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ABSTRACT

The social studies resource unit, the first of four in this course, outlines content dealing with the concept of community, helping third grade children to identify basic properties of any community. Specific objectives are described in the areas of culture, social organization, social processes, location, and cultural uses of environmental concepts; generalizations; gathering, analyzing, evaluating and geographic skills; and attitudes. Fifty-three outlined learning activities incorporate teaching strategies and furnish instructional media for each activity. Appendices include student materials on topics of communities consisting of maps, study questions, information summaries, and stories. Other documents in this series include ED 051 027 through ED 051 034; and SO 005 392 through SO 005 396. (SJM)

Chelmsford Public Schools

Chelmsford, Massachusetts

COMMUNITIES AROUND THE WORLD

Contrasting Communities

Teacher's Resource Unit

revised by

Lois Haslam

Charles L. Mitsakos
Social Studies Coordinator

This resource unit was revised following field testing in the Chelmsford from materials developed by the Project Social Studies Curriculum Center of Minnesota under a special grant from the United States Office of Educa

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A STUDY OF CONTRASTING COMMUNITIES

UNIT ORIENTATION:

Selected skills, values, methods, materials, and resources suggested for this unit have some direct or implied relationship to the disciplines of history, geography, economics, political science, anthropology, and social psychology. Additional and more explicit connections could be established between aspects of this unit and various social sciences. However, the basic hallmark here is a sociological one. All of the concepts and generalizations spelled out below have been drawn from the work of sociologists. The technical definitions and explanations of basic terms used in this unit which appear below have been included solely for the individual teacher's edification. The classroom teacher who has little or no grasp of sociology should consult a group of solid, pointed sources which will buttress her knowledge of the subject matter included here and which will strengthen her rationale for teaching this unit. However, she should not expect her third graders to memcrize and parrot back the hypothetical constructs used in this unit and the academic meanings sociologists assign to them. As the unit unfolds, the children should discover, frame, state, and discuss in their own terms limited, simple, operational definitions and examples pertinent
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amples pertinent to the content outlined. Neither should the teacher expect youngsters in a heterogeneous class to arrive at a uniform level of understanding with respect to the materials woven into the fabric of this unit. Each child's capacities, experimental base, and perceptions will affect both the quantity and quality of his understanding. The variety of methods suggested here should help the teacher to reach all or most of the children in her room. The teacher is invited to adapt recommended procedures for her particular group and to substitute her own ideas for those outlined here wherever this would make the unit more meaningful for her class.

BASIC CONCEPTS: The following are the central concepts around which this unit has been built:

Community:

A community is a group of people living in the same general area who share certain needs, problems, understandings, attitudes, appreciations, values, and goals; experiences, functions, and responsibilities; and institutions, objects, and techniques.

Sometimes a community is characterized by many primary (or intimate, face-to-face) relationships. People may be well acquainted and have a strong spirit of "we-ness" or sense of belonging. They can be quite conscious of a local unity and willing and able to act in some form of corporate capacity where there is broad involvement. Evidence of mutual assistance and cooperation may be apparent in this type of setting. Wide behavioral latitude, autonomy, or "privacy" may be difficult to achieve here or may be viewed as undesirable. People may be quite homogeneous in their skills, aspirations, language patterns, religious and political beliefs, ethnic heritage and customs, amount and type of formal education, interests, recreational pursuits, and the like. Their familial roots may be deeply imbedded in the physical and ideological soil of a place by three or more generations; and geographic mobility may be an infrequent or less frequent occurance than in other locales. The number and kinds of reference groups from which they secure their norms and standards may be relatively small in number and quite consistent in their make-up. Different meanings may be ascribed to the term "rural," but a population of less than 3,000 in a definable area has been used as a numerical guideline.

Another type of community can be delineated in contrast to the one sketched above. In this environment, more secondary (or indirect, less personal, short-term, less stable) relationships may be observed. There may be contacts with a large number of per-

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sons, groups, organizations, and institutions; yet the individual may work, play and closely identify with fewer persons on a first-name, fundamental, continuing basis. Rather than a single fountainhead from which values flow (e.g. the family, the church, the peer group), there may be a network of tributaries which can be confusing or even conflicting. Diversity may be a dominating theme in the life symphony here, though occasionally one may find little orchestrating or blending of various sections. Variety may also be enticed by or subjected to an almost endless series of stimuli. The individual may be many miles from the place of his birth or even his last job. He may be a bit bewildered by the array of choices that confront him. He may be more sophisticated, cosmopolitan, or well-rounded than his fellow American in a smaller community; but he may also experience a feeling of loneliness more frequently. He may be able to satisfy some of his needs in more interesting, different, or urbane ways; but he is also more dependent upon others whom he does not know and may never see for this needed satisfaction. He lives in a community inhabited by more than 3,000 people in a huge metropolitan area, a city, a suburb, or an exurb. He may commute a long distance daily to his place of employment, thereby reducing the amount of time he spends in his home. His life may be more complex than that of a rural resident, or the pace at which it is lived may be quickened. There is probably less of a chance that his children will have the same occupation as he. He may earn and spend more money and possess more material goods than

his rural counterpart, but he may also be less secure in various ways.

The contrasting hypothetical communities described above solely for the purpose of sensitizing the teacher have not been presented as models for study by any means. Rather the point has been merely to show the teachers that some differences may exist between communities on a variety of counts. The children cannot be expected to delve into intricate details or subtle nuances in intra- and inter- community interactions. They will probably be more interested in the day-to-day home, school, church, club, work, and play activities of their new friends in another community than in many other things which a more mature student might find compelling. Other things will find their way into the unit, to be sure, but the concrete must take precedence over the abstract, the observable over the unobservable, the immediate over the distant. The third grade teacher engaged in a project of this nature may find that her community and the one selected for study (either rural or urban) are significantly different or that there is much more unity than diversity in the two areas. The degree of difference or similarity is not nearly as important as the process of learning to look at another setting in a careful, patient, dispassionate, empathetic manner. Learning to form hypotheses; to gather, organize, and test data; to perceive relationships that may exist among data; and so on will have more value than the simple identification of "interesting" or "unusual" contrasts. If the children see nothing more than that there
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ing more than that there are social phenomena at work in their lives and in the lives of others which may shape understanding, skills, attitudes, appreciations, values, feelings, etc., something can be gained. If they can uncover certain real differences between themselves and others without forming firm "good-bad" or "yes-no" or "we-they" judgements, they will have taken a giant step toward a possible maturity that many of their adult seniors have never achieved.

Socialization:

Socialization is the process by which an individual learns approved ways of behaving in his society in general and in various groups to which he belongs in particular.

By acquiring regularities in social behavior through his interactions with other persons, the individual develops into a functioning member of a society. An established society must have a degree of consistency in behavioral patterns in order to accomplish its goals and preserve itself. To some extent, then, various forms of behavior in specified situations can be anticipated or predicted.

Socialization is mediated by some kinds of rewards and punishments. Approved responses are rewarded in some way and are then reinforced. When the individual finds that to need satisfaction and encouragement from others with whom he identifies, he tends to repeat those responses.

Man's biological heritage both necessitates and facilitates socialization. The human infant is helpless for a long period of time. He must depend upon others for the satisfaction of his needs. He cannot survive in isolation, and in the process of associating with others he learns from them. He is also so flexible or plastic that he is capable of becoming a successful member of a variety of families and societies. He is not inherently an American, a Texan, a Democrat, a Greek Orthodox, and so on. He learns to become all of these things and many, many more things. If he is born in a city, left in an orphanage, adopted as an infant by a farm family, and raised in a rural community, he will learn the things that are valued, taught, and reinforced in that environment. There is a better chance that he will become a farmer than a window dresser for a department store, that he will know more about spraying poultry houses than brush-lettering signs, that he will be more apt to go to the county fair than to a style show, and so on.

Environment:

Environment consists not only of the physical surroundings but also of the people who live in that setting, and the objects found in that setting and their use.

While the stage upon which action takes place and the props employed in a play are significant, the actors assume prime importance. So it is must be considered are a community. ple are mothers, uncles, aunts, tea or 4-H leaders, ar write, laugh and c Office buildings a tures, busses and things. People te and "wait" signals forks covered by h the seventh floor to wrap and contri children and to wa

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tance. So it is in the environment. People must be considered above all else. People are a community. People are a society. People are mothers, fathers, brothers, sisters, uncles, aunts, teachers, priests, Cub Scout or 4-H leaders, and so on. People talk and write, laugh and cry, praise and criticize. Office buildings and silos, stadiums and pastures, busses and tractors do not do these things. People teach a child to obey "walk" and "wait" signals and to watch out for pitchforks covered by hay; to take an elevator to the seventh floor and to patch the barn roof; to wrap and contribute canned goods for needy children and to wait tables at church suppers.

The physical environment setting does have some impact, however. Children in a rural area may have abundant space for running; may be separated by acres from the nearest neighbor so they can shout to their heart's delight; may get glissfully dirty without fearing the consequences; may witness the birth, maturation, and death of various animals; and may at times seem to merge with nature. Youngsters in an urban locale may ride their bicycles on trails in beautiful parks; may swim in lovely public pools; may hear band music under the stars; may witness the arrival and departure of trains, planes, and even ships; and may see a collection of ancient toys in a museum. Then, too, children in a crowded tenement area may "play war" in an abandoned building, using garbage can lids for "shields;" may "bum rides" on the tailgates of trucks; may use a pile of

old bricks for building blocks; and may go to school early during the winter so they can absorb the building's warmth. Each child's physical setting may permit and inhibit certain forms of need satisfaction and growth toward immediate and extended societal and personal goals.

Objects such as a shotgun, a bit, a halter, hobbies, a milking machine, an incubator, a combine, and a baler may be common in the life of a rural child. In his home and the homes of relatives and friends he may see and use objects preserved from previous generations such as paintings and pictures, old Bibles (which sometimes contain a record of the "family tree"), tables, rocking chairs, mirrors, mustache cups, butter churns, and the like. The urban youngster may come in contact with fire hydrants, parking meters, dispensing machines, car washers, power shovels, cement mixers, and escalators more frequently than his rural friend.

Hence, it may be seen that the environment of a child can influence his identification with individuals and groups; imitation of myriad forms of behavior; ideas about truth, goodness and beauty; feelings regarding permanence and change; vocabulary; thought and expression patterns; mental, motor, social, and vocational skills; and so on.

Role:

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assigned to and performed by an individual as he interacts with others in a one-to-one or larger group situation.

A role includes freedoms and responsibilities, rights and duties, privileges and disprivileges, advantages and disadvantages built around a particular position in a given group. It involves both what an individual expects of others and what is expected of him in an interactional setting.

Only rarely can an individual satisfy his needs as an autonomous being. He must have the help of others in order to attain his goals. This means that he has to assist others as well as they strive to reach their objectives. At times, group efforts lead to mutual gratification, and cooperation and harmony are found in abundance. The group is cohesive or drawn closely together by this satisfying interdependence. In other instances, individuals may have to postpone the satisfaction of their unique needs so those of others can be fulfilled, or there may even be conflict as goals clash. The more need satisfying a person find his membership in a group, the more he will identify with the norms, standards, and values of that group.

Each individual learns to play roles in an endless stream of group situations. These roles may be compatible or incompatible. They may be rather stable or in constant flux. A person carries out numerous roles at a given state in his development. He also plays different roles from time to

time as he matures. His role performance is influenced both by the way he perceives a role and by the perceptions others have regarding that role.

Perhaps the concept of role should be illustrated for the teacher. Let us take the case of an imaginary Mr. Smith. As a child little Bobby Smith was a boy, a son, a brother, a grandson, a nephew, a cousin, a third-grader in a public school, a Sunday school pupil, a Cub Scout, and so on. Certain satisfactions and expectations accompanied all of these roles in general and certain roles in particular. Being a boy was "better" than being a girl in some respects but not in others, but good or bad the boy role had to be learned and performed. As a gradson he may have reaped more rewards than he did as a brother, but both roles were assigned to him nevertheless. The son role was more demanding than was the cousin role and was, of course, performed with more frequency. There was also more satisfaction and conflict built into that role. And as adult, Mr. Smith is still a son, a brother, a nephew, and a cousin. However, he is a man instead of a boy. He is no longer a grandson, a third-grader, or a Cub Scout. He is now a husband, a son-in-law, a brother-in-law, a father, an uncle, a Rotarian, an Ahepan, and so on. He is an usher in church but not a Sunday school pupil. He is "under" a group of top executives in the large bank where he works but "over" clerks, tellers, secretaries, etc. All of these roles had to be learned. They are performed with varyin
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formed with varying degrees of success and efficiency. Smith usually enjoys being a husband and a father, but he has experienced some difficulties in his role of son-in-law and brother-in-law. He feels confident and secure in this role, but unsure and insecure in that one. He experiences little conflict in some roles and more conflict in others. Some of the groups in which he finds himself seem to be purposeful and cooperative, while others lack direction and a cooperative spirit.

Learning to play many roles in a satisfying, sensible, consistent, integrative manner is not an easy task for anyone. A complex society exerts many demands and pressures upon a person. However, the individual has a great deal of "help" in mastering roles, whether he always wants it or not. He may gain a sense of belonging and wholeness from a large group of his roles. Other roles may be a source of discomfort or anxiety. But learn roles he must in order to become socialized.

The more one knows about kinds and number of roles in a given society; the way roles are taught, learned, and reinforced; the interrelationships and conflicts existing between and among roles; the attitudes held regarding particular roles; the satisfactions yielded by particular roles; and the shifts in roles as a result of changes in the society and the individual; the more he can predict with some accuracy what a person or a group would do under carefully specified circumstances. Being able to count on others to do certain

things because they occupy particular roles is highly important to stability. No study of a community is complete without some understanding of its role expectation.

OBJECTIVES

This unit is designed to make progress toward achieving the following objectives:

CONCEPTS

Culture: universals; psychic unity of mankind; diversity; norms and values; law; culture as learned behavior; culture change

Social Organization: primary and secondary groups; institutions (school church, government); community; roles; functions; division of labor; specialization; interdependence

Social Processes: socialization; conflict; accommodation

Location: position; site; situation

Cultural Use of Environment

GENERALIZATIONS

1. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

2. The broad outlines of the ground plan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.

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b. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.
c. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.
d. All societies have some means of socializing children.
e. All societies have some type of religion.
f. All societies have some laws (rules) which will be enforced through force if necessary.

3. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

a. People differ as to how they expect people to act and as to what they think good and bad.
b. Societies differ in terms of the kinds of services which are provided by governments.
c. Cities are made up of many people from many different backgrounds; consequently, there are people who behave quite differently even within one city; nevertheless, the people of the city share some common meanings and values.

4. Culture is learned, not inborn.

a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.
b. The members of every group direct expectations (organized into roles) toward other members; they apply both positive and negative sanctions to get members to behave in certain ways.
c. In almost all societies some aspects of socialization are entrusted to people outside the child's family; most societies have formal schools to educate children.
d. A person may learn and assume many different roles at any particular period of his life; every person must learn new roles as he develops and matures.

5. People live in many groups in addition to their family group.

a. Some groups have direct, intimate, face-to-face relationships; others have indirect, or less personal, less stable and long lasting relationships.
b. Sometimes people are expected to behave in one way by members of one group to which they belong and another way by another group to which they belong; when they face role conflicts, they usually behave in accordance with the desires of the group to which they feel the strongest ties.
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all societies some aspects
lization are entrusted to
utside the child's family;
leties have formal schools
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c. Communities are groups of people living together in the same general area and sharing a culture and common problems; there are different sizes and kinds of communities.
d. People in small communities in which people are homogeneous in culture and which are characterized by primary group relationships, may have a strong sense of belonging, evidence a good deal of mutual assistance and cooperation, and may strongly discourage individual behavior which is different from that of the community.
e. People in large communities which are made of many groups of variable and non-homogeneous cultures and in which the individual may have many secondary relationships but fewer primary relationships, may allow a wider latitude of behavior to the individual and a greater amount of privacy; large communities may also allow the individual to be more lonely and dependent on others he does not know or may never see for many of his needs.
f. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.

6. All societies develop means of enforcing laws (or rules) and working out

new laws.

a. Some norms are considered so important by a society that they will be enforced through the use of force if necessary; other norms are considered less important.
b. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.
c. In many societies governmental institutions are established to enforce laws and work out new laws.
d. Government action may help increase as well as restrict individual rights.

7. Governments provide services which people cannot provide for themselves.

a. Governments frequently provide schools.
b. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease).
c. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.
d. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.)
e. Governments may provide other kinds of services (mail, water supply, etc.).

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beaches, etc.)
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ces (mail, water supply, etc.)

8. Division of labor and specialization can make possible increased production.

   a. Division of labor and specialization can increase a person's output.
   b. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.
   c. The people who live in one community depend upon each other for different goods and services and help each other solve problems.
   d. People in most societies of the world depend on people who live in other communities outside their own for certain goods and services and help in solving problems.
   e. Cities usually have a greater division of labor and specialization than small towns or farm areas.

9. Every place has three types of location: a position, a site, and a situation.

10. Phenomena are distributed unequally over the earth's surface, resulting in great diversity or variability from one place to another.

11. Both man and nature change the character of the earth.

12. People living in a particular environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.

13. An individual may learn a variety of

occupational skills and may earn his living in many different ways. His choice of a vocation may be influenced by numerous factors including the groups to which he belongs.

14. An important change in one aspect of a society's culture will result in changes in other aspects of their culture.

SKILLS

Gathering Information

1. Listens for main ideas and supporting details.
2. Gains information by studying pictures.
3. Gains information from interviews.
4. Sets up hypotheses.

Organizing and Analyzing Data and Drawing Conclusions

1. Classifies data.
2. Applies previously-learned concepts and generalizations to new data.
3. Tests hypotheses against data.
4. Generalizes from data.
5. Organizes information according to some logical pattern.

Evaluating Information

Distinguishes between primary and secondary sources of information.

Geographic Skills

1. Has a sense of distance and area.

Compares distances with known distances.

Compares areas

2. Has a sense of

Knows cardinal
Tells directio
Notes directio
town.
Sets a directi

3. Interprets map

Understands us
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Identifies pic
symbols.
Uses legend to
Uses scale to
or globe.

ATTITUDES

1. Is curious abou

2. Accepts the wil
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3. Appreciates the
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distance and area.

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Compares areas with known areas.

2. Has a sense of direction.

Knows cardinal and intermediate directions.
Tells directions from maps and globes.
Notes directions in relationship to own town.
Sets a directional course and follows it.

3. Interprets maps and globes.

Understands use of symbols to represent reality.
Identifies pictorial and semi-pictorial symbols.
Uses legend to interpret symbols.
Uses scale to estimate distances on map or globe.

ATTITUDES

1. Is curious about social data.

2. Accepts the will of the majority until it can be changed by peaceful means.

3. Appreciates the cultural contributions of other races, nationalities, and religions.

4. Is sensitive to the feelings of others.

OBJECTIVES

G Communities are groups of people living together in the same general area and sharing a culture and common problems; there are different sizes and kinds of communities.

S Gains information by studying pictures.

S Sets up hypotheses.

CONTENT OUTLINE

Deal with the c
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groups of people liv-
the same general area
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different sizes and
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n by studying pictures.

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CONTENT OUTLINE

Deal with the concept of community, helping the children to see some of the basic properties of any community.

TEACHING STRATEGIES

1. At least a month prior to the launching of this unit investigate free and inexpensive materials on both Chelmsford and New York City. Send out many postcards yourself or use return addresses of all children so they will receive interesting things they feel they are sharing with their peers. Children may send requests for their materials. If possible, try to set up a pen-pal arrangement with a class in the New York City schools. Through some such personal arrangement, and interesting exchange of materials and ideas could take place.

2. Show the children various pictures from Our Working World II, The Earth--Home of People or Living in the United States picture packets. Ask them to make some statements about the kinds of places in which people live. Focus on diversity of communities: farm, urban, suburban, and small town. Ask children to share experiences they may have had living in various communities. Tell them that they are going to be studying about two very different kinds of communities: their own and New York City.

INSTRUCTIONAL

Sources like
helpful lists
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Publications,
FREE AND INEX
Nashville, Te
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different kinds of
heir own and New York

INSTRUCTIONAL MEDIA

Sources like the following might contain helpful lists of producers and suppliers of free and inexpensive materials: Miller, Bruce, SOURCES OF FREE AND INEXPENSIVE TEACHING AIDS, Riverside, California; Bruce Miller Publications, 1960; Miller, Jack W., editor, FREE AND INEXPENSIVE LEARNING MATERIALS, Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, 1964; Pepe, Thomas J., FREE AND INEXPENSIVE EDUCATIONAL AIDS, New York: Dover Publications, Inc., 1962; etc. The Jaycees, League of Women Voters, Chelmsford Historical Society, Old Chelmsford Garrison House Association, and the town libraries would be good sources for materials on Chelmsford.

Senesh, Our Working World II, Study Prints: The Earth--Home of People and Living in the United States, Silver Burdett

G Every place has three types of location: a position, a site, and a situation.

G Phenomena are distributed unequally over the earth's surface, resulting in great diversity or variability from one place to another.

S Knows cardinal and intermediate directions.

S Can use map to determine directions.

S Understands pictorial and semi-pictorial symbols on a map.

Project and discuss the film Cities and Geography: Where People Live.	Film: Cities and People Live, McGra
3. Have children locate Chelmsford on a variety of maps such as a world and U.S. map, highway maps of New England and Massachusetts, maps of the greater-Lowell area, and the globe. Ask children why Chelmsford is found on some maps but not found on others. Then using similar materials have children locate New York City and ask why this city is found on all the maps.	Maps of the world, Massachussetts, Ne Lowell Globe
4. Divide the class into small groups. Give each group a different map or globe. Ask the groups to make a series of statements that the map or globe tells them about Chelmsford or New York City. (Introduce the map legend and the symbols for population and land forms if necessary.) Make a class list. Ask why the groups got different ideas.	
5. To review cardinal and intermediate directions play a map game with the class. Using various maps have children determine direction of various countries, cities, and towns in relationship to Chelmsford and New York City.	

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ew York City.

Film: Cities and Geography: Where People Live, McGraw - Hill.

Maps of the world, U. S., New England, Massachussetts, New York, and greater-Lowell Globe

S Can use map scale to a limited extent.

S Knows cardinal and intermediate directions.

S Tells directions from maps.

S Understands pictorial and semi-pictorial symbols on maps.

Map scale can
If it is appro
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Alternate atta
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G Phenomena are distributed unequally over the earth's surface, resulting in great diversity or variability from one place to another.

S Gains information by studying pictures.

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ections from maps.

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mbols on maps.

Map scale can be a highly abstract concept. If it is approached at this earlier stage, it must be handled with care and patience. Alternate attacks may be necessary or concentration shifted to another aspect of scale.

are distributed unequally
arth's surface, resulting
iversity or variability
lace to another.

rmation by studying

6. Using a map of the Northeast have a small group of children determine distance from Chelmsford to New York City. Distances to other places children have studied can be determined in similar fashion.

Map of the North

7. In a directed lesson have children develop their own maps of Chelmsford using picto-symbols. Locate the center of town, their school, their own home, shopping areas, and the like. Later, at odd times, have a group using the same techniques, develop a Chelmsford outline map on a mural. Place Chelmsford outline on left of mural and sketch outline of the world in the center.

Simple Map of Ch

8. Give children a simple map of New York City with picto-symbols used to illustrate features (physical and man-made). Compare with map of local community. Have children note diversity in physical and man-made features. The New York City outline map may be placed to the right of the world outline on the class mural.

Map of New York e

9. Divide the class up into small groups to make a three dimensional model of Chelmsford. One group can build town buildings and other points of interest. A variety of materials can be used such as construction paper, shoe boxes, clay, children's building materials, and other items that the kids are sure to suggest. As the unit develops, a model of New York City might also be constructed.

10. Project film, This Is New York, to give children an over-all impression of New York City. With crayons or water colors have

Film: This Is Ne
Hammond, My Skysc

the Northeast have a small en determine distance from ew York City. Distances children have studied can similar fashion.	Map of the Northeast
esson have children develop of Chelmsford using picto- e the center of town, their wn home, shopping areas, Later, at odd times, have he same techniques, develop tline map on a mural. Place ne on left of mural and of the world in the center.	Simple Map of Chelmsford
simple map of New York symbols used to illus- physical and man-made). of local community. te diversity in physical tures. The New York City be placed to the right of e on the class mural.	Map of New York City
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is Is New York, to give -all impression of New York. ons or water colors have n a sson illustrating s. ERIC ead This Is New York	Film: This Is New York, Weston Woods. Hammond, My Skyscraper City, McGinley, All Around the Town, and Sasek, This Is New York.

G Communities are groups of people living together in the same general area and sharing a culture and common problems.

S Gains information by studying pictures and reading for main ideas and support in details.

S Sets up hypotheses.

G An important change in one aspect of a society's culture will result in changes in other aspects of their culture.

G Both man and nature change the character of the earth.

S Tests hypotheses against data.

S Classifies data.

The children m
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The children might learn that different things have taken place at different times in their community.

and My Skyscraper City -- A Child's View of New York or All Around the Town to the class.

11. Divide the class into small groups to do brief research projects on various aspects of life in Chelmsford and New York City. Subjects such as schools, government services, churches, clubs of various kinds, population density, services provided by private individuals or groups, specialized occupations, or the changing environment could be researched. Books, prints, and filmstrips may be used for reference. Reports to the total class could take the form of a teaching lesson, a playlet, or a roll movie. Children should be given adequate guidance and time to fulfill this assignment.

Various media in Co kit.

12. Ask children to draw a picture or make a diorama of what life was like in Chelmsford two hundred years ago. In small groups have the children discuss their hypotheses.

13. Project and discuss the film, Colonial Life In New England or the Sturbridge Village slide set in the Colonial Family kit. Have children note changes in the Chelmsford area during the past two hundred years and what they think the reasons are for these changes. A three column chart or worksheet could be used to record pupil responses in the following manner:

Film: Colonial Life Coronet Films.

TWO HUNDRED YEARS AGO	TODAY	REASON FOR CHANGE
(example: much farmland and open spaces)	(many homes and little open area)	?

aper City -- A Child's View
r All Around the Town to

ass into small groups to do
h projects on various aspects
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as schools, government ser-
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Various media in Contrasting Communities kit.

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k the reasons are for these
ree column chart or worksheet
to record pupil responses in
manner:

Film: Colonial Life in New England, Coronet Films.

	TODAY	REASON FOR CHANGE
h	homes	?
	ittle	
	area)	

G Both man and nature change the character of the earth.

S Applies previously-learned concepts and generalizations to new data.

14. To help the children understand the great changes that take place in a community over a shorter period of time, invite a long time resident of Chelmsford to class. This resource person could explain how Chelmsford looked long ago and how the people lived then. He then could relate some of the changes he has seen in his lifetime.

15. To discover how the increasing use of the automobile has changed life in Chelmsford, read the story "How the Motor Brought Change" on pp. 132 - 134 of Our Working World II. Relate this story to the growth of Chelmsford. Children could reconstruct the story in the form of a mural. The mural could have a motor in its center with lines going out to drawings of changes it has brought about.

Senesh, Our Working
pp. 132 - 134.

16. Read the story A New Harvest that can be found in the appendix to the class. Although the story does not relate to Chelmsford as such, it does illustrate effectively how discoveries can change the use of land and alter the character of a neighborhood. Classroom discussion should include consideration of questions such as "Why was Mr. Emery willing to let the oil company cut down some of his trees? What changes happened to the town after oil was found? How could these changes affect Dennis' life?"

Rintoul, A New Harv

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Rintoul, A New Harvest. (See Appendix.)

S Gains information by studying pictures.

S Gains information by listening for main ideas.

G An important change in one aspect of a society's culture will result in changes in other aspects of their culture.

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G Governments frequently provide schools.

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change in one aspect of a
ture will result in changes
ts of their culture.

ovide many services which
provide for themselves.

Governments and private groups provide
services for people in communities.

equently provide schools.

17. To show children the changes that have occurred in New York, introduce pictures two, three, and four of the New York Is . . . study prints. Refer to the manual that accompanies the prints for details. Following an examination of these prints, read pp. 136 - 141, pp. 158 - 163, and pp. 221 - 224 of New York City Old and New and/or The Big City and How It Grew. In small groups have the class listen for details of various aspects of life in New York and then prepare a series of "Then" and "Now" drawings illustrating the changes. Ask the children what they consider to be the reasons for all these changes.

Study Prints: "Ne
"A Seaport with Tr
City Hall on the E
York Is . . ., Joh
Series.

Emerson, New York
136 - 141, 158 - 1

Urell, The Big Cit

18. To introduce the concept of government, have the children listen to and discuss the audiotape, Government, or the story "The City and Government" on pp. 132 - 137 of Our Working World III.

Videotape: Governn

Senesh, Our Workinc

19. Read the story "Claytown" on pp. 122 - 124 of Our Working World II to the class. Assume the ending to this story that the school really closed and that only the children of wealthy parents could have an education by attending private schools. Have children write a paragraph showing what would happen to them personally if no schools were provided or have them write a letter to those people who voted to close the schools showing these people the need for their continued support of education.

Senesh, Our Workinc

v children the changes that have ed in New York, introduce pictures hree, and four of the New York . study prints. Refer to the that accompanies the prints for . Following an examination of rints, read pp. 136 - 141, pp. 63, and pp. 221 - 224 of New York d and New and/or The Big City and Grew. In small groups have the isten for details of various aspects in New York and then prepare a of "Then" and "Now" drawings illus- the changes. Ask the children what nsider to be the reasons for all hanges.	Study Prints: "New Amersterdam Grown Up," "A Seaport with Tradition," and "The Same City Hall on the Broadway of 1819," New York Is . . ., John Day Urban Education Series. Emerson, New York City Old and New, pp. 136 - 141, 158 - 163, and pp.221 - 224. Urell, The Big City and How It Grew.
oduce the concept of government, have ldren listen to and discuss the aud- Government, or the story "The City ernment" on pp. 132 - 137 of Our World III.	Videotape: Government. Senesh, Our Working World III, pp. 132 - 137.
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- G Governments provide certain kinds of recreational facilities.
- G Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).
- G Governments may provide other kinds of services (mail,water supply, etc.).
- G Societies differ in terms of the kinds of services which are provided by governments.

- G People who live in a community depend upon each other for different goods and services and help each other solve problems.

Volunteers are c
recognize a prob
about it.

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who live in a community depend
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s.

Volunteers are often the first to
recognize a problem and do something
about it.

20.	Read Miguel's Mountain to the class to illustrate how a child influenced governmental action in the city.	Binzen, Miguel's M
21.	Project and discuss the film Cities and Protection: Protecting Lives and Property. Focus discussion on why this service is a community one and not an individual one. Some children may also wish to relate the assistance that policemen may have provided their families.	Film: Cities and Lives and Property
22.	Read "A Policeman Helps" in Living As Neighbors to illustrate how a policeman can assist children in the city.	Buckley and Jones, pp. 72 - 83.
23.	Set up interest groups to investigate each of the many services the community provides such as fire protection, water supply, sanitation, highway maintenance, and the like. In presenting their information to their classmates, children may contrast how the service is provided or how it differs in both New York and Chelmsford.	
24.	Project and discuss the film Duke Thomas, Mailman. This documentary takes children into the work day of a real mailman.	Film: Duke Thomas
25.	To gain an understanding of how volunteer work can fill important needs, have the children listen to and discuss the audiotape Lillian Wald.	Videotape: Lillian
26.	Invite one or more representatives from various community groups to come and talk about the charitable work the group is doing. A representative from the United Fund might explain how that organization fills important needs and how contributions are split among member groups.	

Mountain to the class to a child influenced gov- on in the city.	Binzen, Miguel's Mountain.
scuss the film Cities and rotecting Lives and Pro- discussion on why this ser- unity one and not an indiv- ne children may also wish to istance that policemen may their families.	Film: Cities and Protection: Protecting Lives and Property, McGraw - Hill.
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S Gains information by studying pictures.

S Gains information by listening for main ideas.

G People who live in a community depend upon each other for different goods and services and help each other solve problems.

G Governments provide services which people cannot provide for themselves.

25. Invite a resource person from the Merrimack Valley Achievement Association to tell about the work that volunteers have done at the M.V.A.A. Center in Lowell.

26. Using the pictures on pp. 110 - 111 in Our Working World II, tell the children about the Henry Street Settlement House in New York. Senesh, Our Wor

27. To gain an understanding of what zoning is and how the community assures the best use of the land for all through zoning, have the class draw zoning maps of their classroom. Use a teacher-made outline map of the room worksheet showing the location of all permanent fixtures. Discuss the various activities of the children in the classroom, listing them on the board. Have each child divide his classroom outline map into zones, indicating the areas he thinks can best be used when restricted to certain activities. Afterward the class can discuss the strengths and weaknesses of the zoning plans made. The discussion should bring out that wise use of space will make a classroom a pleasanter place in which to learn.

    After the discussion of the classroom situation, explain that much the same kind of zoning is carried out in Chelmsford and New York. Rules are made setting aside certain areas, called zones, for particular purposes.

28. Get a zoning map of Chelmsford from the Town Hall. Discuss how zoning guides the use of land in the children's neighborhoods.

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, listing them on the board. Have
d divide his classroom outline map
es, indicating the areas he thinks
be used when restricted to certain
s. Afterward the class can discuss
gths and weaknesses of the zoning
e. The discussion should bring
wise use of space will make a
a pleasanter place in which to

discussion of the classroom sit-
xplain that much the same kind of
carried out in Chelmsford and
Rules are made setting aside
reas, called zones, for parti-
poses.

ing map of Chelmsford from the
. Discuss how zoning guides the
nd in the children's neighbor-

Senesh, Our Working World II, pp. 110 - 111.

S Gains information by listening for the main ideas.

A ACCEPTS THE WILL OF THE MAJORITY UNTIL IT CAN BE CHANGED BY PEACEFUL MEANS.

29. Read and discuss "Mr. Lodge's Garage." Have the children consider such questions as the kind of neighborhood Mr. Lodge lived in, what his plan was, and why people objected to it. The class can then try to reach a decision of its own on how it would have handled the request for new zoning.

Trachtman, Mr. Lod
(See Appendix.

30. Use cases currently before the Appeals Board in Chelmsford to illustrate the attempt or the need for zoning change.

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s currently before the Appeals Chelmsford to illustrate the or the need for zoning change.

Trachtman, Mr. Lodge's Garage. (See Appendix.)

G Culture is learned, not inborn.

S Sets up hypotheses.

S Classifies data.

G Division of labor and specialization can make possible increased production.

G People who live in one community depend upon each other for different goods and services and help each other solve problems.

31. To give the children an opportunity to solve a problem facing a government try a simulation with the class-made city and town models and a problem such as the following: In the Bronx a local thunder shower has cut off power. It is just at dinner time when many fathers are returning from work. Power lines from other sections are overloaded and may soon give out. By planning, discussion and actual play, dramatize the scene and results.

    A huge parade is being planned in Chelmsford and New York City for July 4. Many visitors will travel great distances to view and take part in the day. The parade route should cover an amount of ground so that most people can see it without tiring the parade marchers. Visitors will need to eat and a place to stay overnight.

32. Have the children match services and government roles to departments and positions.

    "Services and Government" Act Sheet. (See Appendix.)

33. Make a class list of things children want to be when they grow up. By using a list of "want ads" in the Lowell Sun or Boston Globe, place a check beside each job opportunity in the Chelmsford area. Do the same thing with a New York paper. Contrast. As each job is mentioned, have class suggest what training or skills are needed.

34. Project and discuss film Cities and Manufacturing: Where We Make Things. Call for the reports on work in the city.

    Film: Cities and Manufacturi We Make Things.

35. Have the class simulate the "What's My Line?"

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Film: Cities and Manufacturing: Where We Make Things.

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A IS SENSITIVE TO THE FEELINGS OF OTHERS.

G Cities are made up of many people from many different backgrounds.

S Gains information by studying pictures.

S Sets up hypotheses.

S Tests hypotheses against data.

and how he learned given skills. Four or five children could be guests on the program.

36. To show interdependence within in city read and discuss Living as Neighbors. — Buckley and Jones,

37. Read the book Tony's Flower to the class. — Denzer, Tony's Flow

38. Discuss groups briefly with the class. Make a class list on the chalkboard of all the groups the children can think of, such as: Cub Scouts, Brownies, families, classes, reading groups, Americans, Catholics, and Whites. Ask class which groups they can join and which ones they have to be born into.

39. To show the diversity of background within the class, ask the children to complete their family trees. Locate various origins on world map. Then have children make some type of presentation illustrating their ethnic group and its cultural contributions.

40. Show pictures in the New York Is . . . study prints of different ethnic groups within the city. Ask what parts of the world these people or their ancestors lived in before coming to New York. Discuss the similarity and differences in the backgrounds of the children of Chelmsford and New York. — Study prints: New Y Day.

41. Write the phrase "People are . . ." on the chalkboard. Set up buzz groups. Ask each group to make a list of as many statements as they can beginning with these two words. Make a class list. Discuss statements. Introduce the words "all," "no," "some," and "most." Review the statements made by the groups and have the class decide which of these four words could be used as the first word in each sentence.

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Buckley and Jones, Living As Neighbors.

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Denzer, Tony's Flower.

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Study prints: New York Is . . ., John Day.

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discuss the book People Are Important.
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sp in the previous activity.

Evans, People Are Important.

G Cities are made up of many people from many different backgrounds.

S Gains information by studying pictures.

A APPRECIATES THE CULTURAL CONTRIBUTIONS OF OTHER RACES, NATIONALITIES, AND RELIGIONS.

43. Project the film Just Like Me. Ask the children what it would be like if everyone were alike.

Film: Just Like Me, Thor

44. Read the story "All Kinds and Colors" in The People Downstairs and Other City Stories to the class.

Bacmeister, The People Do

45. To introduce a scientific explanation of skin color, conduct the following activity with the class:

Ask the class what determines what color something or someone is? Discuss responses. Then have children put all their arms together (with yours) to compare; what do they see? (Many shades)

Put white piece of paper next to the accumulated arms; what color is the piece of paper?

What color are we? Are we the same color as the piece of paper? Would you like to be?

Bring out an uncut potato; ask a child to cut it. "What color is it? We will watch it and see what happens."

Now look at the sliced potato, which will have started to turn dark. Guess what? We get to be the color of the potato much the same way the cut potato gets its color.

When do we change color like the potato? (In the sun) Do you know why?

Do any of us have parts of our skin that get darker than the rest when we're in the sun? (Freckles)

An enzyme called tyrosine combines with the oxygen we breathe in our cells in our skin to make melanin.

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Film: Just Like Me, Thorne Films.

Bacmeister, The People Downstairs.

Tyrosin comes from meat and milk; oxygen comes from the air.

How many cells we have that make melanin depends on how many cells our parents had.

If our melanin cells are spread around a lot we aren't very dark and we get sunburns.

Or if we don't have many melanin cells at all, ditto.

Some people don't have many melanin cells at all, or very, very few; they are called albinos. They must be very very careful about going even outdoors into light.

(IS HAVING MELANIN A VERY GOOD THING?)

The melanin cells we got from our parents is how we get the color eyes, hair, and skin we have.

(CHILDREN CHECK EACH OTHER OUT: does dark hair always go with dark skin or dark eyes? Blond hair with blue eyes? Answer: no)

The same melanin which gives us brown eyes gives Indians brown skin; it is reddish-brown, but still brown.

Ditto for giving the Japanese people and Chinese people yellowish-brown skin, yellowish-brown, but skill brown and not yellow.

S Organizes information according to some logical pattern.

A APPRECIATES THE CULTURAL CONTRIBUTIONS OF OTHER RACES, NATIONALITIES, AND RELIGIONS.

46. Use a specific ethnic or racial group as a case study. In the following series of activities the children may gain insight into

    a. The influences that may cause a group to behave as they do.
    b. The influences one group may begin to bear upon another.

    For the case study use the Afro-American community. Use the activity suggestions in the appendix.

47. Read the book or show the film I Wonder Why. Ask the children "why?"

    Burden, I Wonder Wh
    Why, Contemporary F

48. Read the book Patricia Crosses Town or My Dog Rinty to the class.

    Tarry and Ets, My Do
    Baum, Patricia Cross

49. As group work, research famous Afro-American people such as Booker T. Washington, G. W. Carver, or Martin Luther King. Another group might prepare a report on Afro-American spirituals or other cultural contributions of this race.

    Shackelford, The Ch
    Negro.
    Hughes and Meltzer,
    of the Negro in Ame

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Burden, I Wonder Why. Film: I Wonder Why, Contemporary Films (McGraw-Hill).

Tarry and Ets, My Dog Rinty.
Baum, Patricia Crosses Town.

Shackelford, The Child's Story of the Negro.
Hughes and Meltzer, A Pictorial History of the Negro in America.

S Applies previously-learned concepts and generalizations to new data.

50. Play the game "What is an American?" Ask the children a question and have them respond by indicating their agreement or disagreement. Use statements such as "You are an American if you . . . have white skin, live in Lowell, have brown eyes, or belong to the Brownies." Discuss the children's reasons for their responses.

51. To give the children an opportunity to meet the various people who live in the city and get a picture of life in New York City, have the children read books in the kit. The books cover a wide range of reading levels and a wide variety of activities and people in the city. Children can present their reports in a variety of ways such as puppet shows, roll movies, brief skits, or dioramas. Encourage children to focus their reports on some of the concepts that have been introduced in the unit.

G	Ways of living differ from one society to another and within the same society, indeed, each culture is unique.	Develop idea ferences in some emphasi and church. all communit
G	The broad outlines of the groundplan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.	
G	All societies have some means of socializing children.	
G	All societies have some type of religion (s).	
G	All societies have some laws (rules) which will be enforced through force if necessary.	
G	Ways of living differ from one society to another and within the same society; indeed, each culture is unique.	Deal with si different co
G	The broad outlines of the groundplan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.	
G	Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affect and gregariousness.	

ing differ from one society and within the same society, h culture is unique.	Develop ideas about communities and differences in different communities. Place some emphasis upon institutions of school and church. Emphasize existence of law in all communities.
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52. Divide the class in half, forming the halves into smaller buzz groups of from three to five members. One half of the class should try to list as many similarities as possible that their way of life has in common with the way of life of children in New York. The other half of the class would concentrate on dissimilarities. The class would compare and discuss the lists, their objectivity, the quality of items that appear on the lists, the relative length of the lists, etc. (Suggest other similarities that children do not suggest by asking simple questions. Does the community have a school? Is it like ours? Does it have the same purpose as ours? Does the community have any temples or churches? Are they like churches in this community? Does the community have any laws? How do you know? etc.)

53. Have the class produce a fluid duplicated "newspaper" dealing with a day in New York. Each child in the class could be a "reporter" and could write on one aspect of what was learned about the contrasting area. A rough draft of each "newspaper story" would be turned in; read by the entire class on the opaque projector or a duplicated copy; discussed; corrected; improved; and finally accepted for "publication." Through this device, a great deal of review would take place and various facts and concepts could be clarified and amplified. Be sure to emphasize both similarities and differences in terms of unit concepts and generalizations.

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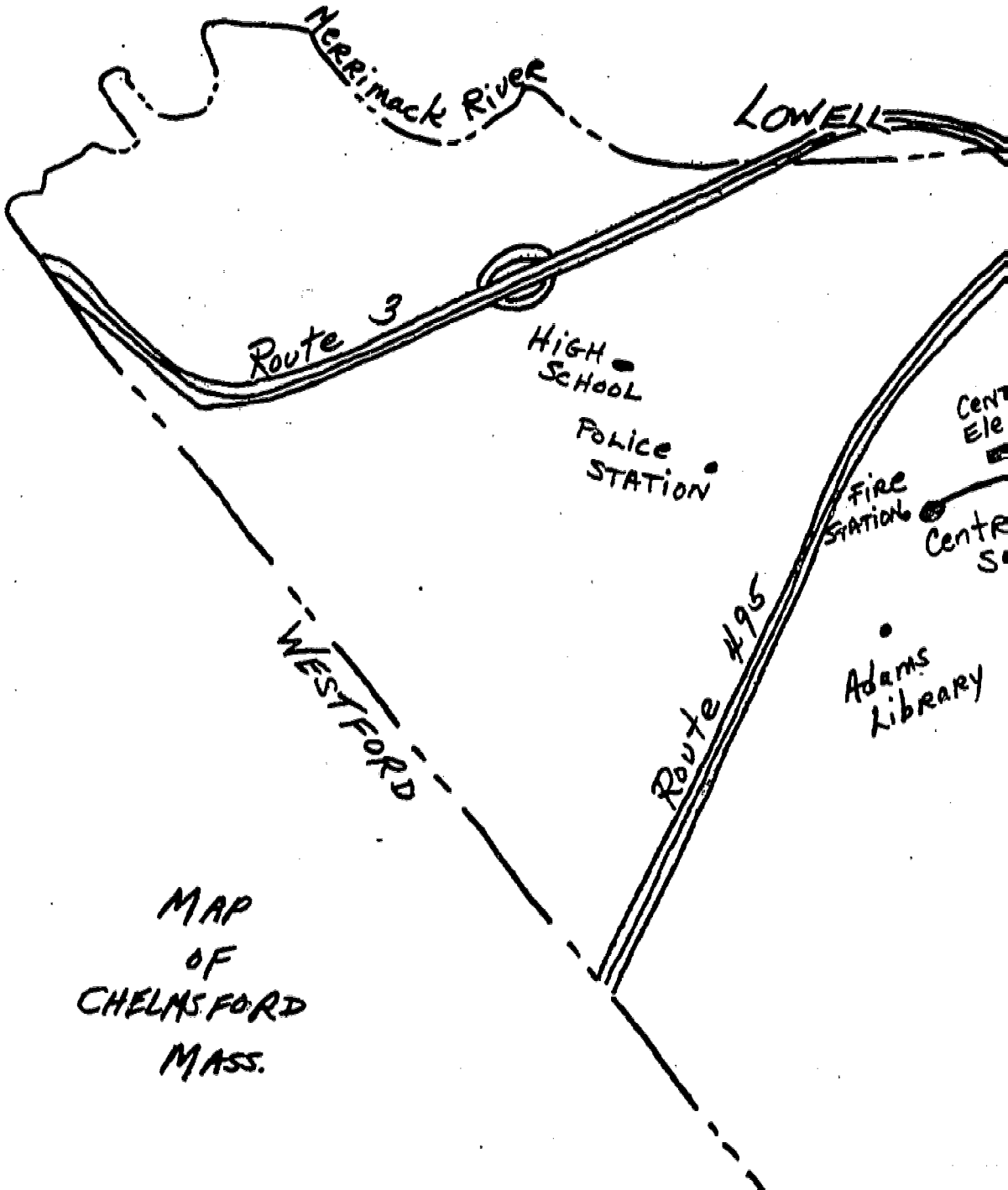
APPENDIX



MAP
OF
CHELMSFORD
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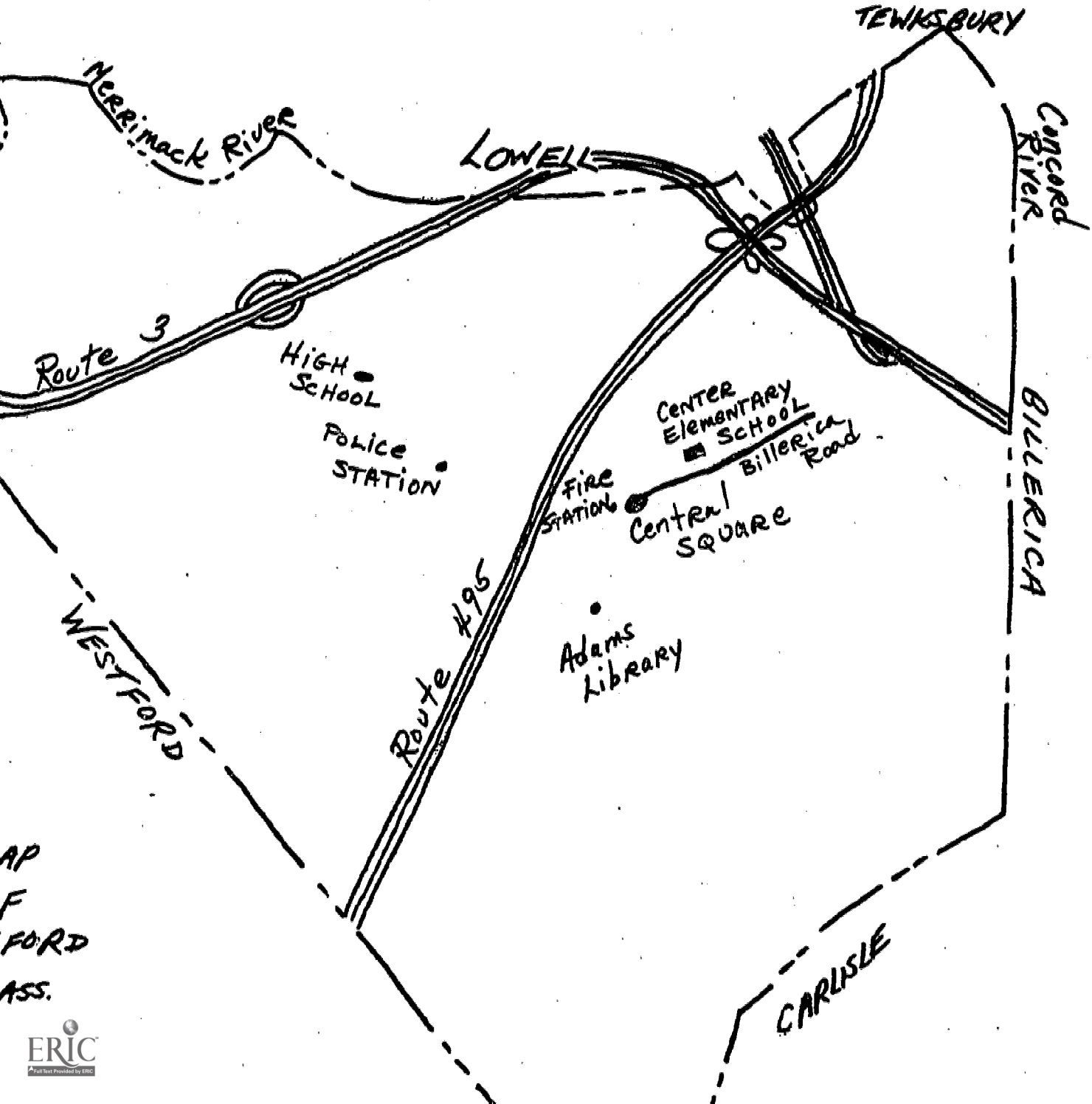
TEWKSBURY
Merrimack River
LOWELL
Concord River
Route 3
HIGH SCHOOL
POLICE STATION
CENTER ELEMENTARY SCHOOL
Billerica Road
FIRE STATION
Central SQUARE
BILLERICA
Route #495
Adams Library
WESTFORD
CARLISLE


Hudson River
Central Park
East River
Manhattan
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River
Queens
Island
Long
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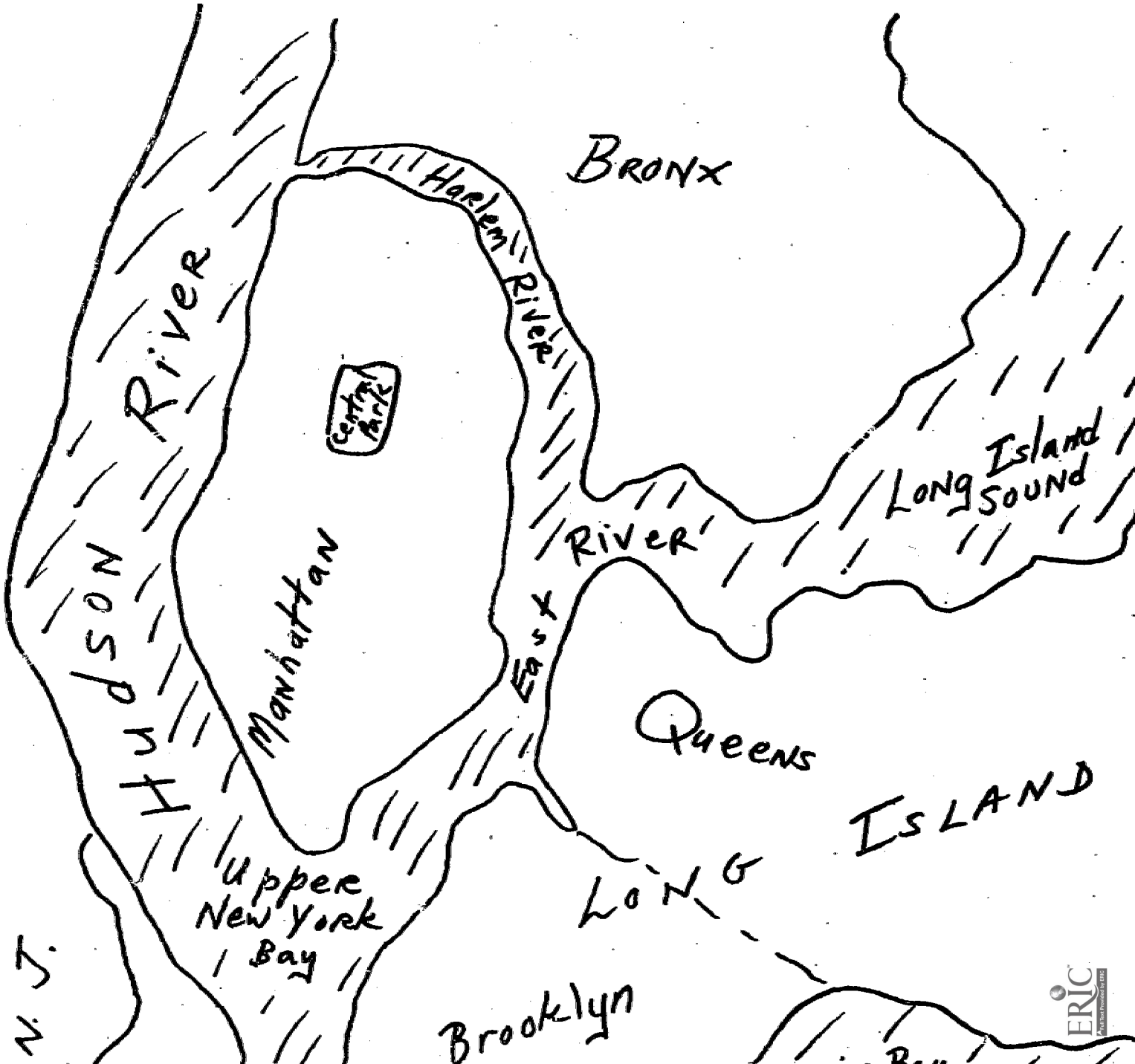
N. J.
Brooklyn
Jamaica Bay
Richmond
Lower New York Bay
Atlantic Ocean


Bronx
Harlem River
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Central Park
Manhattan
East River
Long Island Sound
Queens
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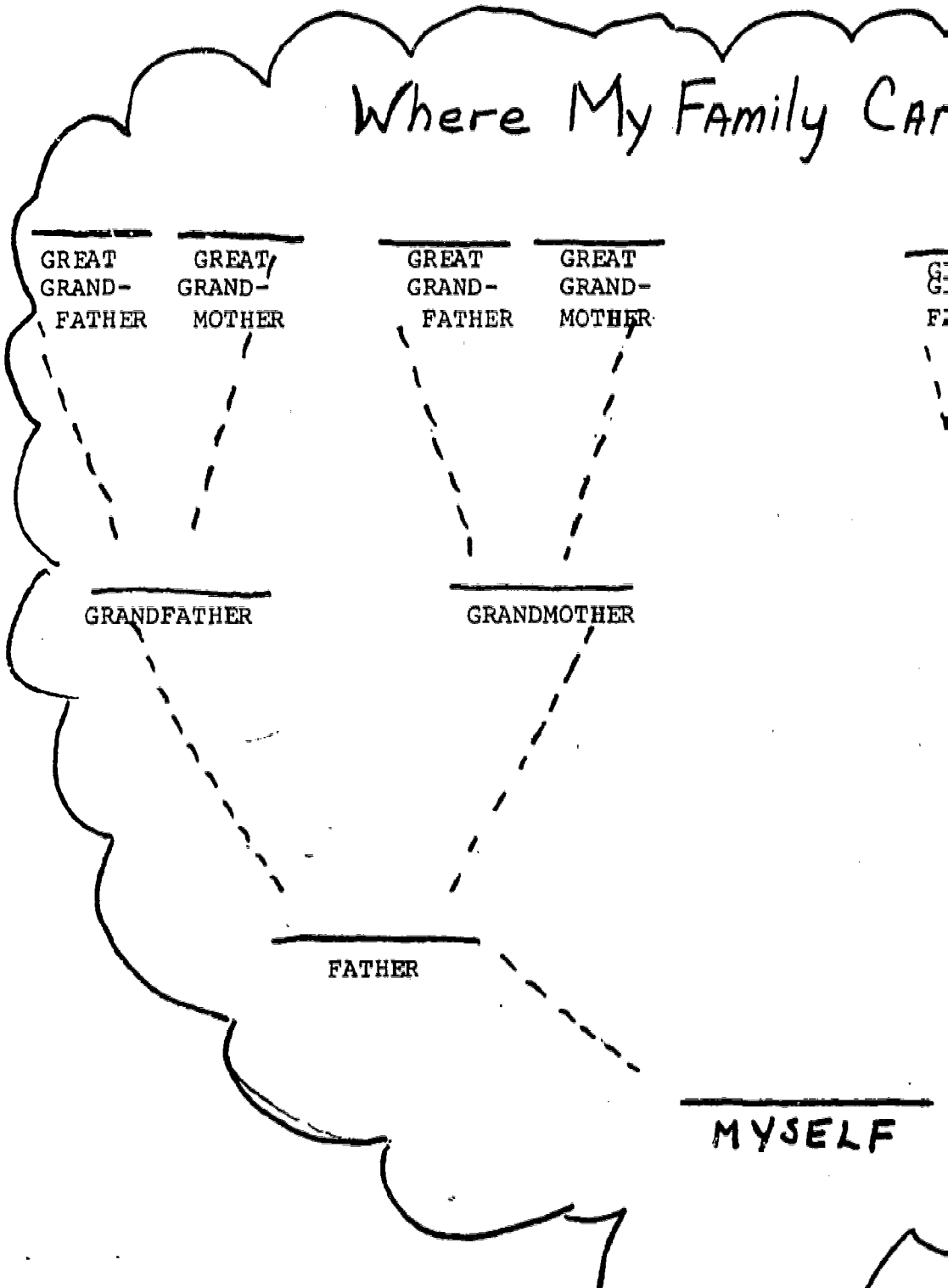
Where My Family Ca
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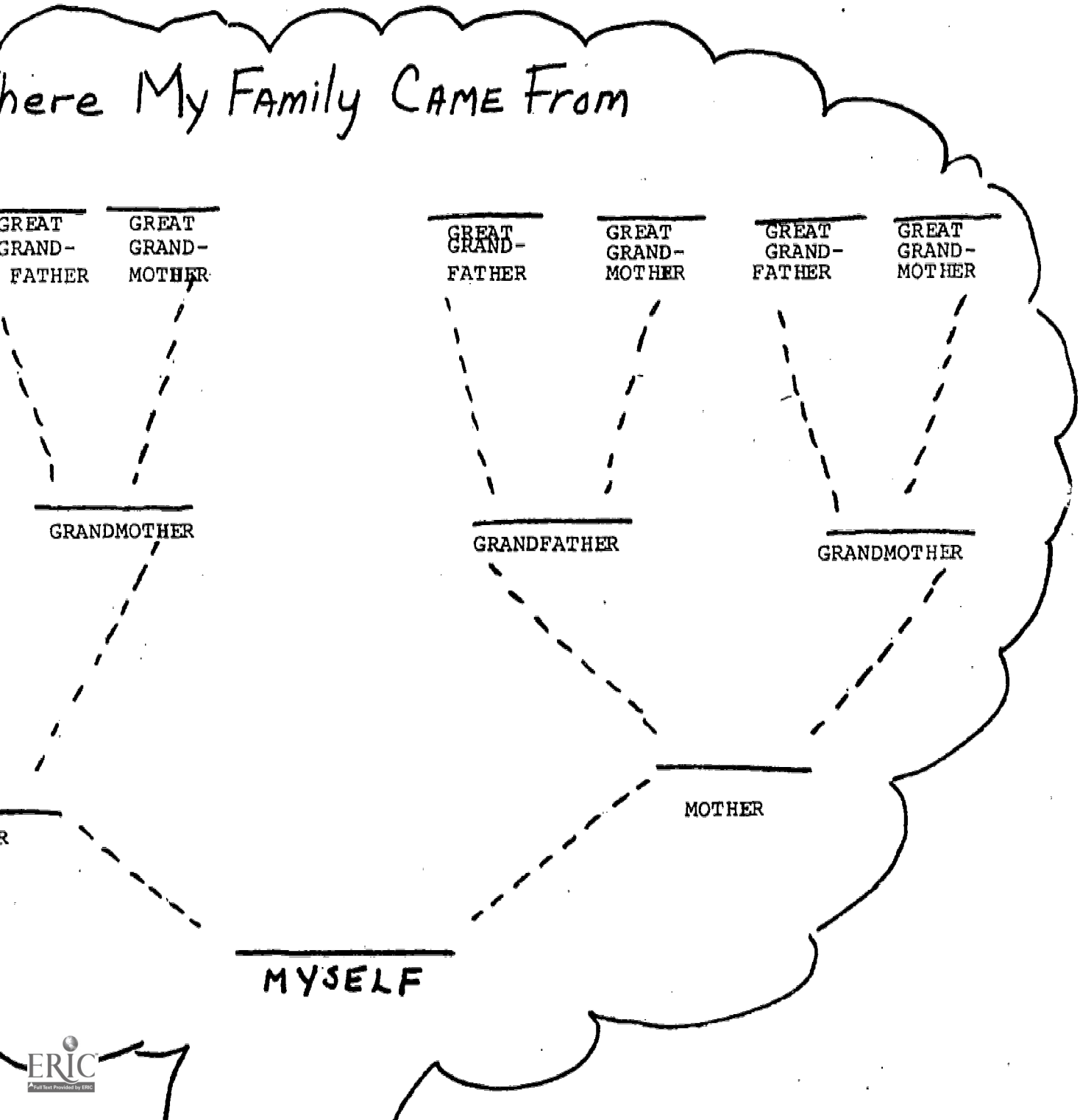
here My Family Came From
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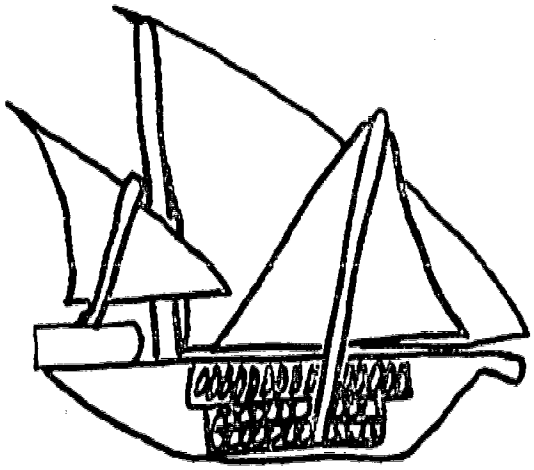
GRANDMOTHER
MOTHER
MYSELF

NAME DATE

Read each question. Decide if the answer would be Chelmsford or New York City. Write the correct name on each line.

1. Which has more people? _____
2. Which has more theaters and museums? _____
3. Which gives children more room to play? _____
4. Which has more different kinds of jobs? _____
5. Which is quieter? _____
6. Which has taller buildings? _____
7. Which has mostly single-family houses? _____
8. Which has more schools? _____
9. Which has more people that are the same? _____
10. Which needs mail delivered everyday? _____
11. Which is smaller? _____
12. Which needs traffic policemen? _____



Section of a ship showing the way in which slaves were stowed on ship

Some of the first Afro-Americans to arrive in America came with the early explorers, long before our country was settled.

Much later our country needed workers on the large farms, called plantations, in the South. Men went to Africa to buy slaves. Africans were captured or kidnapped and taken away to America to be sold. Families were often separated when they got to America. As planters gained more and more money from tobacco and cotton crops, more and more slaves were needed to work on their plantations.

In most cases, slaves were treated badly. Their lives were filled with much suffering and unhappiness. A few slaves escaped to the North.

If you were a slave child, how do you think you might feel?

What might you be doing?

What if you were a slave-owning child?

Use the back of the page for your answers.

UP FROM SLAVERY

For a long time people in the North and South quarrelled with one another about slavery. The North said, "We do not want slavery to spread to new parts of our growing country" while Abraham Lincoln said, "This country cannot endure half slave and half free."

The North and the South went to war and many great battles were fought. Finally on April 9, 1865, the war ended and the slaves were set free.

But what could they do? Most of them had no money; many could neither read nor write; many could not count. Some Mission Schools were set up but the people had to pay. So you see very few Afro-Americans could get an education.

After a long time some public schools were built for Afro-Americans, but Afro-American children could not attend the same schools as the white children did. Most of the schools were not as good as the white schools.

Even though the slaves were set free in 1865, Afro-Americans had a long, unhappy struggle to make others give them the same chances at getting good schools, jobs and houses.

Afro-Americans in cities today tend to live together in one section as do many of the other groups we have talked about. Do you remember the name of the Afro-American section of New York City? Harlem.

In spite of these terrible times, some Afro-American people have given much to make our country and the whole world a better place for all of us to live in.

Would you like to learn about some of these people? Use the rest of this paper to write your report. If you would like more room you may turn the paper over.

SERVICES AND GOVERNMENT

FAMILY	NEIGHBORS	BUSINESS	GOVERNMENT

Directions: Cut out the above headings and each of the following questions. Match the question with the heading that answers it.

1. Where would you go if you wanted an ice cream?

2. Where would you go if your mother needed sugar to finish making a cake?

3. Where would you go if you were doing your homework and you needed some help?

4. Where would you go if you lost your dog?

5. Where would you go if you needed some stamps?

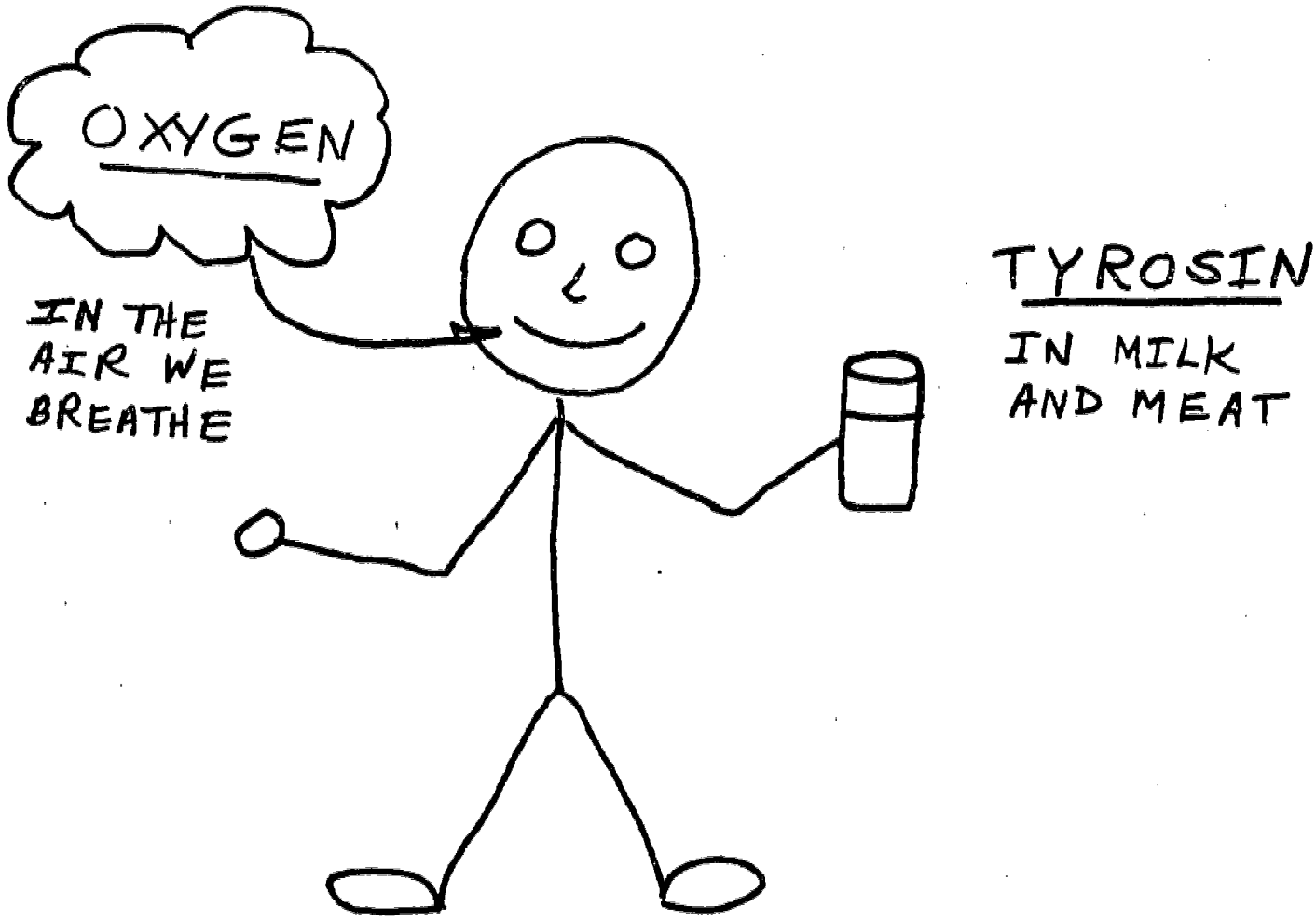
6. Where would you go if you wanted a birthday present for your Dad?

7. Where would you go if your parents were not home and a special delivery letter needed to be signed by an adult?

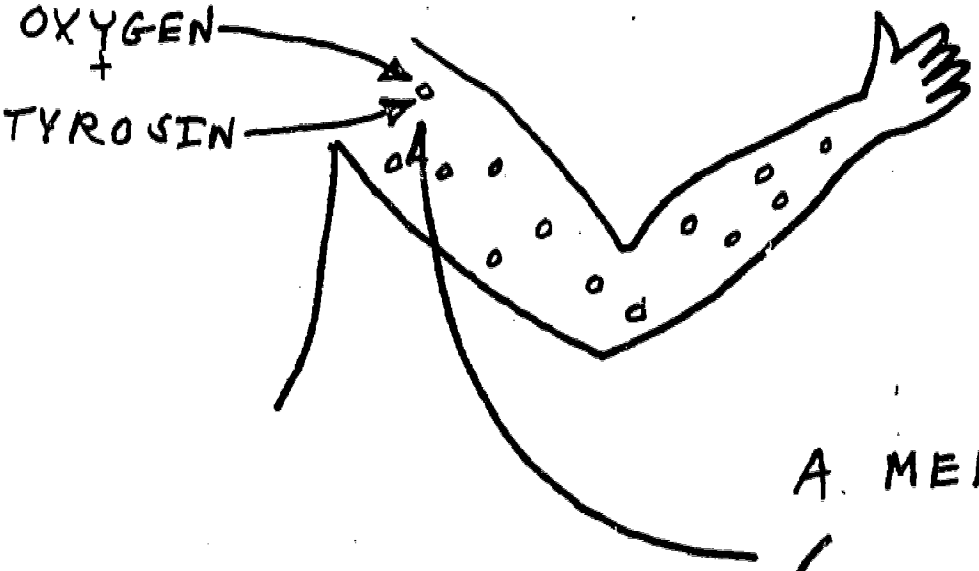
8. Where would you go if you wanted to borrow some books to read?

9. Where would you go if you wanted to talk to someone because you were worried?

10. Where would you go if you saw a fire in a field and wanted to report it?



OXYGEN + TYROSIN = MELANIN



A MELANOCYTE

(A CELL THAT MAKES MELANIN.)

MR. LODGE'S GARAGE

by

Leon Trachtman

From Senesh, Lawrence, Resource Unit for Neighbors at Work, Chicago, Science Research Associates, pp. 183 - 185.

Once upon a time there was a neighborhood. It was not very rich. It was not very poor. There were a few big houses. There were a few small houses. There were some pretty houses. There were some plain houses. A few were rather dirty. A few were very clean. But most of the houses in this neighborhood were in between.

On a corner in this neighborhood stood an old brick house. It was owned by Mr. Plum. It was one of the big houses with a big yard. But the house needed many repairs. Shutters were broken and windows cracked, and the yard was full of weeds.

One day Mr. Plum told his neighbor that he was going to sell the old brick house.

"It's old and big. Too big for me. I can't make all the repairs it needs. It's hard to pay the heating bills and keep the garden free of weeds."

Mr. Plum's neighbor told another neighbor of the plan to sell the house. And this neighbor told another neighbor. And the other neighbor told another neighbor, and neighbor told neighbor until everyone in the neighborhood knew. Most thought it was a good idea.

"Old Mr. Plum," they said, "has trouble keeping up his place. Maybe he'll sell to someone who will make it look all fresh and new."

But then came the news. Old Mr. Plum was going to sell his house to Mr. Lodge. And Mr. Lodge was going to build a filling station and garage.

Neighbor talked to neighbor. Everyone had something to say.

"He can't do that!" said one.

"It's against the law," said another.

"What will happen to OUR houses?" asked a third.

"What will happen to our quiet neighborhood?" asked the fourth.

And others talked:

"This neighborhood is not for business. The laws says so."

"But the City Council can change the law."

"What a dirty trick!"

"But he DOES have a right to sell his own house to anybody."

"We've been such good neighbors to him."

"Think of the traffic."

"This will ruin our neighborhood!"

"Maybe not."

Some of his neighbors tried to talk Mr. Plum out of selling his house to Mr. Lodge. He told them that Mr. Lodge had offered a very good price for his house.

"I have to sell," he said, "because, after all, I'm rather poor. I'll gladly sell to anyone else who offers any more."

Then the neighbors tried to talk Mr. Lodge out of buying the house and building a filling station.

Mr. Lodge answered, "I'll build a fine garage. It will be bright and clean and new; you'll see. This neighbor-

hood won't have to be ashamed of me."

The neighbor who said that the City Council could change the law was right.

Mr. Lodge had asked the City Council could change the law was right.

Mr. Lodge had asked the City Council to change the law. Then he could build a garage where Mr. Plum's house now stood. The council would meet in one week to decide this change in the neighborhood's rules.

Many of the people in the neighborhood did not want the council to change the law. Mr. Plum's next-door neighbor wrote a letter to the City Council. It said:

"The people of this neighborhood like it as it is. We don't want any changes made. We all like Mr. Lodge, but we don't want his filling station and his garage. We don't believe it will be good to have it in this neighborhood."

Mr. Plum's neighbor signed the letter. He wanted to show that many people in the neighborhood felt as he did. He went from door to door all over the neighborhood. He asked people to sign their names to the letter, too.

One neighbor said, "I'll gladly sign. A garage will bring lots of traffic, with nasty smoke and smells."

Another said, "Of course I'll sign! This house of mine won't be worth very much with a filling station down the street."

Another said, "With all the cars coming and going our children won't be safe on the way to school. I'll sign."

One said, "Oh, yes, I think you're right. But I NEVER sign ANYTHING."

Another said, "I'm sorry, but I have been wanting to sell my house. If the law is changed, I can get a better price from a business that wants to buy it."

Another said, "Mr Lodge is one of my closest friends. If I sign this, our friendship ends. I just can't sign."

The night of the council meeting came. Of seventy-five people who lived in the neighborhood, sixty signed the letter asking the council not to let the garage be built. Many of these people were at the meeting. So were Mr. Lodge and Mr. Plum.

The mayor stood up and rapped on the table. "This meeting will come to order. Is the whole council here? Mr. Arkwright? Mr. Baker? Mr. Carpenter? Mr. Draper? All present."

"We have been asked by Mr. Lodge to let him build a new filling station and garage. This means changing the law."

Mr. Plum's neighbor stood up. "Mr. Mayor, sixty people have signed this letter asking you not to change the law."

Mr. Lodge stood up. "Mr. Mayor, my filling station and garage can never harm this pleasant neighborhood. Why, I live here myself. We need more business in this town. If you and the council turn me down, you'll clearly show that you don't want this town to grow."

The mayor turned to the council. "Members of the council: What do you say to this request? Which of these

choices is the best?"

Mr. Arkwright thought.

Mr. Baker scratched his head.

Mr. Carpenter frowned.

Mr. Draper scowled.

Then they began to talk. And they talked and they talked. And then they decided. What did they do? Do you know? Can you guess?

A NEW HARVEST

by

William Rintoul

From Senesh, Lawrence, Resource Unit for Neighbors at Work, Chicago, Science Research Associates, pp. 193 - 195.

Dennis watched the yellow ribbon of dust rise behind the car coming down the road toward the peach orchard. "Dad, someone's coming," he shouted as the car pulled to a stop.

"Mr. Emery?" asked the stranger, getting out of his car.

"Yes, I'm Emery," said Dennis' father.

"My name is Teal. I'm with the Western Oil Company. I'd like to talk to you about renting your land to look for oil."

"Oil?" Mr. Emery smiled. "In this part of California?"

"We'd like to drill a well to see," said Mr. Teal, looking around at the orchard. "If we can rent enough of your land," he went on, "we'd like to give it a try. We understand you own twenty acres of land here. Now, if you'd like to work with us, we'll pay you two hundred dollars to rent your land. And if we find oil, we'll pay you a share of the money we earn from it."

Dennis was excited. He wondered whether his father would use some of that two hundred dollars to buy him a bicycle.

But his father looked serious. He put his hands in his pockets and stared down at the ground. "What about my peach trees?" he asked.

"We won't need more than about half an acre of land to do the actual drilling," answered Mr. Teal. "And we're willing to pay a hundred and fifty dollars each for any trees we have to clear away. Look at it this way: You'll

be able to grow almost as many peaches as before, and you may get a whole new harvest--oil!"

Mr. Emery frowned. "If you're so sure there's oil on my land, why can't you pay more than two hundred dollars to rent it?"

Now it was Mr. Teal's turn to look very serious. "A few years ago," he said, "another company drilled three wells close by here. Not a one of them struck oil. So we aren't all that sure there is oil on your land. We just think there might be, and there's only one way to find out: we have to drill a well, and that costs thousands of dollars. We can't pay you any more because we can't risk too much money here."

Dennis didn't understand. If those others had drilled wells and didn't find any oil, why did Mr. Teal's company want to drill another? But Mr. Teal kept on talking, and pretty soon Dennis had the answer.

"Our geologist," said Mr. Teal, "tells us there's a good chance the other wells weren't drilled in the right place. He's put together all the clues--all the things he could find out about the earth here and the other wells. He's studied the land and he thinks there might be oil right here. If he's right, it can mean good profits for you as well as for the company."

Dennis' father stopped frowning. Then he smiled. "All right," he said, "let's try for that new harvest."

Dennis wondered about the geologist. Clues, he thought. Maybe a geologist was something like a detective.

The peaches were still too green to be eaten when the bulldozer came into the orchard. It went right to work knocking down and clearing away the trees on the half acre where the drilling was going to be done. Dennis didn't want to watch the bulldozer. He thought of all the time it took for the trees to grow and all the care his father had given them.

But little by little he forgot about the missing trees. There were so many exciting things to see and watch! One morning a parade of trucks drove up, bringing all sorts of equipment. Before the sun set, the oil workers had raised the drilling mast, a tall tower of steel that rose high above the peach trees.

That night Dennis heard the clang of metal striking metal. He jumped out of bed and ran to the window. The drilling rig was ablaze with lights. The search for oil had begun!

Dennis was up early the next day to watch the men at the well. One of them--a very tall man--walked over to Dennis. "Are you the Emery boy?" he asked, smiling.

"Yes," said Dennis. "Who are you?"

"I'm Mr. Salerno, the geologist who thinks there might be oil on your father's land."

Hmmm, thought Dennis, he looks more like a basketball player than a detective. But I'll ask him. "Mr. Salerno, is a geologist a detective?"

Mr. Salerno grinned. "Well, you might say I'm a kind of detective, Dennis. I look for clues in the land--clues that

sometimes add up to a kind of hunch. And I've got a pretty good hunch that there's oil here, so we're taking a chance."

Days and weeks went by and Dennis watched as the drill bit deeper and deeper into the ground. Mr. Salerno told Dennis that the well was six thousand feet deep. That was more than a mile!

Then one day when the peaches were almost ripe, Dennis heard a loud roar like the sound of a train rushing past. A misty cloud shot from the well and a stream of liquid sprayed out, staining the earth a light brown.

Everyone seemed to go crazy. The men shouted and jumped and threw their yellow safety helmets into the air. "She's in!" they yelled. "Look at her come!" They had struck oil!

It was on a Saturday morning some months later that Dennis and his father started to town on the new highway. Dennis could hardly believe the change he saw everywhere. The highway had been paved almost as soon as the oil had been found. There was a drilling rig in their neighbor's field--the Western Oil Company was drilling there, too. And in the distance Dennis could see the tops of three other rigs.

As they passed a tank truck carrying oil to a refinery, Mr. Emery pointed to a field where a big building was going up. "Who ever thought there'd be an oil company office in Joe Bloom's corn patch?" he said.

Closer to town they drove past land where hundreds of

past the new Discovery Shopping Center. So many things have been built since the oil was found, thought Dennis.

Finally Mr. Emery pulled up in front of Greeb's Mercantile Store. Mr. Greeb was sweeping the new sidewalk in front.

"Morning, Jim!" he called. "Hi, Dennis!" He looked mischievously at Mr. Emery. "You going to give up growing peaches and go into the oil business?" he asked.

Mr. Emery laughed. "If the builders who want my land for new houses keep making such good offers, I may sell it to them. Then I could move to town and maybe open a store."

"Good luck to you, so long as it isn't one like mine," said Mr. Greeb. Then he asked, "Going to the meeting tonight?"

"About the new high school?" asked Mr. Emery.

"Yes. I think it should be built at the edge of town--out where there'll be room to expand." He looked at Dennis. "We'll need lots of room to train our future oil men."

Dennis thought of Mr. Salerno, the man who looked for clues to where oil might be found. He thought he'd like to be a geologist when he grew up. Then he could learn about the earth, and the kinds of things that were deep down in the ground.

Suddenly Mr. Greeb looked very businesslike. "Guess I know why you're here," he said. "Come with me."

Dennis followed his father and Mr. Greeb through the store to the back room. Mr. Greeb led them past some cardboard boxes. And there behind the boxes was a bright red

bicycle. Dennis looked from the bike to his father and back to the bike again.

Mr. Emery nodded. "Thanks to the new harvest, Dennis, it's yours!"