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ABSTRACT

Described in this guide is a thirty-six week, interdisciplinary, urban social studies course for 8th grade students that is designed to involve students in the substance and process of urban problems. The major objective is to prepare students to live and survive in an urban environment. The program emphasizes a process approach to thinking, stressing inquiry training, problem solving, and value clarification. Substantive, value, and method concepts from the social sciences are developed in an attempt to stimulate thinking. Each unit and subunit states specific objectives in performance terms, provides teaching strategies, includes related activities, and lists basic and supplementary materials. The four major units nearly all of three weeks duration (as are the subunits), are: I. Social studies skills workshop; II. Perspectives of the urban scene (two subunits); III. The people of the city; and, IV. Challenges of the urban scene (seven subunits of topics on city problems). A variety of multi-media materials, comprised of differing reading levels and multi-ethnic materials are used. (SJM)

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# THE URBAN CONDITION

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**“Our civilization is  
becoming urban, and the  
advance into cities is one  
of the most spectacular  
social phenomena of  
our time.**

**The city has become  
the frontier.”**

**Charles Abrams,  
from THE CITY IS THE FRONTIER**

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# **The Urban Condition**

**An Interdisciplinary Program**

**In**

**Urban Social Studies**

**ALEXANDRIA CITY SCHOOLS  
418 S. Washington Street  
Alexandria, Virginia 22313**

**Dr. John C. Albohm, Superintendent of Schools / Richard B. Hills, Director of Instruction / Dr. John R. Stubbings, Director of Secondary Education / Jack K. Henes, Coordinator of Social Studies / George T. Bond and C. J. Reid, Curriculum Writers / Douglas H. Poretz, Layout and Design / Phyllis R. Cox, Cover Design / Jean Payne, Editing / Ruth Streedbeck and Louise Campbell, Typing.**

**"We have changed the environment,  
and now we need to change ourselves."**

*Norbert Wiener, The Human  
Use of Human Beings*

## Preface

The urban center has become the most dynamic attraction in today's world, and its impact upon man will become even greater in the next decade. Mankind is affected daily by urban made decisions, and before we can resolve city problems, we must know their origins.

More than 70 percent of the people living in America have made urban centers their home. The rise of the city has brought new opportunities and challenges to our society, and unprecedented problems to the institution of education. Curriculum and organizational patterns are being tested in the new frontiers of this nation -- the cities.

This social studies curriculum, "The Urban Condition", is designed to involve students in the substance and process of urban problems and the new social studies. Inquiry teaching, problem solving, case studies and skill development will be emphasized rather than the traditional focus on memorization, chronological coverage, and expository teaching strategies.

"The Urban Condition" will emphasize social realism and a cross disciplinary approach to problems in the community by utilizing a variety of paperbacks and multi-media materials. This curriculum is intended to be flexible and suggestive rather than prescriptive. The units can be adapted to the specific needs of pupils using diversified teaching styles.

The teacher in this program is the manager of experiences rather than the fountain head of knowledge and assigner of tasks. He is a motivator, consultant, and learning counselor, not a commander - he suggests and explains rather than orders. The teaching objectives call for an inquiry-conceptual approach. Questioning, analyzing sources and authorities, value clarification, studying and discussing controversial urban issues, and formulating practical solutions to real problems are the primary instructional objectives in this program.

"The Urban Condition" is designed to involve students in the process of learning how to learn. Concepts from the social sciences are developed within a program of units which can be studied on a staggered basis, affording greater utility and flexibility in the distribution of materials.

The course will involve the student in a wide variety of multi-ethnic instructional materials designed to meet the needs of students on different reading levels. The objective in this approach is to present students with social science problems which will provide opportunities to apply critical thinking skills, interpretation skills, communication skills, and the non-verbal skills needed to become a tolerant, contributing citizen in our pluralistic society.

Perhaps the greatest issue facing the school in our cities is our refusal as a nation to make the kinds of adjustments necessary to solve the problems we have created. The seventies will be a decade of changing life styles; conventional practice will no longer be acceptable. The schools will be a stage for this drama, and confrontation and polarization will increase if we do not respond by designing a curriculum that performs rather than professes. If we continue to report what we believe is happening instead of what is actually occurring we will be fostering frustration, certifying complacency, and legitimizing mediocrity in development of our richest resource - Youth. "The Urban Condition" is a beginning.

# The Urban Condition

## An Interdisciplinary Program In Urban Social Studies

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# Introduction

The Urban Condition has one major goal -- to prepare students to live and survive in an urban environment! Throughout the year the student will work with a variety of concepts which are designed to broaden his understanding of the urban area in which he resides and the urban age in which he lives. Specifically, this course will bring in materials from many social science disciplines -- economics, sociology, anthropology, history, political science and geography.

The course consists of ten units which give students an in-depth picture of patterns, trends and issues challenging to an urban dweller. Materials have been selected in order to enable students to analyze cities from a multi-discipline and multi-conceptual approach. Skills are incorporated into the course in order to provide students with the opportunity to develop a more mature thought process which includes the ability to communicate with others in a logical manner, verbally and non-verbally. Thus, students will be better able to cope with social science problems as an active researcher, rather than as a passive observer.



*Getting It Together Also Means Keeping It Together*

MAJOR CONCEPTS:

Using the report from the Syracuse Social Studies Curriculum Center, the following substantive, value and method concepts are developed in "The Urban Condition"

Substantive Concepts

- Conflict
- The Industrialization-Urbanization Syndrome
  - Compromise and Adjustment
  - Morality and Choice
  - Scarcity
  - Input and Output
- The Modified Market Economy
- Habitat and Its Significance
  - Institution
  - Social Control
  - Social Change
  - Interaction

Value Concepts

- Dignity of Man
- Government by Consent of the Governed
- Freedom and Equality

Method Concepts

- Observation, Classification, and Measurement
  - Analysis
- Questions and Answers
  - Objectivity
  - Skepticism
- Interpretation
  - Evaluation
  - Evidence

✓ 7/21/76 *Em*  
The booklet Major Concepts for Social Studies is available through the coordinator's office and should be studied for a better understanding of these concepts as they relate to "The Urban Condition". Individual copies may be ordered from:

Social Studies Curriculum Center  
409 Maxwell Hall  
Syracuse University  
Syracuse, New York 13210

The cost is \$1.50 per copy.

## COMMUNITY INVOLVEMENT

The National Conference of Christians and Jews in conjunction with the Junior League of Washington, D. C., has developed a program to be incorporated into Alexandria's 8th grade social studies curriculum -- "The Urban Condition". It will be the purpose of the community's police-youth program to meet the needs of middle school age youth.

Alexandria police, school officials, Junior League volunteers, and the N.C.C.J. staff, committee and board members will participate. The program will be intended to increase sensitivity to mutual concerns, increase the skills of the participants in dealing with police-community issues, and to affect plans and procedures that will positively effect the attitudes and behavior of the city's residents.

Specific objectives may be identified as follows:

1. Increase the participants' awareness and tolerance regarding the problems, conditions of life, hopes, dreams, and frustrations of those students within the middle schools of Alexandria.
2. Increase the participants' knowledge of the police, and an understanding of the rule of law in Alexandria.
3. The development of positive programs involving police and youth which will help to improve the living conditions of those who reside in the city.
4. Pre-service and in-service training programs in human relations by the police department. Such programs will be designed to increase the sensitivity and understanding of youth by the police.
5. The continued development of school programs, both curricular and extra-curricular, intended to broaden the knowledge and understanding of youths of their community.

### V. I..P. INFORMATION

1. "The Urban Condition" uses a variety of multi-media materials of differing reading levels instead of the single text.
2. The program emphasizes a "process approach" to content. Critical thinking inquiry skills, problem solving, and value clarification are stressed. The broad objective of the course is to stimulate thinking - introduce students to openminded questions, and the decision-making process.
3. Current events can be flexibly incorporated into the program. News items can be used to compare versions of the same event. Critical thinking skills can be developed by comparing the various news sources: wireservices, TV, radio, press. Students should become more sensitive to propaganda, editorials, and sources of information. Examples of local newspapers include the following:

Alexandria Gazette - daily, except Sunday  
Alexandria Journal - weekly, on Thursday  
Washington Post - daily, morning  
Washington Evening Star - daily, afternoon  
Washington Daily News - daily, afternoon

4. In each unit of this guide specific objectives are stated. Objectives are stated in performance terms where possible and practical. These stated objectives will be the criteria on which student behavior and achievement should be based. The objectives for each unit should be made unequivocally clear to the students at the beginning of each unit.
5. Each unit has a list of basic and supplementary materials. Mobile lab carts will be available for the storage of these multi-media materials.
6. Additional supplementary audio-visual materials are available from the Media Center and Film Library for the Alexandria Schools, Virginia State Department of Education films may be rented from various private distributors. A list of related audio-visual materials is included in this guide.

# Students Are People

SCOPE AND SCHEDULE

Since all teachers must share materials, it is imperative that each department prepare a schedule and adhere to it! All units, with the exception of II and III, are designed to take three weeks for completion; II and III are each six week units. After the first unit, the rest may be used in any order.

Following is a sample schedule which has been prepared for three, four, or five teachers.

- UNIT I. SOCIAL STUDIES SKILLS WORKSHOP:  
READINESS SKILLS FOR THE URBAN CONDITION
- UNIT II. PERSPECTIVES OF THE URBAN SCENE
- UNIT III. THE PEOPLE OF THE CITY
  1. The Color of Man: Exploring Human Differences
  2. Human Diversity Makes the City
- UNIT IV. CHALLENGES OF THE URBAN SCENE
  1. Crime and Juvenile Delinquency
  2. The Environmental Crisis
  3. The Poverty Crisis
  4. Drugs and the City
  5. The Consumer
  6. The Transportation Crisis
  7. Occupations in an Urban Society

TEACHER:	A	B	C	D	E
UNIT I	UNIT I	UNIT I	UNIT I	UNIT I	UNIT I
UNIT II	UNIT III, 1	UNIT IV, 1	UNIT IV, 2	UNIT IV, 3	UNIT IV, 4
UNIT II	UNIT III, 2	UNIT IV, 2	UNIT IV, 1	UNIT IV, 4	UNIT IV, 3
UNIT III, 1	UNIT II	UNIT IV, 3	UNIT IV, 7	UNIT IV, 1	UNIT IV, 2
UNIT III, 2	UNIT II	UNIT IV, 7	UNIT IV, 3	UNIT IV, 2	UNIT IV, 1
UNIT IV, 1	UNIT IV, 2	UNIT II	UNIT III, 1	UNIT IV, 5	UNIT IV, 6
UNIT IV, 2	UNIT IV, 1	UNIT II	UNIT III, 2	UNIT IV, 6	UNIT IV, 7
UNIT IV, 3	UNIT IV, 4	UNIT III, 1	UNIT IV, 5	UNIT II	UNIT III, 1
UNIT IV, 4	UNIT IV, 3	UNIT III, 2	UNIT IV, 6	UNIT II	UNIT III, 2
UNIT IV, 5	UNIT IV, 6	UNIT IV, 4	UNIT II	UNIT IV, 7	UNIT III, 1
UNIT IV, 6	UNIT IV, 7	UNIT IV, 5	UNIT II	UNIT III, 1	UNIT III, 2
UNIT IV, 7	UNIT IV, 5	UNIT IV, 6	UNIT IV, 4	UNIT III, 2	

(The above schedule was arranged by dividing the school year into twelve blocks of three weeks each for a total of thirty-six weeks.)

NOTES

# ON DEFINING



SOCIAL STUDIES SKILLS WORKSHOP:  
READINESS SKILLS FOR THE URBAN CONDITION

TIME: 3 WEEKS

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Prepare an efficient study schedule;
2. Complete a variety of assignments designed to improve specific reading and study skills;
3. Use terms, symbols, and procedures that enable him to solve problems represented by tables and graphs;
4. Identify and interpret different kinds of table and graph forms -- picture, box, line, and circle;
5. Demonstrate proficiency at a variety of map skills;
6. Use the library efficiently.

SKILLS TO BE DEVELOPED:

During this unit, a student will develop the following skills:

1. Vocabulary Development:
  - a. analyze words,
  - b. pronounce words correctly,
  - c. understand words in context,

- d. learn abbreviations and acronyms;
- 2. Comprehension:
  - a. locate, organize, and interpret information,
  - b. see relationships such as cause and effect,
  - c. select main ideas and supporting facts,
  - d. arrange events, facts, and ideas in sequence;
- 3. Critical Thinking:
  - a. read for inference,
  - b. summarize and draw conclusions,
  - c. distinguish fact from opinion;
- 4. Interpreting Graphic Materials:
  - a. determine position and direction on maps and globes,
  - b. determine distance,
  - c. determine relative size,
  - d. determine elevation,
  - e. recognize map symbols and abbreviations,
  - f. read and interpret charts and graphs;
- 5. Library Skills:
  - a. locate books using the card catalogue,
  - b. locate and use reference materials,
  - c. locate information in books using the table of contents, index, glossary, list of suggested readings, and list of illustrations.

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit.

1. How to Study Workshop - American Education Publications.
2. Using Table and Graph Skills - American Education Publications.
3. Map Skills for Today - American Education Publications.
4. Map Reading Skills - 12 color transparencies and 14 spirit duplicating masters.
5. Using the Library - 12 color transparencies and 16 spirit duplicating masters.
6. Developing Your Study Habits - Guidance Associates - 2 filmstrips and records/tapes.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

Each department should make immediate plans to preview these materials for future requisitions. They are organized by distributor.

- I. Social Studies School Services (An annotated bibliography is provided in the 1971 catalogue.)  
10,000 Culver Blvd.  
Culver City, California



Using the Dictionary - 12 color transparencies and 16 spirit duplicating masters. (Introduction to skills in using the dictionary including alphabetizing, use of entry and guide words, pronunciation, keys, and spelling aids.

II. Guidance Associates  
Pleasantville, New York

(An annotated bibliography is provided in the 1971 catalogue.)

Failure: A Step Towards Growth - 2 filmstrips and records/tapes.

TEACHING STRATEGY:

The following teaching strategy is presented as a suggestion and guide. It should not, however, be the sole means used in achieving the learning objectives of this unit.

This unit is a composite of the basic skills each student should master before beginning the course. The teacher should use a variety of activities (some of which are suggested in the A.E.P. materials) in order to diagnose each student's weaknesses. After diagnosis, it is quite possible that a teacher may have the class working on 20 or 30 different skill activities, each designed to help the student with his or her particular weakness.

After 3 weeks of intensive skill development the students should be able to tackle the more difficult and sophisticated skills included in the course. Obviously, those students who need additional basic skills help must receive this assistance throughout the year.

The following guide suggested by the authors of Map Skills for Today is designed to help the teacher recognize specific weaknesses and to develop independent/individualized skill programs for the students.

Step 1: Since all eighth grade students have not attained the same level of reading skills, the teacher should help students with reading handicaps in using this book. Students will receive the most benefit when the following procedure is used:

1. Read the title of the page or map.
2. Discuss the map on a particular page. Ask students what the map shows. Point out to the class the scale of miles and/or legend on the map.
3. Read and discuss the introduction and directions on a particular page with the class.
4. Begin by working orally through a whole page with the class. Then, the class can do the page independently. After working through several pages in this fashion, students may work independently with guidance from the teacher.

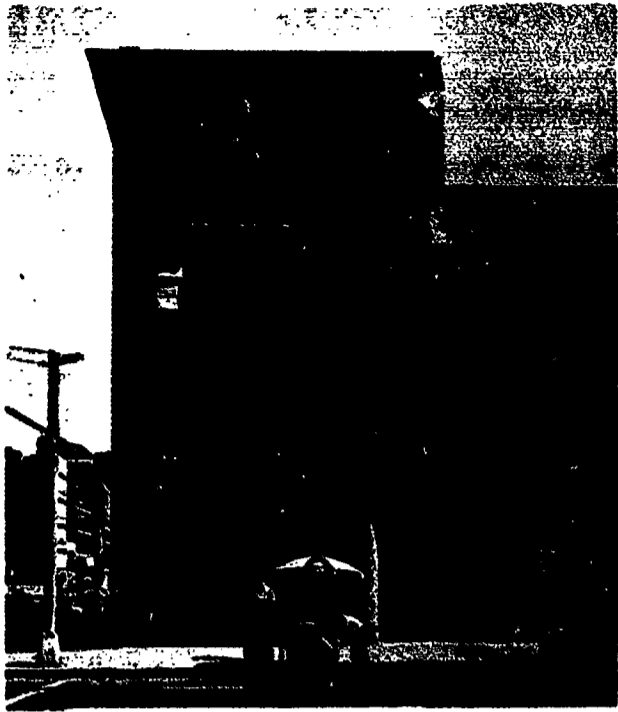
Step 2: By now individual problems should be apparent and the teacher is ready to assign independent work aimed at alleviating particular problems. Make sure each student understands the directions before working independently. The teacher should be available for help, on an individual basis, with problems which may arise.

Step 3: A work period is not completed until students and teacher evaluate the independent activities. Each student should be held to a standard commensurate with his capacity. Discuss the answers to the various exercises with the class.

Step 4: Map reading is most effective when concrete experiences precede the abstract. Activities to enrich, expand and clarify the learning of map skills should be provided. The students should learn to use maps and relate them to features in their own immediate environment. The teacher should encourage the pupils to use maps of the community, and places of local interest, as sources of information.<sup>1</sup>

Further activities are mentioned in each of the books suggested for this unit. The teacher is advised to use his own discretion in selecting from them.

1 Eleanor M. Johnson, ed., Map Skills for Today (Columbus, Ohio; American Education Publications, 1970), p. 31.



# The City: Past and Future



## PERSPECTIVES OF THE URBAN SCENE

TIME: 6 WEEKS

The Teacher/Student Interaction Plan which accompanies Perspectives of the Urban Scene covers in great detail the learning objectives, basic materials, teaching strategies, and related activities for the unit. Each teacher should familiarize himself fully with this plan prior to its implementation into the classroom.

The Urban Studies System is designed as an integrated program to achieve fundamental learning objectives.

1. To motivate the student to want to learn more about urbanization -- its historical development, the urban situation today, and its future.
2. To place the metropolis in the proper context of being a very recent development by investigating and comparing both the structure and duration of the earlier types of human communities.
3. To familiarize the student with the basic structure and the major components of a metropolitan area and how these are interrelated as well as how they affect the people who live in a metropolitan area.

4. To identify and achieve an understanding of the causes of major urban problems, how they are interrelated and how they affect the inhabitants of a metropolitan area.
5. To give the student an awareness of the necessity of planning future urban growth, the renewal of present urban areas, and the development of new kinds of communities.

The individual units in this Teacher/Student Interaction Plan are designed to be used sequentially and to comprise a complete six-week urban studies program. The 28 interactions, or activity segments, have been designed so that the students will gain insight into the urban situation by discovering relationships on their own. A major portion of the interactions are carried out by small teams of students. This is particularly appropriate to the subject matter because solutions to real urban problems inevitably require the cooperation and team effort of groups of people. In addition, the checks and balances as well as the stimulation provided by the individual points of view of team members is critically important when discovery is a primary method of learning.<sup>1</sup>

The complete program found in the Teacher/Student Interaction Plan is organized into five major units:

1. Introduce the system,
2. Explore urban history,
3. Show the structure and functions of metropolitan areas,
4. Reveal the problems of metropolitan areas,
5. Explore the future of urban communities.

Each of these five units has its own learning objectives, list of materials and teaching strategies. To present these at this point, unit by unit, would be redundant, as they are located in the Interaction Plan which is available for each teacher.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

I. Social Studies School Service

A. Books and Pamphlets

1. Public Affairs Pamphlets
  - a. Can We Save Our Cities?
  - b. Social Policy - Improving Human Conditions
2. Urban Crisis Paperbacks
  - a. Redoing America: A Nationwide Report on How to Make Our Cities and Suburbs Livable. Edmund K. Fattermayer. (Collier).
  - b. The Slums: Challenge and Responses. David R. Hunter. (Free Press).

<sup>1</sup> Perspectives of the Urban Scene: Teacher/Student Interaction Plan (Northbrook, Ill.: T. N. Hubbard Scientific Company, 1971), pp. 9 - 12.

UNIT II - 3

- c. Modern American Cities. Ray Ginger, ed. (Quadrangle Press).
- d. Goals for Urban America. Brian J. L. Berry and Jack Meltzer, eds. (Spectrum Press).
- e. Cities In A Race With Time. Jeanne R. Lowe. (Vintage Press).
- f. Cities In Trouble. Nathan Glazer, ed. (Quadrangle Press).

B. Documentary Photo Aids

- 1. Domestic Issues From A Cartoon View - 50 photo aids.
- 2. Crisis In Pictures - 21 photo aids.

C. Sound Filmstrips

- 1. New York Times - Problems of Cities.
- 2. New York Times - Prosperity Without End?
- 3. New York Times - The Seventies: Decade For Decision.

II. Guidance Associates

- A. Cities, U.S.A. - 1 flimstrip and record/tape.
- B. City Government in Action - 2 filmstrips and records/tapes.

III. American Education Publications (An annotated bibliography is provided in the 1971 catalogue.)  
Education Center  
Columbus, Ohio

A. Periodicals and Unit Books

- 1. Know Your World - Grades 2-3 reading levels; Age 11-15 interest level. A periodical.
- 2. You and Your World - Grades 3-5 reading levels; Age 15 and up interest level. A periodical.
- 3. Urban World - Grades 7-8 reading and interest level. A periodical.
- 4. Municipal Politics - Grades 9-12. A unit book.



Mingled  
breath and smell  
so close  
mingled  
black and white  
so near  
no room for fear.

## CITIES ARE FOR PEOPLE

LANGSTON HUGHES



### THE PEOPLE OF THE CITY

TIME: 6 WEEKS

#### CONCEPTS:

1. The Industrialization-Urbanization Syndrome - With increased progress, new urban problems were created;
2. Interaction - The diversity of cultural patterns in the modern world makes coexistence and cooperation essential;  
- An increase in the population results in an increase in conflict, thereby requiring cooperation among people;
3. Habitat and Its Significance - Man's manner of living is influenced by his environment;
4. Conflict - Racism produces discrimination;
5. Institution - It is necessary for man to develop institutions and social processes to provide for order and stability, adapt to change, and insure man's survival;
6. Freedom and Equality - All men are equal and have the right to participate freely in all aspects of social, political, and economic life;

7. Dignity of Man - All men are born free and equal in dignity and rights;  
- All men belong to the same species.

1. THE COLOR OF MAN: EXPLORING HUMAN DIFFERENCES

Time: 3 Weeks

Part 1 of "The People of the City" consists of a three-week program using the prepared multi-media kit, The Color of Man. The objectives of this program are six-fold:

1. To place before students all the facts -- biological, anthropological, and historical -- about human color;
2. To develop an understanding of the worth and dignity of every human being and a deep respect for all men;
3. To make learning an active and creative process rather than an exercise in passivity and conformity;
4. To permit students to explore a topic individually and in small groups;
5. To offer students many opportunities to develop vital research and interpretative skills;
6. To free teachers of the burden of organizing the classroom activities so they can share in the discovery process.<sup>1</sup>

The Color of Man allows the above objectives to be readily achieved by dividing the study into five topics -- The First Facts, The Why of Color, All Men Are Brothers, The History of Color, and Human Color Today. Through these topics the students do independent research, small group work, and make presentations. At the completion of Part 1, all students within a class will have acquired new information from each of the five topics.

For the detailed teaching strategies, related activities, and suggested materials (other than those in the kit) please refer to the Teacher's Guide. To help your students gain the most from their study, closely follow the detailed outline as provided by the kit.

<sup>1</sup> James B. Witker, The Color of Man: Exploring Human Differences (New York, N.Y.: Random House Inc., 1970), p. 7.

2. HUMAN DIVERSITY MAKES THE CITY

Time: 3 Weeks

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Describe in a general way the impact of diverse people upon a city;
2. Identify the problems that people of diverse backgrounds have in living together in harmony in a modern urban area;
3. List several reasons why people moved to the city from foreign countries and rural America;
4. Discuss the ghetto, slum, and the suburb as a result of the ongoing change and development of the city;
5. Describe the diverse backgrounds of people living in Alexandria and the ramifications of this diversity.

SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. Organization of material from a variety of sources in a logical manner;
2. Reading for facts;
3. Reading a newspaper and magazine;
4. Observation of ideas when presented in visual form;
5. Interpreting material when presented in a case study.

CONTENT:

The following ideas should be developed in this unit:

1. The differences between rural and urban living.
2. The Immigrant experience in urban America.
3. The Black experience in urban America.
4. The relationship of industry to population density.
5. The development of urban ghettos and slums, and suburbs.
6. Alexandria as it reflects the people who live within its boundaries.

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit.

1. Problems of American Society: The City as a Community - Washington Square Press - pp. 34 - 56; pp. 73 - 111; pp. 141 - 156.
2. Problems of American Society: The Slums - Washington Square Press - pp. 15 - 48; pp. 69 - 108.



3. Problems of American Society: The Negro in the City - Washington Square Press - pp. 17 - 73; pp. 77 - 121. (Actually, you may find it useful to use the entire book at this point.)
4. Urban America - W. H. Sadlier, Inc. - pp. 28 - 37; pp. 78 - 91; pp. 106 - 113; pp. 136 - 145.
5. We Can Save Our Cities - Scholastic Book Services - pp. 49 - 66.
6. Local newspapers, especially the Alexandria Gazette.
7. Special Report: A Nation of Immigrants - Guidance Associates - 1 filmstrip and record/tape.
8. Immigration: The Dream and the Reality - Warren Schloat Productions, Inc. - 6 filmstrips and records/tapes. (It is not necessary to use all six with this unit, be selective.)
9. Working in U.S. Communities: Detroit, Manufacturing Community - Society for Visual Education, Inc. - 1 filmstrip and record.
10. Liberty Street - One Way? - Guidance Associates - 2 filmstrips and records/tapes.
11. Ghettos of America - Warren Schloat Productions, Inc. - 4 filmstrips and records/tapes.
12. Ghetto - Western Publishing Company, Inc. - (Simulates ghetto conditions as students play the roles of fictional persons who seek to improve themselves and their neighborhood.)
13. The Cities: People and Their Problems - The New York Times - 5 filmstrips and records.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

- I. Social Studies School Service
  - A. Books and Pamphlets
    1. Public Affairs Pamphlets
      - a. Races of Mankind.
      - b. Why the Ghetto Must Go.
    2. Multi-Group Books
      - a. An America Series.
      - b. Open Door Books. Children's Press.
      - c. Out of Many: A Study Guide to Cultural Pluralism in the United States. Oscar Handlin. (A.D.L.).
      - d. A Nation of Immigrants. John F. Kennedy. (Harper Press).
      - e. The Uprooted. Oscar Handlin. (Grosset).
      - f. Children of the Uprooted. Oscar Handlin, ed. (Grosset).
      - g. Let's Work Together. Nathan Wright, Jr. (Hawthorne Books).
      - h. Minorities and The Police: Confrontation in America. David H. Bayley and Harold Mendelsohn. (Macmillan Co.).
      - i. Soul: Black Experience. Lee Rainwater, ed. (Aldine Press).
      - j. Think Black: An Introduction to Black Political Power. Frank McQuilkin. (Bruce Press).
      - k. Why Do They Act That Way?: A Simplified Edition of "Black Rage." William H. Grier and Price M. Cobbs. (Bantam Press).
      - l. Ghetto Revolts. Peter H. Rossi, ed. (Aldine Press).
      - m. Black Is. Turner Brown, Jr. (Grove Press).

- n. Black Protest in the Sixties. August Meier and Elliott Rudwick, eds. (Quadrangle Press).

B. Simulations

Sunshine: A Simulation of Current Racial Problems In A Typical American City. (Students are "born" by pulling race identity tags from a hat at the beginning of the simulation. During the remainder of the game students wear their identities. The class is divided into a mythical city with six neighborhoods with varying degrees of segregation and integration in housing and schooling. While studying the history of the Negro from slavery to the present, students also research ways of solving current racial problems. Pre- and post-attitude tests on racial toleration show the teacher and the class the results of the experience.)

C. Small Group Games

1. Blacks and Whites: A Psychology Today Game. (A board game for 3 - 9 players designed to give middle-class whites a taste of the helplessness that comes from living against implacable odds.)
2. Dignity. Friendship Press. (A human relations board game which seems to portray the frustrations of people in ghettos.)

D. Sound Filmstrips

1. New York Times  
The Alienated American.
2. Current Affairs: New Goals for Black Americans.
3. Warren Schloot Productions
  - a. What Is Prejudice?
  - b. Black and White Status.
  - c. Growing Up Black.
  - d. Minorities Have Made America Great, Sets 1 and 2.
  - e. Exploding the Myths of Prejudice.
  - f. Out of the Mainstream.

II. American Education Publications

1. The Immigrant's Experience. Unit book. Grades 9 - 12.
2. Negro Views of America. Unit book. Grades 9 - 12.

TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not, however, be the sole means used in achieving the learning objectives of this unit.

1. Survey of the Class.

Step 1: The students should compile a questionnaire designed to explore their own diverse backgrounds. They could include questions which would bring out ethnic and racial backgrounds, reasons for mobility, length of time living in Alexandria, area of the country (or world) their parents and grandparents are from, and how their family (including aunts,

uncles and cousins) has spread apart or remained together. This is the first phase and all students should be involved in the development. There should be one questionnaire for the class in order to insure some degree of uniformity.

Step 2: With the completion of the questionnaire, the second phase is to conduct the actual survey and bring the results back to the class.

Step 3: Each student should, during the third phase, present his findings to the class, using transparencies, pictures, the chalkboard, or any other visual aids which would enhance his presentation. Designate a capable student to act as secretary and keep the completed questionnaires.

Step 4: The fourth phase may be the most difficult to direct as you and the class need to draw conclusions from the material collected in the surveys to determine a general profile of the class. This might be done through the development of graphs and charts, by compiling the data into percentages or fractions, or simply writing the information in the form of statements. Once again, as in the development of the questionnaire, all students should be involved in this conclusion/profile process. One added suggestion is to publish the class findings to be distributed to those people having taken part in the survey. The students should, of course keep their copies of the conclusion/profile. (It would be beneficial if you "the teacher" became you "the participant" and completed the questionnaire with your students, including your data in the class profile.)

## 2. Development of Ghetto and Suburb.

Students should be allowed to sit wherever they want at this point.

Step 1: Open a discussion regarding the reasons behind their seat selections and list these reasons on the board. Try to draw the conclusion that they are sitting next to or with someone with whom they have something in common; or perhaps sitting with no one in particular because they identify with no particular group.

Step 2: Have the students read about ghettos and suburbs in The City as a Community (pp. 45 - 57) and Urban America (pp. 106 - 113). What ideas are they able to draw from these readings? Have them relate these ideas to their own seat selections in the classroom.

Step 3: Examine one of the filmstrips on immigration and see if the idea developed in this first activity still holds true. Can the idea of "something in common" be applied, as a contributing factor, to the development of both ghetto and suburb? What about the idea of "societal force" as a

developing factor? Show the filmstrip Ghettos of America, and guide the discussion toward what the ghetto has come to symbolize.

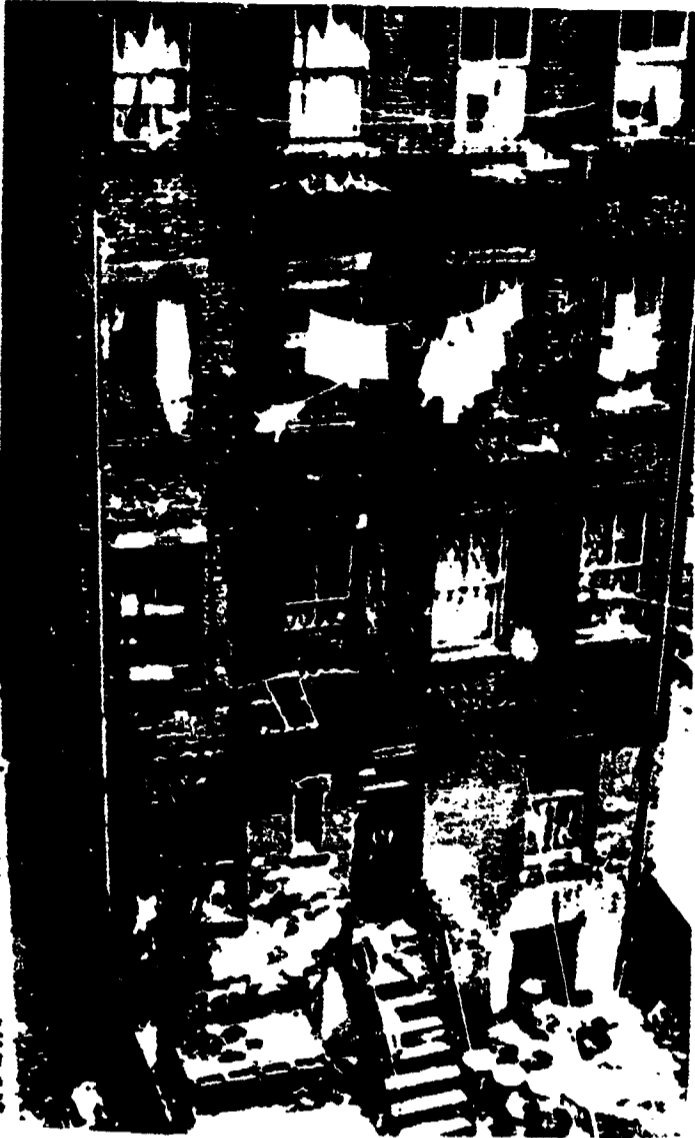
Step 4: In examining the suburb and what it symbolizes, use the Alexandria Gazette as a resource and see if the idea of a "middle class moving to the suburb" holds true. In your discussion, consider whether Alexandria is a suburb or a city unto itself. The students should recognize the similarities and differences in the development of both phenomena and make note of them. (Include discussion on how society hampers and helps select groups in determining the living space allotted to them.)

RELATED ACTIVITIES:

1. Find out exactly what a person must do in this country to become a naturalized citizen. Get a copy of the Daughters of the American Revolution booklet issued at naturalization offices for use by immigrants seeking naturalization, and see how well you and your classmates know the information.
2. What food, celebrations, and cultural contributions have people from other countries and areas of our own country brought to Alexandria? Describe some of these, and if possible observe or participate in one or more.
3. Find out what facilities there are in Alexandria for welcoming new citizens to the community. (Perhaps you could have a guest speaker in to discuss this with the class.)
4. Compare and contrast reasons for Irish immigration to America with another group. What do they have in common? How are they dissimilar?
5. Through current periodicals, identify some of the problems faced by an individual living in an urban slum. What is being done to help alleviate these problems (both from a governmental and private viewpoint)?
6. Discuss the present black-white relationship existing in Alexandria as a total community. Try to trace the causes of several of the problems. Ask students what they can do to foster better relationships? Why should they want to? (Invite a speaker from the Urban League and a city official to discuss what plans each has in trying to foster better relationships.)
7. Students can make a map of the city and section off slum and ghetto areas. Also indicate the middle class and upper class areas in another manner. Notice that people of similar incomes reside in the same locality. What conclusions may be drawn from this activity? (If this activity is to be used, thought

should be given to the maturity level of the individual and the group. It is possible that you could be creating problems which you and your class are not yet prepared to handle.)

8. Plan a panel discussion by arranging the pupils in several groups. Have one group select the advantages and disadvantages of segregation, another the education problem in the ghetto, another the language barrier in many areas, another the housing situation and any other area you might wish to select. Have the students report back with their findings. This will be an enriching experience for all concerned.
9. Read the poems: "Manhattan," by Walt Whitman, or "The City," by Ogden Nash, or "Harlem," by Langston Hughes. Students can then write their own thoughts or poems of a similar nature.
10. A few students might visit the local office of an organization such as the N.A.A.C.P. They could then report to the class on the action and the work of the group and whether they think the organization is helpful. They should try to determine the organization's role in the political life of Alexandria.
11. Stage a debate on the following topic: At present, minority groups are receiving more consideration than many other groups in America! This debate should not be based on "emotion/opinion" but should be the result of careful research.
12. Pupils can write an article for the school paper on the future of the ghetto in Alexandria. What improvements are being made? What suggestions can they offer?



CRIME AND JUVENILE DELINQUENCY

TIME: 3 WEEKS

CONCEPTS:

1. Interaction - An increase in population results in an increase in conflict, thereby requiring cooperation among people;
2. Social Change - The objectives of a society change with the continued development of that society;
3. Institution - With the growing complexity of government, it is essential that new agencies be developed to provide the additional services demanded;
4. Freedom and Equality - Freedom of movement is a basic right of all men;
  - The individual's rights must be protected if a government is to be considered democratic.

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Distinguish between lawful and unlawful activities;
2. Describe the results of, and penalties for, committing an unlawful act;



**Who Is the Delinquent?**

3. Explain a variety of reasons why laws are necessary and beneficial;
4. Discuss some of the reasons why teenagers become involved with the law;
5. Identify the most typical violations teenagers commit;
6. Identify and discuss the roots of crime as applied specifically to Alexandria;
7. Identify and discuss the role of the police as peacekeepers and their responsibility to the community (including their accountability to it) as applied specifically to Alexandria;
8. Explain the function of the court system;
9. Discuss the role of the correctional system and identify its strengths and weaknesses, as specifically applied to Alexandria;
10. Identify specific ways in which the police and youth in Alexandria might cooperate for a better community.

SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. Read and interpret pictorial materials, including charts and graphs;
2. Apply problem solving and critical thinking skills to the social issues of crime and juvenile delinquency;
3. Read a variety of text and case study material to find answers to questions, to organize facts, and to find and understand underlying concepts;
4. Listen critically when others are speaking;
5. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information;
6. Exchange ideas through discussion, either as a leader or participant.

CONTENT:

The following questions provided by You and the Law, Discussion Guide, should serve as guiding points in the discussion of "Crime and Juvenile Delinquency." They are designed to help students clarify their attitudes and values toward law and its enforcers.

1. What do you think might happen if suddenly all laws were abolished in Alexandria, and anyone was able to do anything he or she pleased? Could such a situation continue for long? Why or why not?
2. How do you and your friends feel about juvenile delinquents?
3. Why might you take a chance being with kids who smoke marijuana, even if you don't smoke it yourself?
4. What would you do if you and a group of friends were playing ball by the school and accidentally broke a window, and someone dared the group to enter the building?
5. Is it possible to say no to situations in which you might be breaking the law, and at the same time remain "in" with your group?

6. Is the prospect of jail or a correctional institution the worst possibility you have to face if arrested and convicted of a crime? Explain.
7. What is the difference between civil law and criminal law? Between a felony and a misdemeanor?
8. What are some of the differences between the juvenile court and an adult criminal court? What are some of the similarities?
9. The intent of the juvenile court philosophy is to give youngsters a better break. Do you think it always works out that way in practice? Why or why not?
10. Why do you think there are laws against the kind of demonstrations which tie up traffic or block the use of buildings?
11. What can be done about laws which are unfair, outdated, or both?<sup>1</sup>

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit:

1. Problems of American Society: Crime and Juvenile Delinquency - Washington Square Press.
2. Urban America - W. H. Sadlier, Inc. - pp. 94 - 103.
3. Local newspapers, especially the Alexandria Gazette.
4. You and the Law - Guidance Associates - 2 filmstrips and records/tapes.
5. Special Report: The Fight Against Crime - Guidance Associates - 2 filmstrips and records/tapes.
6. Special Report: Civil Disobedience - Guidance Associates - 2 filmstrips and records/tapes.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

- I. Social Studies School Service
  - A. Books and Pamphlets
    1. Public Affairs Pamphlets
      - a. The Delinquent and The Law.
      - b. The Challenge of Crime.
      - c. The Juvenile Court Comes of Age.
      - d. Violence in America.
    2. Synopsis: Police and Community Relations.

<sup>1</sup> You and the Law, Discussion Guide (Pleasantville, N.Y.: Guidance Associates, 1969), pp. 7 - 8.



3. Paperbacks
  - a. Kids and Cops. Donald Bouma. (Cerdmans Publications).
  - b. Modern Criminals: Law and Order. James F. Short, Jr., ed. (Aldine Publications).
  - c. Instead of Violence. Arthur and Lila Weinberg, eds. (Beacon Press).
- B. Sound Filmstrips
  - New York Times - The War on Crime.

### TEACHING STRATEGIES:

The following teaching strategy is presented as a suggestion and guide. It should not, however, be the sole means used in achieving the learning objectives of this unit.

Step 1: Divide the class into five groups of six students, or a similar breakdown if you have less than 30 students in your class. Present each group with a particular problem related to the issue of crime and juvenile delinquency. Suggested problems are numbers 1, 2, 4, 5, and 6 taken from the list of content questions previously mentioned.

Step 2: After the groups have been selected, the teacher will ask each group to select a problem to be analyzed. Each group will then appoint a chairman to lead the group discussion in the analysis of the problem.

Step 3: Each student will write his or her own answer to the problem at home in a 50 - 75 word essay.

Step 4: The following day each student will read his or her answer to the problem to his group. The members of the group will agree or disagree, in whole or in part, with each individual report giving specific reasons for the remarks. The reader should jot these remarks down on his essay. After a comprehensive discussion of the problem, each student will rewrite a final copy of his tentative answer to the question presented.

Step 5: Each group will present the various approaches to the problem to the class. As each answer is presented, the class should critically and briefly evaluate the report on the basis of the following questions:

- a. Were there ambiguities or contradictions in the statements? If so, what? How were they ambiguous or contradictory?
- b. Did the reader recognize and define the problem clearly?
- c. Did the reader refer to sources of information? If so, what were they?
- d. What conclusions did the reader draw about the problem?
- e. What examples of fact and/or opinion were detected? What is the difference?

Step 6: After the entire group has presented their individual reports, the total problem report should be discussed by:

- a. Comparing and contrasting the information received from the

- different participants.
- b. Formulating generalizations and conclusions about the problem.

**Step 7:** At this point each student will have completed his answer to the problem, read it to the class, and had the answer discussed critically by the class. The students are now ready to view Part 1 of You and the Law. Teachers should familiarize themselves with the filmstrip and guide before using it. The guide offers excellent suggestions for inquisitive discussions. After a thorough discussion of Part 1, Part 2 should be viewed and similarly discussed. Before the discussion the student groups should be assigned specific questions with which they will lead the class in discussion. One student should be assigned per group to write key points on the board as the students make them. As they are discussed other students should jot the information in their notebooks. The following are the questions to be discussed by the class and student groups:

- a. Based on the filmstrip You and the Law, give examples of the difference between lawful and unlawful activities.
- b. Describe the results and penalties for committing an unlawful act.
- c. Explain a variety of reasons for the need for laws.
- d. Explain a variety of ways in which laws are helpful.
- e. Discuss some of the reasons why teenagers might become involved with the law.
- f. Identify the most typical violations teenagers are likely to commit.
- g. Identify and discuss the roots of crime as applied to Alexandria.

**Step 8:** After You and the Law has been discussed thoroughly, the students should begin reevaluating their original conclusions in light of the new data accumulated. Each group is expected to report (in the form of a panel discussion) the way in which their original conclusions have been possibly altered by the new findings. The rest of the class should be encouraged to relate their observations of the significance of the new evidence.

**Step 9:** Better students should, at this point, be assigned specific readings at the teacher's discretion from Crime and Juvenile Delinquency. The group readings will be assigned depending upon the specific problems of each group. Slower students should read Urban America, pp. 94 - 103. Teachers should pay close attention to the activities on page 103 designed to improve a variety of reading skills. Both the slow and average books have excellent suggested discussion questions.

#### RELATED ACTIVITIES:

1. Show and discuss The Fight Against Crime. Be familiar with the teacher's guide, paying particular attention to the general comprehension questions, discussion topics, and vocabulary. Compare and contrast the information and point of view presented in this

filmstrip with that in You and the Law, Urban America, and Crime and Juvenile Delinquency.

2. Enlist the aid of a policeman or detective in Alexandria. Ask him to speak to the students on the occurrence of crime and violence in the local area. (This activity will be used throughout the year with the implementation of the program directed by the N.C.C.J.)
3. In the book Crime and Juvenile Delinquency there is a selection of pictorial materials - have students
  - a. read and interpret the various pictorial materials, including the charts and graphs,
  - b. read and compare their interpretations with that suggested by the authors. What differences are there in the interpretations? What might account for the differences? (It may be necessary to refer to Using Table and Graph Skills.)
4. Select a group of 5 - 6 students to assume the role of the city council, discussing the specific attempts of Alexandria to solve the city crime problems.
5. Have individual students write down the number and kinds of crimes one sees pictured on television in any one week of television viewing. Have the students write a one page editorial in which they take a stand for or against the exclusion of a particular program from local viewing. They should explain whether or not they feel the program might have an influence on the crime rate in the city.
6. Attempt to identify a particular television program which the students feel strongly against. The students will benefit by organizing a petition to be sent around the school and into the local community to request the removal of the program.
7. Committees should check local newspapers for articles and pictures about crime in Alexandria. Arrange this material in a display for the class, and discuss the following points:
  - a. From the display, what kind of crime seems most persistent in Alexandria?
  - b. Do you think publicizing crime affects the crime rate? Explain.



"The air and water grow heavier with the debris of our spectacular civilization."

Lyndon B. Johnson

THE ENVIRONMENTAL CRISIS

TIME: 3 WEEKS

CONCEPTS:

1. Scarcity - In establishing priorities for the use of available resources, society must select from competing interests;  
- The political and economic objectives of a nation will dictate the uses of that nation's geography;
2. Habitat and Its Significance - Resources must be subjected to conservation practices and wise use if urban society is going to be preserved;  
- The continued availability of natural resources will be determined by wise use and conservation;
3. The Industrialization-Urbanization Syndrome - The way people use their geography provides a basis for the organization of regions;
4. Institution - With the growing complexity of government, it is essential that new agencies be developed to provide the additional services demanded.

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Describe his personal contribution to the over-all pollution of our metropolitan area;
2. Account for pollution being a part of an industrial and urban society;
3. Identify practical ways in which air, water, and noise pollution might be better contained;
4. Name steps he could take to become an active participant in "cleaning up" his immediate environment;
5. Discuss steps being taken by local, state, and federal governments in combating pollution;
6. Present an argument for the conservation and wise use of our existing natural resources.

SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. The use of newspapers to locate information on the metropolitan area pollution problems;
2. The arrangement of events in sequence;
3. Some of the techniques and methods used in debating -- research, development of an argument, presentation;
4. The interpretation of information from a speaker;
5. Use of the community as a resource;
6. Active participation in a group project as either a leader or participant.

CONTENT:

The following ideas should be developed in this unit:

1. The relationship between pollution and industry and the lobbying of industry against rapid changes designed to curtail pollution.
2. The citizen groups in Alexandria interested in cleaning up the city, and regional groups interested in the Potomac River and National Airport.
3. Governmental groups involved locally and nationally in environmental rehabilitation.
4. Chief causes of air, water, and noise pollution.
5. The laws restricting the automobile as a polluter.
6. The effect of air, water, and noise pollution upon the human body.
7. The effect of rapid population growth on the United States.

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit.

1. Urban America - W. H. Sadler, Inc. - pp. 160 - 173.
2. Problems in American Society: Air and Water Pollution - Washington Square Press.

3. The Conservation Story - American Education Publications.
4. Our Polluted World - American Education Publications.
5. Environment: Changing Man's Values - Guidance Associates - 2 filmstrips and records/tapes.
6. Man's Natural Environment: Crisis Through Abuse - Guidance Associates - 2 filmstrips and records/tapes.
7. Crisis of the Environment - New York Times - 6 filmstrips and records.
8. The Vandalized Environment - 25 Photo Aids.
9. Problems of Pollution - 12 color transparencies, 14 spirit duplicating masters.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

- I. Social Studies School Service
  - A. Books and Pamphlets
    1. Public Affairs Pamphlets
      - a. An Environment Fit For People.
      - b. The Battle for Clean Air.
      - c. A New Look at our Crowded World.
      - d. Noise - The Third Pollution.
    2. Synopsis
      - a. The Politics of Pollution.
      - b. Ecology: A Study of Social Conflict.
    3. Paperbacks
      - a. The Environmental Crisis, Man's Struggle to Live With Himself. Harold W. Helfrick, Jr., ed. (Yale University Press).
      - b. America Outdoors. Edwin A. Roberts, Jr.
      - c. Moment in the Sun: A Report on the Deteriorating Quality of the American Environment. Robert and Leona Train Reinow. (Sierra Club-Ballantine Publications).
      - d. People! An Introduction to the Study of Population. Robert C. Cook and Jane Lecht. (Columbia Publications).
      - e. The Users Guide to the Protection of the Environment. Paul Swatek. (Ballantine Publications).
      - f. The Environment: A National Mission for the Seventies. Editor of Fortune Magazine. (Harper and Row).
      - g. Economic Topic Series: The Economics of Pollution. Harold Wologin. (Joint Council on Economic Education).
  - B. Simulations
 

Balance: A Simulation of Short-Range Economic Hedonistic Goals vs. Long-Range Environmental Goals.
  - C. Sound Filmstrips
    1. New York Times - Squandered Resources
    2. Current Affairs - Ecology: Can Man and Nature Coexist?

TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not, however, be the sole means used in achieving the learning objectives of this unit.

1. My Contribution to Pollution.

This is designed to show the student how much he and his family personally contribute to the pollution of Alexandria.

Step 1: Each student should keep a record of the garbage materials for which his family is responsible over a seven day period. He should weigh the garbage daily and mark it on a chart.

Step 2: At the end of the seven days, the figures should be added and then divided by the number of people in his family to determine the average amount of garbage for which each member of the family is responsible.

Step 3: After each student has determined the amount of garbage for which he was responsible over a week's period of time, this data should be totaled to determine a class average and then divided by the number of participants to determine the average per student.

Step 4: Using this student average, multiply it by the number of people living in Alexandria to determine, as well as to recognize, the estimated average amount of garbage that must be disposed of per week. (Divide by seven to arrive at a daily average.)

Step 5: Students should then inquire as to the methods used in the disposal process. To do this it would be best to invite an official from the sanitation department to discuss the problem as it exists in Alexandria at the present and its possible implications for the future. (If it is impossible for a speaker to come to the class, perhaps two students could be assigned to meet with a representative and tape record an interview for the class.) If possible, a field trip to the Sewage Treatment Plant in Alexandria should be arranged.

2. Area Pollution.

This is a group activity during which data are gathered, analyzed, and conclusions drawn.

Step 1: Divide the class into several small groups, the size of which will depend upon the size of the class. The groups should spend a few minutes in organization -- selection of a chairman and recorder.

Step 2: The assignment for each group is to find out how an industry in our area could dispose of its waste without causing or adding to the over-all pollution of our area. (For this activity, "our area" is defined as metropolitan Washington, D. C.) In doing this, each group should consider the additional costs to the industry and consumer.

Step 3: Before presenting the tasks to the groups, it would be best

to discuss some area industries and their contribution to the pollution problem. Individual class members can contribute this information. Groups may select an industry they wish to study from those discussed.

Step 4: Time should be provided for the groups to go to the library to research the industry they are examining, particularly to find out what has happened in other locales. The group may find similarities in doing this and apply them to the current study.

Step 5: After the groups have researched their problem and have their ideas and suggestions prepared (and documented when possible), the chairman will present his group's findings to the entire class. Following the presentations, the class should determine the possible effect of the recommendations upon the total environment and the cost factor involved for the total citizenry.

Step 6: Finally, the recommendations should be sent to the various industries with a request for their comments. Several days after this, if any replies are received, they should be presented to the class for comments. This could be carried one step further with letters to the editors and presentations to the Alexandria City Council if the recommendations are particularly good.

RELATED ACTIVITIES:

1. The students could find out what the laws governing air and water pollution are in our area. If they believe them to be inadequate, then they should write the Mayor or state legislators suggesting improvement
2. The class could visit a polluting industry (water, air, or noise) in the area. This should be done on a class or small group basis, not as a team -- too many students would probably cause the industry to decide against the visit on the basis of student "pollution".
3. Two groups of students could engage in a debate on any of the following topics: Pollution, the necessary evil; Pros and cons of DDT; Pros and cons of legally limiting the size of families; Americans are basically unconcerned about pollution.
4. Using a camera (still or movie) and a tape recorder, document a local pollution problem. Try to determine the damage to the environment by having interviews with local officials, business leaders, and affected citizens. Also, try to determine what is being done to correct the situation. (This activity is recommended for the more advanced students in your class.)
5. Trace the legislative record of our Congressman (Joel T. Broyhill) and Senators (Harry F. Byrd, Jr. and William Spong) on issues affecting the environment. Develop a time line for each showing how they voted on some of the critical issues. Attempt to determine the reason behind their vote.



6. Recycling is currently being carried out in our area. Find out the steps your trash goes through in being recycled into another usable product. What is the cost factor?
7. Make a graph showing the rise and fall, over the past year, of the price of common stock of a company specializing in anti-pollution devices. Base your graph on the market price of the stock at the beginning of each month. Refer to the financial pages in back issues of a local newspaper to obtain the twelve monthly price figures. What do you conclude from your graph?
8. The class could sponsor another Earth Day within the school. Posters could be made to advertise the event, and activities could include: picking up papers, erasing unsightly marks on the surroundings, and making a general effort to keep the building and its grounds clean.
9. Write to an automobile company for literature on the steps they are taking to control air pollution from cars. Present your findings to the class.
10. Pupils could cut out pictures from magazines which are illustrations of air and water pollution. Arrange them in a collage, a pictorial essay or some other effective pattern.
11. Ask a representative of the local Health Department to speak to the class on pollution in the neighborhood and its effect upon the individual.
12. Invite a Roman Catholic spokesman and someone representing a planned parenthood group to discuss population control problems and solutions from their respective points of view. Analyse the data presented in this forum very carefully.
13. Using the 1970 Census figures, make a graph showing the growth rate of the jurisdictions within the metropolitan area. How does this compare with 1950 and 1960? Also, make a graph showing the current population in relation to the population of 1950 and 1960 of the jurisdictions within the metropolitan area. Explain your findings to the class and try to draw future implications.



### PROLETARIAN PORTRAIT

A big young bareheaded woman  
in an apron

Her hair slicked back standing  
on the street

One stockinged foot toeing  
the sidewalk

Her shoe in her hand. Looking  
intently into it

She pulls out the paper insole  
to find the nail

That has been hurting her.

WILLIAM CARLOS WILLIAMS



### THE POVERTY CRISIS

TIME: 3 WEEKS

#### CONCEPTS:

1. Scarcity - Available resources are not as great as human wants;  
- In establishing priorities for the use of available resources, society must select from competing interests;  
- Relative scarcity makes it necessary to allocate available productive resources to best satisfy people's wants;
2. Habitat and Its Significance - Man's manner of living is influenced by his environment;
3. Interaction - An increase in population results in an increase in conflict, thereby requiring cooperation among people;
4. Institution - It is necessary for man to develop institutions and social processes to provide for order and stability, adapt to change, and insure group survival;
5. Dignity of Man - All men belong to the same species;
6. Freedom and Equality - All men are born free with equal rights;  
- An adequate standard of living is a basic right for all men;  
- Democratic living in addition to its rights and privileges requires certain duties and responsibilities.

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Describe the characteristics and forms that poverty assumes in American society;
2. Explain the relationship that exists between poverty and urban riots;
3. Identify America's poor on an individual and community basis;
4. Explain why poverty is an "urban crisis;"
5. Recognize the particular problems associated with ghetto life;
6. Describe the effects of poverty upon children and the aged;
7. Identify and describe local, state, and federal programs designed to eliminate both the symptoms and causes of poverty;
8. Clarify and explain personal attitudes toward the problems of poverty and the poor.

SKILLS TO BE DEVELOPED:

During this unit a student will further develop the following skills:

1. Listen critically when others are speaking;
2. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information;
3. Exchange ideas through discussion either as a leader or an active participant;
4. Locate, organize, and interpret factual and conceptual information;
5. Recognize cause and effect relationships;
6. Recognize the main idea and supporting facts from a variety of text and case study materials;
7. Develop a variety of critical thinking skills;
8. Interpret a variety of graphic materials;
9. Expand vocabulary through word analyses and context clues.

CONTENT:

The following questions should serve as guiding points in the discussion of "The Poverty Crisis." They are designed to help students clarify their attitudes toward the problem of poverty.

1. What is the relationship between poverty and education? Between poverty and crime?
2. Who are America's poor and where do they live?
3. What leads to the development of slums?
4. How does poverty affect different people?
5. Compare the problems faced by the poor who come to the city today, with those of immigrants who came to the city fifty years ago.
6. What has been America's attitude toward the poor? How has it changed?
7. How has America tried to help the poor in the past? How have America's attitudes toward helping the poor changed?
8. What is today's "War on Poverty?"
9. How can provisions for equal economic opportunity be made?

10. What relationship exists between the "War on Poverty" and equal economic opportunity?
11. To what extent is civil rights legislation related to the "War on Poverty?"
12. To what extent does the Job Corps have a chance to salvage the hopes and abilities of the poor?
13. Why is education by itself not a cure-all for poverty?

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit.

1. Urban America - W. H. Sadlier, Inc. - Chapters 7 and 11.
2. Your City - W. H. Sadlier, Inc. - pp. 64 - 73; pp. 100 - 107.
3. Problems of American Society: Poverty and the Poor - Washington Square Press.
4. Problems of American Society: The Slums - Washington Square Press.
5. The Great Depression - Guidance Associates - 2 filmstrips and records/tapes.
6. Automation: Promise or Threat - Guidance Associates - 1 filmstrip and record/tape.
7. The Welfare Dilemma - Guidance Associates - 2 filmstrips and records/tapes.
8. Growing Up Black - Warren Schloat Productions - 4 filmstrips and records/tapes.
9. Minorities Have Made America Great, Parts 1 and 2 - Warren Schloat Productions - 12 filmstrips and records/tapes.
10. Ghettos of America - Warren Schloat Productions - 4 filmstrips and records/tapes.
11. The Ghetto: A Simulation Game - Western Co.
12. Poverty in Urban Society - Series of transparencies.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

- I. Social Studies School Service
  - Books and Pamphlets
    - A. Public Affairs Pamphlets
      1. Poverty in the U.S.A.
      2. Poor Among Us - Challenge and Opportunity.
      3. Job Discrimination Is Illegal.
      4. Equal Justice for the Poor Man.
    - B. Synopsis
      1. New Strategies For Low Income Housing.
      2. New Proposals For Government Welfare Programs.
    - C. Paperbacks
      1. Who Are the Urban Poor? Anthony Downs. (Committee for Economic Development).
      2. Race and Poverty: The Economics of Discrimination. John F. Kain, ed.

3. Still Hungry in America. Robert Coles. (World Press).
4. Permanent Poverty: An American Syndrome. Ben B. Seligman. (Quadrangle Press)
5. Programs in Aid of the Poor For the 1970's. S. A. Levitan. (Johns Hopkins)
6. Economics of Poverty. Joint Council on Economic Education.

### TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not, however, be the sole means used in achieving the learning objectives of this unit.

1. Show the filmstrip, Jerry Lives in Harlem, from the Ghettos of America kit. After viewing, divide the class into small discussion groups to analyze and answer the following questions in writing:
  - a. Compare and contrast your day with Jerry's.
  - b. How are Jerry's home, family, school and recreation different from yours? How are they similar? How do you think Jerry might feel after spending a day with you in your home and community?
  - c. In view of Jerry's life, how do you think Jerry feels about the part of the Pledge of Allegiance, which says, "One nation, under God, indivisible, with liberty and justice for all?"
  - d. Why does Jerry play in such dangerous places?
  - e. What does the phrase "Black Power" mean as explained in the filmstrip?
  - f. What explanation is given for Jerry's being a year behind in school?
  - g. What was the purpose of low cost housing in Harlem? Why didn't it work to make Harlem less of a ghetto?

The teacher will lead the students in a class discussion only after the students are given a chance to discuss each item in their groups. (Teachers should familiarize themselves fully with the accompanying teacher's guide from which the above questions were obtained.)

2. Repeat the above activity using the filmstrip Anthony Lives in Watts, from the Ghettos of America kit. Excellent discussion questions can be found on pages 16, 17, 28 and 29 of the teacher's guide.
3. Choose one of the following activities to perform in a committee:
  - a. Have students read local newspapers or watch television for news about agencies or special groups that are trying to help the poor or the aged. In a report to the class, the students should:
    1. summarize their information,
    2. state their opinion as to which special groups seems to be accomplishing the most.
  - b. Have students investigate the programs in the local schools which

1 Ann Siviglia, Ghettos of America, (Teacher's Guide), (Pleasantville, N. Y.: Warren Schloat Productions, 1969), p. 4.

aim to help the children who live in the poverty sections of Alexandria. Have students report these findings to the class and tell if these programs have been successful. Why or why not?

- c. Students should photograph signs of poverty in Alexandria. Include housing, places of business, stores, streets, and most important -- people, for telltale signs of poverty. Arrange this material in a display for the class. In a discussion of the project each student should be encouraged to react candidly to the display.
- d. A committee should investigate Alexandria's welfare system to find the following:
1. How much money is a family of four allowed for these items - rent, food, clothing?
  2. Where do the people on welfare go when they require medical attention?
  3. Does the welfare department allow children on welfare to receive a special clothing allowance at the start of school?
  4. What suggestions do you have for improving the welfare system in Alexandria? How much do you think should be allotted for food, clothing and rent per month?

At the conclusion of this report, view The Welfare Dilemma. Discuss the ideas of the program with respect to the welfare system in Alexandria.

- e. A committee should find out:
1. What job training programs are available in Alexandria.
  2. How effective these programs are in helping poor people get jobs.
  3. What private businesses in Alexandria are doing to help give jobs and training to Alexandria's poor.

At the conclusion of this report, view Automation: Promise or Threat, and discuss it with respect to the ideas and information presented in the report.

- f. A committee should find out:
1. What agency in Alexandria deals with urban renewal.
  2. What new urban renewal projects are planned for the future.
  3. What the agency is doing to improve existing urban housing.
  4. What help the agency is asking from the people of Alexandria.

At the conclusion of this report, invite a speaker from the Alexandria Urban Renewal Department to speak to the class concerning the ideas mentioned above. The class should compare and contrast the committee report with the information provided by the speaker.

More details on the above activities and related activities can be found in the Teacher's Guide to Urban America and also in Your City.

RELATED ACTIVITIES:

1. In order to help the students develop an understanding of the

characteristics and forms that poverty assumes in American society, they should cut out pictures illustrating poverty and place them together to form a collage. Each student should explain the idea behind the collage, and the class should discuss other ideas which they feel the collage is illustrating. The local area should be emphasized.

2. Have students read one of the following selections from Poverty and the Poor. They should check for the point of view of the author. Does he sympathize with poor people? Do the students sympathize with poor people? Have them share their findings with the class in a class discussion. Students who choose the same reading can present their viewpoints on the reading in a panel discussion. (In analyzing the authors' point of view, the students in effect, are clarifying their attitudes toward poverty as a social problem.):
  - a. "The Shame of a Nation" - p. 51.
  - b. "The Other America" - p. 58.
  - c. "Poverty is a Personal Thing" - p. 68.
  - d. "Family on Relief" - p. 72.
  - e. "Spanish Harlem" - p. 90.
  - f. "On the Brink of Poverty" - p. 97.
3. Play The Great Depression and have the students read the following from Poverty and the Poor: "How Have Our Efforts to Help the Poor Changed;" "The Great Depression;" "I See One-Third of a Nation Ill-housed, Ill-clad, Ill-nourished." Lead the students in a group discussion in which poverty of today is discussed in contrast to the poverty of the depression.
4. Some programs have been aimed to help the poverty centers. Have students write for information about such programs and report their findings to the class. Examples are: the Job Corps, Community Action Program, and VISTA.
5. Students should do research concerning poverty in other nations. Outstanding in widespread poverty are Latin America, India, and China.
6. Students should write to the Department of Housing and Urban Development for any available literature on urban housing problems. They should report their findings to the class.
7. Try the simulation game Ghetto. Students have the experience of planning the life strategies of a poor person and of meeting with discouragement, frustrations, and occasional good luck. It teaches that moving ahead demands wise and strategic use of time, and illustrates that an early investment in education pays off throughout life. It also makes clear that there are barriers to finishing school in the ghetto. It shows that poor living conditions can perpetuate frustrations unrealized before.
8. Have students read local newspapers or watch a television program for at least two incidents or demonstrations against poverty. Have

students record the following information for a report to the class:

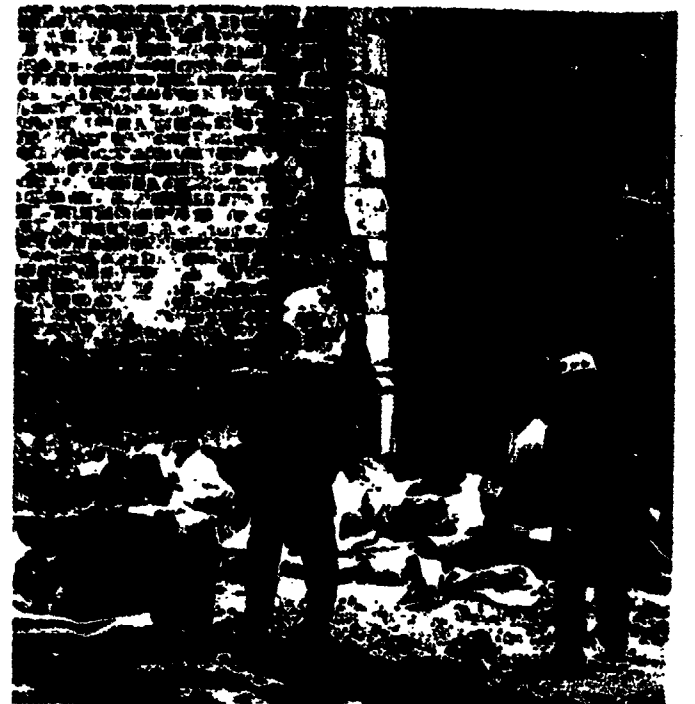
- a. date of demonstration,
- b. reason for demonstration,
- c. personal opinion about the demonstration.

**The time has come for an end to patience. The time has come for us to demand, in the strongest possible terms, that university officials, local law enforcement officers and local courts apply the law.**

**If arrests must be made, then arrests there should be. If violators must be prosecuted, then prosecutions there should be.**

**It is no admission of defeat, as some may claim, to use reasonable physical force to eliminate physical force. The price of civil tranquillity cannot be paid by submission to violence and terror.**

**John Mitchell  
U.S. Attorney General**





**T**HE QUESTION is not whether today's youngsters are using chemicals as a means of escape with alarming frequency, or even which drug they are using. These things are known to be true. The significant question is: WHY?

"Why do they find it necessary to escape from the world around them? What happens along the way that causes them to slam the door on society? Why do they choose to ignore the dangers of drug abuse?"

-from DRUG ABUSE:  
THE CHEMICAL COP-OUT  
by The National Association of  
Blue Shield Plans



### DRUGS AND THE CITY

TIME: 3 WEEKS

#### CONCEPTS:

1. Morality and Choice - Drug addiction within a society results in many consequences which affect that society;
2. Social Change - Through widespread use of drugs, the thoughts, values and actions of man are influenced;
3. Compromise and Adjustment - Successful group living demands the cooperation of those within the group;
4. Government by Consent of the Governed - The government makes the rules for group living.

#### LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Describe the effect of a variety of drugs on the human body;
2. Discuss the relationship between drugs and laws;
3. Identify local agencies that work in the area of drug treatment and discuss their effectiveness;

4. List some reasons why drugs are a major problem in American society;
5. Identify reasons for using drugs;
6. Describe the causes and effects of the "drug culture" in American society.

#### SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. Some of the techniques and methods used in debating -- research, development of an argument, presentation;
2. See relationship of cause and effect;
3. Use of the neighborhood and the home as a resource;
4. Preparation of a survey and the interpretation of its results;
5. Listen critically when others are speaking;
6. Distinguish between fact and opinion.

#### CONTENT:

The following ideas should be developed in this unit:

1. Reasons why young people, in particular, have turned to drugs.
2. The role of the city in creating a fertile environment for the "drug culture."
3. The effect of the "drug culture" on the city.
4. The student's responsibility as it fits his relationship with possible drug users -- does he help? -- ignore? -- run? -- join?
5. The effects of drugs upon the human body, including the helpful and harmful uses of drugs.
6. Examination of some of the laws which affect not only the drug user but the supplier as well.
7. Emphasis should be placed upon the role of drugs as it relates to crime. (This is an excellent opportunity to include the N.C.C.J. Program in this unit.)
8. The local groups which are involved in the treatment and cure of addicts.

#### BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit:

1. Know About Drugs - American Education Publications.
2. Problems of American Society: Drugs - Washington Square Press.
3. Problems of American Society: Crime and Juvenile Delinquency - Washington Square Press.
4. Urban America - W. H. Sadlier, Inc., Chapter 10 - "Drug Abuse in Urban America."
5. Behind-The-Scene: A Resource Book - Alexandria City Public Schools (This is a resource book for the teacher and is available for every middle school teacher.)

6. A Curriculum for Multi-Disciplinary Use in Health Education In The Middle Schools - Alexandria City Public Schools. (This guide is designed to be a part of the basic program of drug education, Grades K - 10, in Alexandria. Thus, it is recommended that you examine it closely to prevent duplication of activities in the seventh and eighth grade programs.)
7. Urban World - American Education Publications. (This is a periodical which is to be found in all social studies departments. Topics, such as the one under consideration, are dealt with throughout the year. You might want to save a particular issue until it will fit into your program.)
8. Current magazines, as well as those within the past year.
9. Local newspapers.
10. Marijuana: What Can You Believe? - Guidance Associates - 2 filmstrips and records/tapes.
11. LSD: The Acid World - Guidance Associates - 2 filmstrips and records/tapes.
12. The Alienated Generation - Guidance Associates - 3 filmstrips and records/tapes.
13. The Drug Information Series - Guidance Associates.
  - Sedatives - 1 filmstrip and record/tape
  - Stimulants - 1 filmstrip and record/tape
  - Narcotics - 1 filmstrip and record/tape
  - Psychedelics - 1 filmstrip and record/tape
14. Dare to Be Different - Guidance Associates - 2 filmstrips and records/tapes.
15. Personal Commitment: Where Do You Stand? - Guidance Associates - 2 filmstrips and records/tapes.
16. Tobacco and Alcohol: The \$50,000 Habit - Guidance Associates - 2 filmstrips and records/tapes.
17. Generation Gap - Western Publishing Company. (Simulates the interaction between a parent and an adolescent son or daughter with respect to certain issues on which they may have opposing views. Purpose is to give some understanding of the structure of power and independence in the family and to shape effective strategies for handling the conflict. Parent and teen do not compete against each other, but parents against parents, and teenagers against teenagers.)

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

- I. Social Studies School Service
  - A. Books and Pamphlets
    1. Public Affairs Pamphlets
      - a. What We Can Do About Drug Abuse
      - b. What About Marijuana?
    2. Synopsis: Drug Abuse: New Plans for Treatment
  - B. Sound Filmstrips
    1. New York Times: The Generation Under 25
    2. Current Affairs: The Youth Scene: Rebellion and Drugs
- II. Guidance Associates - Sound Filmstrips
  - A. Your Personality: The You Others Know
  - B. The Tuned-Out Generation

- C. I Never Looked At It That Way Before  
 D. Values For Teenagers: The Choice Is Yours

TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not, however, be the sole means used in achieving the learning objectives for this unit. This unit provides an excellent opportunity for a cross-discipline approach, with the science teacher on your team examining the factual information on drugs, while in the social studies class the students are examining the social implications of drug use and abuse.

1. The Medicine Cabinet.

We are bombarded daily by the commercial media with advertisements offering panaceas for our many physical and mental ailments.

Step 1: Have each student conduct a survey of these advertisements, naming the product and what it is reputed to do, the number of times the ad appeared, and the media used. He should also clip advertisements from newspapers and magazines which illustrate these panaceas. When his survey is complete (one week), he is to write a short essay in which he discusses the possible effects these advertisements can have on a consumer and how persuasive their appeal has been. The completed survey and the essay should be presented to the entire class for their discussion. What do the students feel about advertisements such as these? Should there be legal restrictions on them as there are on cigarettes? Should there be possible restrictions on the sale of these products?

Step 2: Members of the class are now ready to examine the "medicine cabinet." Each student should survey the medicine cabinet, as to what medicines are located within his home. Whenever possible he should list the medicine by name and what it is designed to do. In the case of prescription medicine, do not name the individual using the medicine, but do include why it has been prescribed and its effect upon the individual using it. In your survey, include the accessibility to the medicine cabinet by members of your family. Discuss with your parents the cost factor for the various medicines and the reasons for their choice of patent medicines.

Step 3: With this second survey complete, the student should compile his findings as to the use of medicines within his home. Which would come under the general classification of drugs? Patent medicines? Would any of them be habit forming? How are the drugs beneficial when used under the guidance of a physician?

Step 4: The conclusion of this activity will be a discussion centered around the above questions, with the students using the compilations from their second survey as data. The student, at the end of this activity, should be able to list types of drugs found in the home and how they are used; and discuss the benefits derived from drugs when prescribed by and used under the care of a physician.

2. Music.

Music today reflects youth and their problems perhaps more than anything else. Thus, it is a good vehicle with which we can involve students in a study of their own problems and their possible involvement with drugs.

Step 1: Have the class divide into several groups of their choosing -- the only requirement being at least three students per group. Each group should select one recording which they feel is most reflective of youth and their problems. This should involve a great deal of discussion within each group.

Step 2: The next step would be for each group to organize the reasons behind their selection in a logical manner. These reasons should be written on spirit masters, so that they may be duplicated and distributed to each class member. The groups are now ready to present their selection to the class and distribute the rationale behind the selection. You may want to play the record several times to enable class members to discuss the recording and the reasons behind the selection. Do the rest of the class members feel it is a valid selection? What are the problems presented in the recording, or are there any? Why is this reflective of today's youth? Does it reflect the majority or minority?

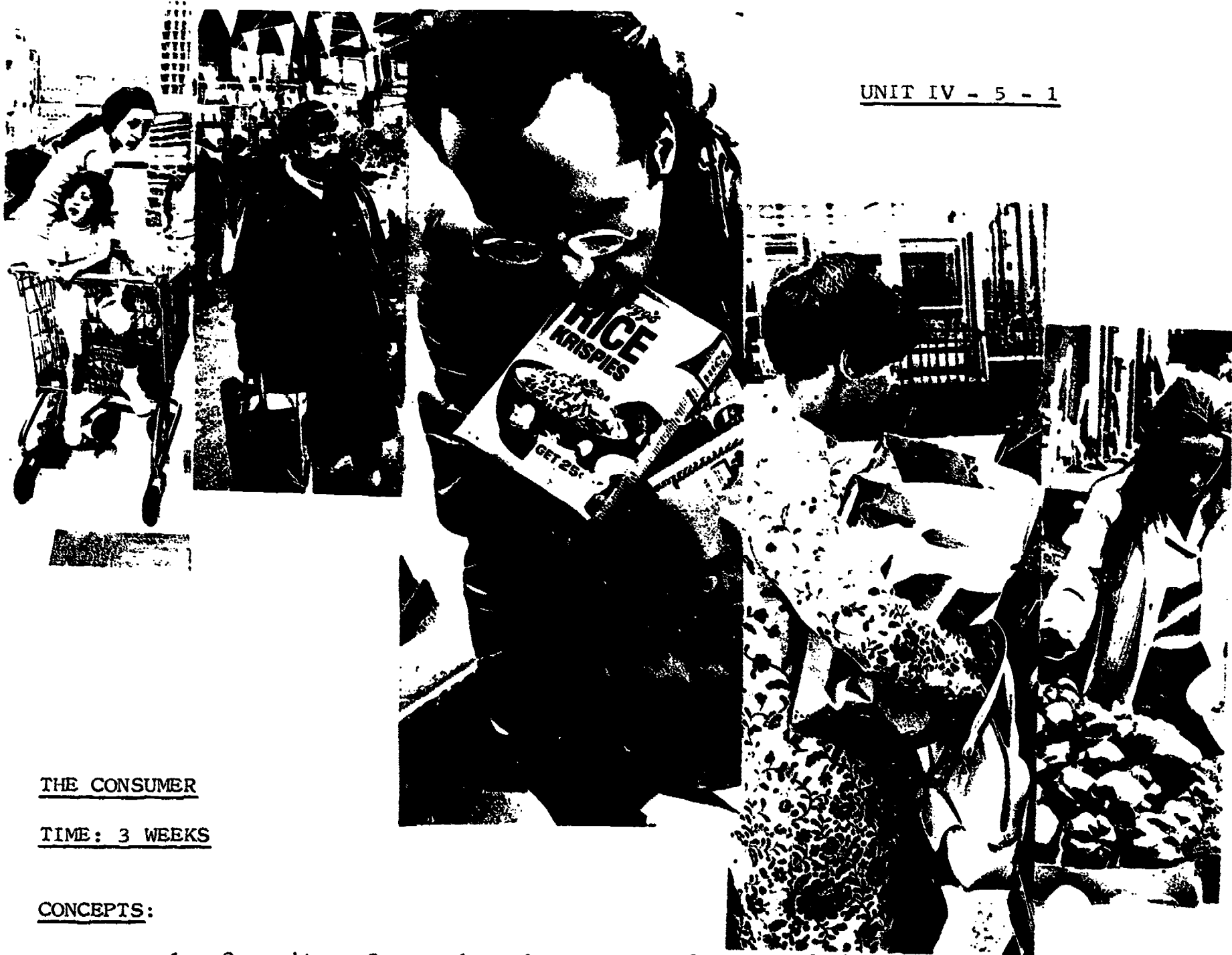
Step 3: Have the class read pp. 23 - 24 in Know About Drugs, "The Musical Code ." How does this fit in with the selections they have made? Arrange to play some of these selections for the class and identify the references to drugs, listing them on the board. Discuss the possible effect this has on the sale of the record, and its possible effect on attracting the listeners to drugs.

Step 4: Since drugs, in many cases, are attempts at getting away from problems have each group come up with a list of problems about which they are concerned -- this will probably cover a wide range of things. A member from each group should then present his list to the class to form a master list of problems about which the class is concerned. Have any of these been dealt with in the popular music that has been played and discussed in class? On television programs? In movies? As a class, attempt to come up with a possible suggestion for dealing with each problem other than avoiding it or trying to escape from it. What role should social institutions (church and school) play in this?

Step 5: For a conclusion, try to arrange for a panel discussion by several adult members of the community who are available to help teenagers solve their problems, the theme of which would be "There Is Help Available." (An outgrowth of this might be the establishment of a group of interested students within each school who would try to help students with individual problems, help them find assistance, or provide a forum for group discussions. This could be worked out through and with the Guidance Department in each school.)

RELATED ACTIVITIES:

1. The student might make posters on the appearances of different drugs with special emphasis on shapes and colors.
2. Stage a debate on the following: Everyone uses drugs in some form whether it is alcohol, aspirin, or heroin.
3. Invite a representative from the Police Department to speak to the class on the extent of drug usage in Alexandria. This activity should be incorporated into the N.C.C.J. Program.
4. Invite a representative from the National Institutes of Health to speak to the class on the effectiveness of their programs aimed at prevention of teenage drug addiction.
5. Research the background of a natural drug -- where is it grown, how is it processed, who are the middlemen involved, and how does it get to the streets of Alexandria.
6. Using current periodicals, do research to determine the extent of drug usage by American soldiers in Viet Nam. Try to present an explanation for this usage. What role is the government of the United States playing in trying to eliminate or at least reduce this problem? What possible ramifications does it have for the American society in general?
7. Using current periodicals do research to find out the effect of the current "Jesus Movement" on youth, particularly those who are or have been involved in drug usage. What are the short and long range implications of this movement? Try to include some comment on man's need for dependency upon something other than himself.



### THE CONSUMER

TIME: 3 WEEKS

### CONCEPTS:

1. Scarcity - Inasmuch as human wants far exceed the resources available to satisfy them, every individual and society is faced with scarcity;
  - Because of limited resources, man must make economic decisions;
2. Input and Output - Goods and services flow between the consumers and producers;
  - Most resources can be applied to more than one use, but when used in one way, they cannot be used in another;
3. The Modified Market Economy - Basic to the American economic system is individual freedom of choice;
  - Freedom of choice provides the opportunity for the consumer and producer to make decisions;
  - Often-times laws, regulations, business practices, customs, and habits may result in limitations on freedom;
4. Social Control - The consumer/citizen must recognize his duty to promote conditions in the economy which will permit the freedom of choice to exist.

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Plan a budget for his family based upon a given sum of money;
2. List community and governmental agencies designed to protect the consumer;
3. Analyze the price costs for given goods at a variety of businesses;
4. Define basic economic terms with which the consumer comes into contact;
5. Given a certain income for the year, prepare a tax return;
6. Prepare a presentation which illustrates the dispersement of his allowance and the rationale behind each expenditure.

SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. Read newspaper ads looking for best buys;
2. Conduct an interview and organize its findings;
3. Use the community as a resource;
4. Prepare and interpret graphs and charts;
5. Organize and present verbal and non-verbal information;
6. Listen critically to others;
7. Locate the information necessary in preparing tax forms.

CONTENT:

The following ideas should be developed in this unit:

1. The relationship of the buyer to the seller.
2. The effect of advertising on the consumer and his purchases.
3. The new interest from private and governmental agencies in protecting the consumer -- Ralph Nader, Virginia Knauer, Esther Peterson, Bess Myerson.
4. The analysis of consumer purchasing habits.
5. The problems faced by the poor as a consumer in an affluent society.
6. The relationship between income and standard of living.
7. Taxation and the American family.
8. Budgeting as an aid to the wise consumer.
9. The economy as it reflects problems within the United States and abroad.

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit.

1. Problems of American Society: The Consumer - Washington Square Press.
2. Today's Economics - American Education Publications.
3. It's Your Money - American Education Publications.



4. Urban America - W. H. Sadlier, Inc. - Chapter 4.
5. Our Money System - Guidance Associates - 1 filmstrip and record/tape.
6. Your Tax Dollar - New York Times - 1 filmstrip and record/tape.
7. The Exploited Generation - Guidance Associates - 2 filmstrips and records/tapes.
8. Teaching Consumer Education (A Resource Kit) - Changing Times.
9. Economic System - Western Publishing Company, Inc. (A simulation of the interrelationships of various elements in the economic system, including manufacturers, workers and farmers, who try to advance their profits and standard of living.)
10. Life Career - Western Publishing Company, Inc. (A simulation of certain "features" of the "labor market," the "education market," and the "marriage market." Players work with a fictitious person, allotting his time and activities among school, studying, a job, leisure time, and the family.)
11. Our Credit Economy - Guidance Associates - 2 filmstrips and records/tapes.

#### SUPPLEMENTARY MULTI-MEDIA MATERIALS:

##### Social Studies School Services

##### A. Books and Pamphlets

1. Public Affairs Pamphlets
  - a. The Responsible Consumer.
  - b. What Inflation and Tight Money Mean to You.
  - c. Buyer Be Wary!
  - d. How to Stretch Your Money.
2. Synopsis: Consumer Protection In a Free Society.
3. Paperbacks
  - a. Manpower and Economic Education: Opportunities in American Life. Joint Council on Economic Education.
  - b. Economics and the Consumer. Joint Council on Economic Education.

##### B. Sound Filmstrips

- New York Times - Protecting the Consumer.

#### TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not, however, be the sole means used in achieving the learning objectives of this unit.

##### 1. Wants and Their Costs.

This is designed for the students to learn that everything has a cost factor, thus resulting in the establishment of basic priorities.

Step 1: Have the students divide a sheet of paper into three columns.

In the first column each student should list ten things he would like very much to have. No attempt should be made to list the items in any specific order. From the first list, the student should

select the five items that he wants most and list them in order of importance in the second column. In the third column the student should list the estimated dollar cost in satisfying the wants found in the second column. Each cost should be listed opposite the want to which it applies.

- EXAMPLE -

<u>Wants</u>	<u>Most Important Wants</u>	<u>Estimated Cost</u>
1. Radio	1. Mini-bike	1. \$ 200
2. Portable Tape Player	2. Radio	2. 60
3. Peace	3. Album	3. 5
4. Mini-bike	4. College education	4. 9,600
5. Record album	5. Tape player	5. 75
6. College education		
7. Car		
8. Hot Pants		
9. Converse basketball shoes		
10. Pizza		

Step 2: Ask the students to think of several wants they feel they can satisfy from their incomes within the next two weeks. Some of these may be taken from the list above. Once more, have the students divide a sheet of paper into three columns. List the wants in the first column, the estimated cost of satisfying each want in the second column, and how the money can be obtained to satisfy each want in the third column.

- EXAMPLE -

<u>Wants</u>	<u>Estimated Cost</u>	<u>Method Used to Obtain Money</u>
1. Record	1. \$ 5.00	1. Mow neighbor's lawn twice
2. Two tickets to a movie	2. 4.00	2. Deliver newspapers
3. Notebook paper	.50	3. Carry out the garbage for two days
4. Ice cream cone	.26	4. Run an errand for a neighbor
5. Ballpoint pen	.49	5. Allowance from parents

Step 3: When this is completed, have the students cover the second column of their paper, and it should be clear that money is used in our economy only as the medium of exchange. Each student should readily see that he contributes a factor of production (labor or capital) or receives a transfer payment (allowance) which he exchanges for the goods he needs to satisfy his wants.

Step 4: Develop with the class a way to distinguish between needs and wants. Then let each student try to classify the items listed in the first columns of the above two lists as either needs or wants. Help the class develop a deeper understanding of needs and wants by discussing such questions as:

- a. Do all students agree which items are needs and which

are wants?

- b. Is a car a need or a want? For whom is it a need?
- c. Is a newspaper a need or a want? For whom is it a need?
- d. Does the income level of an individual or family have an effect upon whether a particular item is a need or a want?<sup>1</sup>

## 2. Family Budget.

The students should, at the culmination of this activity, recognize the costs and problems of running a household in the Washington metropolitan area.

Step 1: Divide the class into family groups, each with a variety of members. This should be done by having the students draw to determine their family membership. (For a class of 27, you might have the following:

- Family A - 2 members,
- Family B - 3 members,
- Family C - 4 members,
- Family D - 5 members,
- Family E - 3 members,
- Family F - 4 members,
- Family G - 6 members.

On one of the papers to be drawn, give the monthly income for that family:

- A - \$ 1,000
- B - 1,200
- C - 750
- D - 600
- E - 600
- F - 900
- G - 450

As a family unit, they are to assume that the income they receive is the total they are allowed. However, if a family qualifies for welfare, as is allowed in Alexandria, it may request that it receive a welfare allotment. To receive this assistance, the family must submit a written request in which eligibility is proven.

Step 2: Each family is to prepare a budget for the month based upon the income they receive. This budget should include such items as rent, car payments, other installment payments, clothing, phone, medicine, food, school costs, entertainment, taxes, savings, etc. In addition to the monthly budget, the family should prepare a week's food budget in which specific quantities and amounts are given.

Step 3: Each family should decide the source of their income (who is working, what are they doing to earn the income, etc.). This

<sup>1</sup> Howard County Public Schools Social Studies Curriculum, Unit 8, Concept - Economy, pp. 14 - 15.

activity has a great number of variables which should be taken into consideration as the work progresses. Is a baby sitter needed if both parents are working? Is the head of the family male or female? What assistance, if any, comes from children who are working?

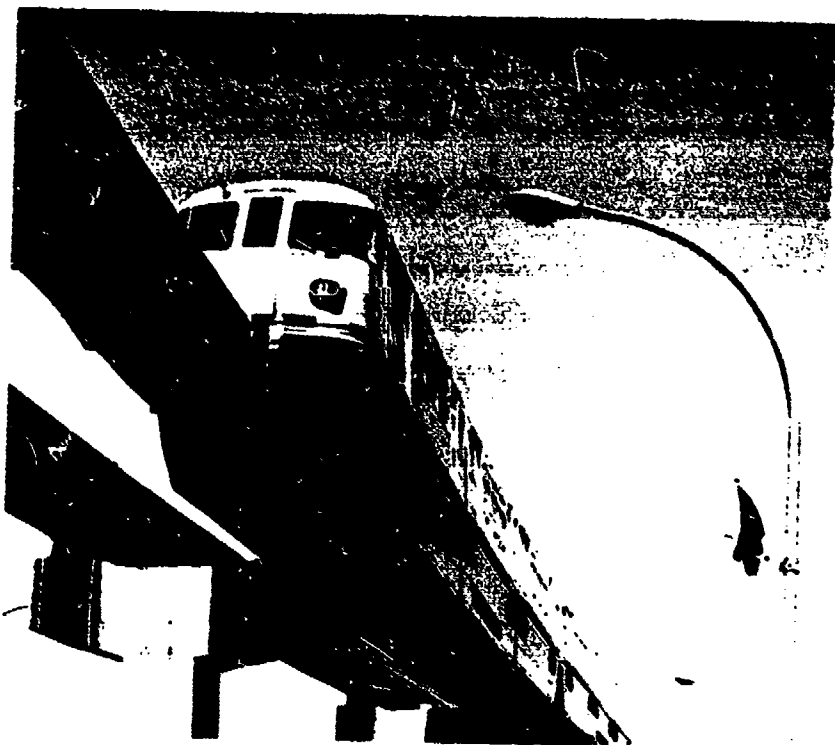
Step 4: The head of each family unit is to present all his findings to the class for discussion and evaluation. This would include the monthly budget, weekly food budget, and the source of the income. He/She should also explain the rationale behind their various expenditures. Class members should look carefully at the budgets to see if they are realistic.

Step 5: One of the major sources of information in this activity can be the students' parents. They can supply some of the necessary cost figures and other considerations in running a family on a given income. The local newspapers should be used in preparing the weekly food budget.

#### RELATED ACTIVITIES:

1. Have each student describe on a single sheet of paper what he would do with the extra money if his present income (allowance or earnings) suddenly doubled. Does he plan to spend this money on the same type of goods or will he spend it on items he could not previously afford?
2. Have individuals or groups of students find out from retailers, distributors, or manufacturers in Alexandria, how they decide how many of a particular item to buy or to make. Grocery stores, drug stores, bakeries, hardware stores, furniture stores, distributors of gasoline and oil products, and manufacturing firms may be good businesses to visit. Help the students decide beforehand what questions they will ask and how they will record the answers. When all the information has been gathered, have each student or group summarize the findings. Have the students decide whether the results indicate that consumers influence how much is produced.
3. Divide the class into seven groups of students. Assign a group to prepare a list of goods and services that might be purchased by persons in each of the following age groups:  
 a. 11 - 19; b. 20 - 29; c. 30 - 39; d. 40 - 49; e. 50 - 59;  
 f. 60 - 69; g. 70 - 79.  
 When the lists are completed, identify those items that are common to all. Discuss the reasons why people of all age groups are likely to buy these things. Help the students analyze the lists to see if there is a pattern in spending habits as people grow older. What reasons can students give for the influence of age on consumer spending.
4. Groups of students or individuals will collect information about several institutions in the community that grant personal loans. The information should include:

- a. name of institution,
  - b. type of institution (bank, credit union, etc.),
  - c. interest charges (have group compute the true annual rate of interest where other figures are given),
  - d. security required before a loan is granted (endorsement, pledging of property, etc.),
  - e. smallest loan made by the institution,
  - f. largest loan made by the institution,
  - g. whether loans may be installment or non-installment,
  - h. information required on the loan application (obtain an application if possible).
5. Have the students prepare reports on some of the major laws that have been enacted by Congress to regulate or to stimulate business activities. Selections may be made from a list such as follows:
- a. Federal Food, Drug, and Cosmetics Act,
  - b. Federal Hazardous Substances Labeling Act,
  - c. Federal Trade Commission Act,
  - d. Wool Products Labeling Act, Fur Products Labeling Act,
  - e. Flammable Fabrics Act,
  - f. Automobile Information Disclosure Act,
  - g. The Caustic Poison Act,
  - h. Truth-in-Packaging Act,
  - i. Truth-in-Lending Act.
6. Make a list of TV commercials which might effect your spending. Analyze for: truthfulness, amount of information given about the product, and other brands available.
7. Some Americans who oppose the Viet Nam War have refused to pay income taxes as an act of protest. Hold a debate on whether their action was responsible. What alternative form of protest could they make?
8. Examine a dollar bill closely and identify all the symbols, seals and writing on both sides. Look up the origin of the designs. With the help of visual aids from the Secret Service, learn the differences between real and counterfeit bills. Find out what steps to take if you find a counterfeit bill.
9. Invite a local banker to speak to the class. Ask him to speak on the services offered to consumers by his bank.
10. Visit the U.S. Bureau of Engraving and Printing.
11. Contact the Internal Revenue Service for a variety of tax forms and instruction books. Examine these materials with your students, with the end result being that they will each complete a tax form based upon differing incomes.



The Traffic Jam



THE TRANSPORTATION CRISIS

TIME: 3 WEEKS

CONCEPTS:

1. Social Change - While a goal remains constant, progress is achieved through change in the means of attainment;  
- The pace of technological progress has continued at an ever increasing rate;
2. Freedom and Equality - The production of goods and services is determined by choice in all societies;
3. Interaction - As technology is developed, greater relationships between cultural areas undergo expansion;
4. Scarcity - Economic systems are developed within a society to assure efficient allocation of available resources.

LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. State several reasons why transportation efficiency is necessary in a large urban area;
2. Discuss examples of how breakdowns in the transportation system may

- affect the country;
3. Name several outstanding events in the development of land, water, and air transportation;
  4. Identify and explain specific problems related to automobile travel, railroads, public mass transit systems, and air travel;
  5. Identify and explain several efforts to alleviate the specific problems affecting automobile travel, railroads, public mass transit, and air travel;
  6. Write a short essay explaining his individual expectation of future transportation systems.

SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. Interpreting a variety of graphic materials pertaining to transportation problems;
2. Listen critically when others are speaking;
3. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information;
4. Exchange ideas through discussions either as a leader or participant;
5. Relate the past to the present in the study of change and continuity in transportation;
6. Read to find answers to questions, organize facts, and find and understand underlying concepts;
7. Critically interpret and evaluate a variety of reading and audio-visual materials pertaining to the transportation crisis.

CONTENT:

The following ideas should be discussed in this unit:

1. Specific reasons why transportation efficiency is necessary in an urban society.
2. Specific ways transportation delays affect the social and economic aspects of the urban society.
3. Highlights of the development of land, water, and air transportation.
4. The relationship between transportation and the increased urbanization of American society.
5. Specific problems related to automobile travel, and efforts being made to improve it.
6. Specific problems related to railroad travel, and programs being implemented to alleviate these problems.
7. The relationship between growth of urban communities and increasing public mass transit problems.
8. Specific problems in air travel, the relationship between these problems to airport access, ground facilities, F.A.A. controls, and general aviation aircraft.
9. What urban societies can expect in terms of future means of travel.

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit:

1. Problems of American Society: The Traffic Jam - Washington Square Press.
2. Urban America - W. H. Sadlier, Inc. - pp. 148 - 157.
3. We Can Save Our Cities - Scholastic Book Services - pp. 13 - 20.
4. Transportation: Where Do We Go From Here? - Guidance Associates - 1 filmstrip and record/tape.
5. Chicago, Transportation Community - Society for Visual Education - 1 filmstrip and record.
6. The Embattled Metropolis - New York Times - 1 filmstrip and record.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

## Social Studies School Service

## A. Books and Pamphlets

1. Synopsis: Transportation and the Environment Crisis.
2. Beyond the Automobile: Reshaping the Transportation Environment.  
Tabor Stone. (Spectrum Publications).

B. Documentary Photo Aids - 10 photo aids.TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not however, be the sole means used in achieving the learning objectives of this unit.

Research Project 1.

Step 1: The class should survey local newspapers for one week and begin a scrapbook of pictures and articles which deal with local transportation problems. Each article added to the scrapbook should be accompanied by a brief description of the problem and what is being done about it, if anything.

Step 2: Have students interview members of the community who use the local transit system on a regular basis. The students should get opinions on the conditions of urban transit in the area, and thoughts with respect to changing it. These remarks should be compiled and edited and then included in the scrapbook.

Step 3: To become familiar with the transportation problem in more general terms, the students should do background reading in The Traffic Jam and Urban America. In doing this they would look for possible implications to the metropolitan area. For further information, the students should view Transportation: Where Do We Go From Here? individually or as part of a class.

Step 4: The class is now ready to be divided into several committees.



In the committees, each student will report his scrapbook findings to the other members of the committee. After these reports, each student will write a one page essay or compile a list of specific reasons why transportation problems should be solved. He will then read his essay or list to the committee for discussion and general comment. The committee will then compile a master list of their findings and present the ideas to the entire class for analysis and discussion.

### Research Project 2.

Students should begin this activity by reading selections from The Traffic Jam: p. 21, "Why Did Mass Transportation Begin?", and p. 59, "Our City's Need."

Small groups should be assigned to inquire into the answers to these questions:

1. To what extent has the need for urban rapid transit increased or decreased in the hundred years since "Our City's Need" was written?
2. To what extent would the comments made in the editorial, "Our City's Need," still apply to the transportation facilities in Alexandria?
3. What advantages and disadvantages exist in either the subway or the elevated method as a model for public transit?<sup>1</sup>

Each group should report the particular findings of their group to the class, with discussion following.

### RELATED ACTIVITIES:

1. Following the same format as given in Research Project 2, the students should read "How Did Mass Transportation Develop?", and "The Transit, What is It?", located in The Traffic Jam. Questions for the groups to consider are found on page 65.

Other readings which will develop student inquiry skills in a variety of ways are:

- a. "Yesterday's Transit" - p. 66, questions p. 68.
- b. "The First Subway" - p. 69, questions p. 72.
- c. "Mass Transit in Suburbia: A Case Study" - p. 73, questions p. 78.

2. Have the students read the history of transportation in America. An excellent illustration of which is The Romance of American Transportation, Franklin Reck. Students might also develop posters or displays (including model trains, cars, planes, boats, etc.), which illustrate the development of the various modes of transportation.

3. A small group of students should visit and report on either National Airport, Union Station, Dulles Airport or the Greyhound Bus Depot.

<sup>1</sup> Gerald Leinwand, ed., The Traffic Jam, (New York, N.Y.: Washington Square Press; 1969), p. 61.

They might find it useful to use tape recorders and cameras to gather appropriate data, such as follows:

- a. What are specific plans for the future of the existing facility? (expansion/reduction?)
  - b. What are the scheduled departures and arrivals per day? How often during the day? How many passengers make use of the facility?
  - c. What has been the growth (or decline) rate over the past several years?
  - d. Find the cost from Alexandria/Washington to several cities. The costs for the different modes of transportation should be compared.
4. Visit the Mayor, City Manager, or an appropriate official in the Department of Transportation to discuss transportation problems in Alexandria. The teacher should be available to assist in the preparation of the interview and the class report. (If an interview is impossible, perhaps one of the individuals mentioned could come to the class for a discussion on the topic.)
  5. Visit the A.B. & W. Bus Company to determine its role in the transportation problem in our area. An interview with an official should be arranged in advance, and the findings presented to the class.
  6. Arrange for a representative of Metro to come to the class and discuss the effect this new means of rapid transit will have upon the entire metropolitan area and Alexandria in particular. You might also arrange for a City Councilman to come to the class to discuss the cost factor involved for Alexandria versus the benefits to be derived.
  7. Develop a survey of the various means students use to get to school. Walking, bikes, car pools, school buses, hitchhiking, etc. How could these methods be improved? What are the pros and cons involved in each method? What is the cost factor involved? What is the time factor involved?
  8. Students should develop a survey of the percentage of people in the school whose parents own cars, including such items as -- how many cars, how are they used, the cost of keeping them up, and the age of the car. Place the statistics on charts or posters. What ideas can be derived from this information?
  9. Visit the Virginia Department of Motor Vehicles and interview an official of that Department to determine the increased use of highways and their congestion; number of traffic accidents within the city of Alexandria; regulations involving the use of bikes and mini-bikes on public streets; and the number of people with driver's licenses in the city and the number of cars registered here.
  10. Visit the Traffic Court in Alexandria and make note of the types of cases tried. (If this is to be done as a class activity, make arrangements with the Court in advance.)

## LIVING AMONG THE TOILERS

UNIT IV - 7 - 1

I live among workers  
Where life ebbs in shadows  
And see waning petals  
In the depths of children's eyes.

I share the conveyor belt—  
And feel the iron wheel  
Ride my bones,  
Crushing.

I hear the cry  
Of the cheated  
And add my fist,  
Accusing.

My vision clear,  
I sing  
Of a chromed tomorrow  
Held in my calloused palm.

HENRI PERCIKOW



OCCUPATIONS IN AN URBAN SOCIETY

TIME: 3 WEEKS

### CONCEPTS:

1. Input and Output - The types of goods and services produced are determined by the needs of people;  
- Through specialization, efficiency in the producing of goods and services is attained;
2. Habitat and Its Significance - As a result of man's changing objectives and skills he is forced to reexamine his environment;
3. Freedom and Equality - An adequate standard of living is a basic right of all men;  
- All men have the right to free choice of employment, to suitable working conditions, and to fair benefits.

### LEARNING OBJECTIVES:

At the conclusion of this unit, a student will be able to:

1. Identify and describe the business and industries in a commercial and/or industrial community and related job opportunities;
2. Distinguish between two major types of jobs -- production jobs and service jobs;



3. Identify several advantages and disadvantages of automation;
4. To explain a variety of reasons for the relocation of factories into suburban areas;
5. To identify several problems resulting from factory relocation into suburban areas;
6. To describe specific solutions for urban employment problems;
7. To recognize and explain the value of early planning, proper training and education for a job;
8. To express personal feelings about work and ambitions;
9. To recognize the importance of summer jobs as career-oriented work experience.

SKILLS TO BE DEVELOPED:

During this unit, a student will further develop the following skills:

1. Listen critically when others are speaking;
2. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information;
3. Exchange ideas through discussing either as a leader or participant;
4. Read to find answers to questions, to organize facts, and to find and understand underlying concepts;
5. Apply problem solving and critical thinking skills to the theme of earning a living in urban America;
6. Distinguish between fact and opinion;
7. Conduct an interview.

CONTENT:

The following questions should serve as guiding points in the discussion of urban occupations:

1. Why do people come to the cities for jobs?
2. What are specific reasons cities have job opportunities?
3. What are the differences between production and service jobs?
4. What is automation? What effect has automation had on production? On the number of production jobs?
5. What are the advantages and disadvantages of automation?
6. Why have the number of jobs in the service industries grown so rapidly, while the number of jobs in production industries has practically remained the same in the past 20 years?
7. Why have many industries moved their factories from the central cities into the suburbs?
8. What problems have been created for the cities by the relocation of factories into the suburbs?
9. What can be done to solve urban employment problems?
10. What are the personal and social values which must be encountered when one enters the world of employment?

BASIC MATERIALS:

The following materials are available to help in achieving the learning objectives of this unit:

1. Problems of American Society: The City As a Community - Washington Square Press - pp. 27 - 40; pp. 46 - 54; pp. 79 - 83.
2. Problems of American Society: The Negro In the City - Washington Square Press - pp. 17 - 24.
3. Problems of American Society: Poverty and the Poor - Washington Square Press - pp 44 - 48; pp. 122 - 140.
4. Urban America - W. H. Sadlier, Inc. - Chapter 4.
5. Automation: Promise or Threat - Guidance Associates - 1 filmstrip and record/tape.
6. Liking Your Job and Your Life - Guidance Associates - 4 filmstrips and 2 records/tapes.
7. Why Work At All? - Guidance Associates - 1 filmstrip and 1 record/tape.
8. A Job That Goes Somewhere - Guidance Associates - 2 filmstrips and records/tapes.
9. Trouble at Work - Guidance Associates - 4 filmstrips and 2 records/tapes.

SUPPLEMENTARY MULTI-MEDIA MATERIALS:

- I. Social Studies School Service
  - A. Books and Pamphlets
    1. Public Affairs Pamphlets - New Careers - Real Jobs and Opportunity for the Disadvantaged.
    2. Synopsis: New Challenges to Equal Employment.
- II. Guidance Associates:
  - A. Preparing for the Jobs of the '70's - 2 filmstrips and records/tapes.
  - B. What You Should Know Before You Go To Work - 2 filmstrips and records/tapes.
  - C. Jobs for High School Students - 2 filmstrips and records/tapes.
  - D. Preparing for the World of Work - 2 filmstrips and records/tapes.
  - E. Choosing Your Career - 2 filmstrips and records/tapes.
  - F. Getting and Keeping Your First Job - 2 filmstrips and records/tapes.
  - G. If You're Not Going to College - 2 filmstrips and records/tapes.

TEACHING STRATEGIES:

The following teaching strategies are presented as suggestions and guides. They should not, however, be the sole means used in achieving the learning objectives of this unit.

1. Local Job Opportunities.

The students will identify and describe on a chart, the business and industrial activities and related job opportunities of Alexandria (or some other local community). They will distinguish between production and service jobs. In addition, the students will practice

their abilities to interview effectively by gathering data from people in the area, and will distinguish between opinion and objective observation in order to select usable data.

**Procedures:**

- a. The teacher and students will identify the boundaries of the area to be studied.
- b. The students will select categories and prepare a chart for recording data.
- c. Student groups will pool information and report their discoveries to the class. In the reports particular emphasis should be placed on the identification of:
  1. specific jobs in the community and a description of the job activities,
  2. people who have changed from production to service jobs during the last five years and reasons for the change,
  3. benefits that citizens enjoy from service industries,
  4. major production industries in the community and related job activities.

- NOTE - These activities are most appropriate in small groups and should be carefully supervised to avoid a large gathering of students in a single commercial or industrial enterprise. The teacher should consult proprietors or managers before undertaking this activity to be sure interviewing is acceptable.

Sample Chart 1: The students will ask managers and owners of the enterprise for the information required on this chart:  
Name of establishment - Ownership or management of enterprise -  
Nature of enterprise - Number of employees - Products sold -  
Services provided.

Sample Chart 2: The students will ask employees for the information required on this chart:  
Position - Job activities - Training necessary for the position -  
Advantages of the job - Disadvantages of the job - Previous jobs -  
Reasons for changing jobs.

- NOTE - The teacher should emphasize that not all people will be willing to answer the questions listed above, thus, information from informal conversation may be included as data.

Step 1: Show the filmstrip Automation: Promise or Threat? Discuss the filmstrip fully, using some of the excellent discussion questions on pages 8 - 11 of the accompanying teacher's guide.

Step 2: After presentation and discussion, have the students look at the want ads in a variety of local newspapers. Have them jot down a variety of jobs requiring skills, and then discuss the idea that automation has caused a need for skilled workers while threatening the jobs of the unskilled.

Step 3: Ask a person in the local area who is concerned with automation

and its effects, to speak to the class. This could be a newspaper editor, a psychologist, a company president, or a labor leader. If more than one speaker is available, it would be profitable to allow students to hear, analyze, and discuss the speakers' points of view in relation to the advantages and disadvantages of automation.

Step 4: Tour a factory where some automated equipment is used. (e.g., Hershey Candy Factory, Hershey, Pennsylvania) If possible arrange to have a guide answer students' questions regarding the effect of automation on production, factory workers, and management.

Step 5: Keep an automation bulletin board for the class. Clip and pin up newspaper articles, computer jokes, and other notes on what is happening in the world of technology.

Step 6: Have students give oral reports to the class on all the ways computers are being used for fun. They can paint, compose songs, play games, and match people for dates and dances.

Step 7: Conduct a debate: Resolved: People are needed to operate the computers; unemployed people should train for computer-related jobs. After the formal debate is completed, have a discussion with the class during which they analyze the resolution and make statements regarding agreement or disagreement with arguments presented by classmates.

## 2. New Industries.

There are several new industries which have been located in the suburbs of Washington, D. C. Many of these have been located along Interstate 70-S in Maryland and Westgate Industrial Park, McLean, Virginia.

Step 1: Assign a committee to investigate these industries which are located in the suburbs. They should report to the class with the following information:

- a. name of establishment,
- b. ownership or management,
- c. reasons for locating in the suburb,
- d. previous location,
- e. advantages and disadvantages of present location.

Step 2: The committee will present its findings to the class in whatever manner they choose.

Step 3: Each student in the class will write and explain to the class what he feels is the single most important reason for the movement of industry from the city to the suburbs.

Step 4: As a concluding activity, a representative from one of the suburban industries should speak to the class about his viewpoints concerning the effect of industrial/commercial suburban relocation on the employment problems of the central city. During and after the

presentation the students should ask questions about:

- a. the nature of the business,
- b. number of employees,
- c. products sold or services provided,
- d. job positions,
- e. education and training needed.

3. Job Attitudes.

This is an excellent series of sound filmstrips by Guidance Associates. The series should be utilized in unison with the Guidance Department in each middle school. For detailed activities, which are particularly effective in helping your students explore personal and social attitudes they must encounter as they enter the world of work, study the following:

- a. Job Attitudes: Why Work At All, Discussion Guide, p. 11.
- b. Job Attitudes: Trouble At Work, Discussion Guide, pp. 16 - 17.
- c. Job Attitudes: A Job That Goes Someplace, Discussion Guide, pp. 19 - 20.

RELATED ACTIVITIES:

For other related activities pertaining to occupations in an urban society, refer to the following:

- a. Job Attitudes Series, Discussion Guides - Guidance Associates.
- b. Urban America, Teacher's Guide - W. H. Sadlier, Inc.
- c. Your City: A Research and Discovery Book - W. H. Sadlier, Inc.



EDUCATIONAL MEDIA CENTER -- MULTI-MEDIA MATERIALS

I. Perspectives of the Urban Scene

A. Kits:

1. The Embattled Metropolis - 1 filmstrip/record
2. The Seventies: Decade for Decision - 1 filmstrip/record
3. The American Scene - 4 filmstrips/records
4. The 1960's: A Decade of Hope and Despair - 2 filmstrips/records

B. Slides:

Around Moscow and Other Soviet Cities - 10 slides

II. The People of the City

A. Charts:

1. Prehistoric Man - 6 charts
2. Family of Man - 5 charts
3. Our Culture - 4 charts

B. Kits:

1. Black Political Power - 6 filmstrips/records
2. Exploding the Myths of Prejudice - 2 filmstrips/records
3. Growing Up Black - 4 filmstrips/cassettes
4. Minorities Have Made America Great-Sets I and II - 12 filmstrips/records
5. They Have Overcome - 5 filmstrips/cassettes
6. Rush Toward Freedom - 8 filmstrips/records

C. Transparencies:

1. Primitive Man: Part 2 - 23 transparencies
2. The Races of Mankind - 23 transparencies

III. Challenges of the Urban Scene

1. The Environmental Crisis

Transparencies:

1. The Land That Supports You - 23 transparencies
2. Our Animal Resources - 23 transparencies
3. Our Plant Resources - 23 transparencies
4. Our Soil Resources - 23 transparencies
5. Our Water Resources - 21 transparencies/2 overlays

2. Poverty and the Poor

Kit:

Ghettos of America - 4 filmstrips/records

3. Drugs

Kits:

1. LSD: The Acid World - 2 filmstrips/records
2. Marijuana: What Can You Believe? - 2 filmstrips/records
3. The Drug Problem - 1 filmstrip/cassette
4. Narcotics - 1 filmstrip/record
5. Psychedelics - 1 filmstrip/record
6. Sedatives - 1 filmstrip/record
7. Stimulants - 1 filmstrip/record

4. Transportation Crisis

Charts:

1. Communication: No. 1 - 6 charts
2. Communication: No. 2 - 5 charts
3. Transportation: No. 1 - 7 charts
4. Transportation: No. 2 - 7 charts

CENTRAL LIBRARY FILMS AND KITS

I. Perspectives of the Urban Scene

Films:

1. Saga of Western Man Series, Parts I and II, 54 min., 1964 (552-553)
2. Uprooted Nation, 22 min., (521)

II. Challenges of the Urban Scene

1. Crime and Juvenile Delinquency

Kit:

Civil Disobedience, 2 filmstrips/records (FS 2454)

2. The Environmental Crisis

A. Films:

What Is Ecology? - 11 min., (508)

B. Kits:

1. Man's Natural Environment: Crisis Through Abuse - 2 filmstrips/records (FS 2473)

2. The People Problem - 2 filmstrips/records (FS 2452)

3. Poverty and the Poor

A. Film:

Hundred Days, 19 min., (602)

B. Kit:

The Welfare Dilemma - filmstrips/records (FS 2476)

4. Drugs

Kits:

1. The Alienated Generation - 3 filmstrips/records (FS 2470)

2. LSD: The Acid World - 2 filmstrips/records (FS 2469)

5. The Consumer

Kits:

1. The Exploited Generation - 2 filmstrips/records (FS 2471)

2. Our Credit Economy - 2 filmstrips/records (FS 2472)

6. Occupations in an Urban Society

Films:

1. Job Interview: Men, 16 min., (570)

2. Job Interview: Women, 17 min., (571)

3. The Thinking Machines, 17 min., (648)

## BUREAU OF TEACHING MATERIALS FILMS

The following films are available through the Virginia State Department of Education and are listed in the film catalog, "Educational Motion Pictures for Virginia's Public Schools."

- I. Social Studies Skills Workshop: Readiness Skills for the Urban Condition.
  - Getting The News, 16 min., 1969
  - Graphs - Understanding and Using Them. 1967
  - How to Read a Book, 11 min., 1963
  - How We Learn - Part II, 6 min., 1970
  - How We Study - Part III, 6 min., 1970
  - Improving Study Habits, 14 min., 1965
  - Introducing Graphs, 11 min., 1967
  - Know Your Library, 10 min., 1962
  - Language of Maps, 12 min., 1964
  - Library - A Place for Discovery, 16 min., 1966
  - Listening Skills - An Introduction, 11 min., 1966
  - Map Skills - Using Different Maps Together, 11 min.
  - Mapping the Earth's Surface, 16 min., 1969
  - Maps - Where Am I?, 11 min., 1966
  - Maps are Fun, 11 min., 1966
  - Maps For a Changing World, 11 min., 1961
  - Maps of Our World, 11 min., 1966
  - Your Communication Skills - The Exchange of Ideas, 11 min., 1969
  - Your Communication Skills - Speaking, 11 min., 1969
  - Your Communication Skills - Listening, 11 min.
  - Your Communication Skills - Writing, 11 min., 1969
  - Your Communication Skills - Reading, 11 min., 1969
  - Your Study Methods, 11 min., 1965
- II. Perspectives of the Urban Scene
  - Changing City, 16 min., 1965
  - History In Your Community, 13 min., 1954
  - Population Patterns in the United States, 1961
  - Portrait of a City, 26 min., 1965
- III. The People of the City
  - America - The Melting Pot, 20 min., 1964
  - Immigration in America's History, 11 min., 1960
  - Land of Immigrants, 16 min., 1969
  - Our Immigrant Heritage, 32 min., 1969
  - People Are Different and Alike, 10 min., 1968
- IV. Challenges of the Urban Scene
  2. The Environmental Crisis
    - House of Man - Our Changing Environment, 17 min., 1966
    - Let Us Keep America Beautiful, 15 min., 1963
    - Problems of Conservation - Air, 15 min., 1969
    - Refuse Problem - 14 min., 1963
  3. The Poverty Crisis
    - Life in the Thirties - Parts I and II, 26 min., 1966

4. Drugs and the City

- Alcohol and You, 28 min., 1969
- Drug Abuse - One Town's Answer, 16 min., 1969
- Drugs and the Nervous System, 16 min., 1970
- LSD - Insight or Insanity, 22 min., 1967
- Marijuana, 34 min., 1969
- Narcotic - Why Not?, 1969
- There is A Message in Every Bottle, 26 min., 1969
- Understanding Others, 12 min., 1959

5. The Consumer

- America's Wheel of Progress, 16 min., 1969
- Anatomy of Free Enterprise, 20 min., 1967
- Competition In Business, 14 min., 1961
- Consumer Education - Installment Buying, 13 min., 1969
- Consumer Education - Retail Credit Buying, 11 min., 1969
- Everyday Economic Terms, 20 min., 1969
- Federal Taxation, 11 min., 1966
- Modern Corporation, 1968
- Productivity - Key to America's Economic Growth, 30 min., 1965
- Research Points the Way, 28 min., 1967
- Russian Consumer, 14 min., 1969
- Story of The Wholesale Market, 11 min., 1965
- This Is Advertising, 27 min., 1962
- Wise Use of Credit, 11 min., 1961

6. Transportation Crisis

- American Road, 39 min., 1960
- Before It's Too Late, 14 min., 1967
- Development of Communication, 10 min., 1968
- Development of Transportation, 11 min., 1968
- Freewayphobia - Parts I and II, 1966
- Henry Ford, 26 min., 1963
- Jet Pilot, 17 min., 1965
- Mainline USA, 20 min., 1961
- Man In Flight, 31 min., 1968
- Romances of Transportation, 11 min., 1961
- Story of Anyburg U.S.A., 8 min., 1966
- Transportation by Air, 15 min., 1958
- Transportation by Land, 10 min., 1958

7. Occupations in An Urban Society

- Are You Ready For a Job?, 10 min., 1969
- Automation - The Next Revolution, 28 min., 1966
- Computer Revolution, 24 min., 1968
- Going To School Is Your Job, 1966
- I Never Went Back, 16 min., 1964
- Step Ahead, 13 min., 1964
- Your Job - Applying For It, 14 min., 1969
- Your Job - Finding the Right One, 14 min., 1969
- Your Job - Fitting In, 16 min., 1969
- Your Job - Getting Ahead, 16 min., 1969
- Your Job - Good Work Habits, 14 min., 1969
- Your Job - You and Your Boss, 16 min., 1969

## URBAN STUDIES FREE-LOAN FILMS

Each teacher should review this list and order the appropriate films immediately to insure delivery. Since demand may be heavy, reservations should be made six to ten weeks in advance of showing.

### A. Citizen Participation and Community Action

1. All of The People All of The Time - Describes community planning programs, stressing the importance of individuals and citizens' groups working together in the planning process. Pictures the situation in an average small town. Partially financed by the Department of Housing and Urban Development.

1966, 16mm film, color, sound, 28 minutes.

Modern Talking Picture Service, 927 19th St., N.W. Washington, D. C. 20006

2. How Nonprofit Groups Can Sponsor Housing for Low-income Tenants - Acquaints the audience with HUD programs available to groups interested in sponsoring housing. Describes the procedure followed by a particular nonprofit sponsor in developing a housing project. Produced for the Department of Housing and Urban Development.

1968, 35mm filmstrip, color, record, 10 minutes.

Modern Talking Picture Service

3. A Plan on The Move - Shows how a citizens' committee assisted by financial aid from the U.S. Small Business Administration, is transforming a dying town into one that is on the move.

1967, 16mm film, color, sound, 29 minutes.

Small Business Administration, 1405 I Street, N.W. Washington, D. C. 20417

4. A Voice From the Street - Shows how to build leadership for neighborhood renewal. Actions, problems, and accomplishments are drawn from Pittsburgh experiments.

1965, 16mm, black and white film, sound, 30 minutes.

Modern Talking Picture Service

### B. Concept of the City

Metropolex Assembly Series. This series examines the migration of low-income, rural Southerners to large cities, and the effect of this migration on both the city and the newcomers.

1963, 16 mm film, black and white, sound, 29 minutes, each.

1. The New Immigrants - shows who these immigrants are, where they come from, and why they came to the city. Compares them to the European immigrants of bygone days.

2. The First Furdle: Jobs - Discusses the newcomers first need, a job. Deals with the problem created by his lack of skills, and ways in which he can learn new skills.
3. A Place To Live - Portrays the slum as the receiving center for the new immigrant, as it frequently offers the only available housing. Discusses opportunities open to him as his income rises.
4. Learning For a Purpose - Explores the idea of educating the newcomers to the city in order to qualify them for better jobs and professions.
5. In Whose Steps? - Deals specifically with the Negro immigrant, using St. Louis as an example. What kind of incentives do they need? What success stories will spur their ambition? What has happened to the "native" Negro who has tried to succeed?
6. The Balance Sheet - Explores the cost of immigration, including its impact on tax revenues, purchasing power, human resources, and expenditures for welfare health, and police services; the solutions available, and what they will cost.

Washington University, Audio-Visual Department, Olin Library,  
St. Louis, Missouri, 63130 - Rental-shipping charges

### C. Fair Housing and the Concept of Race

1. The Black Eye - Acquaints the viewer with Negro life in Detroit and with black identity. Produced by black nonprofessionals. Useful for audiences unfamiliar with the black community.

1968, 16mm film, color, sound, 33 minutes.  
New Detroit, Inc., Speakers Bureau, Rm. 1515, 211 W. Fort St.  
Detroit, Mich. 48226.

2. Felicia - Portrays a 15 year old Negro girl's quiet inquiry into her life in a segregated community. Films Felicia in her home, school, and neighborhood in the Watts area of Los Angeles in the spring of 1965, shortly before the area was devastated by riots. The film has gained importance as an introduction to discussions of the origins or racial tensions.

1965, 16mm film, black and white, sound, 13 minutes.  
Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New  
York, N. Y. 10016 - Rental: nominal service charge

3. Midsummer, 1967 - Vividly depicts tensions and emotions erupting at a community meeting in Newark following the 1967 riots. All types of citizens and city officials participate in the completely spontaneous dialogue.

1967, 16mm film, black and white, sound, 2 hours  
Modern Talking Picture Service  
(only one print-orders should be palced at least one month in advance)

4. No Hiding Place - Traces the events which occur when a Negro family moves into an all-white neighborhood. Shows how "block-busintg" tactics create tensions. Indicates no easy solutions for situations created by fear, prejudice, and misunderstanding.

1965, 16mm film, black and white, sound, 50 minutes  
Anti-Defamation League of B'nai B'rith  
Rental: nominal service charge

5. Remedy for Riot - Examines the findings of the National Advisory Commission on Civil Disorders. Harry Reasoner narrates this vivid probe of the riots which attempts to determine what happened and why, and what steps can be taken to prevent a recurrence.

1967, 16mm film, black and white, sound, 37 minutes  
Anti-Defamation League of B'nai B'rith  
Rental: nominal service charge

6. Segregation Northern Style - Follows a Negro couple with hidden cameras and tape recorders, through weeks of fruitless searching for a home in a middle-income northern community. Shows direct resistance, as well as a meeting of the Fair Housing Committee of one of the communities involved. A CBS documentary.

1965, 16mm film, black and white, sound, 30 minutes.  
Anti-Defamation League of B'nai B'rith  
Rental: nominal service charge

7. A Time For Burning - Focuses on a Lutheran minister who tries to organize an interracial church visitation program. His church responds unfavorably, and he is eventually forced to resign. Reveals the intensity of prejudice and conflict in both the black and white communities.

1966, 16mm film, black and white, sound, 56 minutes  
Anti-Defamation League of B'nai B'rith  
Rental: nominal service charge

D. Open Space and Beautification

1. The Good Life - Probes the problems that accompany the urbanization of a State. Although the film deals with the State of New Jersey, the problems discussed exist to some degree in every State in the Union. Offers no direct solutions.

1967, 16 mm film, color, sound, 22 minutes  
Elizabethtown Gas Co., One Elizabethtown Plaze, Elizabeth, New Jersey  
07207

2. No Time For Ugliness - Creates an awareness of the ugliness in our urban landscape. Contrasts unconcerned communities with those which have pleasing arrangements. Suggests a course of action through which citizens and municipal officials can achieve improvements and prevent further exploitation of the urban environment.

1968, 16mm film, color, sound, 27 minutes.  
Sterling Movies, 43 West 61st St., New York, N. Y. 10023

3. The Noisy Landscape - Portrays the jungles of signs which deface the approaches to cities and the business districts. Shows how well-designed signs and graphics can enhance the beauty of the community.

1968, 16mm film, color, sound, 13 1/2 minutes.  
Sterling Movies

4. Pandora's Easy Open Pop Top Box - Portrays, through various audio-visual techniques, the many ways in which man is polluting his environment. Uses no narration, and this conveys its message in varying degrees of subtlety depending on the audience. Ideal for establishing a setting for discussion purposes.

1967, 16mm film, color, sound, 15 minutes  
Environmental Control Administration, U.S. Public Health Service  
20720 Twinbrook Parkway, Rockville, Maryland 20852

5. Parks For People - Stresses the need for open space and beautification in America's cities. Focuses on various HUD programs, with special emphasis on citizen participation in the development of neighborhood parks. Show how residents can remove unsafe buildings, eliminate health and safety hazards, let in light and fresh air, plant flowers and trees, and generally improve the community. Produced for the Department of Housing and Urban Development.

1969, 35mm filmstrip, color, record, 13 minutes  
Modern Talking Picture Service

6. Time To Begin - Vividly portrays the destruction of open space and historic areas and shows Virginia's approaches to their preservation.

1965, 16mm film, color, sound, 30 minutes.  
Division of Public Relations and Advertising, Dept. of Conservation  
and Economic Development, State Office Building, Richmond, Va. 23219

#### E. Pollution

1. Better Water For Americans - Attempts to create an appreciation of the values of an adequate public water supply and an understanding of some of the complexities involved in its provision.

1966, 16mm film, color, sound, 14 minutes  
Director of Advancement and Public Information, American Water Works  
Association, 2 Park Avenue, New York, N. Y. 10016

2. A Horseshoe Nail - Sets forth the problems of the Susquehanna River Basin. Tells how the proposed Susquehanna River Basin Compact would ensure that the development, planning, and management of the river and its tributaries are suitable for both conservation and utilization.

1966, 16mm film, color, sound, 18 minutes.  
Maryland State Planning Department, State Office Building, 301 W.  
Preston St., Baltimore, Maryland 21201  
Maryland Department of Water Resources, Annapolis, Md. 21401



3. Ill Winds on A Sunny Day - Traces the growth of America from a rural agricultural society to the urbanized, industrial Nation of today. Discusses the rise and spread of air pollution including factors that intensify it and advance its movement across State and other boundaries. Shows that effective control depends upon increased citizen understanding of the problem.

1966, 16mm film, color, sound, 29 minutes.

Distribution Service, National Medical Audiovisual Center, Chamblee, Ga. 30005

4. Let's Clear The Air - Examines air pollution in the upper Ohio Valley. Interviews local officials and community leaders and focusses upon the citizen's dual role as both contributor to and target of air pollution. Urges citizens to assume a third role - that of active supporters of air pollution control.

1965, 16mm film, black and white, sound, 28 minutes

Distribution Service, National Medical Audiovisual Center, Chamblee, Ga. 30005

5. The Third Pollution - Demonstrates how the burning of refuse pollutes the air, and how dumping it contaminates water. Emphasizes that the collection and disposal of solid wastes is expensive and technically challenging, and that municipalities are abandoning earlier haphazard methods and switching to more sophisticated public works procedures.

1966, 16mm film, color, sound, 23 minutes.

Distribution Service

F. Public Housing and Housing For the Elderly

Ready for Edna - Shows an elderly woman's struggle to rebuild her life physically and emotionally following her own illness and her husband's death. Describes the community services required to help her achieve this goal and new developments in health services.

1966, 16mm film, black and white, sound, 29 1/2 minutes, cleared for TV  
Distribution Service

DuArt Film Laboratories, Inc. 245 W. 55th St., New York, N.Y. 10019

G. Social Problems of Poverty

1. Assignments: 1747 Randolph Street - Deals with the deterioration of the Ludlow area of Philadelphia, a once-attractive neighborhood which now has soaring crime rates, severe health problems, poor public facilities, and housing that is both substandard and vandalized. That fear is common among the residents is obvious as they give their opinions of how and why the neighborhood became a slum.

1966, 16mm film, black and white, sound, 30 minutes  
Modern Talking Picture Service

2. The Corner - Illustrates poverty conditions in St. Louis and points out the multitude of social problems that must be dealt with when renewing slum areas.

1965, 16mm film, black and white, sound 60 minutes.

KTVI - TV, 5916 Berthold Drive, St Louis, Missouri 63110

3. The Tenement - Focusses on the drab lives of tenement dwellers and shows that their feelings range from hopeless discouragement to cautious optimism. A CPC Documentary.

1967, 16mm film, black and white, sound, 40 minutes  
Anti-Defamation League of B'nai B'rith

#### H. Transportation

1. Expo Express - Examines the ultramodern rapid rail system which moves as many as 30,000 persons an hour to the site of the Expo 67 exhibition in Montreal, Canada. Shows the planning, constuction, and maiden voyage of the electrically operated "train of tomorrow".

1967, 16mm film, color, sound, 20 minutes.  
Association Films, Inc., 600 Grand Avenue,

2. Right of Way - Shows that highways can ruin cities, but can also improve them, through the use of good design related to other urban elements. Makes a strong plea for balanced transportation systems and planning by design concept teams composed of architects, engineers, sociologists, government leaders, and others concerned with the environment.

1968, 16mm film, color, sound, 14 1/2 minutes  
Sterling Movies

#### I. Urban Planning and Land Use

1. The Best We Can Do - Describes the large housing developments which have created wastelands around most major cities. Shows that good design can contribute to the planning of towns and villages, and outlines a process by which it can be accomplished.

1968, 16mm film, color, sound, 14 1/2 minutes.  
Sterling Movies

2. Planned Unit Development With A Homes Association - Illustrates the history of cluster subdivisions and other residential developments which have common open spaces. Summarizes the findings of a study of automatic membership homes associations and makes recommendations to mortgage leaders, land developers, builders, realtors, planning commissions, and home buyers

1966, 35mm slides (40), color, script  
U.S. Department of Housing and Urban Development, Federal Housing Administration, Personnel Division, Career Development and Training Branch, Room 2276, Washington, D. C. 20411

3. Trouble In Eden - Describes a mythical Pennsylvania community's inhabitants, and calls upon them to work with the local government on the planning and legislation which will prevent the loss of those features which enhance livability in urban areas.

1966, 16mm film, color, sound, 30 minutes  
Bureau of Instructional Services, Department of Public Instruction, Education Building, Harrisburg, Pennsylvania 17120

J. Urban Renewal and Rehabilitation -

1. A City Reborn - Tells how Fresno, California, is planning to revitalize its core area. Shows a downtown mall which has already been created, requiring a minimum of demolition and proving popular with shoppers and merchants.

1966, 16mm film, color, sound, 30 minutes  
Sterling Movies

2. Cora Street - Describes the purchase and rehabilitation of 22 old, but structurally sound, rowhouses by Action-Housing of Pittsburgh, working in cooperation with the Department of Housing and Urban Development. Stresses the idea that the vast rehabilitation market can be profitable for private industry as well as beneficial to the community.

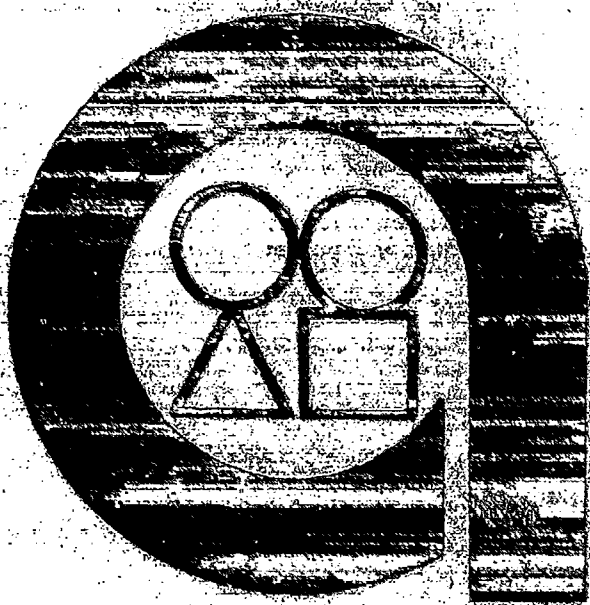
1966, 16mm film, color, sound, 16 minutes.  
Modern Talking Picture Service

3. My American City - Discusses the redevelopment of 12 acres of downtown Hartford, Connecticut, from a commercial slum to the highly acclaimed Constitution Plaza Urban Renewal Project. Covers many of the steps from initiation to completion.

1965, 16mm film, color, sound, 28 minutes.  
F. H. McGraw and Company, 780 Windsor Street, Hartford, Connecticut, 06101

4. Relocation-The Problem; The Solution - Tells the story of the formation and operation of Urban Homes, Incorporated, a local nonprofit organization of business leaders which provides housing for low-income families displaced by urban renewal. Features rehabilitated housing for sale or rent to eligible families at a monthly cost of not more than 25 per cent of income, using rent supplement funds from the local government when necessary.

1966, 16mm film, color, sound, 18 minutes  
Department of Urban Renewal, Box 447, Room 402, Sioux City, Iowa, 51102



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