.
necessary for us to communicate and receive communication?

- C. Teacher should judge responses to a class discussion - In what ways have the developments in communication made a difference in life? Why is it important that we have rapid and reliable ways to communicate each other?

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHI

B. Transportation as an institution

Introduce new vocabulary wi

Airplane
Car
Boat
Phaeton
Ferry
Steamers
R.R.
Stutz-Bearcat
Zeppelin
Stage
Sopwith Camel
Coach
Apollo

NOTE: Some words should st
of the student. Cla
water, air and space
wrong group, but sho
unit progresses.)

Divide class into fo
and space transporta
a chairman. Each ch
and/or project to pr
mode of transportati

Each report should i
a. a history
b. the public react
c. why that mode of
no longer in exi
d. the future of th
e. how people dependen
f. what problem or
caused
g. what is being do

ion and Communication, as Institutions

TITLE

TEACHING STRATEGIES

Institution

Introduce new vocabulary with vocabulary cards:

Airplane	Conestoga Wagon
Car	Umiak
Boat	Taxis
Phaeton	Horseless Carriage
Ferry	Submarine
Steamers	Streetcar
R.R.	Model T Ford
Stutz-Bearcat	Diving Bell
Zeppelin	Unicycle
Stage	Bi-Plane
Sopwith Camel	Locomotives
Coach	Tom Thumb
Apollo	Subway

NOTE: Some words should stimulate curiosity on the part of the student. Classify into four groups; land, water, air and space. (Children may place in wrong group, but should know the group better as unit progresses.)

Divide class into four groups - land, water, air and space transportation. Each group should elect a chairman. Each child should prepare a report and/or project to present to the class about one mode of transportation.

Each report should include:

- a. a history
- b. the public reaction to the ways of transportation
- c. why that mode of transportation is necessary or no longer in existence
- d. the future of that vehicle or vessel
- e. how people depend on the vehicle or vessel
- f. what problem or problems has the invention caused
- g. what is being done to solve the problems

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

vocabulary cards

Have children write for free material from airlines, railroads, car manufacturers and trucking companies. (Use the yellow pages to help locate addresses.)

Visit the Transportation Museum (Baltimore and Ohio Railroad) and Street Car Museum in Baltimore.

Encourage the class to bring in models and information about the various means of transportation.

Trace early trade routes: Marco Polo, Columbus.

Tea
stu
pre

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Have children write for free material from airlines, railroads, car manufacturers and trucking companies. (Use the yellow pages to help locate addresses.)

Visit the Transportation Museum (Baltimore and Ohio Railroad) and Street Car Museum in Baltimore.

Encourage the class to bring in models and information about the various means of transportation.

Trace early trade routes: Marco Polo, Columbus.

Teacher should judge the students' work habits while preparing their reports.

Grade 3 - Unit II - Transportation and Communications, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STR

1. Land transportation has undergone changes and improvements.

Children will hear and discuss projects. Teacher give additional reports. supplement the reports.

A. Land Transportation

1. Uses of land transportation trucks - Pages 74-90
2. Land Transportation - Pa
3. Read short book
4. Show film
5. Keep a vocabulary list a

2. Water transportation broadened man's world.

B. Water Transportation

1. Show film - Seaports
2. Read about water transportation
How We Travel on Water
You and the Community
3. Show and discuss films:
Inland Waterways
Ocean Voyage
4. Add words about water transportation vocabulary list.

3. Air transportation has increased the speed of travel, and has brought man closer together.

C. Air Transportation

1. Show film - Airplane Tri
2. Read and discuss book -

Communications, as Institutions

TEACHING STRATEGIES

Children will hear and discuss the reports. Show projects. Teacher give additional information to supplement the reports.

A. Land Transportation

1. Uses of land transportation - trains and trucks - Pages 74-90
2. Land Transportation - Pages 118-119
3. Read short book
4. Show film
5. Keep a vocabulary list about land transportation

B. Water Transportation

1. Show film - Seaports
2. Read about water transportation:
How We Travel on Water
You and the Community
3. Show and discuss films:
Inland Waterways
Ocean Voyage
4. Add words about water transportation to vocabulary list.

C. Air Transportation

1. Show film - Airplane Trip by Jet
2. Read and discuss book - How Airplanes Help Us

Grade 3 - Unit II

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Children will act as resources.

Discuss from pictures:
SVE Print Set - How People
Travel in the City

Exploring Our Needs, McIntire,
Follett, 1969, pp. 154-163
Communities at Work, Preston-Clymer-
Heath Press

You and the Community, Samford-
Benefic Press

How We Travel by Land, Benefic
Press (Uni-Kit C)

Film - Land Transportation, F-79
(Central Office)

FS Water Transportation

Film F-55 - Seaports - Central Office

Take a trip to the harbor.

Book - You and the Community, pp. 120-121

Book - How We Travel on Water, Benefic
Press (Uni-Kit)

Film - Inland Waterways - F-58,
Central Office

Ocean Voyage - F-57, B&W 11 min.
Central Office

Book - Exploring Our Needs, McIntire,
Follett, 1969, pp. 164-165

Film - Airplane Trip by Jet - F-30,
Central Office

Take a trip to the airport.

How Airplanes Help Us, Benefic Press
(Uni-Kit)

Exploring Our Needs, McIntire,
Follett, 1969, pp. 166-167

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Discuss from pictures:
SVE Print Set - How People
Travel in the City

Teacher should judge accuracy
of reports and check vocabulary
list.

Take a trip to the harbor.

Teacher should judge accuracy
of reports and check vocabulary
list.

Take a trip to the airport.

Teacher should judge statements
made by students concerning
water and air travel.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

- | CONCEPT-ORIENTED SUB-TITLE | TEACHING |
|--|--|
| | 3. Show pictures and discuss |
| | 4. Through discussion, compare travel. |
| | 5. Add words to vocabulary |
| | 6. Encourage children to brainstorm space travel. |
| 4. Space travel offers man an opportunity to travel to other worlds. | 1. Globe Study: <u>The Earth</u> |
| | 2. Space Travel:
Read information on space following questions:
a. How do astronauts prepare?
b. What are the parts of a spacecraft?
c. What other people help in space travel?
d. What takes place after launch?
e. How does man live in space?
f. How does the control system work?
g. How do we get astronauts into space?
h. Why is space travel important? |
| | 3. Show film on man's first space flight "The Flight of Apollo 11." |
| | 4. Add "space" words to vocabulary |

on, as Institutions

TEACHING STRATEGIES

3. Show pictures and discuss: "Early Air Travel."
 4. Through discussion, compare early and modern air travel.
 5. Add words to vocabulary list.
 6. Encourage children to bring in models of air and space travel.
1. Globe Study: The Earth In Space, pp. 4-28.
 2. Space Travel:
Read information on space travel. Answer the following questions:
 - a. How do astronauts prepare for a flight?
 - b. What are the parts of a space vehicle?
 - c. What other people help to make space flight possible?
 - d. What takes place after the launch?
 - e. How does man live in space?
 - f. How does the control center work?
 - g. How do we get astronauts back to earth?
 - h. Why is space travel important?
 3. Show film on man's first landing on the moon - "The Flight of Apollo 11."
 4. Add "space" words to vocabulary list.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Pictures of Historic Planes

United Air Lines
5959 Cicero Avenue
Chicago 38, Illinois

Models

Children act as resources.

Globes

Regions and Social Needs, Concepts
in Social Science, King-Laidlaw, 1968
"The Earth in Space," pp. 4-28.

Current Events

Exploring Our Needs, McIntire, Follett,
1969, pp. 168-171

Concepts in Science, Chapter on Space,
Brandwein, Harcourt, Brace & World
John Glenn from Explorers and Discoverers,
Allyn, Bacon, Inc., Boston, 1970

Filmloop - "A Walk in Space," FC-28 (Super 8)

Contact NASA representative for a film
and other information.

Teacher reference:

American Rocketry, Berman
Rand McNally Classroom Library,
Chicago, 1967

Write Essays - How has air
travel brought countries
closer together?

Set up a map to show travel
routes by means of different
transportation.

Develop a time line for air
and land transportation.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

es

Write Essays - How has air
travel brought countries
closer together?

Concepts
aidlaw, 1968
4-28.

Set up a map to show travel
routes by means of different
transportation.

ire, Follett,

ter on Space,
e & World
and Discoverers,
n, 1970

Develop a time line for air, water
and land transportation.

Teacher should judge
effectiveness of reports.

ce," FC-28 (Super 8)

Teacher should judge the
responses to questions.

ve for a film

Check vocabulary list.

man
Library,

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEAC

C. Problems of transportation
and communication.

4. Make a chart showing space. Have children significant flights of the flights. Put time line.
1. Seeing Into a Problem
(How are problems solved?)
2. Read and discuss:
 - a. mass transportation pp. 186-203
 - b. air and water pollution
 - c. accuracy of news
 - d. outmoded postal service
 - e. underground news
 - f. others of teacher's choice
3. Have a panel discussion on transportation and communication.

TEACHING STRATEGIES

4. Make a chart showing the progress of man in space. Have children make pictures depicting significant flights and record the importance of the flights. Put finished products on a time line.
1. Seeing Into a Problem, pp. 50-55.
(How are problems solved?)
2. Read and discuss:
 - a. mass transportation and improved highways, pp. 186-203
 - b. air and water pollution, pp. 204-221
 - c. accuracy of news media reporting
 - d. outmoded postal system
 - e. underground newspapers
 - f. others of teacher's choice
3. Have a panel discussion on the problems of transportation and communication. (Topics above.)

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Chart, time line

Social Sciences Concepts and Values,
Brandwein, Harcourt, Brace & World,
1970, Level 4

Our Working World
Cities at Work, Senesh -
SRA, Chicago, 1967

Current events and library materials.

Teacher references:

1. How America Gets Its News, Brown
Rand McNally, Classroom Library,
Chicago, 1967
2. Sociology - Investigating Man's
World - Regional Studies

SAMPLE TEST ON TRANSPORTATION

I. True or False? Write T for True and F for False.

- _____ 1. The development of the East and West closer together.
- _____ 2. The car is the fastest mode of transportation.
- _____ 3. Modern transportation has made life easier.
- _____ 4. Everyone was happy when the automobile was first used.
- _____ 5. More goods than people are transported by air.

II. Write each word under the correct heading.

Words: ferry, R.R., jet, coal, airplane, truck, ship, train, bus, boat, car, airplane, truck, ship, train, bus, boat, car

brought out through the country.

Land Water

III. Write a paragraph about each of the following.

1. What are the benefits we get from transportation?
2. What are the problems brought about by transportation?
3. How could some of these problems be solved?

Check to see if we want to make any changes on our chart which we began when we first started to study transportation.

Teacher made test.

SAMPLE TEST ON TRANSPORTATION

I. True or False? Write T for true and F for false.

- _____ 1. The development of the railroad helped bring the East and West closer together.
- _____ 2. The car is the fastest way to travel.
- _____ 3. Modern transportation has given us no problems.
- _____ 4. Everyone was happy when the automobile was invented.
- _____ 5. More goods than people are carried by ship.

II. Write each word under the correct column.

Words: ferry, R.R., jet, coach, subway, rocket (other words brought out through the study)

Land

Water

Air

Space

III. Write a paragraph about each question.

- 1. What are the benefits we get from modern transportation?
- 2. What are the problems brought about by modern transportation?
- 3. How could some of these problems be solved?

Teacher will judge statements which result from the panel discussion.

URBANIZATION AND INDUSTRIALIZATION

EXPLANATION

Industrialization has changed man's mode of living from an agricultural to an industrial society. It seems that industrialization has developed in accordance with man's needs and desires in relation to his level of technology. In fact, man is no longer primarily dependent on the products from his immediate environment. Now he may choose from a vast array of products coming from all regions of the world:

As a result of the industrialization process, cities have shown a great deal of change and growth. In this unit there is a definition of the city, the advantages and disadvantages of living there, some problems facing cities, and how cities are interdependent upon each other. There is also an endeavor to relate the growth of cities to the industrialization process, show how industries affect the socialization of the city, and a study of some industries common to cities here and abroad.

URBANIZATION AND INDUSTRIALIZATION

OBJECTIVES

1. Through discussion, reading and viewing of films, the student will be able to describe the unique characteristics of a city.
2. The student will be able to compare and distinguish between large cities, planned cities and megalopolises.
3. The student will be able to demonstrate by statements or on charts the advantages and disadvantages of living in the cities or suburbs.
4. The student will discuss problems of industrialization (such as air and water pollution, slums and poverty and mass transportation) and offer some solutions.
5. The student will demonstrate why cities and people are interdependent.
6. The student will identify and interpret map symbols appropriate to the understanding of cities.

Grade 3 Unit III - Urbanization and Industrialization

OUTLINE FOR UNIT III

URBANIZATION AND INDUSTRIALIZATION

- A. The Concept of a city.
 - 1. Baltimore, Maryland's major industrial city
 - 2. Columbia, a new planned city
- B. Life in urban and suburban communities.
 - 1. Advantages and disadvantages of urban living
 - 2. Advantages and disadvantages of suburban living
- C. Problems created by industrialization and urbanization
 - 1. Air pollution
 - 2. Water pollution
 - 3. Slums and poverty
 - 4. Mass transportation
 - 5. Adjusting to population changes
- D. A comparative examination of other cities of the world.
 - 1. Tokyo
 - 2. Nairobi
 - 3. Athens
 - 4. London
 - 5. Venice
 - 6. Rotterdam
 - 7. Calcutta
 - 8. Singapore
- E. The future of the cities
 - 1. The reality of megalopolises or "strip cities"
 - 2. Planned growth of cities

Grade 3 Unit III- Urbanization and Industrialization

CONCEPTS ORIENTED SUB-TITLE TEACHING STR

A. The Concept of a city

Opener: Show a collage or di
in farm, suburban or city are
Ask: Where would you like to
In what type of community do
Where do most people live?

Write this question on the bo

What is a city?

Jot down children's ideas.
Ask children to listen to the
to see what other things make

Sample list-

What is a city? a lot of p
many houses
a pretty s
a convenie

Reading on topic "What is a

Guide questions:(based on

1. Why is a city like a work
2. What happens to the goods
produced?
3. Why is a city always chang
4. How are neighborhoods alik
5. How does the use of land a
safety of the city?
6. What is a boundary?

Develop a vocabulary list of v
study of cities. Examples:

population residence
area commerce

Have children make a picture s
a city is. Make a class bookle
pictures together.

Opener: Show a collage or display of various houses in farm, suburban or city areas.

Ask: Where would you like to live?

In what type of community do you live?

Where do most people live?

Write this question on the board:

What is a city?

Jot down children's ideas.

Ask children to listen to the poem "Song of the City" to see what other things make up a city.

Sample list-

What is a city? a lot of people living together
many houses and buildings
a pretty spot
a convenient place to live

Reading on topic "What is a city?"

Guide questions:(based on SRA text-Cities at Work)

1. Why is a city like a workshop?
2. What happens to the goods and services which are produced?
3. Why is a city always changing?
4. How are neighborhoods alike? different?
5. How does the use of land affect the beauty and safety of the city?
6. What is a boundary?

Develop a vocabulary list of words pertaining to the study of cities. Examples:

population	residence	industry
area	commerce	boundary

Have children make a picture showing one idea of what a city is. Make a class booklet by putting all of the pictures together.

Grade 3 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES AND CONTENT

Teacher made collage or display.
Students will act as resources
Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967
p.38-41 "Song of the City"

Make a mural called "What is a city?" Show people, buildings, transportation, parks and streets.

Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967
pp 18-41 "What is a City?"
p.26 "Metropolitan Areas"

Make a learning center based on selected cities in the U.S.A. consider the unique character of each city. Examples:-
Detroit, the motor city
Chicago, the windy city
San Francisco, "Golden Gate"
Houston, Space Center
Birmingham, Industrial City
Boston, bean town.

art materials.

display.
sources
s at Work
7
ty"

Make a mural called "What is a city?" Show people, buildings, transportation, parks and streets.

Make a learning center based on selected cities in the U.S.A. consider the unique characteristics of each city. Examples:-
Detroit, the motor city
Chicago, the windy city
San Francisco, "Golden Gate"
Houston, Space Center
Birmingham, Industrial City
Boston, bean town.

Check responses to questions.

Check vocabulary list and definitions.

Teacher should judge each picture to see that one idea of a city is depicted in each.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPTS-ORIENTED SUB-TITLE TEACHING STRAT

A. The Concept of a city.

1. Baltimore, Maryland's major industrial city.

Show a map of the U.S. Ask cities are located? What t grow? Why is a city where

Develop this chart:

Why Cities Grow Where

water supply
climate
terrain and use of
availability of tra
established industr
natural resources

Guide questions:

1. Why did most early ci Atlantic Ocean?
2. What are the needs of
3. How did the developmen development of cities
4. Where are some large Why do you suppose th
5. What will the locatic future depend upon?

Define and add to vocabulary
hub natural
depot junction

Develop chart:

Natural Resources
terrain
forest
rivers
mountains
mineral deposits

TEACHING STRATEGIES.

Show a map of the U.S. Ask: Where do you suppose cities are located? What things would make a city grow? Why is a city where it is?

Develop this chart:

Why Cities Grow Where They Do

water supply
climate
terrain and use of land
availability of transportation
established industries
natural resources

Guide questions:

1. Why did most early cities grow up along the Atlantic Ocean?
2. What are the needs of people in a city?
3. How did the development of the machine change the development of cities?
4. Where are some large cities in America? Why do you suppose they are in these locations?
5. What will the location of the cities of the future depend upon?

Define and add to vocabulary list:

hub	natural resources	site
depot	junction	urban

Develop chart:

Natural Resources

terrain
forest
rivers
mountains
mineral deposits

Man-Made Features

buildings
airport
trails
settlements
irrigation pipes

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES AND CONTENT

Map of U.S.

Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967 pp. 42-47
"Why is a City where it is?"

Investigating Man's World,
Metropolitan Studies, Hanna, Scotts-
Foresman & Co, Glenview, Ill. 1970
"Where are Cities Located on Earth"
"Why are Metropolitan Areas Located
Where They Are?" Where Do Men Build
Cities?" pp 36-99

The Metropolitan Community, Allyn Bacon
Boston, 1970 pp. 61-73
"Metropolitan Communities"

maps to locate large cities.

chart on resources

at Work
p. 42-47
"

, Scotts-
l. 1970
n Earth"
Located
en Build

Allyn Bacon

check answers
to questions

check vocabulary
list.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPTS-ORIENTED

SUB-TITLE

TEACHING S

A. The concept of a city.

1. Baltimore, Maryland's major industrial city (cont'd)

Have students do workbook :
"Where has man build most
"Which came first?
"What must cities have?
"Why a City is Where It
"Can Cities Grow Everywh

Ask questions: What is the
Where is it on the map

What are the unique character
Guide questions:
Why is Baltimore located
How did Baltimore begin?
What are the natural features
What goods and services
How do the people in Baltimore
want and need?

Show filmstrips on Baltimore

Read information on topic.

Ask a resource person to speak
city of Baltimore.

Find out about famous landmarks
learning station for the children
a knowledge of the history
marks and monuments.

and Industrializatio

TEACHING STRATEGIES.

Have students do workbook pages:

"Where has man build most of his cities?"

"Which came first?"

"What must cities have?"

"Why a City is Where It Is?"

"Can Cities Grow Everywhere?"

Ask questions: What is the name of our nearest big city?
Where is it on the map of the U.S.?

What are the unique characteristics of Baltimore?

Guide questions:

Why is Baltimore located where it is?

How did Baltimore begin?

What are the natural features of the area?

What goods and services are produced in Baltimore?

How do the people in Baltimore get the things they want and need?

Show filmstrips on Baltimore (a) downtown (b) harbor

Read information on topic.

Ask a resource person to speak to the children about the city of Baltimore.

Find out about famous landmarks or monuments. Make a learning station for the children so that they may gain a knowledge of the history or background of these landmarks and monuments.

Grade 3 Unit III

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES AND CONTENT

Activity Book

Our Working World, Cities at Work
Senesh, SRA, 1967, pp 16, 17, 18, 20, 21

map of U.S.

For information write:
Chamber of Commerce

Port Authority

Take a trip to Baltimore to observe housing, harbor activities, shopping facilities and industries.

map of Baltimore
"Downtown Baltimore Today" #1009
(Filmstrip) "The Port of Baltimore"
#1011 (filmstrip) from Folkemer
Photo Service, 9041 Chevrolet Drive
Ellicott City, Maryland 21043

resource person.

Write thank you letters to the resource person.

learning station.

Geography of Maryland, Blood,
Allyn & Bacon, Inc. 1967
Baltimore, A Picture History, Beirne,
Maryland Historical Society, Hastings
House, New York, 1957
Maryland, Carpenter, Children's Press.
1966 "Monumental City: Baltimore"
pp 70-74.
The Metropolitan Community, Allyn
Bacon Our Own Metropolis pp. 172-179

rk
20,21

Check workbook
papers.
Check to see that
children can locate
Baltimore on map.

Take a trip to Baltimore to observe
housing, harbor activities, shopping
facilities and industries.

check questions
and answers.

9
more"
Drive

Write thank you letters to the
resource person.

Teacher will judge
students' statements
about Baltimore.

irne,
stings
Press.
e"

check answers to
learning station.

yn
72-179

Grade 3 Unit III—Urbanization and Industrialization

CONCEPTS-ORIENTED SUB-TITLE

TEACHING STR

A. The Concept of a City (cont'd)

"We know a little about the geography of Baltimore, let's find out how services:

Read and discuss suggested text on the following topics:

- producer and consumer
- the value of money
- distribution of goods and

Use overhead projector to present. Follow up with worksheets included. (This unit gives an idea of many producers.)

Play "store" using play money and canned goods.

Show and discuss pictures depicting workers earn a living.

Show films and filmstrips depicting industries.

F-78 Food Store (shopping and

F-109 Geography of the Middle A

(relationship among the geographic and cultural aspects of the area.)

F-77 Bread (from grain to the table)

F-79 Building a highway (how highways are built)

Make a large class booklet. Give each child one page to make. He should draw a picture of work that his father, mother, or he does. Write a one line caption for each picture. Have children discuss their pictures and list the types of jobs done by members of the family into a chart:

TEACHING STRATEGIES

t'd) "We know a little about the goods and services of Baltimore, let's find out how cities get goods and services:

Read and discuss suggested texts to find information on the following topics:

- producer and consumer
- the value of money
- distribution of goods and materials.

Use overhead projector to present "Everyday Economics" Follow up with worksheets included in the package. (This unit gives an idea of money, consumer and producers.)

Play "store" using play money and empty boxes and canned goods.

Show and discuss pictures depicting how city workers earn a living.

Show films and filmstrips depicting workers and industries.

F-78 Food Store (shopping and store workers)

F-109 Geography of the Middle Atlantic States (relationship among the geographic, economic and cultural aspects of the area.)

F-77 Bread (from grain to the table.)

F-79 Building a highway (how highways are planned and built)

Make a large class booklet. Give each child one page to make. He should draw a picture of the type of work that his father, mother or other member does. Write a one line caption under each picture. Have children discuss their pictures. Classify the types of jobs done by members of the family into a chart:

Grade 3 Unit III

CONTENT & MATERIALS.

The Metropolitan Community,
Allyn-Bacon "City Services" 113-153.

Cities at Work, SRA, p.96-101
"Why a City Grows"

The Social Sciences- level 3
Harcourt, Brace, World
"Makers and Users" pp 163-169
"Using Resources to Trade" 170-174
"Resources of one Community" 175-181
"Man as a Resource" 182-190

Everyday Economics, level 3 Noble
and Noble, New York, 1967

play money and empty store goods.

picture source: Schools, Families
and Neighborhoods (A Multi-media
Readiness Program) Field Educational
Publications, 1969

Metropolitan Studies, Scott, Foreman
"How are goods and services produced?"
"How do people in metropolitan areas
get the things they want? pp 100-139

films

art materials

VARIANTS IN STRATEGIES
AND CONTENT.

Write to various firms for
printed material about their
products and processes.

Suggestions:
Sugar Refinery

McCormick Spice

Produce Market

Role play-workers, consumers,
and producers. Discuss purposes
and functions of labor unions.

Make a mural showing the indus-
tries in and around Baltimore.

Show filmloops-
The Money Pool 87-1004
The Price is Right 87-0998
The Quarter Comes Back 87-0980
(Ealing Films)

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

ly, es" 113-153.	Write to various firms for printed material about their products and processes. Suggestions: Sugar Refinery	
-101		Teacher should judge statements made by students
el 3	McCormick Spice	
3-169 e" 170-174 ity" 175-181 190	Produce Market	Go over worksheets with students.
1 3 Noble 7		
re goods.		Teacher should observe how children handle money and make purchases at the play store.
<u>Families</u> ti-media Educational		
ott, Foreman ces produced?" opolitan areas ? pp 100-139	Role play-workers, consumers, and producers. Discuss purposes and functions of labor unions. Make a mural showing the indus- tries in and around Baltimore.	Check discussion of films.
	Show filmloops- The Money Pool 87-1004 The Price is Right 87-0998 The Quarter Comes Back 87-0980 (Ealing Films)	

Grade 3 Unit III- Urbanization and Industrialization

CONCEPTS-ORIENTED SUB-TITLE TEACHING STRATEGIES

A. The Concept of a City.

1. Baltimore, Maryland's major industrial city.

Father

Mother

farmer
doctor
teacher
banker

secretary
nurse
clerk

Have children fill in Workpages:
Who Are Owners?
Does Advertising Help?
Markets Are Where Consumers Meet
Markets Depend on Each Other.
How Much Will a Business Produce?

Have children divide into groups.
describe an important industry in
history, products & uses, methods
(past & future) List other industries and
it depends- raw materials, transportation

Make an industrial map of the area.
Show rivers, water power sources, industries,
harbor, highways, air

Make a "Made in Baltimore" exhibit
classes to see the exhibit.

Collect newspaper ads for home appliances.
children compare these with methods of
industrial revolution. Use pictures to
show old methods.

Creative Writing- "A Day Without



TEACHING STRATEGIES.

<u>Father</u>	<u>Mother</u>	<u>Big Brother</u>
farmer	secretary	gas station
doctor	nurse	attendant
teacher	clerk	store clerk.
banker		

Have children fill in Workpages:

Who Are Owners?

Does Advertising Help?

Markets Are Where Consumers Meet Producers

Markets Depend on Each Other.

How Much Will a Business Produce?

Have children divide into groups. Each group should describe an important industry in Baltimore. (Include history, products & uses, methods used, importance and future) List other industries and services on which it depends- raw materials, transportation, distribution.

Make an industrial map of the area around Baltimore. Show rivers, water power sources, railroads, major industries, harbor, highways, airport.

Make a "Made in Baltimore" exhibit. Invite other classes to see the exhibit.

Collect newspaper ads for home appliances. Have children compare these with methods used before the industrial revolution. Use pictures in Chapter 5 to show old methods.

Creative Writing- "A Day Without Electricity"

Grade 3 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT.

The Social Sciences Harcourt,
Brace, World "The End as Beginning"
pp 261-267

Compare outmoded methods with modern techniques.

<u>Job.</u>	<u>Outmoded Way</u>	<u>Modern Way</u>
Taking crops to market	carried in baskets or on horse drawn wagon	brought in truck

chart

Write short story-
What I would like to be when I grow up.

SRA-Activity book
"Cities at Work" pp 22-30

Read and discuss biographies of men and women who have contributed to the industrial development of our country.

Children will act as resources.

Map of Baltimore and surrounding area.

Products brought in by students

Use the yellow pages of the telephone directory to discover that there are many specialists in Baltimore City.

The Social Sciences, Concepts and Values. Harcourt, Brace, World
pp 160-190

Show filmstrips and listen to records:
"The Evolution of American Industry"-SVE
(do a science project on electric dry cells, light bulbs, electric

VARIANTS IN STRATEGIES
AND CONTENT,

EVALUATION

ng" Compare outmoded methods with more modern techniques.

<u>Job.</u>	<u>Outmoded Way</u>	<u>Modern Way</u>
Taking crops to market	carried in baskets or on horse drawn wagon	brought in truck

Check to see that directions were followed for the pictures.

Write short story-
What I would like to be when I grow up.

Read and discuss biographies of men and women who have contributed to the industrial development of our country.

Check workbook pages

ng
Use the yellow pages of the telephone directory to discover that there are many specialists in Baltimore City.

Teacher should judge work habits while reports are being made.

nd Show filmstrips and listen to records:
"The Evolution of American Industry"-SVE
(do a science project on electricity, dry cells, light bulbs, electric magnets)

Teachers should judge accuracy of reports

Check map skills .
Judge comparisons made by children.

Teachers should judge the facts used in children's stories.

Grade 3 Unit III Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TEACH

A. The Concept of a City

1. Baltimore, Maryland's major industrial city

"In our answer to the of our responses was the work and play within the

Guide questions:

- Where did all these
- Why do they choose large numbers?
- Why do many ethnic close together?
- What are some ethnic Baltimore? Where

Read on the topic. Try that variety lends spirit of people in most American charm and excitement.

Have children conduct places from which their Make dots or put pins Families Have Come From

Use a map of Baltimore groups have settled (English Italian in Little Italy German in South Baltimore Franklin, Park Avenue.)

Creative Writing - Poem living in the city.

TEACHING STRATEGIES

"In our answer to the question "What is a city?'one of our responses was that a city is people who live, work and play within the city's boundaries.

Guide questions:

- Where did all these people come from?
- Why do they choose to live in the cities in large numbers?
- Why do many ethnic groups choose to locate close together?
- What are some ethnic groups which settled in Baltimore? Where are they located?

Read on the topic. Try to get children to understand that variety lends spice to life, and that the variety of people in most American cities give these places charm and excitement.

Have children conduct a survey and make a list of places from which their parents or ancestors came. Make dots or put pins on a world map called "Our Families Have Come From Many Places."

Use a map of Baltimore to show where various ethnic groups have settled (Examples-Jewish in Pikesville, Italian in Little Italy, Polish in East Baltimore, German in South Baltimore, Chinatown - Mulberry, Franklin, Park Avenue.)

Creative Writing - Poems or stories about people living in the city.

Grade 3 Unit III

VARIANES IN STRATEGIES
AND CONTENT

CONTENT & MATERIALS.

The Metropolitan Community
Allyn-Bacon pp 91-99
"The People of a Metropolitan
Community"

Invite people from various ethnic groups to talk to the class and display photos, costumes or relics of the country they represent.

Metropolitan Studies, Scott, Foresman
"What Groups are Found in Metropolitan Areas" pp 80-198

Cultural background:
Teach folk songs and folk dances of various ethnic groups.
Collect foreign dolls and travel posters. Show jewelry from other lands.

"A Problem" - Honolulu and Bangkok
210-215

The Social Sciences: Concepts and Values - Level 3 Harcourt, Brace, World "Learning Cultural Traits" pp 23-29

Encourage children to write stories about poems, expressing the mood of the city.

world map

Write a letter to a pen pal in a distant country, describing Baltimore and asking for information on cities near the pen pal.

Map of Baltimore

Children could prepare family trees

Show film Screen News Digest (America, the Melting Pot) F-88 or F-168 People are Different and Alike

VARIANTS IN STRATEGIES
AND CONTENT

Invite people from various ethnic groups to talk to the class and display photos, costumes or relics of the country they represent.

Check answers to questions.

Cultural background:

Teach folk songs and folk dances of various ethnic groups. Collect foreign dolls and travel posters. Show jewelry from other lands.

Encourage children to write stories about poems, expressing the mood of the city.

Check accuracy with which children use map skills.

Write a letter to a pen pal in a distant country, describing Baltimore and asking for information on cities near the pen pal.

Children could prepare family trees

Show film Screen News Digest (America, the Melting Pot) F-88 or F-168 People are Different and Alike

Teacher should judge facts and attitudes brought out in stories and poems.

Grade 3 Unit III Urbanization and Industrialization

CONCEPT-ORIENTED	SUB-TITLE	TEACHING S...
------------------	-----------	---------------

A. The Concept of a City (continued)

1. Baltimore, Maryland's major industrial city.

Read poem - Designs for cities

Baltimore is a city which sees
 grown from its early settlements
 Supposing you wanted to design
 would you have in it? What
 make? Do you think that cities
 need to make plans for the future
 any planned cities?

Read on city planning and plan

1. Washington, D.C. - a planned city
2. Brasilia - a planned city
3. Tapiola - a planned city

Develop Chart.

<u>City Plan</u>	
<u>Physical</u>	<u>Econ</u>
Use of land buildings streets transportation	Use of resources growing goods and
	<u>Es</u> beauty in par comfo undergr

FILE

continued)

Read poem - Designs for cities.

s maj

Baltimore is a city which seems to have just naturally grown from its early settlement until the present. Supposing you wanted to design a city. What things would you have in it? What plans would you have to make? Do you think that cities, such as Baltimore, need to make plans for the future? Do you know of any planned cities?

Read on city planning and planned cities

1. Washington, D.C. - a planned city
2. Brasilia - a planned city
3. Tapiola - a planned city

Develop Chart.

City Planning.

Physical

Use of land
buildings

streets
transportation

Economic

Use of resources
growing market for
goods and services

Social.

employment
income
housing
education
health
cultural needs
entertainment

Esthetic

beauty in buildings
parks
comfort
underground wiring

GRADE 3 Unit III

CONTENTS AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

poem - Cities At Work SRA p.164

Children will act as resources

Cities At Work - SRA

pp 150-155 "Why Must Cities Plan?"

pp 168-185 "Keeping Cities Up to Date"

The Social Sciences - Concepts and Values

Level 3 pp 101-123 "Another Look at Change"

pp 125-159 "Communities and How
They Change"

Cities at Work SRA pp 156-163

You and the Community, Samford
Benefic Press, Chicago, 1967

"New Communities" pp 209-211

"Cities at Work, SRA -teacher edition

"Topics" pp 141-142

Read biography of Benjamin H
designer of Washington, D.C.

Read -"Make No Little Plans"
of Daniel Burnham who helped
1893 World Columbian Exposition
Chicago, pioneered the building
skyscrapers, and helped design
cities, including Chicago pp
138. "Cities at Work" SRA, T
edition.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

an?"
to Date"

Teacher should
judge statements
made by students.

and Values

at Change"
and How

Read biography of Benjamin Banneker,
designer of Washington, D.C.

Read -"Make No Little Plans" story
of Daniel Burnham who helped build
1893 World Columbian Exposition in
Chicago, pioneered the building of
skyscrapers, and helped design many
cities, including Chicago pp 137-
138. "Cities at Work" SRA, Teachers
edition.

ion

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. The Concept of a City (continued)

1. Baltimore, Maryland's major industrial city.

Land Use: (Physical) Cities must use

Read the story of New York's Central

Discuss other means of using our land

Have students do: "Planning Land Use"

Make an imaginary map of a city showing

rivers and an airport. Give each child

paper showing such names as grocery

factory owner, and recreation director

pick names from a bowl. Then have each

draw the map the best location for his business

Industrial Growth (Economic) Cities

undergo industrial changes--(Raw materials come from

sources. These raw materials are transformed into

goods) After reading about industrialization

"How and Why must a city keep up with

Human Geography (Social) Introduce the

(Cities need to expand as the growth of

Study Population charts:

Which city has the largest population?

Which city covers the most land?

Does the city with the largest population

cover the largest land area?

Do you think the people in some cities are

more crowded than the people in other cities?

How does Baltimore rank in land area?

Compare this to Washington D.C.

Cities rebuild (urban renewal) to make

Read how the city government helps

with growth.

and Industrialization.

TEACHING STRATEGIES

ued)

Land Use: (Physical) Cities must use their land wisely

Read the story of New York's Central Park.

Discuss other means of using our land wisely.

Have students do: "Planning Land Use" Activity Book.
Make an imaginary map of a city showing roads, parks, rivers and an airport. Give each child a piece of paper showing such names as grocery store owner, druggist, factory owner, and recreation director. Have children pick names from a bowl. Then have each child indicate on the map the best location for his business.

Industrial Growth (Economic) Cities need to plan for industrial changes-(Raw materials come from natural resources. These raw materials are turned into manufactured goods) After reading about industrial growth, discuss "How and Why must a city keep up with industrial changes."

Human Geography (Social) Introduce the word "Population"

(Cities need to expand as the growth of population increases)

Study Population charts:

Which city has the largest population?

Which city covers the most land?

Does the city with the largest population have the largest land area?

Do you think the people in some cities are more crowded than the people in other cities?

How does Baltimore rank in land area and population?
Compare this to Washington D.C.

Cities rebuild (urban renewal) to meet human needs.

Read how the city government helps to plan for city growth.

Grade 3 Unit III

CONTENT & MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

"The Country Comes to the City" pp 138-140
Cities At Work - teachers edition SRA
Cities At Work - activity book p.44
The Making of Anglo America- The Metropolitan
Community pp 239-259 "Industry Grows in
Anglo America"

Show film F-120
Geography of our
Community. (Shows rela-
tionships between industry
and geography)

Metropolitan Studies, Scott Foresman
pp 284-285 Population chart

The Metropolitan Community
Allyn and Bacon Inc. 1970
"Cities Grow in Anglo America"
261-277

Show filmloop
Renewing the City 87-0832
Ealing films

VARIANTS IN STRATEGIES
AND CONTENT

ALS.

EVALUATION

"The City" pp 138-140
 6th edition SRA
 Activity book p.44
America- The Metropolitan
 "Industry Grows in

Show film F-120
 Geography of our
 Community. (Shows rela-
 tionships between industry
 and geography)

Teacher should judge
 statements made by
 students

Scott Foresman
 on chart

Check worksheet

Community
 1970
 "America"

Teacher should judge
 students' reasons for
 picking locations.
 Teacher should judge
 statements made by
 students.

Show filmloop
 Renewing the City 87-0832
 Ealing films

Teachers should judge
 how well children
 interpret population
 charts.

Teacher judge students'
 responses.

CONCEPT-ORIENTED SUB-TITLE

1810

- A. The Concept of a City (continued)
- 2. Columbia, a new planned city.

Have children do worksheet "Land in a Crowded City"

What is the planned city in

Discuss paragraph about the

"The idea that a whole new and more complete answer stems largely from a study live. In addition to housing, education and transportation, clothing stores, hardware stores with essential services of medical and dental care, home worship.

For human fulfillment and culture and recreation - life and the arts. For relaxation, restaurants and amusement parks, people need beauty, peace,

Read "Columbia: A City of the

Have children examine material determine how physical, economic are met.

1 Individual Edition

TEACHING STRATEGIES

ued)

Have children do worksheet "Which is the Better Use of
Land in a Crowded City"

ity.

What is the planned city in Howard County?(Columbia)

Discuss paragraph about the purpose of Columbia:

"The idea that a whole new city could provide better and more complete answers to the problems of growth stems largely from a study of the way in which people live. In addition to housing, people need employment, education and transportation. They need food stores, clothing stores, hardware stores, drugstores, along with essential services of every kind and they need medical and dental care, hospitals and places of worship.

For human fulfillment and satisfaction, people need culture and recreation - libraries, theaters, music and the arts. For relaxation people must have restaurants and amusement areas. And for the soul people need beauty, peace, serenity.

Read "Columbia: A City of the Future"

Have children examine materials about Columbia to determine how physical, economic, and social needs are met.

Grade 3 Unit III

VARIANTS IN STRATEGI
AND CONTENT

CONTENT & MATERIAL

Cities At Work p.46 Activity Book

From pamphlet - A New City-Columbia
The Rouse Company, The Village of Cross
Keys, Baltimore, Maryland 21210 p.2

Write a story: My pl
an Ideal City"

Ask Rouse Company for free materials
about Columbia.

Ask Ellicott City Times for free
material and watch the paper for
current events concerning Columbia

Cities at Work SRA, Teachers' Edition
pp 246-247

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Activity Book

Check worksheet

Activity-Columbia
Village of Cross
d 21210 p.2

Write a story: "My plans for
an Ideal City"

Free materials

for free
the paper for
Planning Columbia

Teacher should judge
students' statements

Teachers' Edition

Teacher should see that
students use materials
to gain information on
physical, economic and
social need of Columbia.

Grade 3 Unit III-Urbanization and Industrialization.

CONCEPT-ORIENTED SUB-TITLE TEACHING STRATEGIES

A. The Concept of a City (cont'd)

Develop a chart such as:

2. Columbia, a new planned city.

HOW COLUMBIA MEETS NEEDS

<u>Physical</u>	<u>Economic</u>	<u>Social</u>
hospital	transit system	theater
colleges	Johns Hopkins	concerts
shopping centers	Applied Physics Lab.	restaurants
no parking problems	W.R.Grace Washington	shops
highways	Research Laboratory.	"crowds"
apartments	West Virginia Pulp	"seclusion"
homes	and Paper Company	hotel.
downtown	Hydronautics	churches
library	Hittman Associates	golf courses
	Bendix Corp.	
	Field Engineering	
	General Electric	
	(located between	
	Baltimore & Washington)	

Esthetics

underground wiring
 parks
 pleasing architecture
 texture
 sculpture
 bicycle paths
 woodland paths
 fountains
 lighting

Show filmstrip "Columbia-the New City" Discuss.

Take a tour of Columbia. Visit the exhibit building to see how a city is planned. Study maps of Columbia in preparation of tour. Have children decide on the important places to visit. Suggestions:
 Lake Kittamaqundi, Oakland Ridge Industrial Center, Guilford Industrial Center, Downtown Columbia, some housing developments, Horse center, ride the minibus

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRA
AND CONTEN

Chart

A collection of
types of architect
in Columbia could

Have children fi
"expense budget"
to their tour of

Columbia: The New City #1000
Folkemer Photo Service
9041 Chevrolet Drive
Ellicott City, Maryland 21043

Maps of Columbia

Tour of Columbia.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Teacher judge to see
if children put re-
sources under the
right heading.

Teacher should judge
students' statements.

A collection of various
types of architecture found
in Columbia could be made

Have children figure out
"expense budget" in relation
to their tour of Columbia.

Have children evaluate
their tour through
discussion.

#1000

d 21043

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

A. The Concept of a City (continued)

Tour of Columbia

2. Columbia, a new planned city

Symphony Woods

Make a box movie

Have children compare cities which began "naturally" (more)

Have a panel discussion

1. Compare the
2. What is the
3. What is the
- How is the
4. How does each
5. Why is planning must be met

Do activity pages:

What should be
Which is the
What do you want
Where will you
Which plan do

The story of
Cities are all
What is my city

Have the children
Have the children

Continued)

Tour of Columbia (continued)

Planned city

Symphony Woods, visit open area school.

Make a box movie called "Columbia- the Next America"

Have children compare a planned city (Columbia) to a city which began "naturally" and grew as needs were met (Baltimore)

Have a panel discussion:

1. Compare the beginnings of the two cities.
2. What is the population of the cities?
3. What is the land area of the two cities?
How is the land area used?
4. How does each city meet the needs of the people?
5. Why is planning for the future, a need which must be met in both cities?

Do activity pages:

What should planners study to solve these problems?
Which is the better use of land in a crowded city?
What do you want your city to be like?
Where will you locate?
Which plan do you think makes a better place to live?

The story of three friends
Cities are always changing
What is my city doing to keep up to date?

Have the children make a model city on a large table.
Have the children plan roads, buildings, parks

Grade 3 Unit III

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

box movie

Children will act as
resources.

Have students report on
cities' planning or other
planned cities.

Cities at Work- Activity Book
pp. 45-54

Read about a city built
man-made land - Tokyo p. 2
Metropolitan Studies.

table and art materials.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Each picture should
show one part of
Columbia.

Have students report on other
cities' planning or other
planned cities.

Read about a city built
man-made land - Tokyo p.278
Metropolitan Studies.

Check activity pages

Teacher should help
children to judge
the "planned city"

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED SUB-TITLE

B. Life in urban and suburban communities.

1. Advantages and disadvantages of urban living.
2. Advantages and disadvantages of suburban living.

Why do people choose to live in cities?
Why do people choose to live in suburbs?

Introduce words:

Give children a copy of the text and discuss it.

WHY PEOPLE LIVE IN CITIES

Advantages of City Living

City: Job availability
Services close by
Hospitals, educational institutions, shopping opportunities
Halls and museums
Variety of entertainment
Wider choice of goods and services
Faster means of transportation
Many specialized services

Suburbs: Newer and cleaner
Chance for better schools
Shopping facilities
less noise and air pollution
more ground area
more spacious homes
more privacy

Farm Community Exurbs. very quiet
much land
more privacy

nd Industrialization.

TEACHING STRATEGIES.

communities.

Why do people choose to live in a city? Why do some people choose to live away from the city?

pages

Introduce words: advantage
disadvantage

pages

Give children a copy of a chart to be filled in after reading and discussing.

WHY PEOPLE LIVE WHERE THEY DO

Advantages

Disadvantages.

City: Job availability Services closer to you. Hospitals, educational opportunities, concert halls and museums. Variety of entertainment Wider choice of friends Faster means of transportation Many specialists.	poor housing high taxes Some poor schools congestion Not enough space to expand. high cost of rent.
---	---

Suburbs: Newer and cleaner homes Chance for leadership role Shopping facilities less noise and congestion more ground more spacious homes more privacy	employment is far away more upkeep on houses and ground.
--	---

Farm Community Exurbs.	very quiet much land more privacy	shopping is farther away employment is farther away
------------------------------	---	--

Grade 3 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

Metropolitan Studies, Scott, Foresman
"Urban Society" pp 190-191

The Metropolitan Community Allyn-Bacon
pp 75-89 "The Parts of a Metropolitan
Community"

Cities at Work SRA
pp. 128-131

The Social Sciences-Concepts and Values
Harcourt, Brace, World.
"Families and the Community" pp.96-116

Communities at Work, Preston
D.C. Heath and Co., Lexington, Mass. 1969
"Living in City and Suburb" pp.174-221

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Scott, Foresman
190-191

Community Allyn-Bacon
of a Metropolitan

Concepts and Values
Id.
Community" pp.96-116

Check to see that
children list items
under correct headings.

rk, Preston
, Lexington, Mass. 1969
d Suburb" pp.194-221

Grade 3 Unit III- Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

B. Life in urban and suburban communities (continued)

1. Advantages and disadvantages of urban living.
2. Advantages and disadvantages of suburban living.

Use a Sunday edition choice of activities class into groups to Types of Services, one week later to see variety available to

Make up a puppet show city life.

Show pictures compare Invite children to to live in each place

Panel Discussions:

1. Why do people to many
2. How would you in a small
3. What is urban
4. Why are industries the suburban
5. How would craft help
6. How do you have turned
7. Why do you so much? place? Tell could see
8. How has transportation of
9. How has the affected the

an
antages
antages

Use a Sunday edition of a big newspaper to show the wide choice of activities available to city dwellers. Divide class into groups to list- Types of Jobs, Type of Schools. Types of Services, Types of leisure activity. Follow up one week later to see how choices change, adding to the variety available to city dwellers.

Make up a puppet show depicting the conveniences of city life.

Show pictures comparing urban and suburban communities. Invite children to share ideas on what it would be like to live in each place.

Panel Discussions:

1. Why do people who live in a city have to adjust to many changes?
2. How would you live differently in a city than in a small town?
3. What is urban culture?
4. Why are industries beginning to locate in the suburbs?
5. How would the high-speed facilities and hovercraft help city dwellers and suburbanites?
6. How do you explain that some older suburbs have turned into slums?
7. Why do you suppose that people move around so much? Have you ever lived in another place? Tell some interesting things you could see or do in that community.
8. How has transportation aided in the development of suburbs?
9. How has the development of suburbs and exurbs affected the farmer?

Grade 3 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGY
AND CONTENT

Use the yellow pages of the directory to do a survey of living and leisure activities available in the city.

Puppets.

Pictures-

Schools, Families and Neighborhoods
A Multi-Readiness Program
Field Educational Publications, Inc.
#55 and 56 or wall charts showing
urban, suburban and farm areas(exurbs)
(These are in the same kit)

Make a chart comparing apartment living and home ownership

<u>Advantages</u>	<u>Disadvantages</u>
<u>Apt.</u>	<u>Apt.</u>

Services	More
Conveniences	More
Easier to keep clean	less
No repairs to make	

Children will act as resources.

<u>Home</u>	<u>Home</u>
pretty grounds	more
investment	taxes

Draw or collect pictures of homes. Display.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Use the yellow pages of the telephone directory to do a survey of services and leisure activities available in the city.

Teacher should judge statements made by students concerning life in the city and suburbs.

Make a chart comparing apartment living and home ownership

Advantages
Apt.

Services
Conveniences
Easier to keep clean
No repairs to make

Home

pretty grounds
investment

Disadvantages
Apt.

More crowded
More noise
less space

Home

more upkeep (repairs)
taxes to pay.

Draw or collect pictures of various types of homes. Display.

Teacher should judge students responses.

Teacher should judge the accuracy and thoughts behind the statements made by students.

Grade 3 Unit III -Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEA
C. Problems created by Industrialization and urbanization		Show and discuss film
1. Air Pollution		Ask children to see as they view the film
		List children's obser
		Show a picture of air
		Read and discuss air pollution is dust, of It causes much damage environment. Mankind's pollution.
		Read to the children and dangers of air p
		Do activity page- Can Pollution?
		Make a chart on:
		<u>WHERE AIR POLL</u>
		1. automobil 2. factory c 3. refinery 4. power pla 5. furnaces 6. burning t
		Discuss the possibil Make dioramas compar affected by air poll

nd Industrialization.

TEACHING STRATEGIES

ation

Show and discuss film loop "Problems in the city"

Ask children to see how many problems they can find as they view the film.

List children's observations.

Show a picture of air pollution or smog

Read and discuss air pollution. Bring out that air pollution is dust, oil particles, and poisonous gases. It causes much damage to health and beauty of our environment. Mankind is taking steps to control air pollution.

Read to the children "Our Free Air" Discuss the causes and dangers of air pollution.

Do activity page- Can You Find the Causes of Air Pollution?

Make a chart on:

WHERE AIR POLLUTION COMES FROM

1. automobile exhausts
2. factory chimneys
3. refinery chimneys
4. power plant chimneys
5. furnaces
6. burning trash

Discuss the possibility of electric cars and buses. Make dioramas comparing clean air life and life affected by air pollution.

Grade 3 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

film loop - Problems in the
city 87-0881 Ealing Films

picture - p.169
The Metropolitan Communities

The Metropolitan Community, Allyn Bacon
"Cities of the Future" 168-169

Cities at Work - teachers' ed. SRA
pp 177-178

Current events

Write the major automobile
manufacturers. Ask for
information about anti-air
pollution devices and
cars. Do this as a class
and mail only one letter
manufacturer.

Students will act as resources

Cities At Work SRA pp.204-221
"The City, Water and Air"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

AL
s in the
g Films

Communities

Community, Allyn Bacon
"re" 168-169

Teachers' ed. SRA

Use the observation
list to see how
carefully the chil-
dren viewed the film.

Write the major automobile
manufacturers. Ask for in-
formation about anti-air
pollution devices and electric
cars. Do this as a class project
and mail only one letter to each
manufacturer.

Teacher should judge
statements made by
students.

as resources

SA pp.204-221
and Air"

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

C. Problems created by industrialization and urbanization (continued)

2. Water Pollution

Read and

Guide ques

1. Why

2. What

3. Why

4. Why

5. How

usu

com

Balt

6. How

How

serv

7. What

Do activity

Use a map o

(rivers, c

Develop a c

POLLUTION

endanger

damages

stunts an

causes ha

condit

dirtyes b

causes hi

Industrialization
(continued)

Read and discuss water pollution.

Guide questions:

1. Why is water so important?
2. What are some of the main uses of water?
3. Why can't we use all kinds of water?
4. Why is water pollution so serious?
5. How many water companies does a city usually have? Who usually owns the company? Who owns the water company in Baltimore?
6. How do cities try to conserve water? How does Baltimore and Howard County conserve water?
7. What can we do to save our water?

Do activity page- Most Cities Have Only One Water System. Why?

Use a map of Maryland to show sources of water- (rivers, dams, falls, aqueducts

Develop a chart comparing air and water pollution.

POLLUTION

AIR

endangers health
 damages property
 stunts and kills plants
 causes hazardous driving
 conditions
 dirties buildings & cars
 causes higher taxes.

WATER

endangers health
 damages plants, fish
 and wildlife
 causes loss of recre-
 ation and scenic
 beauty.

Grade 3 Unit III

VARIANTS IN STR
AND CONTE

CONTENT & MATERIAL

Cities at Work SRA pp.204-221
"The City, Water and Air"

Science- Invest
desalting of se

Metropolitan Studies, Scott Foresman
pp 174-175 "Smokey City"

You and the Community, Samford,
Benefic Press, Chicago, 1967.
"Clean Water to Drink" p. 169

Communities at Work, Preston.
D.C.Heath and Company, Lexington,
Massachusetts, 1969
"Through Wires and Pipes" pp.205-208

"Cities at Work" SRA- Activity Book
p.58

Map of Maryland.

Chart

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

IAL

RA pp.204-221
nd Air"

Science- Investigate
desalting of sea water

Check to see if
students have a
knowledge of air
pollution by
judging their
dioramas.

ies, Scott Foresman
ey City"

nity, Samford,
icago, 1967.
rink" p. 169

rk, Preston.
pany, Lexington,
69

d Pipes" pp.205-208

Check answers to
questions.

ERA- Activity Book

Check map skills.

Teacher should judge
how well children
complete the chart.

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TEACHING S

Have a school campaign against pollution.
Have children clean up school grounds.
Make posters for the hall to start the "war against pollution"

Show pictures of "before and after" scenes, appealing to the eye and the ear, showing things as eye and ear pollutants: power lines, wires, dirty waterways, noise.

Write to Congressmen to suggest legislation on air and water pollution problems. Legislation has been passed to prevent air pollution from car burning, automotive devices, and factories emptying into water sources.

Role play- workers and townspeople involved in pollution.

3. Slums and poverty.

Show a picture of a slum area.

Ask: Do you see what I see?
List observations.

Read about slums and urban renewal.
Guide questions:

1. What creates slums?
2. What do slums create?
3. How does urban renewal work?
4. How is urban renewal done?
5. What are some problems in slums?
6. How are people in the slums helped?
(civil rights organizations, welfare programs, etc.)

Read to the children "New Hope for Slums"

Urbanization and Industrialization

SUB-TITLE

TEACHING STRATEGIES

Have a school campaign against air and water pollution. Have children clean up school ground and plant flowers. Make posters for the hall to remind other children of the "war against pollution"

Show pictures of "before and after." Which are more appealing to the eye and the soul? Is there such a thing as eye and ear pollution? (telephone and electric wires, dirty waterways, noise of airplanes and machines.)

Write to Congressmen to suggest solutions to the air and water pollution problems. Find out what laws have been passed to prevent air and water pollution (anti-burning, automotive devices, laws against factory waste emptying into water sources)

Role play- workers and town officials solving a problem involving pollution.

Show a picture of a slum area.

Ask: Do you see what I see?
List observations.

Read about slums and urban renewal.
Guide questions:

1. What creates slums?
2. What do slums create?
3. How does urban renewal help socially and physically?
4. How is urban renewal accomplished?
5. What are some problems connected with urban renewal?
6. How are people in the slums being helped?
(civil rights organizations, unions, government agencies, welfare programs, legislation)

Read to the children "New Haven: A City Reborn"

Grade 3 Unit III

CONTENT & MATERIAL	VARIANTS IN STRATEGIES AND CONTENT
Art Supplies and student resources	Check current events in news and TV.
pictures pp.180,182-185 Cities at Work, SRA	1. Calvert Cliff Electric Plant under discussion. 2. Detergent in Tiber River Ellicott City
Names and addresses of Congressmen.	Develop a learning center on Ear Pollution. Make a list of that make too much noise and of things that destroy the beauty of a city.
Student will act as resources.	Show-Inland Waterways F58 Great Lakes F41
picture p.154 <u>The Metropolitan Community</u>	
<u>Metropolitan Studies, Scotts, Foresman</u> pp 200-208	
<u>The Metropolitan Community</u> Allyn-Bacon "Central Cities Change As Suburbs Grow" p.158-159	
<u>Cities at Work</u> SRA "A City Rebuilds" pp.174-185	Read "Treasure Hunt" <u>Our World World-Neighbors at Work, SRA</u> 2nd level lesson 10, activity
<u>Communities at Work, Heath</u> "Goodbye to Old Houses" pp.196-199	Role play a family moving into renewal project after being moved from a slum.
<u>Cities at Work, SRA teacher edition</u> pp.153-155	

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

SERIAL	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
student S2-185 RA	Check current events in newspapers and TV. 1. Calvert Cliff Electric Plant under discussion. 2. Detergent in Tiber River in Ellicott City	Teachers should judge the effectiveness of the campaign.
es of	Develop a learning center on Eye and Ear Pollution. Make a list of things that make too much noise and a list of things that destroy the beauty of a city. Show-Inland Waterways F58 Great Lakes F41	Teacher should judge statements on eye and ear pollution. Have students judge the form and clarity of their letters.
as		Teacher should judge knowledge of problem-solving displayed in role play.
<u>Community</u> dies, Scotts, 208 <u>Community</u> tral Cities s Grow" p.158-159		
RA " pp.174-185 ork, Heath ouses" pp.196-199	Read "Treasure Hunt" <u>Our Working World-Neighbors at Work</u> , SRA 2nd level lesson 10, activity 22 Role play a family moving into a renewal project after being moved from a slum.	Check answers to questions.
RA teacher edition		

Grade 3 Unit III- Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TE

C. Problems created by industrialization and urbanization

Have children

1. evidence
2. state
3. invest
4. solvin

3. Slums and poverty.

Use paper bag
in a slum area
Investigate so
renewal in Bal
Consider VISTA

To show that p
do with clear
the "redevelop
committees. C
school put up
want a parking
sent their vie
see which grou

4. Mass Transportation

Show picture o
Put these ques
Is there g
Do people
kinds of t
Are street
and trucks
How can tr
What probl
traffic?

Read about mas

Do activity pa

ization and Industrialization

SUB-TITLE

TEACHING STRATEGIES

Industrialization and

Have children study how a problem is solved:

1. evidence of a problem.
2. statement of the problem
3. investigating the problem
4. solving the problem

Use paper bag puppets depicting life after school in a slum area.

Investigate some changes in land use and urban renewal in Baltimore City and Ellicott City. Consider VISTA, and Operation Head Start

To show that people often disagree on what to do with cleared land, role play a meeting with the "redevelopment commission"(class) and two committees. One committee might want a new school put up on the land another committee might want a parking lot. After hearing both sides present their views, have the "commission" vote to see which group will have its way.

Show picture of a traffic scene.

Put these questions on the board:

- Is there good public transportation?
- Do people have enough choice of different kinds of transportation?
- Are streets wide enough for today's cars and trucks.
- How can transportation be improved?
- What problems have you experienced with traffic?

Read about mass transportation.

Do activity pages on travel in the city.

Grade 3 Unit III

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Children will act as
resources.

children should collect
pictures of cities to show
what they think is "beautiful"

(Teacher will need to
guide each committee
before the presentations
are heard)

Clip articles from papers
concerning decisions made
by the planning committee.

p.195 Cities at Work SRA
picture.
picture #69 Transportation in City Streets.
#55 Urban Neighborhoods. from
Schools, Families, Neighborhoods A
Multi-media Readiness Program
Field Educational Publications Inc.

Cities at Work SRA
pp 186-203 "The City and Transportation"

You and the Community, Benefic Press
pp 124-128 "Your Community and Transportation"

Cities At Work- Activity Book.
p.55 How do people travel in the city?
p.56 How do the members of my family travel to work?
p.57 Should the bus company raise the fare?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

children should collect
pictures of cities to show
what they think is "beautiful"

Teacher should judge
students' statements
and reaction.

Clip articles from papers
concerning decisions made by
the planning committee.

on in City Streets.
orhoods. from
borhoods A
ogram
ations Inc.

Transportation"

Check answers to
questions.

Benefic Press
ity and Transportation"

Book.
avel in the city?
ers of my family travel to work?
com; any raise the fare?

Check activity pages.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

C. Problems created by industrialization and urbanization (continued)

4. Mass transportation

Take pictures, showing the available in Baltimore a truck, airplanes, boats, the traffic rules for b

Study road maps of the s places, shortest routes distinguish types of road

Read how one city has tr "Where People Mean More of these ideas might hel

Make a chart showing how in easing congestion (Pa people -Compare this to Discuss the possibility

Have children ask parent portation and private tr

Public Transportati

less expensive
comfortable
air conditioned
less crowding on ro
no parking problems

Read to the children:
List ideas which will he

Show picture of traffic telling some of their id oms in cities. Make pi

TEACHING STRATEGIES

Realization
(used)

Make pictures showing the types of transportation available in Baltimore and vicinity. (car, bus, train, truck, airplanes, boats, ships, motor cycles) Study the traffic rules for bicycles and mini-bikes.

Study road maps of the area. Find distances between places, shortest routes to chosen destinations and distinguish types of roads.

Read how one city has tried to solve traffic problems "Where People Mean More than Cars" Discuss how some of these ideas might help in other cities.

Make a chart showing how public transportation can aid in easing congestion (Fact: 40 cars = 1 bus load of people -Compare this to high speed monorail or subways) Discuss the possibility of a car pool.

Have children ask parents why they use public transportation and private transportation. Tabulate results.

Public Transportation

less expensive
comfortable
air conditioned
less crowding on roads
no parking problems

Private Transportation

no waiting
no walking to bus stop
more private
faster
no specific route

Read to the children: "The Real Future of Transportation"
List ideas which will help solve transportation problems.

Show picture of traffic jam. Have children write a story telling some of their ideas for easing the traffic problems in cities. Make pictures to go with the stories.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Report on the old street cars which used to run in Baltimore. Visit the street car museum in Baltimore. Ride the street-car if possible.

Cities at Work SRA pp.192-199

Student will act as resources

Chart

Write trucking, railway and airline companies. Ask for information telling why they are important to the city's welfare

Check news media to see what new developments have occurred in the transportation problem.

Cities at Work SRA teacher's edition. pp.165-166

picture p.168 The Metropolitan Community Allyn, Bacon

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Report on the old street cars which used to run in Baltimore. Visit the street car museum in Baltimore. Ride the street-car if possible.

Judge appropriateness of picture.

Check map skills

Write trucking, railway and airline companies. Ask for information telling why they are important to the city's welfare

Judge students' statements.

Check news media to see what new developments have occurred in the transportation problem.

Teacher should judge stories to see if children use such suggestions as:
off street parking
street parking bans
car pool
high speed rail
monorail
subway
wide streets
super highways
elevated trains
minibuses
computer controlled traffic
conveyor belt sidewalks.

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TEACHING

C. Problems created by industrialization
and urbanization

5. Adjusting to city life.

Immigrants:
Show a picture of
Have children int
sick, your poor"

Guide questions:

1. Why did people
2. What problems
get to America
3. Why would immigrants
they landed?
4. Why do Americans
5. Why would some
immigrants to
6. Why do many
7. How are immigrants
8. Why is it unfair
of his skin

Discuss: Were all

Role play: An immigrant
(How would you find
you get a job?How

Make a diary of a

Read "A City Fight"
Neighborhood Aide

Urbanization and Industrialization

SUB-TITLE

TEACHING STRATEGIES

ed by industrialization
tion
o city life.

Immigrants:

Show a picture or model of the Statue of Liberty.
Have children interpret "Give me your tired, your
sick, your poor"

Guide questions:

1. Why did people from other lands come to America?
2. What problems did the immigrants face once they
get to America?
3. Why would immigrants stay in the cities where
they landed?
4. Why do Americans fear immigrants?
5. Why would some Americans want more and more
immigrants to come to America?
6. Why do many immigrants live in slums?
7. How are immigrants being helped?
8. Why is it unfair to judge a person by the color
of his skin or his nationality?

Discuss: Were all our ancestors immigrants?

Role play: An immigrant coming to Baltimore today.
(How would you find a place to live? How would
you get a job? How would you communicate with people?)

Make a diary of an immigrant coming to America.

Read "A City Fights Poverty -Atlanta" and "The
Neighborhood Aide" (How the War on Poverty works.)

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Model or picture of the Status
of Liberty

The Metropolitan Community, Allyn, Bacon
p.159-167 "Groups with special problems-
Immigrants"

The Social Sciences-Concepts and Values
Level 3 "The View of People" and their
Environments" p.118-159

pp. 3-29 "The Old Ways"

pp. 72-77 "Adapting to a New Climate"

Read biographies of immigrants
Afro-Americans, Then and Now
Hurley, Benefic Press, 1966
Harriet Tubman, Freedom Girl
Winders, Bobbs-Merrill Co.

Martin Luther King, Jr. Boy With
a Dream, Millender, Bobbs,
Merrill Co., 1969

John Peter Zenger, Young Defender
of a Free Press, Long, Bobbs,
Merrill, and Co. 1966

They Made America Great, McGraw
Macmillan Company, 1967

American Biographies Susan
Holt, Rinehart, Winston, Inc.

Negroes Who Helped America
Stratton, Ginn and Co, 1967

Afro-American Contributions to
American Life, Franco, Benefic
Press, 1970.

Cities at Work, SPA
pp 120-127 "A City Fights Poverty-Atlanta"
pp 104-105 "The Neighborhood Aide"-
teacher's edition.

Find out statistics on how
immigrants come to this country
annually.

Find out the names of five
cities that elected black men
as their mayors.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Statue

ty, Allyn, Bacon
Special problems-

Read biographies of immigrants
Afro-Americans, Then and Now
Hurley, Benefic Press, 1969
Harriet Tubman, Freedom Girl
Winders, Bobbs-Merrill Co. 1969

Check answers to
questions.

cepts and Values
people" and their

Martin Luther King, Jr. Boy With
a Dream, Millender, Bobbs,
Merrill Co., 1969

rs"

John Peter Zenger, Young Defender
of a Free Press, Long, Bobbs,
Merrill, and Co. 1966

a New Climate"

They Made America Great, McGuire,
Macmillan Company, 1967

American Biographies Sussman,
Holt, Rinehart, Winston, Inc. 1969

Negroes Who Helped America,
Stratton, Ginn and Co, 1965

Afro-American Contributions to
American Life, Franco, Benefic
Press, 1970.

Teacher should judge
students' statements

ce Poverty-Atlanta"
hood Aide"-

Find out statistics on how many
immigrants come to this country
annually.

Find out the names of five big
cities that elected black men
as their mayors.

Teacher should look
for empathy on part
of student

Grade 3 Unit III-Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING STR
C.	Problem created by industrialization and urbanization (continued)	People in rural areas mo Read "A New Life in the from a Kentucky valley w
	5. Adjusting to city life.	After reading discuss: Suppose the Lovells had to Baltimore, would they Why? What problems would farm in the city. Show film FARMER (This Contrast this with city Role play- A farm boy mo new school. Show how th or an unhappy experience Make a mural. "Adjusting pictures (quiet valley, food) and have children of the ideas. Panel Discussion: Why would farm families living when they move to How do you think you wou country where all the pe What is the difference b cultural trait? Why would an immigrant w Why must you adjust to c What happens to cultural Do you think people can they can take on new ski

ation and Industrialization.

OB-TITLE

TEACHING STRATEGIES

y industrialization
n (continued)

People in rural areas move to the city:
Read "A New Life in the City"-the story of a family
from a Kentucky valley which moves to a city.

city life.

After reading discuss:

Suppose the Lovells had moved from a valley in Maryland
to Baltimore, would they have faced the same problems?
Why?

What problems would farm families have adjusting to life
in the city.

Show film FARMER (This shows life of farm family)
Contrast this with city living.

Role play- A farm boy moving to a city and going to his
new school. Show how this could be a happy experience
or an unhappy experience.

Make a mural. "Adjusting to City Life" Show contrasting
pictures (quiet valley, noisy city; raising food, buying
food) and have children write stories to go with each
of the ideas.

Panel Discussion:

Why would farm families need to change their ways of
living when they move to a big city?
How do you think you would feel if you went to a foreign
country where all the people were strangers?
What is the difference between a physical trait and a
cultural trait?
Why would an immigrant want to keep his old ways?
Why must you adjust to change?
What happens to cultural traits as groups interact?
Do you think people can take on new values as fast as
they can take on new skills? Why?

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Cities at Work, SRA
pp.128-131

Collect pictures of urban
and rural scenes

Children will act as
resources.

Film F-37 FARMER

Children will act
as resources.

Mural

Children will act as
resources

Have children choose a major
problem facing Baltimore or
Howard County. Have a debate
offer some alternatives and
a vote on some solution.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Collect pictures of urban
and rural scenes

Teacher should
judge statements
made by students.

Teacher should
guide discussions
so that valid com-
parisons between
rural and urban
life are made.

Have children choose a major
problem facing Baltimore or
Howard County. Have a debate,
offer some alternatives and have
a vote on some solution.

Teacher will judge
students' responses.

Grade 3 Unit III- Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING
D.	A comparative examination of other cities in the world.	Show filmstrip and listen This filmstrip shows various cities It points out that all people have different needs, although cultural differences exist.
1.	Tokyo	
2.	Nairobi	Have children divide into groups to contrast foreign cities to their own.
3.	Athens	Cities- Nairobi, Kenya
4.	London	Tokyo, Japan
5.	Venice	Athens, Greece
6.	Rotterdam	London, England
7.	Calcutta	Venice, Italy
8.	Singapore	Rotterdam, Netherlands
		Calcutta, India
		Singapore (Asia)

Each report should include:
why the city is located where
short history of the city
what ethnic groups live in the city
future plans of the city
type of government
economics of the city
problems of the city
any unusual facts about the city
what products do we get from the city

II- Urbanization and Industrialization.

VIDEO SUB-TITLE

TEACHING STRATEGIES

ve examination of other
he world.

Show filmstrip and listen to record "Neighbors"
This filmstrip shows various cities around the world.
It points out that all people have the same basic
needs, although cultural traits may differ.

bi

Have children divide into groups to compare and
contrast foreign cities to Baltimore:

s

Cities- Nairobi, Kenya

n

Tokyo, Japan

e

Athens, Greece

rdam

London, England

ttta

Venice, Italy

pore

Rotterdam, Netherlands

Calcutta, India

Singapore (an independent nation)

Each report should include:
why the city is located where it is
short history of the city
what ethnic groups live in the city
future plans of the city
type of government
economics of the city
problems of the city
any unusual facts about the city
what products do we get from these cities.

Grade 3 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

Filmstrip "Neighbors"

Collect items made in foreign

Schools, Families and Neighbors
A Multi-Readiness Program
Field Educational Publications, Inc.

Bring in pictures of cities
the world.

Metropolitan Studies, Scott Foresman

Nairobi pp.254-265

Tokyo p 266-278

Cities at Work, SRA

"The Precious Gifts of a City: Athens"
pp 222-231

"The City that Swallowed Villages:
London" pp 232-241

"A City Married to the Sea: Venice"
pp. 242-251

"A City Rises from the Ashes:
Rotterdam." pp.252-259

"A City That Has More People than Jobs:
Calcutta" pp.260-269

"A City That Uses Its Wits: Singapore"
pp.270-279

Encyclopedia.

Write to the airlines or a
bureau. Request information
foreign cities.

Library resources.

Write a letter to parents
what information they have
foreign cities which will
studied.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

rs"
and Neighbors
Program
Publications, Inc.

Collect items made in foreign cities

Bring in pictures of cities around
the world.

Teacher should
evaluate students'
attitudes toward
each other and
other races.

es, Scott Foresman

65

of a City: Athens"

llowed Villages:

the Sea: Venice"

the Ashes:

52-259

ore People than Jobs:

0-269

Its Wits: Singapore"

Teacher should
observe students'
work habits.

Write to the airlines or a travel
bureau. Request information on
foreign cities.

Write a letter to parents asking
what information they have on the
foreign cities which will be
studied.

Grade 3 Unit III -Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING STRATEGIES
D. A comparative examination of other cities in the world (continued)	<ol style="list-style-type: none"> 1. Tokyo 2. Nairobi 3. Athens 4. London 5. Venice 6. Rotterdam 7. Calcutta 8. Singapore 	<p>Make a display of items.</p> <p>Hear and discuss reports "Around the World Festival".</p> <p>Have a library table with the selected foreign cities.</p> <p>Teacher may construct a display of information about other cities.</p>
E. The Future of the Cities.	<ol style="list-style-type: none"> 1. The reality of megalopolises or strip cities. 	<p>Pose question- What do you think the future will be like?</p> <p>Record ideas.</p> <p>Direct children to study p. 292-293.</p> <p>Guide questions: What is a megalopolis? What is another name for a megalopolis? What cities may join to form a megalopolis.</p>

Urbanization and Industrialization.

SUB-TITLE

TEACHING STRATEGIES

Examination of other
world (continued)

Make a display of items from the foreign cities,

Hear and discuss reports. Invite other classes to
"Around the World Festival"

Have a library table with information available on
the selected foreign cities.

Teacher may construct a learning station giving
information about other foreign cities.

am
ca
ore

the Cities.

Pose question- What do you think the city of the
future will be like?

ity of megalopolises
p cities.

Record ideas.

Direct children to study and interpret the map
p. 292-293.

Guide questions:

What is a megalopolis.

What is another name for megalopolis

What cities may join together to form a
megalopolis.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as
resources.

library books.

learning station

A Journey Through Many
Lands by Drummond
Allyn & Bacon Inc. 1964

Metropolitan Studies, Scott Foresman
pp 292-293, "Megalopolis Map"
p.245 "In City and Metropolitan
Communities."

Role play- a tourist visiting
some of the foreign cities

Plan a "trip" to a foreign city

1. Use maps to trace route.
2. Use climate to help decide
what clothes to wear.
3. Plan on important places
to visit.
4. Learn about money exchange
5. Learn some language exchange

Learn folk dances and folk
songs from the foreign
countries which the cities
are in.

III

IAL

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

t as

Role play- a tourist visiting
some of the foreign cities

Teacher should judge
the accuracy and
completeness of
reports.

Plan a "trip" to a foreign city.

1. Use maps to trace route.
2. Use climate to help decide
what clothes to wear.
3. Plan on important places
to visit.
4. Learn about money exchange
5. Learn some language exchange

Teachers should judge
the uses made of the
library books.

on

Learn folk dances and folk
songs from the foreign
countries which the cities
are in.

Teacher should help
children check in-
formation gained from
learning centers.

ugh Mary
ond
Enc.1964

udies, Scott Foreman
egalopolis Map"
and Metropolitan

Check map skills.

Grade 3 Unit III Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

E. The future of the cities.

1. The reality of megalopolises or strip cities.

Where will

Do you th

Is is a p

What prob

megalopol

Compare-

pictures,

Show and

Cities-

What other

future?

Read on to

the future

to solve

Discuss p

Have child

from the

of the lett

Read to c

outlook or

Discuss ho

realized

ies.

Where will most of the megalopolises be located?

g
galopolises
s.

Do you think Baltimore will be a part of a megalopolis?
Is it a part of one now?

What problems will need to be solved because of
megalopolises?

Compare- city, suburb, exurb and megalopolis. Use maps,
pictures, charts.

Show and discuss film: Middle Atlantic Seaboard - Great
Cities-Megalopolises.

What other changes might be made in the cities of the
future?

Read on the topic- (help the children understand that
the future of cities depends on man's resourcefulness
to solve problems and careful planning.)

Discuss physical, economic and social aspects.

Have children read the letter "The Future of Cities"
from the author of Cities At Work. Discuss highlights
of the letter.

Read to children "Dreams for a Perfect City" a historical
outlook on cities.

Discuss how some dreams have been met and some dreams not
realized. Discuss the reasons for this.

Grade 3 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

The Metropolitan Community, Allyn-Bacon
teacher's edition p.288 Exurbs and
Megalopolis.

The Metropolitan Community, Allyn, Bacon.
p.170 "Megalopolis"

film F-106 Middle Atlantic Seaboard

Great Cities Megalopolis.

You and the Community, Benefic Press.

"Why Communities Change" 201-208

"New Communities" pp.209-215

The Social Sciences-Concepts and Values

Level 3 Harcourt, Brace World.

pp 262-267 "Some Things Change,
Some Last."

The Metropolitan Community, Allyn Bacon

pp.168-169 "Cities of the Future"

Cities at Work, SRA teacher's edition.

pp.244-246 "Dreams for a Perfect City"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Community, Allyn-Bacon
288 Exurbs and

Community, Allyn, Bacon.

Check answers to
questions.

Atlantic Seaboard

opolis.

ey, Benefic Press.
Change" 201-208
pp.209-215

Teacher should judge
that valid comparisons
are made.

s-Concepts and Values
Brace World.
Things Change,

Community, Allyn Bacon
ities of the Future"

Teacher should judge
statements made by
children.

RA teacher's edition.
as for a Perfect City"

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TE
E. The future of the cities.		Make a list of the and materials. Tell Imagine some of the
	2. Planned growth of cities	Discuss: What can we good cities? What plans for the future needs for its future
		Creative Writing: Have students write of the future. Illu
		Suggested topics: transportatio housing communication factories services food and clot climate contr problems esthetic cons
		Make a play about a Earth city in the ye their ages in the ye meet the space visit

- Urbanization and Industrialization.

SUB-TITLE

TEACHING STRATEGIES

the cities.

Make a list of the very latest inventions, machines and materials. Tell how they have changed our lives. Imagine some of the inventions of the future.

growth of cities

Discuss: What can we do now and in the future to make good cities? What have we learned about Baltimore's plans for the future? How is Columbia meeting the needs for its future citizens?

Creative Writing:

Have students write imaginary stories about cities of the future. Illustrate the stories.

Suggested topics:

transportation
housing
communication
factories
services
food and clothing
climate control
problems
esthetic considerations.

Make a play about a space traveller who visits an Earth city in the year 2000. (Have students find out their ages in the year 2000. They may want to meet the space visitor)

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

list of inventions, machines and materials.

students will act as resources.

Discuss if you were a city planner, what changes would you make?

students will act as resources.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

achines and

Check list of
inventions

resources.

Discuss if you were a
city planner, what
changes would you make?

Teacher should
judge contents of
the stories.

as resources.

Teacher should judge
content of the play.

Grade 3 - Unit IV

EDUCATION AS AN INSTITUTION

(OPTIONAL UNIT - SUGGESTED FOR MORE ABLE STUDENTS)

EXPLANATION

The American society has created an educational system as a means of passing on learnings to the children and preparing them for participation as active citizens. While many things are learned through experience or self-education, much learning occurs as a result of formal teaching. This unit will show a need for a system of formal teaching and trace the development of the American school system. Then it will give a comparison of the different types of schools, discuss some problems associated with the educational process and indicate the influence of certain community groups on the educational system.

Grade 3 - Unit IV

EDUCATION AS AN INSTITUTION

OUTLINE FOR UNIT IV

- A. The School as a Unique Institution
 - 1. Why a school is needed
 - 2. How a school is supported
- B. The Development of the American School System
 - 1. Early schools
 - 2. Types of present day schools
 - 3. Schools of the future
- C. Problems Associated With Our Educational System
 - 1. Overcrowded classrooms
 - 2. The inequality of funds for different states and districts
 - 3. Special education needs
 - 4. Lack of modern equipment

NOTE: Optional Units on Other Institutions Which Might Be Studied

- A. Hospitals and Health Care
- B. Recreational Facilities
- C. Art and Cultural Activities