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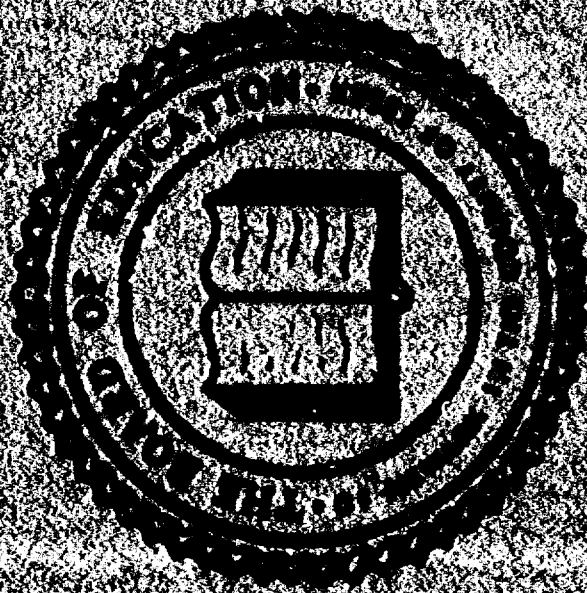
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ABSTRACT

The social studies curriculum guide for educable mentally retarded teenagers offers teaching suggestions at four age levels for the following subject areas: family relationships, transportation, learning and living in New Jersey, communication, and consumer education. All five areas are intended to be covered at each level with succeeding levels offering different emphases. Within each broad area the guide lists subjects and related teaching suggestions, pupil activities, and instructional materials (with sources). Also provided for each area are a vocabulary list; a sample short answer test; a sample essay test; and a bibliography of books, films, and filmstrips. The New Jersey section lists important events in Puerto Rican and Negro history and prominent Puerto Rican and Negro individuals. Examples of topics included are: roles of family members, marriage, radio and television programs, emergency help when traveling, overnight accommodations, signs and directions, local government in New Jersey, history of New Jersey, leisure time opportunities, social communication, wages, budgeting, and banking.

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THE SOCIAL STUDIES CURRICULUM GUIDE
FOR
TEENAGE EDUCABLE MENTALLY RETARDED PUPILS



DEPARTMENT OF CURRICULUM SERVICES
NEW JERSEY BOARD OF EDUCATION
NEWARK, NEW JERSEY

1971

**THE SOCIAL STUDIES CURRICULUM GUIDE
FOR
TEENAGE EDUCABLE MENTALLY RETARDED PUPILS**

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Foreword

Curriculum revision in the public schools of Newark is rapidly assuming the importance it deserves. With the establishment of the position of Assistant Superintendent in charge of Curriculum Services, committees are at work bringing methods, approaches and materials up to date. Curriculum in the department of Special Education in the important area of social studies is brought to modern standards through this guide—Social Studies for the Mentally Retarded Pupils of Newark, 13-20 years.

This revision has many improvements and refinements. The social needs of older mentally retarded children are defined simply and directly. The teaching and learning process will surely be expedited.

It is important to emphasize that this curriculum guide will serve its purposes only to the extent that the teachers will study its contents, accept the philosophy expressed and use the suggestions as aids in developing proper understandings, skills, habits, and attitudes.

Appreciation is extended to the committee of teachers of mentally retarded children who labored to produce this guide.

FRANKLYN TITUS
Superintendent of Schools

Preface

Statement for the Social Studies—Social Living Guide for the
Mentally Retarded Pupils of Newark, Age 13-20 Years

It is mandatory, within the framework of education, to create an environment for learning in the schools in order that each child may develop to his maximum mental, physical, emotional, and social capacity so that he may be able to adjust to a constantly changing world.

This guide was conceived, planned, and written in an effort to implement this philosophy. It is the result of search and research, discussion and evaluation, adjustment and agreement of all the members of the committee.

The responsibility for the implementation of this guide now rests with the educators in the classroom and with the administrators of the schools.

Mrs. Lee Liss, Principal of Girls' Trade School, and her committee are to be complimented on this fine effort. This guide, embodying the suggestions of teachers in the field, will be used to advance the social learnings of our students.

Michael L. Cabot
Assistant Superintendent, Special Services

Social Studies for Teenage Educable Mentally Retarded Pupils

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The committee extends its appreciation to all parents and teachers who participated through discussion, suggestion, evaluation, and tryout. Their contributions have been invaluable.

INTRODUCTION

In 1954 a Curriculum Guide for the Mentally Retarded, called Areas of Living-Elementary Through Trade levels, was published by the Department of Special Education of the Newark Public Schools. Although programs in Special Education have undergone many changes in direction during this time, the basic philosophy expressed in the introductory statement of the guide is as sound today as it was then. In tribute to those who laid the foundation of our present programs, it is fitting to quote what they thought.

"The mentally retarded individual is one who deviates from the normal in mental ability and educational potentialities. These deviations are not in kind but in degree. He has the same desires and impulses as a normal individual; therefore, the goals for the normal and the mentally retarded will be the same. These are: Self-Realization, Human Relationships, Civic Responsibility, and Economic Efficiency.*

"In order to develop a curriculum to meet the needs of the mentally retarded, it is necessary to understand him as an individual. Because of the individual's deviation from the normal, his education will be geared to the achievement of a maximum degree of personality development and social competency in a learning situation. He must be guided to acquire a sense of security, of adequacy, of belonging, and the ability to face realities. The individual must learn to recognize his strengths and his weaknesses, to develop his potentialities, and to adjust to those weaknesses which he cannot overcome.

"Education presents a continuous challenge to the individual according to his maturational level and should be centered around his experiences and immediate needs.

*N.E.A. Educational Policies Commission Report, 1937

INTRODUCTION, continued

“The goals of the Newark program for the mentally retarded are (1) the development of the individual pupil’s personal, social, and educational skills to their highest possible levels, and (2) the provision of a climate for learning in which pupils may experience success.”

Today, as then, the purpose of a curriculum guide in “Social Living” is to enrich those experiences to which both teachers and students are exposed, so that maximum social growth and maturation, so necessary for living in today’s world, can be attained.

William Denberg, Director
Department of Special Education
and Child Guidance

IN-SERVICE

The Social Studies Curriculum Guide for Teen-age Educable Mentally Retarded Pupils is composed of five major areas:

- Family Relationships
- Transportation
- Learning and Living in New Jersey
- Communication
- Consumer Education

These areas were selected as priority units by the Social Studies Committee for Educable Mentally Retarded Pupils, Newark Board of Education. The committee, composed of administrators, teachers, parents, employers of the Educable Mentally Retarded Pupils and interested community resource persons, felt that these five basic areas would offer substantial background of information, attitudes, and appreciations for the retardates.

The guide suggests a structured approach to Social Studies, by age levels, for the teen-aged EMR. It offers three one-year classifications, 13-14, 14-15, 15-16, and suggests a fourth level, 16-19. This fourth level will be used for extending, refining and enriching the units suggested for the 13-16 levels.

The fourth-year level will also provide opportunities for independent and semi-independent experiences, Vocational Education, Work-Study, Cooperative Industrial Education, On-the-Job Training, Sheltered Workshops, Driver Education, and Family Education.

Presentation of the units by age levels as suggested by the guide will provide a standardized developmental approach to areas of social living for the teen-age Educable Mentally Retarded Pupils.

Time limits for each unit are not suggested by the committee. It is felt that the cooperative ventures between the teacher and administrator will produce the desired time allowances and provide the necessary flexibility for successful implementation of the guide.

Suggestions for Implementation of Guide

The committee feels that the suggestions and aids below will prove helpful in the implementation of this guide.

After consulting the curriculum guide, the teacher adjusts her program to the needs, interests, abilities, and maturity of the pupils.

Initiate a program to gather funds for an after-school program of cultural enrichment in which all students of the school are invited to participate. This is an excellent culmination activity for the unit - "Learning and Living in New Jersey." Refer to "Leisure Time Opportunities," pp. 77-82.

Utilize the services of business people, workers, artists, parents, and other community figures whose occupational and avocational pursuits may be of interest and benefit to the students.

Be always alert for new materials in many forms. Contact the Audiovisual Department, the Curriculum Office, and the Textbook Library for information on past or proposed evaluations.

Teacher References:

Filmstrip Catalog (latest ed.)
Department of Libraries and Audiovisual Education, Newark Board of Education

How to Use Classroom Films
15 min. color

Motion Picture Catalog (latest ed.)
Department of Libraries and Audiovisual Education, Newark Board of Education

WGO Program Guide (Published yearly)
Department of Libraries and Audiovisual Education, Newark Board of Education

Suggestions for Implementation of Guide, continued

TEACHER REFERENCES, continued

Audio-Visual Resources for Use in Classes with Puerto Rican Children in Junior High Schools.
New York: New York City Board of Education, Bureau of Audio-Visual Instruction, Dec. 1956.
53 pp.

Levels Among Teenage Educable Pupils

First Year Level 13-14	Second Year Level 14-15	Third Year Level 15-16	Fourth Year Level 16-19
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These levels roughly approximate the experience of the students in the program for teen-age EMR youth.

Each of the five areas should be treated at every level. This means that the student will be exposed to the same unit more than once, receiving different emphasis at each level. The student's real life experiences and problems, when taken into account, will assure that each presentation of the unit is a distinct educational experience.

FAMILY RELATIONSHIPS

The unit on Family Relationships discusses a variety of family units. A better understanding, with respect for all families, should be engendered.

The idea should be established that each person's contribution in the family constellation is important. The EMR must gain a sense of pride and self-worth in himself and in the family.

The youth of today will be the parents of tomorrow. This unit is designed to help pupils aspire to more desirable and acceptable concepts of parenthood responsibilities and family living.

We must help pupils to express their opinions and to listen to the opinions of others in order to achieve happier and healthier family groups in which there is open communication. The family is the basic group in our society and should provide wholesome motivation for developing and improving that society.

Social Studies
Subject Area

Family Relationships

First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
<p>The home as the basic unit of our society</p> <p>Education in the home</p> <p>Moral and spiritual values in the home</p> <p>Sex Education*</p>	<p>The role of the home in the community</p> <p>Community resources</p> <p>Moral and spiritual values in the home</p> <p>Sex Education*</p> <p>* In keeping with the regulations of the Newark Board of Education</p>	<p>Educating the pupil for parenthood, as a recommended unit for study, to be included as directed by the administration.</p> <p>Moral and spiritual values in the home</p> <p>Sex Education*</p>	<p>Moral and spiritual values in the home</p> <p>Sex Education*</p>

SAMPLE EXPERIENCE UNIT: FAMILY RELATIONSHIPS

- I. Objectives - Expected Outcomes
 - A. Knowledge and Understandings
 1. To learn the structure of a family.
 2. To learn about the members of a family.
 3. To learn the important contribution of the family to each member.
 4. To learn the duties of a family member.
 5. To learn the responsibilities of a family.
 6. To learn the function of a family.
 7. To understand similarities and differences in families.
 - B. Habits and Skills
 1. To learn how to take notes.
 2. To gain skill in oral and written language.
 3. To develop the ability to recognize the role of each member of a family
 4. To develop the ability to collect and prepare information.
 - C. Attitudes and Appreciations
 1. Appreciation for family relationships.
 2. Appreciation for the home as the basic unit of our society.
 3. Appreciation for education in the home.
 4. Appreciation for communication in the home.
 5. Appreciation for spiritual and moral values in the home.
 6. Appreciation for teamwork.
- II. Content Elements of This Unit
 - A. Establishing family background.
 - B. Recognition of family units.
 - C. Understanding structure of families.
 - D. Understanding roles of members of a family.
 - E. Recognition of importance of education in a family.
 - F. Understanding changing roles of family members.
 - G. Understanding family standards.
 - H. Recognition of importance of communication in the home.
 - I. Appreciation of moral and spiritual values in the home.

III. Experiences and Activities to Achieve Objectives

A. Activities to Get Information

1. Select pictures from magazines that denote family life for pupils.
2. Make a study of families that you know.
3. Visit a classmate's family.
4. Prepare a classroom display of family photographs.
5. Prepare interviews with various members of a family to determine their duties.

B. Activities to Use and Organize Ideas

1. Language activities
 - a. Discuss plans for carrying out the unit.
 - b. Discuss plans for an assembly program.
 - c. Discuss plans for contacting resource people.
 - d. Discuss plans for field trips.
2. Vocabulary to be developed and clarified
(Refer to bibliography at end of unit.)
3. Reading - Prose and Poetry
(Refer to bibliography at end of unit.)
4. Creative Activities: Creative writing, Arts and Crafts, Dramatics
 - a. Debates
 - b. Dramatizations
 - c. Developing Photo Albums
 - d. Keeping Notebooks
 - e. Singing Songs
 - f. Learning Poetry
 - g. Engaging in Socio-drama
 - h. Co-ed activities
 - i. Making Murals
 - j. Making Dioramas

C. Summarizing Activities to Share Experiences

1. Display of notebooks on family relationships.
2. Display of pictures.
3. Display of reports.
4. Bulletin board display of family songs.
5. Reading selections concerning families.

IV. Materials and Bibliography

- A. Materials Needed
(Refer to "Materials" list in unit.)
- B. Teacher References - Books, Magazines
(Refer to bibliography at end of unit.)
- C. Pupil References
(Refer to bibliography at end of unit.)
- D. Visual-Auditory Aids - Films, Records, Pictures
(Refer to "Professional Bibliography and Audio-Visual Aids" list at end of guide.)

V. Evaluation and Criticism of This Unit

- A. Appraisal by Teacher
 - 1. Have pupils learned a greater understanding of family relationships?
 - 2. Have the pupils' skills in oral and written language improved?
 - 3. Have the pupils gained more ability in taking notes and giving reports?
 - 4. Has each pupil engaged in a variety of activities in the development of this unit?
 - 5. Did the teacher provide opportunities of each pupil to succeed on the level of his or her ability?
 - 6. How can the teacher improve the unit another time?
- B. Appraisal by Pupils
 - 1. What interested me most about the unit on family relationships?
 - 2. How will I do my part in improving family relationships?
 - 3. Do I have a better understanding of the home as a basic family unit?
 - 4. Do I now have a better understanding of the roles of family members?
 - 5. Do I know where to get information about family relationships?
 - 6. How can I become a better family member?
 - 7. Am I now a more responsible family member?

VI.

Vocabulary

Objective: To clarify concepts and to study vocabulary pertinent to the unit.
The final quiz might employ questions at the end of this unit.

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>The home as the basic unit of our society</p> <p>Members of home</p> <p>Immediate family</p> <p>Others</p>	<p>Discussion</p> <p>Identification and function of each member of the family</p> <p>Story-telling</p> <p>Role-playing</p> <p>Show and discuss filmstrips from "Better You" Series (McGraw Hill)</p>	<p>Have discussion of pupils personal concepts of a "typical" home. (Stress that there is no "ideal" home and that each home is valuable.)</p>	<p>Films</p> <p>Filmstrips</p> <p>Family photographs</p>
<p>Established head of home (father)</p> <p>Protection</p> <p>Financial support</p> <p>Family direction (autocratic shared, democratic)</p>		<p>Make bulletin board display of photos of pupils and members of their families.</p>	<p>Books</p> <p>Steps in Home Living F. Beiff</p> <p>Chas. A. Bennett Co. Peoria, Ill. 1966</p>
<p>Role of pupil in home</p> <p>Valuable contributor</p> <p>Apprentice to parent</p> <p>Older members as example for younger members</p>		<p>Discuss role of family members, and responsibilities of family members, stressing that this may vary from family to family and culture to culture.</p>	<p>Your Home and You C. Greer & E. Gibbs Allyn & Bacon Inc. 1960</p>
<p>Mother Works</p> <p>Participates in civic affairs</p> <p>Shares child rearing responsibilities with institutions outside of home, such as nursery schools.</p>		<p>Discuss similarities among all families irrespective of ethnic, racial, or national origins.</p> <p>Build dioramas.</p>	<p>Home and Family Living H. Fleck, L. Fernandes, E. Murves Prentice-Hall Englewood Cliffs, N.J. 1959</p> <p>Pictures</p> <p>Teaching Pictures David C. Cook, Publisher</p>

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>The home as the basic unit of our society, continued</p> <p>Children</p> <p>Greater role in family affairs</p> <p>More independent financially</p> <p>More privileges</p> <p>Entertaining and dating</p> <p>Less parent companionship</p> <p>Sometimes serve as "substitute" parents</p>	<p>Anonymous personal questions written by students should be placed in a "question box." Questions should be taken from box and read aloud.</p> <p>Solutions should be suggested by the entire class.</p> <p>Discussion</p> <p>Show and discuss filmstrips from "Better You" Series.</p>	<p>Plan and present a debate on the role of the head of the family, (Stress that it should generally be the father, but, due to circumstances, may be mother, grandmother, grandfather, aunt or others.)</p> <p>Prepare class handbook with tips for entertaining and dating.</p>	<p>Films</p> <p>Wall charts on family groupings and activities</p> <p>Magazines</p> <p>Life</p> <p>Look</p> <p>Ebony, etc.</p> <p>Filmstrips</p> <p>"Better You" Series (McGraw-Hill)</p>
<p>Father</p> <p>Not always sole family support</p> <p>Spends greater amount of time away from home on second job, etc.</p> <p>Is less involved in family direction</p>	<p>Records</p> <p>Newspapers</p> <p>Tape Recorder</p> <p>Pictures</p> <p>Transparencies</p>	<p>Discuss reasons why older family members should set good example for younger members; why rules should be followed (and consequences when rules are broken).</p> <p>Discussion: What kind of parent would you like to be? Why?</p>	<p>Overhead Projector</p> <p>Pipe Cleaners</p> <p>Clay</p> <p>Other arts and crafts materials</p>
<p>Distribution of responsibilities among members in the home (with flexible schedule)</p> <p>Cooperation in the home</p> <p>Respect for rules of the home (based upon family standards)</p> <p>Acceptable use of telephone, radio, and television privileges</p>	<p>Build dioramas.</p> <p>Pupils' innovative ideas should be included.</p>		



FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>The home as the basic unit of our society, continued</p>			
<p>Experimenting with electrical appliances and other valuable family property</p>		<p>Make a list of "safety do's and don'ts around the home."</p>	<p>Instruction sheets Appliance care manuals</p>
<p>Experimenting with pills, poisons, etc.</p>	<p>Discussion of prescription and nonprescription medication.</p>	<p>Plan and present playlets on honesty, reliability, consideration for the rights of others, etc.</p>	<p>Labels Prescriptions</p>
<p>Regard for personal property of others (stress money)</p>	<p>Stress importance of reading labels and following dosage and timing directions.</p>	<p>Plan "co-ed" activities as luncheon or tea, followed by discussions.</p>	<p>Recipes Filmstrips</p>
<p>Responsibility and decorum when parents are away from home</p>		<p>Plan a "Family Evening." Arrange for dialogue between parents and children by distribution of prepared questions. Serve refreshments.</p>	
<p>Proper attire</p>			
<p>Regard for personal privacy of family members</p>			
<p>Consideration for rights of others</p>			



FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Education in the home Newspapers Magazines</p> <p>Radio & Television programs Books Records Parents are assuming a greater role in public education (partly as a result of more leisure-time).</p>	<p>Discussion of P.T.A., School Community Association, Advisory Committees</p>	<p>Make family TV guide and schedule.</p> <p>Make individual reports on educational activities in their homes.</p>	<p>Books Magazines (Family) Pictures Newspapers (local) TV guides & program listings</p>
<p>Communication in the home Need for family communication Effects of non-communication Understanding of family goals Willingness to work with and for one another</p>	<p>Present background materials.</p>	<p>Keep daily summary lists of class activities, to be shared with parents.</p>	<p>Films "Am I Trustworthy?" (Coronet) "Developing Your Character" (Coronet)</p>
<p>Moral and spiritual values in the home Devotional services Honesty Reliability Truthfulness Family rapport Family goals and standards The dignity of labor Self-control Respect for authority Understanding and acceptance of the limitations within ourselves and others Self-reliance</p>	<p>Consider relationship of family to church, synagogue, mosque, or other religious centers.</p> <p>Consider relationships of family members to scouts, Y, Boys' Club, Neighborhood Houses, and Community Centers.</p>		

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Geographical influences affecting family living Urban vs. suburban vs. rural East, west, north, south (comparative study)	Discussion Call in resource persons Nurse Social Worker Minister Doctor Marriage Counselor	Adapt TV Dating Game (co-ed). Make a personality chart. Discuss hobbies and interests. Engage in socio-drama or role-playing. Prepare individual "mate-selection" chart.	Films Record Player Records Magazines Newspapers (local) Filmstrips Pictures Art Supplies
Preparation for one's own family Choosing a spouse Interests Health Education Occupation Personal attraction Religion Personal integrity Honesty Adherence to laws Ability to spend money wisely Family-size Responsibilities of marriage partners Personal interaction Lifetime goals			

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Marriage Discuss the kinds of marital relationships Conventional Unconventional</p>	<p>Discussion Question & answer Role-playing</p>	<p>Visit bridal shops and Men's formal wear shops. Plan a wedding and honeymoon.</p>	<p>Wedding invitations Dinner menus Travel brochures</p>
<p>Customs and ceremonies of marriage in the United States</p>		<p>Construct wall chart depicting roles of marriage partners.</p>	<p>Photographs</p>
<p>Discuss plans for marriage ceremony</p>		<p>Prepare sample budget.</p>	
<p>Marriage plans Type of wedding Honeymoon Home Budgeting Housekeeping Responsibility for maintaining a family Sharing duties Love and companionship</p>		<p>Attend school dances.</p>	
<p>Community resources There is a greater awareness on the part of the modern family of social changes, economic standing, and changes in living conditions. This is partly reflected in the number and variety of community resources available for family use.</p>	<p>Identify Discuss</p>	<p>Visit agencies Boys' Club Center for the Arts Day Care Council Council of Social Agencies YM-YWCA Legal Services Urban League Pre-school Council Neighborhood Houses Libraries, museums Homes and hospitals</p>	<p>Brochures (agencies)</p>
<p>Independent activities</p>		<p>Role-playing: Hold mock family discussions around the dinner table.</p>	

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
The role of the home in the community	Question and answer Role-playing	Report on members of their families who are involved in school and community activities and projects.	Community Helpers (Continental Press)
The family as a neighbor Family responsibilities to the neighborhood	Contact Sanitation Dept. Request resource person to visit school.	Write endings for open-end stories.	Teaching Pictures (David C. Cook Publishers)
Care and up-keep of home	Contact Shade Tree Division. See representatives of Public Service Electric and Gas Co. See representative of Water Department. See representative of Telephone Company.	Make written and oral reports on conditions in and around the home; the neighborhood. Are they good? Are they bad? How can improvements be made? Visit model home or apartment. Make school survey of repair needs and report to custodial department. Discuss pros and cons of apartment-living versus home-ownership. Home ownership Stress permanency Strong identification with home Renting Lack of Permanency Lack of strong identification Ease of mobility Draw map of home and school neighborhoods.	Magazines on homes and gardens Art Supplies Books

FAMILY RELATIONSHIPS

VOCABULARY LIST

family	guardian(s)	magazines	ceremony
husband	rearing	reliable	marital vows
wife	personal	self-control	custom
children	privileges	strict	conventional
house	"head" of a family	problems	traditional
home	nutrition	decorum	invitation
apartment	schedule	"respect for authority"	trousseau
members	rules	urban	wedding
democratic	electrical appliances	suburban	honeymoon
participate	medicine	suburbs	establish
respect	label	dating	budget
cooperate	caution	entertain	plan
responsibility	poison	spouse	financial
messages	patent	occupation	companionship
privacy	prescription	attraction	pride
dependent	antidote	education	up-keep
independent	dosage	interaction	incinerator
foster parent(s)	experiment	prepare	Sanitation Department
substitute parent(s)	communication	marry	recreation
sharing	newspapers	divorce	community
continuity	books	attire	neighborhood
sibling	compatibility	consideration	permanency
	utilities	moving and storing	

Sample test for Unit on Family Relationships

ANSWER TRUE OR FALSE:

	True	False
1. Older members of the family should set good examples to younger members.	_____	_____
2. The individual is the basic unit of our society.	_____	_____
3. Younger family members usually imitate adult family members.	_____	_____
4. There are several kinds of family groups.	_____	_____
5. Each family should have a "head of the family".	_____	_____
6. Members of a family should be cooperative.	_____	_____
7. Younger members of the family should not take part in family discussions.	_____	_____
8. It is permissible to do as we please in the home.	_____	_____
9. Each member should share in the upkeep of the home.	_____	_____
10. Older members of the family do not have chores.	_____	_____

Sample Essay test for Unit on Family Relationships

1. What makes a house a home? State some of your personal views on the various components that are needed in a home.
 - a. Is every home the same?
 - b. State the similarities found in homes.
 - c. State the differences found in homes.
2. Should a home have a head of the household? Who should be the head of a home? Why?
3. Why should members of a family respect the head of a home?
4. Why should members of a family understand the job responsibilities of older members of the family?
5. Do you think children should have their own keys? State advantages and disadvantages.
6. When should a mother go to work to maintain her family? Discuss ages of children, needs of family.
7. When should children begin to assume family responsibilities? Discuss age and duties.
8. Do you approve of mothers working? Why?
9. Describe the responsibilities of mother, father, and children in a family.
10. Should children set their own schedule at home?
11. Should parents be strict? In what ways? Why or why not?
12. Should children be included in family discussions? At what age?
13. How can you improve education in your home?
14. Should members of the family amuse themselves only with television, radio, and record player?
15. Why should homes have rules about friends and telephone usage?
16. How does your neighborhood affect your family?
17. What is your family's responsibility to the neighborhood?

Sample Essay test for Unit on Family Relationships, continued

18. Do you approve of the family's becoming involved in community affairs, such as education, politics, and social reforms? Why?
19. What is your idea of a "good family"? What are some of the important requisites?
20. What are some of the problems encountered by family members in an unstable home?
21. Why are foster homes and foster parents necessary?
22. If there are problems in a home, what agencies should be contacted?
23. At what age should teenagers begin to date?
24. How should young adults prepare for marriage and family life? State your views.
25. Should there be a courting period? How long should it last?
26. What are your family customs?
27. What traditional foods does your family enjoy?
28. How does your family arrange to get the necessary work done?
29. What kind of recreation does your family have as a group?
30. Do you think teenagers should tell their parents where they are going and with whom?
31. How do you feel about divorce in a family?
32. What are some reasons that people marry a second time?
33. How can we help solve problems affecting members of the family such as drugs and alcohol?
34. Should adult family members contribute financially to the upkeep of the family?
35. How are families affected by compulsory military service?
36. Why is it important to maintain sanitary conditions in the home? In the neighborhood?
37. Why is family planning important?

Sample Essay Test for Unit on Family Relationships, continued

38. Discuss effects of family mobility.
39. What is your idea of an "ideal" family?
40. What are some of the considerations for home entertainment?
41. Where can a family go for help in case of emergencies?
- a. Fire
 - b. Health (physical and mental)
 - c. Financial (welfare, jobs)
 - d. Educational (schools, training centers)
 - e. Social (nurseries, public institutions for aged, disabled, and delinquent, visiting nurses, and homemakers)
 - f. Legal
 - g. Housing
42. How can a family provide for privacy of its members?

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- Exploring Home and Family Living: 2d ed.**
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- Managing Livingtime**
Raines, Margaret
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- Personal Adjustment, Marriage and Family Living: 4th ed.**
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- Taffy's Tips to Teens**
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- What Girls Want to Know About Boys**
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Grosset and Dunlop, n.d.
- When You Marry; High School Edition (Teachers')**
Duvall, Evelyn M. and Hill, R.L.
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- Your Home and You**
Greer, Carlotta C. and Gibbs, E.P.
Allyn, 1965
- Your Life in the Family; rev ed.**
Rhodes, Kathleen and Samples, N.A.
Ed. by Lawson, D.S.
Lippincott, 1964
- Your Wedding, How to Plan and Enjoy It**
Woods, Marjorie B.
Bobbs, 1949

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FAMILY RELATIONSHIPS

FILMS

(Available from: Audiovisual Center)

- Allen is my Brother** 11 min., color
Shows relationship between brother and sister.
- Choosing for Happiness** 14 min.
How the problem of choosing the right boy friend can be solved.
- Dating Do's and Don'ts** 14 min.
Suggestions for conduct when dating.
- How Do You Know It's Love?** 13 min.
An explanation, for teenagers, of the difference between infatuation and real love.
- Moving Day-Jimmy's New Neighbors** 11 min.
A new home brings new neighbors and friends.
- Our Family Works Together** 11 min.
This shows the importance of family cooperation.
- Patty Corman, Little Helper** 11 min., color
How Patty helps her family who live on a farm.
- What it Means to Be an American** 22 min., color
Explains how children of two families have learned to do their part the American way.

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FAMILY RELATIONSHIPS

OTHER TEACHING AIDS AND DEVICES

The Family (cutouts)
Milton Bradley, Springfield, Mass. 01101

The Family (cutouts)
Reiniches, Goshen, Indiana 46526

The Family (transparencies)
Visual Products Division, 3M Center
St. Paul, Minnesota 55101

Magic Mary Dolls (Cutouts)
Milton Bradley, Springfield, Mass. 01101

Marriage And The Family (transparencies)
Visual Products Division, 3M Center
St. Paul, Minnesota 55101

Vinyl Family Hand Puppets
J.L. Hammett, Union, N.J. 07083

Worth Waiting For
Science Research Associates, Chicago,
Ill. 60611
(materials re: sex, love and marriage)

FAMILY RELATIONSHIPS

FILMSTRIPS

Our Homes

Eye Gate House, Inc.
Jamaica, N. Y.

Typical family experiences are shown in this series. They should prove useful in developing good group relations and understanding of people of varying backgrounds with whom children come in contact.

At Home With Ruth

Tom's Farm House

Alice in Her House

Jackie in His House

Dick and His Family at Home

Ann's Ranch House Home

Helen's Home in the South

Rose's Village Home

Joe's Home in New England

Cathy Writes An Essay

Eye Gate House, Inc.
Jamaica, N. Y.

Cathy's homework assignment was to write an essay on the life of Thomas Jefferson. But there was a program on television Cathy wanted to watch. So Cathy watched the program and copied her essay out of a book. Imagine her dilemma when her essay was selected as the school's entry in a statewide essay contest. What should Cathy do? Should she confess that she had cheated, that her essay was not original? 4 min. Color.

Jane and The Five Dollar Bill

Eye Gate House, Inc.
Jamaica, N. Y.

The sweater Jane saw in the specialty shop cost \$4.98. Jane had less than four dollars in her wallet and, when she started to leave the shop, saw a five dollar bill lying on the floor near the doorway. Jane quickly picked up the money and put it into her purse. Just then, the door opened. It was Jane's friend Laura, out of breath because she had been searching for five dollars she had lost either in the shop, or on the street. What should Jane do? 4 min. Color.

Bob Goes to A Party

Eye Gate House, Inc.
Jamaica, N. Y.

Bob was thrilled when Judy invited him to her party. Bob liked Judy and had been trying for a long time to get up enough nerve to ask her for a date. Bob wanted to impress Judy and her friends so he decided to do a few tricks. The punch bowl turned over. Judy's dress was drenched. When Bob asked her for a date, Judy replied that she did not go out with clowns. 4 min. Color.

BIBLIOGRAPHY

FAMILY RELATIONSHIPS

FILMSTRIPS, continued

Dotty's Big Date

Eye Gate House, Inc.
Jamaica, N.Y.

Tom had telephoned Dotty and asked her to go on a double date with him. Dotty wanted Tom to like her, to ask her out again. She rejected her own wardrobe as too juvenile, and borrowed a fancy silk dress and a pair of high-heeled shoes from her older sister. Tom took Dotty on a picnic. Dotty's troubles began when her high heels kept getting stuck in earth. Tom took her home in great disgust. Dotty was sure he would never date her again.

Family At Home

25 FR Color
Jam Handy
1951 PL
Shows family at home.

Boy Meets Girl

30 FR Color
Eye Gate House, Inc.
Jamaica, N.Y.
1955 IJS
Shows how a boy and girl should act when dating.

TRANSPORTATION

TRANSPORTATION

This unit on Transportation is relatively new to the educable mentally retarded pupil. Although he may be aware of the various means of transportation within his environment he should also be made aware of the various means of travel and transportation beyond his environment.

The needs of the educable mentally retarded pupil must be met through a general knowledge of the areas of travel and transportation, an awareness of the facilities available to travel, the presentation of certain guidelines for safety, and, finally, the preparation of the pupil for Driver Education, and national and international travel.

Social Studies
Subject Area

Transportation

First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
<p>Methods of travel Means of travel Cost of travel Traveling in our city Getting to places on time Travel for leisure Travel for work Travel for visitation</p>	<p>Travel skills Signs and directions Travel aids Safety, and hazards of travel Travel for leisure Clothes for travel Eating while traveling Sleeping while traveling</p>	<p>Preparing to drive Economics of travel Job classification Importance of time Travel for leisure</p>	<p>Driver Education International travel Travel for leisure Hotels and motels Budgeting for travel</p>

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Introduction to transportation as a means of personal mobility.</p> <p>Methods of travel</p> <p>List and discuss various methods of travel</p> <p>Walking</p> <p>Bicycle</p> <p>Motorcycie</p> <p>Car</p> <p>Station: wagon</p> <p>Truck</p> <p>Bus</p> <p>Train</p> <p>Subway</p> <p>Airplane</p> <p>Ship</p>	<p>Introduce and discuss transportation as related to communication:</p> <p>Establish a background of travel</p> <p>History</p> <p>Need for travel</p> <p>School</p> <p>Work</p> <p>Vacation</p> <p>Emergencies</p> <p>Recreation</p> <p>Leisure</p>	<p>Discuss personal experiences with various means of travel.</p> <p>Construct a time line (1492 to present).</p> <p>Construct a bulletin board display on modes of travel.</p> <p>Discuss each of the methods of travel, utilizing panel discussion technique.</p> <p>Compile a notebook.</p> <p>Arrange class in four working groups. Each group will be assigned one of the travel areas: land, sea, air, or rail. Each group will be responsible for detailed report of its assigned area.</p> <p>Report should include: art, music, information, use of models and other creative activities.</p> <p>Develop a list of terms connected with this unit, such as: route, signals, subway, etc.</p>	<p>Resource Center</p> <p>Transportation models may be obtained from Lending Department of the Newark Museum.</p> <p>Film</p> <p>“Our Shrinking World” McGraw, Audio-Visual Dept., Newark Board of Education.</p> <p>Books</p> <p>“Story Pictures of Transportation and Communication” Benefic Press, Westchester, Ill.</p> <p>“The Story of Wheels, Ships, Transportation and Aircraft” Petersham, J.C. Winston Co., Philadelphia, Pa.</p> <p>“At the Railroad Station” A. Beck & H. Fichter Belmont, 1958</p> <p>“First Book of Automobiles” J. Bendick, 1955</p>



SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Means of travel	<p>Discuss means of travel as follows:</p> <ul style="list-style-type: none"> Kinds of travel <ul style="list-style-type: none"> Land (auto, bus, taxi) Water (ship, boat) Air (airplane, helicopter) Rail (train, subway) Location of travel centers Personnel connected with each mode of travel Travel routes <ul style="list-style-type: none"> Advantages and disadvantages of each kind Choosing the most practical mode of travel Discussion Assign committees to plan and prepare for a trip to a place of interest in our city. Contact community resource persons. <ul style="list-style-type: none"> Consultants Parents 	<p>Make models or cutouts of travel vehicles.</p> <p>Prepare bulletin board display of modes of travel and transportation workers.</p> <p>Make travel booklets.</p> <p>Prepare individual maps showing location of travel centers (stations, terminals, and airports), routes of travel (major and personal).</p> <p>Locate travel centers, routes, bridges, tunnels, waterways, railroads, and points of interest on dittoed maps.</p> <p>Plan a trip to a local travel center.</p> <p>Collect time schedules for various ways of travel.</p> <p>Perform arithmetic activity in scheduling.</p>	<p>Pictures</p> <p>Films</p> <p>Filmstrips</p> <p>Maps</p> <p>City</p> <p>State</p> <p>Route</p> <p>Cultural</p> <p>Overhead projector</p> <p>Filmstrip projector</p> <p>Motion Picture Projector</p> <p>Compasses</p> <p>Travel pamphlets</p> <p>Time-tables</p> <p>Maps</p> <p>Notebooks</p> <p>Games</p> <p>Hotel and motel brochures</p> <p>Travel posters</p> <p>N.J. Driver's Manual</p> <p>Advertisements</p>

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Getting to places on time	<p>Discuss: Importance of being on time.</p> <p>Role-playing</p> <p>Contact resource persons: Bus driver Airline hostess Travel agent Pilot</p>	<p>Prepare time work sheets</p> <p>Schedule of day's activities</p> <p>Calculating amount of time needed to travel from place to place</p>	<p>Clock Calendar Compass</p>
	<p>Discuss and report: Cost of Travel Bus fares - transfers Taxi fares Train fares to nearby cities Air fare to nearby cities (helicopters) Boat fares (cruises and excursions) Ability to recognize the best ways of travel Tipping Luggage Selection Use Care</p>	<p>Report on costs of fares</p> <p>Arithmetic problem-solving related to costs of travel</p> <p>Role playing: bus driver taxi driver stewardess conductor hostess travel agent</p> <p>Study maps</p> <p>Make relief maps</p> <p>Practice using compasses</p> <p>Do exercises in map-reading</p> <p>Compute mileage</p> <p>Estimate time and distance</p> <p>Develop vocabulary</p>	<p>Money Transfers Bus tickets Travel brochures Tokens Credit cards Commuter tickets</p>
			<p>Maps Time zone Road Cultural</p> <p>Road atlases</p> <p>Tour brochures from Chamber of Commerce</p> <p>Encyclopedias</p> <p>Map and globe skills kit (SRA)</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Signs and directions Speed limits Road conditions Radar Entrances and exits Weather warnings Schedules Hazards Safety precautions</p>	<p>Illustrate Discuss Demonstrate Invite a policeman to discuss safe travel with the class. Invite a truck driver or a bus driver. Invite a toll-collector or a ticket agent.</p>	<p>Make typical road signs and set up traffic corner. Make and place signs around classroom (exit, entrance, north, south, east, west, one way, etc.). Prepare bulletin board displays. Use telephone, radio, television, and newspapers for weather reports. Use N.J. Driver's Manual. Plan class trips for oral and/or written reports. Prepare schedule and compute cost per pupil. Plan family or personal trips. Prepare and present reports on personal or family trips. Write letters inviting parents and consultants to share their travel experiences with the class.</p>	<p>Set of road, community service, and safety signs Time-tables Bus and train schedules N.J. State Driver's Manual Stationery Stamps Pens</p>

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Money Traveler's checks Tokens Transfers Credit cards Bank checks Commuter ticket books</p>	<p>Illustrate Discuss Demonstrate</p>	<p>Examine and discuss the various forms of money that can be used when traveling. Prepare a personal identification card.</p>	<p>Tokens Transfers Blank Checks Commuter ticket books Traveler's checks Credit cards</p>
<p>Emergency help Medical (first aid) Mechanical (services) Social services (Red Cross, Salvation Army, Traveler's Aid) Insurance Need Types How and where to obtain</p>	<p>Discuss</p>	<p>Examine travel insurance policies. Prepare travel inventory check-list (include emergency telephone numbers, destination, route, daily schedule, special health information, sufficient money, clothing and food).</p>	<p>Travel insurance policies</p>
<p>Travel facilities Information booths in stations and terminals, on highways, and in police headquarters</p>	<p>Discuss Plan trip</p>	<p>Prepare a list of games and activities to assist in keeping children occupied while traveling.</p>	<p>Game booklets Game bag Prepared maps from A.A.A., M.C.A., etc.</p>
<p>Travel Services M.C.A. A.A.A. Public Service Major oil companies Gas stations Travel agencies</p>			

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Travel facilities, cont'd.</p> <p>Rest Areas</p> <p>Stations, terminals</p> <p>On public conveyances</p> <p>Roadside</p> <p>Restaurants</p> <p>Gas stations</p> <p>Overnight facilities</p> <p>Types of accommodations</p> <p>Hotels</p> <p>Motels</p> <p>Guest Houses</p> <p>Private Homes</p> <p>Reservations</p> <p>Safe conduct</p>	<p>Discuss use of public facilities.</p> <p>Discuss</p> <p>Safety habits</p> <p>Acceptable deportment</p> <p>Mental alertness</p> <p>Physical fitness</p> <p>Questions and answers</p> <p>What are some of the hazards of travel?</p> <p>Utilize pupil's personal experiences.</p>	<p>Make a set of rules on proper use of public rest areas.</p> <p>Write letters requesting overnight accommodations.</p> <p>Role-playing: Call a hotel or motel to make reservations.</p> <p>Raise questions and seek answers.</p> <p>Make charts illustrating travel hazards.</p> <p>Make booklets on safety.</p> <p>Make safety posters.</p> <p>Make bulletin board display on travel rules.</p> <p>Compile list of travel hazards.</p> <p>Listen to radio rush hour traffic reports. Discuss implications.</p> <p>Plan and present a mock traffic report program.</p>	<p>Brochures from:</p> <p>Hotels</p> <p>Motels</p> <p>Guest Houses</p> <p>Stationery</p> <p>Stamps</p> <p>Pens</p> <p>N.J. Motor Vehicle Manual</p> <p>Bicycle Manuals</p> <p>Films</p> <p>Books</p> <p>School rules booklet</p> <p>Resource Centers (bus and air terminals, airports, travel clubs)</p> <p>Radio reports</p>

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Travel Facilities Etiquette Speech Conduct Hygiene Smoking Eating Courtesy Dress Radio Moving about</p>	<p>Discuss Travel laws (include bicycle registration, jaywalking, etc.) Emergency telephones (along highway) Use of flasher and other emergency signal devices</p>	<p>Perform class plays emphasizing travel etiquette. Plan field trips using conveyances and utilizing points covered in discussion. Plan "travel tips" booklet.</p>	<p>Booklets from Essex County Park Commission, travel agencies, govern- ment agencies, and chambers of commerce. Materials from manufacturers of records, clothes, and personal products.</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Preparing to Drive	<p>Discuss values Develop good attitudes toward safety rules. Develop proper attitudes toward others. Develop responsibility.</p> <p>Discuss and report on cost of vehicles, up-keep, driving cost, maintenance and care, mechanical work, body work.</p> <p>Introduce jobs in transportation: truck driver, bus driver, taxi driver, conductor, toll-collector, ticket-taker, chauffeur, gasoline station attendant, mechanic, helper, porter, car washer, warehouseman, etc.</p>	<p>Discuss school regulations and how they compare to the rules of the road.</p> <p>Perform arithmetic activities and problem-solving.</p> <p>Analyze classified ads re: auto sales.</p> <p>Compare new and used cars, American and foreign cars.</p> <p>Report on members of the family in various transportation jobs.</p> <p>Make check-list of jobs available locally.</p>	<p>Films</p> <p>Filmstrips</p> <p>Travel brochures</p> <p>Car advertisements from newspapers, magazines, and trade publications.</p>

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Importance of time (Related to travel)</p>	<p>Importance of time Getting to work on time Team work - chain only as strong as its weakest link. Relief responsibility. Using time to overcome the hazards of travel. Weather, accidents, detours, overcrowded busses. Car pools, responsibility to other riders.</p>	<p>Discuss various aspects of the importance of getting to work on time. Compute personal loss of salary due to tardiness. Report on accidents listed in newspapers and on radio. Discuss causes and possible prevention.</p>	<p>Films Filmstrips Paycheck stubs Income tax forms Insurance bills Hospital bills Doctors' bills Highway plans</p>
<p>Time as a safety factor on the road Avoiding accidents Observing speed limits Extending the lifetime of your vehicle</p>	<p>Time as a safety factor on the road Avoiding accidents Observing speed limits Extending the lifetime of your vehicle</p>	<p>List "places we like to go for relaxation". Locate above places on a map.</p>	<p>Map Timetables Travel folders</p>
<p>Values of travel for leisure: relaxation, vacation, education, culture</p>	<p>Values of travel for leisure: relaxation, vacation, education, culture</p>		

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
	<p>Travel for leisure, continued</p> <p>Preparation for travel: Safety check Timetable Money, credit cards Travel clubs</p>	<p>Prepare individual timetables using pupils' selections of definite "places we would like to go."</p>	
	<p>Special function of driver education teacher.</p> <p>Refer to travel agencies to obtain information on appropriate rules and regulations.</p>	<p>Practice driving and taking test.</p>	<p>Training cars Family cars</p>

TRANSPORTATION

VOCABULARY LIST

transportation	airline hostess (stewardess)	radar
travel	conductor	parkway
vacation	fare	turnpike
emergency	cruise	toll(s)
recreation	excursion	exit
leisure	luggage	entrance
route	baggage	one way
subway	schedule	detour
station	transfers	timetable
terminal	tokens	distance
tunnel	commuter	first aid
"point (s) of interest"	commutation ticket	information
map	mobility	information center
relief map	credit card	information booth
atlas	check	insurance
boundary	traveler's checks	insurance policy
legend	time zone	identification card
mileage	personal check	destination
direction	bank check	departure
compass	speed limit	arrival time
travel agent	hitch-hiker	snack bar

TRANSPORTATION

VOCABULARY LIST, continued

agency	hazard	chauffeur
rest area	safety	attendant
roadside stand	flasher	warehouseman
guest house	signal	"car pool"
hotel	traffic report	relaxation
motel	etiquette	culture
accommodations	conduct	travel club
reservations	manners	vacancy
telegram	classified ads	tour
vehicle		guide

Sample Test for Unit on Transportation

MATCH COLUMN I WITH COLUMN II

COLUMN I

- Travelers' Checks _____
- Tokens _____
- Transfers _____
- Credit Cards _____
- Personal Checks _____
- Commuter Tickets _____
- Bank or Manager's check _____

1. Issued by bus companies to reduce cost of transportation.
2. Issued by major companies to responsible persons as deferred payment for goods received.
3. A personal type of money that must be endorsed before exchange.
4. A form of exchange issued by a bank and personally signed by the depositor.
5. A money substitute used in traveling on a bus or subway.
6. A number of tickets sold at a reduced rate for travel.
7. A check issued by a bank in place of money.

Vocabulary:

- conversation
- telegram
- diction
- timetable
- arrival
- reservation
- commuter
- mobility
- agency
- transfer
- travelers' checks
- tokens
- parkway
- turnpike
- tolls
- destination
- express
- communicate
- schedule
- departure
- information
- terminal
- dialogue
- accommodations

Sample Essay Test for Unit on Transportation

1. What is transportation? Give a detailed report.
2. Name some of the kinds of transportation. Which is the most important?
3. Has transportation changed? Have the changes been for the better? Why?
4. Do you know anyone who is involved in earning his living from transportation?
5. How has transportation affected our lives?
 - a. food
 - b. clothing
 - c. homes
 - d. mobility (movement)
 - e. education
 - f. jobs
 - g. recreation
6. Do you prefer the transportation of today to the transportation of long ago?
7. Is it important to learn how to utilize transportation facilities? Why?
8. When do you exercise the opportunity of using walking, bicycle, motorcycle, car, bus, train, subway, airplane, taxi, or ship? Make it brief.
9. How would you make a map of the route you take to school?
10. Does a list of directions to find a new place help you? How?
11. Should a person who handles his own means of travel be aware of rates, directions, areas?
12. Where do you get information before going to a new destination, such as school, job, or resort?
13. Why are there signals and road signs set on streets and roads?
14. Name some signals for safety, some road signs, some street signs.
15. Is it important to know about weather conditions if you plan to travel? Why?
16. Is it important to know how to travel in the city? List some things you must know.

17. What is a timetable for a train, bus, plane?
18. When do you refer to a transportation schedule?
19. What must you remember to do before you go on a trip? Make a list.
20. Why must you have knowledge of rates of fare on a bus, taxi, train or boat?
21. Whom do you tip? When should you tip?
22. What are bus tickets, transfers, tokens, credit cards?
23. Identify bus driver, taxi driver, stewardess, conductor, hostess, and travel agent.
24. Why must you know the mileage to the destination when you plan a trip?
25. Give some reasons why you must observe the following when you take a car trip:
 - a. speed limits
 - b. highway markers
 - c. entrances and exits
 - d. weather warnings
 - e. timetables
26. If you have difficulty when traveling with a car whom can you contact?
27. If you have difficulty when traveling on a train whom can you contact?
28. If you have difficulty when traveling on a bus whom can you contact?
29. Why should you have travel insurance when traveling?
30. Should your transportation vehicle be insured? Why?
31. What are some of the important items to be listed on a personal identification card? Why?
32. What agencies can help you plan a trip? List as many as you can.
33. Is it important to know about eating areas, rest areas, and sleeping accommodations on a car trip? Why?

Sample Essay Test for Unit on Transportation, continued

34. List safety rules to be aware of when you travel in a car and your vehicle becomes disabled.
35. How is travel etiquette important when you travel on a bus, train, plane, or boat? List important items to remember such as:
 - a. deportment
 - b. appearance
 - c. sufficient money
 - d. attitude
 - e. personal habits (smoking, drinking, eating, language)
36. What is luggage? What is important to remember about luggage on planes?
37. What is a cruise, plane trip, boat trip, vacation, business trip, tour, excursion?
38. Why is it important to arrive on time?
39. Do people travel more or less today? Why?
40. When do you travel for leisure? Should you prepare for leisure travel?
41. What are the advantages of knowing travel information?
42. In order for you to become independent it is important to learn how to drive a car. Why?
43. Does travel bring people and places closer? How?
44. In a day of public transportation do you think people must know how to travel? List some things they must know.
45. Transportation has (increased or decreased) in importance today. Describe some new kinds of transportation today.

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- | | |
|--|--|
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| Be Your own Traffic Policeman 10 min., color | Horizon Unlimited 17 min. |
| The Bus Driver 11 min. | Ocean Voyage 14 min. |
| City Bus Driver 11 min., color | The Passenger Train 11 min. |
| City Highways 13 min., color | Seaport 15 min., color |
| The Freight Train 11 min. | Trucking 8 min. |

BIBLIOGRAPHY

TRANSPORTATION

FILMSTRIPS

(Available from the Audiovisual Center)

Animals in transportation
23 frames, color

Modern land transportation
23 frames, color

Bob and Amy take an airplane trip
45 frames, color

Railroad in transportation
23 frames, color

Getting there and back-on land
34 frames, color

Roads, bridges and tunnels
23 frames, color

Getting there and back-on water
34 frames, color

Safety on the street and in vehicles
30 frames, color

Linda and Ben take a bus trip
45 frames, color

Transportation on foot
23 frames, color

LEARNING AND LIVING IN NEW JERSEY

The intention of this unit is to provide an understanding of New Jersey and its people. The unit is set up in three sections:

1. Geography and Survey of Early New Jersey from 1664 to 1900.
2. Growth and development of New Jersey from 1900 to the present.
3. Twentieth Century New Jersey reflecting the dynamics of living in New Jersey and particularly in its major cities.

The section **Twentieth Century New Jersey** emphasized the rise of urban centers as sensitive areas and explores the values, attitudes, appreciations, knowledges, and skills necessary to live as a productive and worthwhile citizen of New Jersey. Although emphasis is placed on the city of Newark with its people and problems, any urban center of New Jersey could be treated in much the same way.

Learning and Living in New Jersey includes political science, vocational opportunities, civic responsibilities, and leisure time activities.

Learning and Living in New Jersey tries to offer guidelines for understanding some of our state's problem areas. Attention is directed towards an appreciation of the cultures and contributions of its people, paying special attention to the Afro-American and Puerto Rican populations.

An awareness of the assimilation process among earlier national and ethnic groups in New Jersey will facilitate a better understanding of the Afro-American and the Puerto Rican groups as subcultures. Using parallel situations, treat the Afro-American and the Puerto Rican as the Newark groups to achieve greater self-realization and effective participation in the mainstream of life in New Jersey and the nation.

	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
<p>Social Studies Subject Area</p> <p>Learning and Living in New Jersey</p>	<p>Geography History</p>	<p>Growth and devel- opment</p>	<p>Twentieth Century New Jersey - Government Urban growth and development Social and governmental agencies Civic responsibility Leisure-time opportunities Vocational opportunities</p>	<p>Vocational op- portunities Work-study On-the job training Sheltered workshop Internship</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Geography of New Jersey Location, in relation to United States Size Boundaries Topography Waterways Climate Population Counties Capital Transportation</p>	<p>Explain and discuss geography of New Jersey, using maps, globes, atlases, films and filmstrips.</p> <p>Develop understanding of reasons for mining, farming, manufacturing, and commerce in different parts of the state.</p>	<p>Narrate a film (silent, or sound film, with sound turned off at appropriate points).</p> <p>Make outline maps (locate counties, major cities, rivers, etc.).</p> <p>Make a relief map showing topography.</p> <p>Assemble a notebook on New Jersey.</p> <p>Make a New Jersey alphabet relating to areas covered.</p> <p>(For example: "A" for agriculture; "B" for beaches; "C" for colleges.)</p>	<p>Films "This is New Jersey" "Exploring New Jersey"</p> <p>Materials Globes Atlases Pictures Games Puzzles</p> <p>Equipment Overhead projector Motion picture projector Filmstrip projector</p> <p>References World Book Encyclopedia Compton's Encyclopedia Golden Book Encyclopedia Encyclopedia Britannica</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>History of New Jersey Survey of New Jersey from 1964 to 1900 Early settlers Origin and location of settlements in N.J. Identification of settlers N.J. as a colony Purposes in coming to N.J. Factors determining choice of sites Contributions to N.J. Individuals: Carteret, Berkeley, Treat Groups: Lenni-Lenapes, Puritans, Colonists Slaves introduced by Dutch during early 1600's Practice of slavery in N.J. was found to be profitable.</p>	<p>Discuss the problems of working and home-making faced by the colonists.</p> <p>Compare development of two sections of New Jersey settled by Berkeley and Carteret.</p>	<p>Prepare biographical sketches of early settlers.</p> <p>Make time line showing sequence of historical events in N.J. during this period.</p> <p>Make vocabulary lists of new words. Look up meaning in the dictionary.</p> <p>Trace the route of the early settlers and slaves from their native countries to America.</p> <p>Make wall scene showing kinds of homes various settlers lived in from earliest times to 1900.</p>	<p>Books</p> <p>Films</p> <p>Filmstrips</p> <p>Magazines Ebony Negro History Bulletin Life Look National Geographic</p> <p>Sources of Materials</p> <p>Stores and shops</p> <p>Boutiques</p> <p>Museums</p> <p>Attics</p> <p>Basements</p> <p>Senior Citizens</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Growth and development of New Jersey Government</p> <p>New Jersey one of the original 13 states</p> <p>New Jersey's role in American history, highlighting outstanding historical events</p> <p>Prominent figures in history, and government such as William Livingston, Clara Barton, James F. Cooper, Steven Crane, and Thomas Peterson</p>	<p>Outline and discuss the Revolutionary War and the Civil War.</p> <p>Develop understanding of the significant contributions of individuals in the areas of government, health, social service, literature, civic life, and industry.</p>	<p>Prepare report on prominent figures in history.</p> <p>Play roles of outstanding persons.</p> <p>Compile a list of biographical sketches of prominent figures.</p> <p>Make outline map of thirteen original states, showing dates of settlement.</p>	<p>Maps</p> <p>Books of history</p> <p>Books of fiction</p> <p>Museum exhibits</p> <p>Art materials for creative work</p>



LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Growth and development of New Jersey, continued</p> <p>Molly Pitcher (Mary Hays Ludwig) as an inspiration to soldiers during the Battle of Monmouth</p> <p>Aaron Burr as 3rd Vice President of U.S.</p> <p>James Caldwell, the "Fighting parson"</p> <p>Grover Cleveland, U.S. President</p> <p>Walt Whitman, author of "Leaves of Grass"</p> <p>Historical landmarks and monuments</p> <p>Clara Barton Schoolhouse (Crosswicks & Burlington St., Bordentown)</p> <p>Grover Cleveland's Birthplace (207 Bloomfield Ave., Caldwell)</p>	<p>Distribute and study N.J. maps showing historical landmarks and important events.</p>	<p>Collect and display postage stamps commemorating persons and places.</p> <p>Make a display of post cards picturing landmarks and monuments in New Jersey.</p>	<p>Films from N.J. Bell Telephone Co.; "New Jersey" "Famous Women of New Jersey"</p> <p>Brochures on landmarks, monuments, and other points of interest.</p> <p>Scenic map of New Jersey</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Growth and development of New Jersey, continued</p> <p>Washington's Headquarters (Jockey Hollow, Morristown)</p> <p>Morven - Governor's Mansion (Princeton)</p> <p>Trent House (539 So. Warren St., Trenton)</p>		<p>Plan field trips to Newark Library to visit the New Jersey Room and to the New Jersey Historical Society in Newark.</p>	<p>Know Your County</p> <p>Booklets from banks, industries, chambers of commerce.</p>
<p>Old Barracks (So. Willow St., Trenton)</p>	<p>Questions and Answers</p>		
<p>Abraham Lincoln's statue (in front of Essex County Court-house, junction of Springfield Avenue and 13th Avenue, Newark)</p>	<p>Documentary analysis</p>		
<p>Military Park</p>			
<p>Washington Park</p>			
<p>Wickliffe Street School</p>			
<p>Population</p>		<p>Construct graphs to show population growth and changes.</p>	<p>New Jersey Almanac</p>
<p>Size and composition</p>		<p>Make reports on industries in various parts of New Jersey.</p>	<p>U.S. Census Reports</p>
<p>Industrial changes</p>			
<p>Creation of urban areas</p>			
<p>Development of Education</p>			

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Growth and development of New Jersey, continued</p> <p>Higher learning; notably Princeton and Rutgers; state colleges, county colleges, and private colleges. Communication (newspapers, magazines, postal services, public meetings and forums, telephone, telegraph).</p>		<p>Plan trip to a post office.</p> <p>Collect and display postage stamps, postal cards, money orders and envelopes and various post office forms.</p>	<p>Postage stamps</p> <p>Money orders</p> <p>Change-of-address cards</p> <p>Postal cards</p>
<p>Transportation: kinds, need for, and effect on growth of New Jersey.</p>		<p>Form research groups, to collect additional information on the areas, and make oral reports on their findings.</p>	<p>Postal envelopes</p> <p>Zip code directories</p>
<p>Immigration</p> <p>Foreign and domestic</p> <p>Interstate migration</p> <p>Influx of slaves</p>		<p>Prepare a pictorial time line of important events in the history of Negroes.</p> <p>Plan and prepare a Negro History Yearbook.</p>	<p>U.S. Census Reports</p>
<p>Jersey City as a contact point for the Underground Railroad.</p> <p>Gouldtown, Cumberland County, New Jersey, as the first Negro community in the U.S.</p>		<p>List and analyze work songs and spirituals that were popular during this period.</p> <p>Consider also modern jazz.</p> <p>Visit industrial institutes, business schools, colleges, etc.</p>	

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Growth and development of N.J., continued</p> <p>Importance of immigration to growth & development of N.J.</p> <p>Craftsmen</p> <p>Cultural contributions</p> <p>Customs</p> <p>Religion</p> <p>Religious groups</p> <p>Effects of religious centers upon the social, political and educational climate.</p>	<p>Documentary analysis</p>	<p>Make individual and group reports on crafts, cultural contributions of individuals and groups, traditions and customs of ethnic and nationality groups (local and statewide).</p>	<p>Materials from Immigration Office in Newark Post Office, Federal Square, Newark, New Jersey</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>20th Century New Jersey Government</p>	<p>• Discuss</p>	<p>Make booklets</p>	<p>State government charts</p>
<p>State Constitution</p>	<p>Conduct trips to government offices.</p>	<p>Make tracings of state seal, bird, etc.</p>	<p>Copy of state constitution</p>
<p>Branches of government: Executive Legislative Judicial</p>	<p>Arrange interviews with government officials.</p>	<p>Do a matching quiz (match office with name of officeholder).</p>	<p>Pictures of state buildings</p>
<p>Capital State Flag, emblem, motto nickname, bird, flower, tree, song</p>		<p>Role-playing related to student government.</p>	<p>Maps showing election districts</p>
<p>State officials: Governor State Senators Assemblymen Assembly districts State assembly (composition)</p>		<p>Write and deliver campaign speeches. Form a student council. Make political posters.</p>	<p>Exhibits and displays from library and museum</p>
<p>Elections Types Election dates</p>		<p>Write political slogans. Discussion of upcoming elections and election techniques. Plan field trip to State Assembly, to Morven (governor's mansion, in Princeton, New Jersey).</p>	<p>Films "How We Elect Our Representatives" Coronet - 1947 (Audio-Visual Dept., Nwk. Bd. of Ed.)</p>
<p>Candidates Qualifications for Office How elected Duties and responsibilities Term of office</p>		<p>Write letters to representatives requesting conferences.</p>	

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>20th Century New Jersey Government, continued</p> <ul style="list-style-type: none"> Electorate Persons Qualifications Registration Participation Parties (two major parties, third party) Polling places Districts Machinery Challengers Ballots Local Government (Cities, towns, and townships choose own form of government.) 	<p>Contact resource persons: League of Women Voters Essex County Board of Elections</p>	<p>Set up a polling corner in classroom.</p> <p>Bring in real sample ballots.</p> <p>Visit the Essex County Hall of Records.</p>	<ul style="list-style-type: none"> Filmstrips Newspaper articles Biographies Campaign circulars Campaign buttons Car stickers Campaign souvenirs Ballots Equipment Voting machine television radio New Jersey geographical map New Jersey political map



LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Urban Growth and Development (study of major cities, population 50,000+, with emphasis on Newark.)</p> <p>Identify major cities citing location and pertinent information in surveys.</p> <p>Discuss the similarities and differences between Newark and other major cities.</p>	<p>Discuss topics of immediate concern.</p> <p>Use current events.</p> <p>Elicit questions from pupils.</p>	<p>Collect information and make charts showing the similarities and differences between Newark and other major New Jersey cities.</p> <p>Relate class work to their own families' experiences.</p>	<p>Maps</p> <p>Newspapers</p> <p>Magazines</p> <p>Circulars</p> <p>Leaflets</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Urban Growth and Development, continued</p>	<p>Invite to the classroom guests who are active in various areas of life.</p>	<p>Plan and present a panel discussion on the advantages and disadvantages of urban and suburban living.</p>	<p>Books: Made in New Jersey, John T. Cunningham</p>
<p>Suggested areas of comparison: Population Form of government Industries Transportation Recreational centers</p>	<p>Provide pupils with experiences in different settings.</p>	<p>Gather information on neighborhoods, in preparation for discussion groups.</p>	<p>Maps on urban renewal</p>
<p>Discuss advantages and disadvantages of urban living and of suburban living.</p>		<p>Present neighborhood profiles.</p>	<p>Planning Board reports and brochures</p>
<p>Major Cities Atlantic City</p>		<p>Points for discussion:</p>	<p>Arts and crafts supplies Filmstrip "Our Town" (Audio-Visual Dept., Newark Board of Education)</p>
<p>Bayonne Camden Clifton Elizabeth</p>		<p>Kinds of homes</p>	
<p>East Orange Hoboken</p>		<p>Neighborhood pride</p>	
<p>Jersey City Newark</p>		<p>Income level as a factor in neighborhood selection</p>	<p>Filmstrip and Recording "What Makes This City"</p>
<p>New Brunswick Passaic</p>		<p>Kinds of business</p>	
<p>Paterson Trenton</p>		<p>Number of churches, synagogues, schools, community centers, libraries, parks and recreation centers, post offices, etc.</p>	
<p>Union City</p>			

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued	Show and discuss filmstrip (s) on Newark.	Arrange for interviews with public figures. Study city maps.	Resource Centers: Newark Museum B'nai B'rith Model Cities office Libraries City Hall
Study of Newark		Prepare models of homes, shopping center, public buildings.	Books: Newark, John T. Cunningham
Size		Report on urban changes, drawing from own experiences.	Holt Urban Social Studies Program Buckley, Jones
Population		Plan and present panel discussion on pupils' suggestions for improving urban areas.	Book 1 - William, Andy and Ramon Book 2 - Five Friends at School Book 3 - Living as Neighbors
Form of government		Make puppets dressed in native costumes of national and ethnic groups.	
Positions			
Office-holders			
Neighborhoods (11)			
Ghetto			
Business and Commercial			
Residential			
Industrial			
Landmarks and monuments			
Urban renewal (changes in city's face: "New Newark")			
Urban redevelopment			
Neighborhoods			
Downtown			
Problems encountered in urban redevelopment:			
Relocation			
Hospital needs			
Dwellings			
Taxation, loss of ratables			
Transportation			
Schools			
Industry and small business			

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Urban Growth and Development, continued</p> <p>Newark's People</p> <p>Who are Newark's residents?</p> <p>Where did they come from?</p> <p>Why did they select Newark?</p> <p>(vocational and economic reasons, desire for civic involvement, educational opportunities for themselves and children, transportation, family ties)</p>	<p>Point out that new settlers sometimes have been misinformed about conditions and opportunities.</p>	<p>Present a show in which pupils wear native costumes.</p>	<p>Costume figures, flags, and artifacts of other countries brought in by pupils and teachers, and those borrowed from the Newark Museum</p>
<p>Background information on ethnic groups who comprise population. (Stress should be placed on Negro and Puerto Rican groups.)</p>	<p>Play and discuss recording, "Adventures in Negro History"</p>	<p>Hold discussions related to pupils' and their families' experiences in settling in Newark.</p>	<p>Recipes</p> <p>Menus</p> <p>Restaurant Airline</p> <p>Arts and crafts Materials</p>
<p>Problems encountered by new groups in cities:</p> <p>Language</p> <p>Housing</p> <p>Vocations</p> <p>Health</p> <p>School</p> <p>Guidance</p> <p>Transportation</p>	<p>Prepare an international menu.</p>	<p>Plan a supper party, offering a variety of native foods. Involve parents.</p>	<p>Recording "Adventures in Negro History" (Pepsi-Cola Company)</p> <p>Books</p> <p>Welcome Amigo Finocchiaro and Huebner.</p> <p>Noble and Noble, New York, 1964</p>
<p>Collect cartoons from newspapers and magazines for class discussion.</p>	<p>Prepare and mount wall charts showing typical homes, dress, etc., of particular ethnic and national groups</p>	<p>Prepare a bi-lingual bulletin board of common words and idiomatic expressions.</p>	<p>Prepare a bi-lingual bulletin board of common words and idiomatic expressions.</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Urban Growth and Development, continued</p> <p>Mobility</p> <p>Laws</p> <p>Citizenship</p> <p>Dress</p> <p>Food</p> <p>Finance</p> <p>Welfare Laws</p> <p>Economic Opportunity Programs</p>		<p>Each student contributes a list of names and positions of Negroes or Puerto Ricans that student knows personally.</p> <p>Students write reports on local leaders among the Negro and Puerto Rican groups. Prepare a supplement each year to bring the list up to date.</p>	
<p>Cultures and Subcultures (America as the "melting pot." How the American culture is made up of influences from all cultures.)</p>		<p>Make family trees.</p>	
<p>Consider each group as a subculture, stressing the Negro and Puerto Rican groups.</p> <p>Family groups</p> <p>Customs and traditions</p> <p>Religion</p> <p>The quest for equality</p> <p>Leaders and contributions</p> <p>Sports</p> <p>Entertainment</p> <p>Music</p> <p>Literature</p> <p>Art</p> <p>Education</p>	<p>Contact local resource</p> <p>Persons:</p> <p>Politicians</p> <p>Judges</p> <p>Doctors</p> <p>Psychologists</p> <p>Social workers</p> <p>Lawyers</p> <p>Teachers</p> <p>Librarians</p> <p>Women's Clubs</p> <p>Priests (Priests are the most influential persons in the Puerto Rican community.)</p> <p>Store-keepers</p>	<p>Make personal diaries, especially pupils who are new residents to record their impressions of their new home and neighborhood.</p> <p>Give an oral account of life of some Negro or Puerto Rican personality who has interested you in your studies.</p>	<p>Sources of Materials:</p> <p>Community Relations Specialist, Newark</p> <p>Human Rights Commission, City Hall Newark, N.J.</p> <p>Director of Focus, Inc., 465 Broad Street, Newark, N.J.</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued	<p>It is suggested that a format such as the one on the left be used in highlighting Negro and Puerto Rican contributors, contemporary and past. See more extensive lists of contributors in appendix.</p> <p>Conduct interviews with distant and local contributors.</p>	<p>Prepare biographies on contributors.</p> <p>Give oral reports on contributors.</p> <p>Make monthly classroom calendars showing important dates and contributors, accompanied by pictures.</p> <p>Have open-end film discussions.</p> <p>Prepare bulletin board displays.</p> <p>Plan trips to sports events.</p> <p>Prepare a monthly sports calendar.</p> <p>View and discuss television programs geared to ethnic group viewing, such as Spanish-language programs featuring members of minority ethnic groups.</p> <p>Prepare an anthology of Negro poets and poetry.</p>	<p>Films</p> <p>Filmstrips</p> <p>List of WBGO programs</p> <p>Newspapers (daily)</p> <p>Spanish English</p> <p>Ethnic calendars, periodicals</p> <p>Picture portfolios</p> <p>Booklet "Ingenious Americans"</p> <p>Old Taylor Box 4866 Grand Central Station, N.Y., N.Y. 10017</p> <p>Periodicals such as: Downbeat Cue Life Sports Illustrated Time The New Yorker</p>
Contemporary Contributors* Puerto Rican Theater			
Jose Ferrer			
Chita Rivera			
Jose Quintero			
Music			
Tito Puente			
Tito Rodriguez			
Monty Rock III			
Sports			
Vic Power			
Rueben Gomez			
Felix Mantilla			
Juan Pizzaro			
Luis Arroya			
Roberto Clemente			
Classical Music			
Pablo Casals			
Jesus Maria Sanroma			
Gracella Rivera			
Contemporary Contributors*			
Theater: Diana Sands			
Diahann Carroll			
Sidney Poitier			
Pearl Bailey			
Bill Cosby			
Music			
Count Basie			
Diana Ross and the Supremes			
Johnny Mathis			
Barbara McNair			

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Urban Growth and Development, continued</p> <p>Literature Gwendolyn Brooks Langston Hughes LeRoi Jones Richard Wright Frank Yerby James Baldwin</p>	<p>Read to pupils selections from authors mentioned.</p> <p>Provide opportunities for pupils to engage in sports.</p>	<p>Read favorite passages aloud.</p> <p>Illustrate literature.</p> <p>Collect pictures of singers, writers, athletes, and other admired persons.</p>	<p>Books</p> <p>Magazines</p> <p>Newspapers</p>
<p>Sports</p> <p>Willie Mays Althea Gibson Gale Sayers Charlie Gifford Wilt Chamberlain Joe Louis Wilma Rudolph</p>			

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>20th Century New Jersey. continued</p> <p>Social and Governmental Agencies</p> <p>Agencies</p> <p>Day Care Council</p> <p>Senior Citizen's Commission</p> <p>Neighborhood Conservation Office</p> <p>Probation Offices</p> <p>Juvenile aid offices</p> <p>Youth House</p> <p>Homes for the aged</p> <p>Convalescent homes</p> <p>Bureau of Children's Services</p> <p>Group Work Agencies</p> <p>Informal Education Services</p> <p>Recreational Organizations</p> <p>Libraries</p> <p>Museums</p> <p>Public Recreation</p>	<p>Contact resource persons: Professionals Parents</p>	<p>Make a personal digest of pertinent information pertaining to agencies.</p> <p>Plan field trips.</p>	<p>Community Resources Directory of Essex County and W. Hudson, New Jersey</p> <p>Brochures and fliers from various agencies.</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Social and Governmental Agencies, continued</p> <p>Health and Hospital Services</p> <p>Ambulance Service</p> <p>Rescue Squad</p> <p>Department of Health</p> <p>Mental Health Clinics</p> <p>Homes for Handicapped</p> <p>Homes for Convalescents</p> <p>Hospitals, General</p> <p>Hospitals, Special</p> <p>Visiting Nurses</p> <p>Home-maker Services</p> <p>Vocational Rehabilitation and Guidance Services</p>	<p>Discuss</p> <p>Utilize community resource people to help present information regarding their jobs and the services of their agencies.</p>	<p>Prepare and present individual reports of volunteer services.</p> <p>Prepare a personal telephone directory of agencies numbers.</p>	<p>Brochures, pamphlets, and fliers from various agencies.</p> <p>Films and filmstrips from agencies.</p>
<p>New Jersey Rehabilitation Commission</p> <p>Community Funds</p> <p>Urban League</p> <p>United Community Corporation</p> <p>B. I. C. C.</p> <p>N. A. A. C. P.</p> <p>I. C. B. O.</p> <p>National Council of Christians and Jews</p>			

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>20th Century New Jersey, continued</p> <p>Civic Responsibility</p>	<p>Discuss and explain laws and reasons for them.</p> <p>Obtain copies of some laws.</p> <p>Take class to visit courts.</p>	<p>Discuss: Laws Rights Fines Reformatories Prisons Probation Parole</p>	<p>Wills, deeds and contracts</p> <p>Copies of laws</p> <p>Films "Why We Respect the Law" Coronet 1950 (Audio-Visual Dept., Newark Board of Ed.)</p> <p>"Are You a Good Citizen?" Coronet</p>
<p>Knowledge of and respect for laws: Reasons Enforcement Benefits Penalties</p> <p>Property rights: What are they? Why they should be respected? Wills, deeds, and contracts</p>			
<p>Interpersonal relationships (respect for community workers and for one another)</p>			
<p>Attitudes and values Compromise Commitment Involvement Awareness of conscious actions, as opposed to blindly "following the crowd"</p>			



LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>20th Century New Jersey, continued</p> <p>Civic responsibility, basic freedoms, voting rights, etc.</p> <p>Loyalty and patriotism</p> <p>American Creed</p> <p>Meaning of democracy</p> <p>Obligations in time of war and peace</p> <p>Active participation in local, state, and national affairs</p> <p>Why we should participate</p> <p>Positive ways of participating</p> <p>Changes brought about through participation</p>	<p>Select small groups to prepare research papers on areas studied concerning "Learning and Living in New Jersey."</p>	<p>Prepare a volume of pupil research papers for distribution.</p>	<p>Art supplies</p> <p>Encyclopedias</p> <p>Dictionaries</p> <p>Magazines</p> <p>Films</p> <p>Filmstrips</p> <p>Books</p> <p>Pictures</p> <p>Maps</p> <p>Charts</p>



LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>20th Century New Jersey, continued</p> <p>Leisure time opportunities</p> <p>Definition of "leisure time"</p> <p>Survey of development of leisure time from early to the present</p> <p>More holidays</p> <p>More and longer vacations</p> <p>Relationship of income to leisure time</p> <p>Leisure time in transition</p> <p>Need for leisure time</p> <p>Physical</p> <p>Psychological</p> <p>Social</p> <p>Environmental</p> <p>Kinds of leisure time activities:</p> <p>Recreational</p> <p>Cultural</p> <p>Creative</p> <p>Hobbies</p> <p>Educational</p> <p>Profit-making activities</p> <p>Community service</p>	<p>Discuss leisure time in local families.</p>	<p>Encourage service to others. Example, candy-striper, hospital aide.</p> <p>Form hobby clubs, and provide a period at least once a week for hobby activities.</p> <p>Make class photo album of pupils showing pictures of them engaging in various kinds of leisure time activities.</p> <p>Make bulletin board picture display, "Ways to have fun."</p> <p>Make monthly calendars of activities that can be engaged in during the particular month.</p>	<p>Periodicals: "Park News" (monthly) Published by Essex County Park Commission 115 Clifton Avenue, Newark, N.J. Vacation Guides of N.J.</p> <p>Resource Centers: Department of Conservation and Economic Development 520 E. State Street, Trenton, New Jersey</p> <p>N.J. Historical Society, 230 Broadway Newark, New Jersey 07104</p> <p>The N.J. Room of the Newark Public Library, 5 Washington Street, Newark, New Jersey</p> <p>Film "Better use of Leisure Time" Coronet</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT

TEACHING SUGGESTIONS

PUPIL ACTIVITIES

MATERIALS

Leisure Time Opportunities, continued

Factors involved in selecting leisure-time activities

Season of the year

Weather

Health and strength

Financial considerations

Accessibility

Personal interests

Personal talents

Individual or group involved

Family activities

Places in the state:

State Parks

Forests

Beaches

Museums

Libraries

Galleries

Amusement areas

Fairs

Cultural arts centers

Rivers and lakes

Tours

Points of interest

Race tracks

Hunting and fishing areas

Discuss problems of leisure.

Prepare a large outline map of New Jersey, to be projected on an overhead projector to pinpoint recreational centers.

Distribute dittoed maps to pupils.

Locate recreational centers on dittoed maps.

Plan field-trips to various types of facilities.

Prepare a nature corner in the classroom, as a follow of field trips.

Make chart matching activities with facilities.

Make wall display of advertisements and an announcement of leisure-time facilities.

Using encyclopedias and other guides, identify and label nature specimens found on field trips.

Have "show and tell" programs in which pupils show and explain their hobbies, collections, etc.

Discuss various facilities, and make charts illustrating what each facility offers.

Make personal directories of local leisure time facilities:

Location

Accessibility

Cost

Schedule (days and hours open)

Booklet

1968 Leisure Time Resources Directory

Essex County N.J., Essex County Section

National Council of Jewish Women and United Community Fund and Council of Essex and West Hudson

Filmstrip

"Newark: Past-Present-Future"

Audio-Visual Center,

Newark Board of Education

Periodicals

Newspapers

Magazines

Brochures, Fliers, pamphlets



LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Leisure Time Opportunities, continued</p> <p>Zoos</p> <p>Libraries</p> <p>Museums</p> <p>Schools</p> <p>Cultural centers</p> <p>Movies</p> <p>Drama theatres</p> <p>Scout centers</p> <p>Club centers</p> <p>(civic, cultural, social)</p> <p>Bowling alleys</p> <p>Tennis courts</p> <p>Swimming pools</p> <p>Y's</p> <p>Boys' Clubs</p> <p>PAL centers</p> <p>Neighborhood houses</p> <p>Discotheques</p> <p>Stadiums</p> <p>Airports</p> <p>Stables</p>	<p>Discuss advantages of various facilities.</p> <p>Contact resource persons.</p> <p>Plan for group and individual instruction.</p>	<p>Plan an in-school hobby exhibit and invite other classes to attend.</p> <p>Make a directory of local hobby shops.</p> <p>Plan a trip to a hobby shop.</p> <p>Plan intermural sports schedule.</p> <p>Plan visits to spectator events.</p>	



LEARNING AND LIVING IN NEW JERSEY

Leisure Time Opportunities

Suggested format for teacher to use in aiding pupils in selecting and becoming involved in leisure time activities. Can be expanded and modified as needed.

Leisure Time Activity	Facility	Cost	Equipment
Outside of the Home Swimming	Municipal pools Y's Boys' Club	Bath house fees (nominal) Club membership	Swimsuit, cap, fins, mask, towel
Bowling	Bowling Alleys Recreation centers	50-55 cents per game shoe rental, 25 cents	Balls and shoes provided by alleys
Cultural Activities (reading, listening to records, tours, art exhibits and displays, films, story-hours, special programs)	Newark libraries (especially Main Library on Washing- ton Street)	No fee	Special equipment provided by library
Cultural Activities (Gallery and court tours, planetarium lectures, special exhibits and displays, workshops, special programs, such as Sunday afternoon concerts and holiday workshops and programs)	Newark Museum	Nominal fee for work- shops. Membership some- times required for special programs and events.	Special equipment furnished by museum
Games, arts and crafts, supervised play	City and county play- grounds, recreation centers, parks.	No fee for some. Nominal fee for others.	

LEARNING AND LIVING IN NEW JERSEY
Leisure Time Opportunities, continued

Leisure Time Activity	Facility	Cost	Materials
Outside of the Home, continued			
Scouting	Robert Treat Council (Boys) 31 Central Avenue Newark, N.J. Girl Scout Council of Greater Essex County 81 Main St., Orange, N.J.	Membership	Boy or Girl Scouts of America, official uniforms and equipment.
Skating (Ice and Roller)	Skating rinks (Parks and private)	Membership or admission fee. Skate rental	Skates
Golf	County parks and private clubs	Membership and playing fees. \$2.00 and up.	Clubs, balls, tees, shoes
Tennis	County parks and private clubs	Membership and playing fees.	Tennis rackets, balls, shoes, clothing

NOTE: Emphasis should be placed on the spectator aspect of leisure-time activity, as well as active participation. Attendance at intramural games should be encouraged, also professional and semi-professional games.

LEARNING AND LIVING IN NEW JERSEY
Leisure Time Opportunities, continued

Leisure Time Activity

Home Activities (Encourage family participation in these activities.)

Sewing and needlework
(knitting, dressmaking, designing,
crocheting, embroidering)

Cooking and baking
experimental and gourmet; foreign dishes; international menus

Reading
books, magazines, newspapers,
reading aloud to others and listening to others.

Games (family and individual)
Lotto, bingo, checkers, cards, Scrabble, Monopoly, Parchesi

Listening and viewing
radio, records, tapes, television

Do-it-yourself projects
furniture refinishing, making repairs, electronics, car care, gardening,
art-painting by numbers

Parties and socials
planning, preparing for and participating in, refreshments, entertainments

Hobbies
stamp collecting, coin collecting,
tropical fish, doll collecting; collecting and
assembling model cars, trains, airplanes and boats; photography

Dancing

Singing

Playing instruments

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Vocational Opportunities New Jersey's industry Brief history of development of industry in N.J.</p> <p>Survey of northern N.J. industry, with emphasis on Newark.</p> <p>Types</p> <p>Location</p>	<p>Survey the major industries of the state.</p> <p>Show and discuss film, "Made in New Jersey".</p>	<p>Prepare list of vocational terms.</p> <p>Using a N.J. state map as a backdrop, exhibit products made in New Jersey. Run cord or ribbon from the product to the area on the map from which the product comes.</p>	<p>Films "Made in New Jersey" "Journey Through New Jersey"</p> <p>Book Made in New Jersey, (The industrial story of N.J.) by John T. Cunningham</p> <p>Map of New Jersey</p>

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Vocational Opportunities, continued</p> <p>Industrial laws in N.J.</p> <p>Child Labor Laws</p> <p>Workmen's Compensation</p> <p>Fair Employment Practices Commission</p> <p>Unions</p> <p>Contracts</p>		<p>Make lists of companies engaged in various industries: textiles, leather, electrical, iron and steel, etc.</p>	<p>Union contracts</p> <p>Working papers</p> <p>Social Security cards</p>
<p>New Jersey Inventors Biographies</p> <p>Impact of inventions on industry</p>		<p>Prepare biographical sketches of N.J. inventors as part of a classroom science display.</p>	<p>Company and trade newspapers and other literature</p> <p>Brochures, reports, pamphlets, and fliers from agencies, centers and federal assistance program officers.</p>
<p>Federal Assistance Programs</p> <p>VISTA</p> <p>Job Corps</p> <p>Title I</p> <p>United Community Corporation</p> <p>Youth Opportunities Center</p> <p>Manpower Skills Training Center</p> <p>Office of Economic Opportunity</p> <p>Occupational Center of Essex County</p> <p>New Jersey Employment Service</p> <p>Civil Service Commission</p> <p>Neighborhood Youth Corps</p>		<p>Make a directory of federal assistance programs.</p>	

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Vocational Education Instructor</p> <p>Work-study Coordinator</p> <p>Guidance Department</p> <p>Coordinator of Industrial Education</p>	<p>Conduct pupils on tours of industrial establishments.</p> <p>Take pupils on trips to employment offices in agencies of various kinds.</p>	<p>Active participation geared to vocational independence, such as work-study programs, sheltered workshops, on-the-job training, and internship programs.</p>	<p>Books, pamphlets, and fliers from industrial and governmental agencies.</p>

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN PUERTO RICAN HISTORY

- 1493 - Puerto Rico was discovered by Columbus on his second voyage to the New World.
- 1508 - Juan Ponce de Leon began process of colonization with about 50 Spanish soldiers.
- 1511 - Negro slaves were brought to the island by the Spanish.
- 1595 - Sir Francis Drake invaded Puerto Rico.
- 1598 - English captured San Juan and held it for five months.
- 1625 - The Dutch burned San Juan.
- 1797 - The English attacked San Juan.
- 1873 - Slavery was abolished.
- 1897 - Luiz Munoz Rivera, the George Washington of Puerto Rico, won a Charter of Autonomy for Puerto Rico from Spain.
- 1898 - Puerto Rico was ceded to the United States on December 10.
- 1899 - According to the Treaty of Paris, April 11, Puerto Rico became a U.S. possession.
- 1903 - The University of Puerto Rico was founded.
- 1917 - U.S. Congress passed the Jones Act extending U.S. citizenship to Puerto Ricans, with the Governor of the island being appointed from Washington, D.C.
- 1940 - Most Puerto Ricans regard this year as the beginning of the island's modern era, "Operation Bootstrap."
- 1948 - Amendments to the Jones Act permitted Puerto Ricans to select their governor.
- 1949 - Luis Munoz Marin became the first governor elected by the people.
- 1952 - Puerto Rico ceased to be a U.S. possession and became the Commonwealth of Puerto Rico on July 25.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY

- 1492 - Alonzo Pietro, captain of the NINA, sailed with Columbus' expedition to America. He is identified as a Negro by some historians.
- 1513 - Thirty Negroes were a part of Balboa's expedition which crossed Panama and discovered the Pacific Ocean.
- 1519 - Negroes were part of the army of Hernando Cortez at the time of his conquest of the Aztec Indians in Mexico.
- 1619 - Twenty Africans arrived at Jamestown, Virginia, and became indentured servants.
- 1624 - William Tucker was born as the first Negro child in the land that was later to become the United States.
- 1731 - Benjamin Banneker, mathematician, astronomer, and one of the planners of Washington, D.C., was born in Maryland.
- 1760 - Richard Allen, a founder of the African Methodist Episcopal Church was born a slave in Philadelphia.
- 1762 - James Derham, first American Negro doctor, was born in Philadelphia.
- 1770 - Crispus Attucks and four other colonists were killed by the British soldiers at the Boston Massacre on March 5.
- 1775 - Negro soldiers fought in the Battles of Lexington and Concord and later took part in the Battle of Bunker Hill.
- 1777 - Vermont became the first state to abolish slavery within its borders.
- 1793 - The Fugitive Slave Law was passed by Congress, making it unlawful to harbor a runaway slave.
- 1794 - The Bethel African Methodist Episcopal Church was organized by Richard Allen and others.
- 1797 - Sojourner Truth, a leading Negro abolitionist, was born a slave in Hurley, New York.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY, continued

- 1814 - Negro troops fought in the Battle of New Orleans under the command of General Andrew Jackson.
- 1817 - Frederick Douglass, noted abolitionist, lecturer, and author, was born a slave in Maryland.
- 1826 - John Russwurm, became the first Negro college graduate in the U.S. when he received his degree from Bowdoin College. He was also an editor of the first Negro newspaper, Freedom's Journal, which was published in N.Y.
- 1841 - Blanche Kelso Bruce, first Negro to serve a full term as United States Senator, was born a slave in Virginia.
- 1849 - Harriet Beecher Stowe's novel, Uncle Tom's Cabin, was published on March 20.
- 1849 - Booker T. Washington, famous educator and Negro Leader, was born a slave in Virginia. Wilberforce University was founded in Ohio.
- 1857 - The Dred Scott case was settled by the Supreme Court with the decision that the Negroes were not citizens.
- 1859 - John Brown led the raid at Harper's Ferry in Virginia.
- 1862 - Robert Smalls, a slave sailor of South Carolina, delivered the Confederate warship "Planter" into the hands of the Union Navy.
- 1863 - President Lincoln issued the Emancipation Proclamation on January 1.
- 1865 - The Thirteenth Amendment to the Constitution, which abolished slavery, was adopted on December 18.
- 1868 - The Fourteenth Amendment to the Constitution, which established the citizenship of Negroes, was adopted on July 28.
- 1870 - The Fifteenth Amendment to the Constitution, which granted to Negroes the right to vote, was adopted on March 30.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY, continued

- 1875 - Mary McLeod Bethune, noted educator, was born in South Carolina.
- 1877 - Henry O. Flipper became the first Negro to be graduated from West Point.
- 1891 - The first training school for Negro nurses, at Provident Hospital in Chicago, was established.
- 1893 - Dr. Daniel Hale Williams performed the first successful heart operation.
- 1905 - The Niagara Movement was started by a group of Negro intellectuals.
- 1909 - Matthew Henson, friend and assistant to Admiral Robert Peary, placed the American flag on the North Pole on April 6.
- 1910 - The National Urban League was organized in New York City.
- 1929 - Martin Luther King, Jr., noted civil rights leader and Nobel Peace Prize winner, was born in Atlanta, Georgia.
- 1936 - Mary McLeod Bethune was appointed director of Negro affairs for the National Youth Administration.
- 1937 - William Hastie became the first Negro to serve as a federal judge. He was appointed judge of the Federal District Court in the Virgin Islands.
- 1937 - Joe Louis became the heavyweight boxing champion of the world.
- 1940 - Benjamin O. Davis, Sr. became the first Negro general in the U.S. Army.
- 1940 - Dr. Charles Drew became medical director of the British blood plasma program.
- 1947 - Jackie Robinson became first Negro in Major League baseball with the Brooklyn Dodgers.
- 1949 - Wesley A. Brown became the first Negro graduate of the U. S. Naval Academy.

**LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY, continued**

- 1950 - Gwendolyn Brooks was awarded the Pulitzer Prize for Poetry and Ralph Bunche was awarded the Nobel Peace Prize.
- 1954 - U. S. Supreme Court decision banned racial discrimination in public education.
- 1955 - Marian Anderson made her Metropolitan Opera debut and became the first Negro to sing with the company.
- 1955 - The bus boycott in Montgomery, Alabama began on December 5.
- 1957 - The Southern Christian Leadership Conference (SCLC) was organized under the leadership of Dr. Martin Luther King, Jr.
- 1957 - Althea Gibson became the world's woman tennis champion.
- 1960 - The Student Non-Violent Coordinating Committee (SNCC) was organized.
- 1961 - Robert Weaver was appointed Administrator of the Housing and Home Finance Agency.
- 1961 - Thurgood Marshall became judge of the United States Court of Appeals.
- 1962 - James Meredith became the first Negro to attend classes at the University of Mississippi.
- 1963 - President John F. Kennedy was assassinated on November 22.
- 1964 - The Civil Rights Act was passed by the Congress of the U.S.
- 1964 - Dr. Martin Luther King, Jr. was awarded the Nobel Peace Prize.
- 1965 - Dr. Martin Luther King, Jr. led a march from Selma, Ala. to Montgomery, Ala. to urge Negro voter registration in the South.
- 1965 - Mrs. Patricia Harris was appointed U.S. Ambassador to Luxembourg.
- 1966 - Robert Weaver became first Negro to serve in the President's Cabinet. He was appointed Secretary of Housing and Urban Development.
- 1967 - Thurgood Marshall became the first Negro appointed to the U.S. Supreme Court.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY*, continued

- 1967 - Richard G. Hatcher became Mayor of Gary, Indiana.
- 1967 - Carl B. Stokes became Mayor of Cleveland, Ohio.
- 1968 - Dr. Martin Luther King, Jr. was assassinated in Memphis, Tenn., on April 4th.
- 1968 - Senator Robert F. Kennedy was assassinated in California, dying on June 6, 1968.
- 1968 - Matthew Carter became Mayor of Montclair, New Jersey.
- 1969 - Simeon Moss became Essex County Superintendent of Schools in New Jersey.
- 1970 - Robert Wilson became Managing Director of the YM-YWCA in Newark, first black in the country to hold such a position in a major city.
- 1970 - Donald Payne of Newark was elected national President of the YMCA, a position of distinction, Mr. Payne is both young and black.
- 1970 - Kenneth A. Gibson was elected Mayor of Newark, New Jersey.
- 1970 - William Walls became Corporation Counsel of the City of Newark.
- 1970 - Dr. James B. Parks, III became Dean of Students at Newark State College in Union.
- 1970 - Dr. James R. Cowan became state Commissioner of Health.

*This list was compiled in 1969 and augmented in 1970. It should be supplemented each year by the instructor.

KEEP THE LIST CURRENT!

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT PUERTO RICANS IN THE UNITED STATES*

HERMAN BADILLO - Former Commissioner of Relocation: currently Bronx Borough President.

ARTURO MORALES CARRION - Deputy Assistant Secretary of Inter-American Affairs.

LEOPOLDO CARECEDO - Professor of Biochemistry, Fordham University.

JAIME BENITEZ - A former delegate to UNESCO.

DR. ISMAEL RODRIGUEZ BOU - UNESCO technical adviser in India.

PRIVATE FERNANDO LUIS GARCIA - Congressional Medal of Honor posthumously awarded.

MARIA CHIQUES CORDERO de GONZALEZ - Specialist in Puerto Rican and Spanish Affairs,
Newark Human Rights Commission, Newark, N.J.

GUILLERMO MEDINA - Technical Director, U.S. Navy Hydrographic Office.

JESUS de la MADRID - Professor of Mathematics, Yale University.

CARMEN MARRERO - Member of N.Y. State Commission of Human Rights.

TEODORA MOSCOSO - Area Administrator for Latin America, State Dept., Washington, D.C.

EMILIO NUNEZ - Judge, Supreme Court, New York.

PEDRO A. del VALLE - General, U.S. Marines.

DR. MARGUARITA SILVA - Bacteriologist.

RUPERTO RUIZ - Naval Architect.

*This list was compiled in 1969.

It should be supplemented each year by the instructor and kept up to date.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT NEGROES IN THE UNITED STATES

CRISPUS ATTUCKS - Date of birth unknown, died March 5, 1770. Was one of five Americans who died in the Boston Massacre. He was the first to die.

BENJAMIN BANNEKER: 1731 - 1806.

Was an astronomer, a mathematician, a surveyor, and a mechanical genius. His annual Almanac was read by many important men of his day.

PAUL CUFFE: 1759 - 1817.

Became a shipowner and shipbuilder who used his wealth to help less fortunate Negroes; and on his farm he built a school for Negro children.

JEAN DUSABLE: 1745 - 1804.

Was of Negro and French lineage. Was born on the island of San Domingo and educated in France. He is generally given credit for the founding of Chicago.

RICHARD ALLEN: 1760 - 1831.

Was converted to Christianity while he was still a slave. In 1778 he and other Negroes formed the African Methodist Episcopal Church and later he was elected its first bishop.

FREDERICK DOUGLASS: 1817 - 1895.

Was born a slave in Maryland. As a young man he secretly taught himself to read and later escaped from his owner. He became a leading abolitionist, orator, writer and editor. Fought for rights of all the oppressed.

JAN MATZELIGER: 1852 - 1889.

In 1878 he came to Lynn, Massachusetts from Dutch Guiana. He received a patent for the first lasting machine in 1883. Lasting is the step in which the top of the shoe is attached to the bottom.

JOHN B. RUSSWURM: 1779 - 1851.

He was born in Jamaica but came to America around 1820. He was the first Negro to be graduated from an American college, Bowdoin, in 1826, and he helped to found the first Negro newspaper in the U.S.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT NEGROES IN THE UNITED STATES, continued

ROBERT SMALLS: 1839 - 1915.

He was a slave when he liberated himself, his family and the crew of the Confederate vessel, the Planter, which he piloted out of Charleston Harbor and surrendered to the Union navy.

AUGUSTUS TOLTON: 1834 - 1897.

While he was a small boy, the priests of the parish encouraged him in his studies and in his desire to become a priest. He was ordained in Rome and returned to America where he established St. Monica's Church in Chicago.

SOJOURNER TRUTH: 1797 - 1885.

Born in New York, she became a leading antislavery speaker. After the Civil War she devoted much time to the cause of the freedmen and urged them to vote, own land, and learn trades.

DANIEL H. WILLIAMS: 1858 - 1931.

Won national acclaim as the first doctor to operate successfully on the human heart. He helped found the Provident Hospital in Chicago which was the first training school for Negro nurses in America.

ROBERT ABBOTT: 1870 - 1940.

Founded the Chicago Defender, one of the few Negro daily newspapers in America. He believed that Negroes should become good citizens, vote and elect responsible leaders, and set high goals for themselves.

MARY McLEOD BETHUNE: 1875 - 1955.

Taught herself to read and studied to become a missionary to many untaught Negro boys and girls in the South. Out of packing cases, crates, and other cast-off items, she built a school in Florida, the Bethune-Cookman College.

MARIAN ANDERSON: 1901 - .

One of the Great musical artists of the world. Although her ability to sing was a God-given talent, she had to work and study hard to become a great contralto.

EDWARD BROOKE: 1919 - .

Former Attorney General of Massachusetts and now U.S. Senator. He is a Protestant and a Republican in a state which is 2 percent Negro, 52 percent Roman Catholic and usually Democratic.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT NEGROES IN THE UNITED STATES, continued

MARTIN LUTHER KING, JR.: 1929 - 1968.

Born in Atlanta, Georgia and named Michael Luther King, he later adopted the name Martin Luther. In 1964 he became the second Negro to be awarded the Nobel Peace Prize. He and a group of ministers organized the Southern Christian Leadership Conference. He was a leader in the fight against segregation and for civil rights.

COUNTEE CULLEN: 1903 - 1964.

A leading poet who had his first book published when he was only twenty-one years old, he graduated with honors from New York University and went to Harvard for an M.A. degree.

MARCUS GARVEY: 1887 - 1964.

Born in Jamaica he later went to England where he found work in a publishing company. Came to the U.S. in 1916. Started a branch of the Universal Negro Improvement Association, the aim of which was to start a colony in Africa for all the Negroes of the world.

ELIJAH MCCOY: 1844 - 1928.

Being interested in machinery, he invented a number of devices that made it possible to oil heavy machinery mechanically. Some of them are still used on railroads and steamships today.

WILLIAM E. B. DU BOIS: 1863 - 1963.

Was leader of a group of young Negro intellectuals who met at Niagara Falls, Canada, in 1905 to work out solutions to racial problems. In 1909, Mary White Ovington, a white social worker, with DuBois, Henry Moskowitz, a Jewish social worker, and others, formed the NAACP.

JOHN H. JOHNSON: 1918 - .

Began his career at DuSable High School in Chicago, where he was editor of the school paper. In 1942 with borrowed money he published the first issue of the Negro Digest. Today he is publisher of Ebony, Jet, Tan, and the Negro Digest, with a combined circulation of over two million.

RALPH BUNCHE: 1904 - .

Won the Nobel Peace Prize in 1950 for his role in the settlement of the Palestine dispute and served in the United Nations since 1946 in various capacities.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT NEGROES IN THE UNITED STATES, continued

GEORGE WASHINGTON CARVER: 1864 - 1943.

Came to Tuskegee Institute in 1896 to teach and to start an agricultural laboratory. He helped farmers to improve their methods and crops.

BENJAMIN O. DAVIS, JR.: 1912 - .

A graduate of West Point in 1936, he commanded the 99th Fighter Squadron in WW II and won the Silver Star. Like his father who became our first Negro general, he reached the highest rank achieved by a Negro in the Armed Forces of the United States, that of Lieutenant General.

CHARLES DREW: 1904 - 1950.

Was an outstanding scholar and athlete while at Amhurst College. After he became a doctor, he did research on the properties of blood from which his ideas of banked blood and the use of blood plasma were born.

JOHN H. FRANKLIN: 1914 - .

Is one of America's great historians. He was chairman of the History Department at Brooklyn College, professor in American History at the University of Chicago, and a visiting professor of history at St. John's College, Cambridge University.

MATTHEW HENSON: 1867 - 1955.

Accompanied Admiral Robert E. Peary, the famous scientist and explorer on his expeditions to find the North Pole. On April 6, 1909 Henson placed the Stars and Stripes on the precise point where the North Pole is located.

LANGSTON HUGHES: 1902 - 1967.

An extremely versatile writer who has written novels, plays, biographies, children's books and lyrics for musical plays.

JAMES WELDON JOHNSON: 1878 - 1938.

In addition to singing of the Negro in America, he also wrote prose and poetry and was an experienced public school principal, lawyer, diplomat, professor, and executive secretary of the NAACP.

PERCY JULIAN: 1898 - .

From his soybean research, he developed a male hormone which is essential to the production of cortisone that is used to ease the pain of arthritis sufferers. He also developed a substance from the soybean that is used in weatherproofing metal and a product necessary to the production of aerofoam fire extinguishers.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT NEGROES IN THE UNITED STATES, continued

THURGOOD MARSHALL: 1908 - .

An outstanding lawyer who joined the legal staff of the NAACP in 1936 and fought many cases before the U.S. Supreme court. In 1965 he was appointed Solicitor General of the U.S. and in 1967 became the first Negro to serve as a Justice of the Supreme Court.

A. PHILIP RANDOLPH: 1889 - .

In 1925 he organized the International Brotherhood of Sleeping Car Porters. Later he became the only Negro vice-president in the AFL-CIO.

CHARLES C. SPAULDING: 1874 - 1952.

From dishwasher to president of a multi-million dollar corporation, he used his wealth to help people who were less fortunate. With a barber friend he started the North Carolina Mutual Life Insurance Company.

ROBERT VANN: 1887 - 1940.

In March 1910 he started the Pittsburgh Courier which became the most widely read Negro newspaper in America. Later he was appointed Assistant United States Attorney General by President Roosevelt.

PAUL WILLIAMS: 1894 - .

He is one of the best architects in the U.S. In his native California he has designed many homes and buildings, especially those of the movie stars.

GRANVILLE WOODS: 1859 - 1919.

He received over thirty-five patents for his inventions including those for a steam-boiler furnace, an incubator, automatic air brakes, and many others.

CHARLES YOUNG: 1864 - 1922.

A West Point graduate, a civil engineer and a scholar who spoke six languages, also he was a talented writer and musician. His last post was that of military attache to the American Embassy in Liberia.

*This list was compiled in 1969. It should be supplemented each year by the instructor, and kept up to date.

LEARNING AND LIVING IN NEW JERSEY - A NEGRO "WHO'S WHO"

Louis Armstrong	"Count" Basie	Marcus Garvey	W.D. Fard
Duke Ellington	Errol Garner	Elijah Poole	Malcolm "X"
Dean Dixon	Ralph Bunche	Clarence Cameron White	Emmett Scott
Harry T. Burleigh	W.E.B. DuBois	Leontyne Price	William C. Handy
William Grant Still	Marian Anderson	George W. Carver	James W. Johnson
M. Robinson Delancy	Mattiwilda Dobbs	Booker T. Washington	Dorothy Maynor
Countee Cullen	Granville T. Woods	Mahalia Jackson	Sammy Davis, Jr.
James Forten	Eartha Kitt	Nat "King" Cole	Lena Horne
Paul L. Dunbar	W.W. Brown	Ethel Waters	Harry Belafonte
Hughie Lee Smith	Martin Luther King	Johnny Mathis	John Swain
Roy Wilkins	Bill Cosby	Josh White	Percy L. Julian
Langston Hughes	Mary McLeod Bethune	James Beckworth	Jacob Dodson
Sanders Jackson	Bill Pickett	Sidney Poitier	Barney Ford
Benjamin Banneker	Estevanico	Gordon Parks	Carter G. Woodson
Gwendolyn Brooks	Jackie Robinson	Louis Lomax	Carl T. Rowan
James Farmer	James Baldwin	Arna Bontemps	Earl Warren
Sonny Liston	Frederick Douglass	Matthew A. Henson	Cassius Clay
Hale Woodruff	Thurgood Marshall	Richard Wright	Sojourner Truth
A. Philip Randolph	Phillis Wheatley	Augusta Savage	E. Simms Campbell
Richmond Barthe	Edward R. Dudley	Robert C. Weaver	Stokely Carmichael
Percy Sutton	John H. Johnson	Althea Gibson	Ted Poston
Arthur Ashe	Adam Clayton Powell	Montague W. Cobb	John Hope Franklin
Charlie Sifford	Sugar Ray Robinson	Diahann Carroll	Joe Louis
Romare Bearden	Henry Tanner	Rayford Logan	

Vocabulary for Learning and Living in New Jersey

boundaries	culture	county	sub-cultures
topography	urban	state	intergroup
survey	mobility	city	intramural
settlers	industrial	federal	civil rights
settlement	equality	agencies	job opportunities
historical	governor	center	fair employment
forum	legislator	assistance	aid to dependent children
agrarian	legislature	welfare	ghetto
prominent	freeholder	Puritans	neighborhood
hobby	Afro-American	colony	community
district	government	colonists	slave
re-development	climate	landmark	census
participation	location	junction	minority
New Jersey	opportunity	rural	majority
Newark	quest	immigration	ethnic
Puerto Rico	recreation	economic	facilities
Puerto Rican	resident	contemporary	leisure
foreign	residential	population	election
domestic	capitol	vocational education	registration
factor	capital	cultures	challenger
ballot	suburban	vote	polls

Sample test for Unit on Learning and Living in New Jersey:

1. Who was one of the first settlers in New Jersey?
2. From where did these settlers come?
3. What states border New Jersey?
4. Name two important crops grown in New Jersey.
5. Name two important industries in New Jersey.
6. Name two forms of transportation in this state.
7. Name three recreation areas in this state.
8. Who was the inventor who made Menlo Park and West Orange famous?
9. Name three entertainment facilities in Newark.
10. In what county is Newark located?

Sample test for Unit on Learning and Living in New Jersey

Underline the correct word to complete the statement:

1. New Jersey is a (city, state, county).
2. The capital of New Jersey is (Trenton, Elizabeth, Newark).
3. New Jersey was inhabited by the (Sioux, Cherokee, Leni-Lenape) Indians.
4. New Jersey (was, was not) one of the original thirteen states.
5. New Jersey is located on the (East, West) Coast of the U.S.

Connect the following leaders with their proper identification:

William Livingston	First Negro to vote in the U. S.
Clara Barton	First governor of N. J.
Thomas Peterson	First president of the Red Cross

Connect the following New Jerseyans with their contributions:

Molly Pitcher	"Last of the Mohicans"
James Fenimore Cooper	"Red Badge of Courage"
Stephen Crane	Inspired soldiers in Revolutionary War

Locate or identify the following:

Morven	Old Barracks	Military Park, Newark
Jockey Hollow	Washington Park, Newark	Lincoln Park, Newark
Walt Whitman	Aaron Burr	Grover Cleveland

Sample Essay test for Unit on Learning and Living in New Jersey

1. Where is New Jersey located?
2. What is the size of New Jersey compared with other states in the United States?
3. What are the boundaries of N. J.?
4. What is the population of New Jersey? (composition and number)
5. Describe the topography of New Jersey.
6. What are the major waterways of New Jersey?
7. Who were the early settlers of New Jersey?
8. What determined sites for settlement in New Jersey?
9. Name and describe some New Jersey leaders.
10. Who were the Lenni Lenapes? The Puritans?
11. Who first introduced slavery into New Jersey and why?
12. What is meant by one of the original states, referring to New Jersey?
13. What was New Jersey's role in the Revolutionary War? In the Civil War?
14. Identify and describe:
 - a. William Livingston
 - b. Clara Barton
 - c. James F. Cooper
 - d. Stephen Crane
 - e. Thomas Peterson
 - f. Washington's Headquarters in N. J.
 - g. Morven
 - h. Trent House
 - i. Abraham Lincoln's Statue in Newark
 - j. Military Park
 - k. Lincoln Park
15. How did industrial changes affect the lives of people living in New Jersey?

Sample Essay test for Unit on Learning and Living in New Jersey, continued

16. Describe an urban city as a result of industrial growth.
17. Name and describe some institutions of higher learning in New Jersey.
18. What is interstate migration? Give some reasons for interstate migration.
19. What is the historic importance of Newark, Jersey City, and Gouldtown?
20. How did craftsmen aid New Jersey's growth and development?
21. What were some of the cultural contributions to New Jersey made by immigrants?
22. What were the effects of religious centers upon the social, political and educational climate?
23. Describe government in New Jersey.
24. Make an outline of government in New Jersey.
25. List current state officials. Describe their duties.
26. Outline and explain New Jersey elections.
27. Compare Newark with New York City (size, population, government, education, transportation, and recreation).
28. Name and describe some of New Jersey's major cities.
29. What is urban renewal?
30. What are the advantages and disadvantages of urban renewal?
31. Who are Newark's residents?
32. Why should residents have civic involvement?
33. Describe the population of Newark with regard to numbers, race, religion, and nationality.
34. What caused the influx of Negroes and Puerto Ricans to urban centers?

Sample Essay test for Unit on Learning and Living in New Jersey, continued

35. List some problems encountered by minority groups moving into Newark.
36. How can these problems be solved?
37. What makes you proud of your ethnic background?
38. What changes do you think would improve the lives of people in your community?
39. State contributions of your ethnic group in the following areas:
 - a. music
 - b. art
 - c. literature
 - d. politics
 - e. sports
40. How can education play an important role in helping to improve our lives?
41. How does the welfare system affect poverty?
42. How does a study of your ethnic background help you?
43. Suggest changes which should take place in the following areas:
 - a. family life
 - b. education
 - c. transportation
 - d. housing
 - e. job opportunities
44. In the future, as a responsible person, what will your role be in these areas?
 - a. politics
 - b. government
 - c. education
 - d. family life
45. Name some people in the performing arts, sports, education, and politics whom you admire. Why do you admire them?
46. Make a list of leaders in your community who you feel are improving the lives of your people.
47. What can you do to help improve the image of your ethnic group?

Sample Essay test for Unit on Learning and Living in New Jersey, continued

48. What are some of your leisure-time activities?
49. Where can you go for recreation in Newark?
50. What are the voting requirements?
51. Where can you vote?
52. Why should you become familiar with candidates and issues before election?
53. Why should you vote?
54. What makes a person ineligible to vote?
55. What are your privileges, rights, and responsibilities as a citizen of New Jersey and the United States?
56. What agencies are available in Newark for -
 - a. family problems?
 - b. financial aid?
 - c. job training?
 - d. medical aid?
 - e. legal aid?
 - f. housing?
 - g. education?
 - h. recreation?
57. What is your attitude concerning these problems?
 - a. education
 - b. housing
 - c. job opportunities
 - d. legal protection
58. What role has the Supreme Court played in the life of the Negro?
59. What is the civil rights movement? Trace its history.
60. Who are the prominent civil rights leaders today?
61. How are the white people involved in the civil rights movement?

Sample Essay test for the Unit on Learning and Living in New Jersey, continued

62. What changes have taken place in Newark since the 1967 riot in the areas of: city government, law enforcement, and federal aid?
63. Discuss the role of the Negro in the creation of blues, spirituals, and jazz music.
64. What is the significance of this type of art form to the Negro? Does it play a special role in communication of emotion? Has there been any evolution? Are there still Negro arts?
65. Why has the Negro tended to express his emotions more in form of blues and spirituals in the past than in poetry and novels?
66. Should a Puerto Rican living on the mainland know and understand his cultural heritage? Why?
67. How can a Puerto Rican born in Puerto Rico learn to have pride in his heritage when he settles on the mainland?
68. Why does a Puerto Rican person sometimes manifest symptoms of racism toward Negroes, Jews, and others?
69. How can we better understand the Puerto Rican born in Puerto Rico?
70. Plan a Puerto Rican Day program with all pupils participating.
71. How does cultural deprivation harm a Puerto Rican?
72. Should a Spanish-speaking club be established in your school for pupils who are interested in learning conversational Spanish? Why?
73. Discuss the importance of learning Puerto Rican history and culture.
74. What are your suggestions to help bring about a better understanding of Puerto Rican people, their families, customs, traditions, foods, language and way of life?

SELECTED BIBLIOGRAPHY

This is a selected list of books for teacher use in the development of this unit. The titles are basic and authoritative, varied in content and available in our school and public libraries.

Books for pupil use are not included although some of these titles may be used by pupils under the guidance of a teacher or librarian. School and public librarians will suggest books and magazines to meet the interests and abilities of the pupils. Through their book selection and bibliographic activities, librarians are aware of new, as well as basic, materials.

For textbooks and teaching aids and devices, consult the current **Price List of Textbooks, Maps, and Educational Supplies for Newark Public Schools**. Additional free and inexpensive materials may be found in such publications as **Free and Inexpensive Learning Materials** (biennial; from the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee 37203); **The Educators Guide**...series (annual; Educators Progress Service, Randolph, Wisconsin 53956) and listings in current periodicals. **Salks' Layman's Guide to Negro History** (see below) is a good resource guide as it lists a variety of materials, places, and organizations for enrichment activities. The Department of Libraries and Audiovisual Education lists, in three catalogs, motion pictures, filmstrips, records and tapes- materials available from the Audiovisual Center. These catalogs are kept up - to - date through the Department's publication **Read, See and**

- **Hear.**

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Teaching Aids

EBONY PHOTOGRAPHS (8 X 10 black & white)

1	Photos of famous Negroes of the past (set of 12)	\$ 1.25
2	Photos of famous contemporary Negroes (set of 14)	1.25
3	Children at school and play (elementary level - set of 10)	1.25
4	Young people at school and extracurricular activities (secondary level - set of 12)	1.25
5	Complete set of Ebony Photographs (1, 2, 3, and 4)	5.00

Order from:

Johr son Publishing Co.
 1820 S. Michigan Avenue
 Chicago, Ill. 60616

Alva Class - Research Kit (ART)

The Education Division
 Alva Museum Replicas, Inc.
 30-30 Northern Boulevard
 Queens, New York 11101

COMMUNICATION

Communication as a means of expressing and exchanging ideas can create better personal understanding.

Our emphasis in this unit centers about:

Personal Communication

Associative Communication Skills

Social Communication

Facility in speaking and writing improves the attitudes of people.

The skills, disciplines, and practices applied in language arts, writing, and play-acting will better prepare the Educable Mentally Retarded Pupil to become more active, happier, and more productive at home, in school, and in the community.

	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
Social Studies Subject Area Communication	Oral Communication Written Communication	Oral Communication Written Communication	Written Communication Job Orientation	Vocational Education

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Introduction of Unit</p> <p>To provide historical background for the unit.</p> <p>To develop an understanding of communication.</p>	<p>Audio-visual aids</p> <p>Show film on development of communication.</p> <p>Evaluate film, stressing all basic communication skills.</p>	<p>Observe film for the purpose of discussion.</p> <p>Conduct evaluative discussion of film.</p>	<p>Film on background and use of communication (New Jersey Bell Telephone Co.)</p> <p>"Communication: Story of Its Development" Coronet 1959 available from Audio-Visual Dept., Nwk. Bd. of Ed.</p> <p>Filmstrips</p> <p>Equipment</p> <p>Motion Picture Projector</p> <p>Filmstrip projector</p> <p>Record player</p>

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>To reinforce skills necessary for effective listening and speaking.</p> <p>Oral Communication</p>	<p>Discuss and present oral communication skills.</p> <p>Reinforce: Correct grammatical usage. Logical organization and presentation of ideas. Articulation.</p> <p>Conduct oral drills on correct grammatical usage.</p>	<p>Apply skills pertaining to communication: Role-playing Dramatization Self-evaluation Pupil introductions Panel discussions Personal contributions Puppets Story-telling Silent movies Open-end stories Poetry</p> <p>Listen to records, tapes and radio. Give oral reports on listening activities.</p> <p>Play games, such as "Simon Says" and "Password."</p>	<p>Pictures</p> <p>Newspaper articles</p> <p>Ideas and information from: Television Radio Trips Speakers Family experiences Community activities</p> <p>Records Tapes</p> <p>Equipment</p> <p>Radio Record-player Tape-recorder Walkie-Talkies</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Written Communication To reinforce skills necessary for effective writing.</p>	<p>Discuss and demonstrate written communication skills.</p> <p>Provide format for structural skills: Sentence structure Paragraph structure Indenting Reports Book reviews Outlines</p> <p>Reinforce Penmanship Capitalization Punctuation Abbreviation Sentence structure Paragraph structure Letter-writing Announcements Thank-you notes Invitations Greeting cards Confirmation letters Letters of acknowledgement Letters of complaint Letters of request Trips Merchandise Information Reservations Interviews or appointments Theater tickets Telegram-writing.</p> <p>Provide opportunities for creative writing.</p>	<p>Drills related to: Penmanship Capitalization Punctuation Abbreviation</p> <p>Make a wall chart showing punctuation marks.</p> <p>Correlate writing activities with reading material.</p> <p>Form a Pen Pal Club.</p> <p>Plan a trip to a stationery store.</p> <p>Study "letters to the editor" section of newspapers and magazines.</p> <p>At appropriate times, send greeting cards, post cards, thank-you cards, letters, letters of acknowledgement, letters to a newspaper, radio, and TV station expressing an opinion.</p>	<p>Writing materials Manuscript Writing Standards A.N. Palmer Co. Manuscript and cursive charts</p> <p>Mott Basic Language Skills Program Allied Educa. Council Galien, Mich. Book 300A</p> <p>Pen Pal Agencies UNESCO Jr. Red Cross</p> <p>The Letters You Write Turner-Livingston Communication Series Follett Pub. Co. Chicago</p> <p>Cross-word puzzles</p> <p>Stationery</p> <p>Post cards</p> <p>Greeting cards</p>

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Written Communication, continued		Make bulletin board displays of letters, cards and notes pupils have received or collected. Practice writing telegrams. Contribute to youth pages and columns in magazines and newspapers.	Telegram forms Postage Stamps Newspapers Magazines

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Associative Communication Skills (This area includes all other skills not developed in speaking or writing.)</p>	<p>Identification, discussion and discrimination of associative communication areas: Listening to Bells Sirens Radio Telephone Unfamiliar sounds, such as emergency sounds and signals Observing Signs and symbols Directions in public buildings Floor plans Seating charts Listening and Observing Radio Television Films Guided tours</p>	<p>Make a list of familiar sounds heard at school, such as School bells Intercom Musical sounds Telephone voices Fire Bell Make a listening chart of familiar sounds heard at home and in the neighborhood. (Charts should be made at home and brought to school for discussion.) Make a classroom chart depicting danger signs, symbols, and signals. Make classroom displays of traffic signs and symbols; floor plans and seating charts for public buildings and schools. Prepare and mount classroom and hallway signs, such as "entrance," "exit," "office," "quiet," "cafeteria." Take a local or long-distance guided tour and take pictures for post-trip discussion. Tours should include libraries, museums, newspaper plants, radio stations, television studios, and the like.</p>	<p>Manuals Civil Defense School bell schedules Trade-related information Research materials Directories (Stores and other public buildings) Catalogues Signs and symbols Contact N.J. Bell Telephone Co. for "Accent on Sound" (no charge) T.V. Guides</p>

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Associative Communication Skills, continued		Develop a vocabulary list of terms and job titles suited to this unit, such as: Announcer Reporter Researcher Editor Analyst Prepare monthly television guides, listening programs appropriate for pupils' age and academic level. Also lists of most popular shows, songs, movies, etc.	Books "Listening Activities for the Mentally Handicapped" by Frank Romano Turner-Livingston Communication Series, Follett Pub. Co., Chicago, 1967 The Television You Watch The Movies You See The Family You Belong To The Language You Speak The Town You Live In

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Social Communication Ultimately to encourage and direct pupils toward positive participation in community and cultural affairs. To encourage pupils to arrive at a "qualified" point of view. To encourage the use of critical evaluation.</p>	<p>Identify the types of social communication-group and individual-such as: Direct conversation Telephone conversation Panel discussions Conferences Lectures Debates Instructions Club meetings Cultural activities (dance, drama, art, music) Classes Worship services</p>	<p>Conduct conversations on everyday activities (to encourage interaction on a personal basis, with good choice or words and proper intonation). Make individual reports on kinds of social communication heard on TV and radio. Engage in role playing in format of: Panel discussions Conferences Clubs Debates Plan and participate in an assembly program, using one of the methods listed above. Take photographs. Form a class club. Encourage active participation in school clubs. Play games, such as: "Find the Treasure," which involves following instructions in a sequential manner.</p>	<p>Film accompanied by records Equipment Tape recorder Typewriter Camera Record-player Periodicals Newspapers TV and Radio Guides Journals Other Materials Club minutes Recordings (tape and phonograph) Posters Brochures Theater programs Scripts Parliamentary procedure manual Research materials from libraries and museums</p>

COMMUNICATION, continued

SUBJECT

Social Communication,
continued

TEACHING SUGGESTIONS

Hold "Conversation
Clinic," to help pupils
differentiate among:
Rumors
Opinions
Facts
Statements out of
context
Exaggeration
Gossip
Libel
Slander
Misrepresentation

PUPIL ACTIVITIES

Plan and participate in a
classroom or school
assembly program.

See a play, concert, classical
film or art exhibit, with
follow-up classroom
discussion.

Give oral reports on in-
school programs in which
artists, dancers, musicians,
actors, and others in
the performing arts demon-
strate and discuss their
specialities.

Make bulletin board displays
of program notes, brochures,
musical instruments, areas
of the performing arts,
pictures of popular local and
national artists.

Develop a vocabulary list
including:
plagiarism
rumor
opinion
fact
gossip
libel
slander
copyright

MATERIALS

Resource Centers
Newark Museum
Main Library,
Newark
Music Dept.,
Montclair
State College
Garden State
Ballet Co.
Music Dept.,
Newark State
College
N.J. Symphony
Orchestra
N.J. Bell
Telephone Co.
WBGO Radio Station
Police Dept.
(Juvenile Bureau)
Public Service
Electric & Gas Co.
Singer Sewing
Machine Co.



COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Social Communication. continued		<p>Gossip Game. Pupil whispers play statement into ear of another pupil to be passed on to 8 to 10 other pupils. Last pupil repeats original statement. Aim is to determine whether statement was passed from pupil to pupil correctly, exaggerations, etc.</p> <p>Bring in newspaper clippings relating to all communication clinic areas.</p> <p>Evaluate newspaper and magazine editorials, in order to pick out facts, opinions, exaggerations, etc.</p> <p>Compare news coverage on the same story from newspapers, radio, TV, and magazines.</p>	Newspapers Magazines Equipment Radio TV set

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Job Orientation Getting a job Holding a job Making your job a success	Emphasize vocational skills as applied to vocational orientation. (Refer to Vocational Education section.)		
Vocational Education	(Refer to special vocational education instructor.)		

Vocabulary for Communication

articulation	discuss	observe	libel
effective	debate	vocabulary	communicate
periodicals	play	rumor	entrance
clarity	story	gossip	exit
basic	movies	fact	announcer
creative	films	opinion	reporter
stationery	filmstrips	exaggeration	conversation
acknowledge	puppets	slander	lecture
involve	poetry	misrepresentation	debate
dramatize	penmanship	discussion	conference
critical	sentence	poem	complaint
positive	report	written	oral
brochure	individual	interview	sign
negative	question	sign	reservation
application	newspaper	symbol	signal
communication	magazine	caution	siren
speak	telephone	directions	seating chart
speech	job	directory	floor plan
write	listen	abbreviation	punctuation marks
paragraph	essay	television	radio

Sample Test for Unit on Communication

ANSWER TRUE OR FALSE

	True	False
1. Communication is dialogue between two or more persons.	_____	_____
2. Communication is a means of expressing one's thoughts.	_____	_____
3. Communication is not necessary for understanding each other.	_____	_____
4. A person must be intelligent to communicate properly.	_____	_____
5. A person must have all five senses to communicate.	_____	_____
6. A person who cannot talk is unable to communicate.	_____	_____
7. We cannot communicate unless the other person is present.	_____	_____
8. Radio and television are forms of communication.	_____	_____
9. Street signs are not forms of communication.	_____	_____
10. A newspaper is a form of communication.	_____	_____

Sample Essay Test for Unit on Communication

1. Name the punctuation marks.
2. Deliver a telling sentence and an asking sentence.
3. Give a report on your favorite subject.
4. Give a report on how you would spend ten dollars.
5. Deliver a speech on what you would do if you had two wishes.
6. Tell a story omitting the end; have class complete the story.
7. Act out a story, poem, or play.
8. Write some letters of application: place an order for hosiery; make hotel reservations.
9. Write a letter of invitation to your mother to invite her to a school program or exhibit.
10. Prepare a penmanship booklet with all of your papers.
11. Follow teacher's instructions in order to repair an iron, press a dress, bake a cake, etc.
12. List your favorite radio and TV programs. Why do you enjoy them?
13. Give an oral report on a book you have read.
14. Write a book report and include illustrations.
15. Discuss a favorite TV personality whom you admire.
16. Write a report on an assembly program.
17. Report on a school trip you enjoyed. Was it worthwhile? Why?
18. Prepare an oral and written report on a favorite song. Why do you like it?
19. Is it important to speak with others? Why?
20. How can you improve your writing?
21. How is a good vocabulary helpful in speaking and writing?

Sample Essay Test for Unit on Communication, continued

22. Why should you learn to converse with your family, friends and others?
23. Do you think that a person who can express himself well will be able to improve his job?
24. How can you learn to improve your speech?
25. If you write a letter and you are not sure of the spelling of a word you should always use a dictionary. Why?
26. Write a short poem to someone you love.
27. Write a letter to a friend describing a trip you have taken.
28. Write a letter home telling your family about a weekend you spent with friends.
29. Write a story about what you want to learn in school this year.
30. Write a play or operetta that you would like to have performed.
31. Should all schools be coeducational? Arrange a debate.
32. How would you introduce your friends to your mother, friend to another friend, a mother to a teacher, a mother to a principal, a boy to a girl and a girl to a boy?
33. Call the following places:
 - a. school to explain your absence
 - b. your hairdresser to make an appointment
 - c. a drugstore to place an order
 - d. a lawyer
 - e. the fire department
 - f. the police department
 - g. doctor or dentist
 - h. telephone information

BIBLIOGRAPHY**COMMUNICATION****BOOKS:**

Book of Hobbies
H. S. Fletcher
Paxton Slade Publishing Co.
200 Hudson Street
New York, N.Y. 10013

Building Your Life
Landis & Landis
Prentice-Hall, Inc.
70 Fifth Avenue
New York, N.Y. 10013

Foundations of Citizenship I & II
Bernard Shawn
Phoenix Publishing Co.
299 E. 10th Street
New York, N.Y. 10009

Manners to Grow On
Tina Lee
Doubleday & Co.
Garden City
Long Island, N.Y. 11530

Moving into Manhood
W. W. Bauer, M.D.
Doubleday & Co., Inc.
Garden City
New York, N.Y. 11530

Teenage Glamour
A. Broadbent
Doubleday & Co., Inc.
Garden City
New York, N.Y. 11530

Turner-Livingston Reading Series
Follett Publishing Co.
201 N. Wells Street
Chicago, Illinois 60606

Adventures of a Letter
Schloat, G. Warren, Jr.
Charles Scribners Sons
597 5th Avenue
New York, N.Y. 10017

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Dimensions in Reading
Science Research Associates
259 E. Erie Street
Chicago, Illinois

Good News
Dougherty, Charles
Viking Press, Inc.
625 Madison Avenue
New York, N.Y. 10022

How We Live - Your Family and Your Job
Cass, Angelica
Noble & Noble Publishers Inc.
750 3rd Avenue
New York, N.Y. 10017

I Want to be a Telephone Operator
Children's Press
1224 W. Van Buren Street
Chicago, Illinois 60607

Let's Go To a Television Station
Buchheimer, N.
G.P. Putman's Sons
200 Madison Avenue
New York, N.Y. 10016

Home and Family Life Series
Croft Publications
New London, Conn.

News for You
Edition A & B
Box 131, Syracuse, N.Y.

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FILMS:

Handwriting is Important Avis Films 7934 Santa Monica Blvd. Hollywood, California 91503	Cat. No.* 384	Communication for Beginners
Writing Better Business Letters	384	Communication: Story of Its Development
Writing Better Social Letters	384	Communications and the Community
Helpers in Our Community	384	Effective Listening
Our Family Works Together	383	A Letter to Grandmother
Know Your Library Coronet Films Coronet Building Chicago, Illinois 60601	383	Mailman
Belonging to the Group Encyclopedia Britannica Education Corp. 425 N. Michigan Avenue Chicago, Illinois	383	Your Postal Service: part I

*See Motion Picture Catalog 1966
Dept. of Libraries and Audiovisual Education
Newark Board of Education

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FILMSTRIPS:

Character Makes A Difference

Little Things That Count

Patterns of Behavior

Occupational Adjustment

Our Flag and Our Country

Children Near and Far

Trips Here and There

Eye Gate House
Jamaica, N. Y.

RECORDS:

America's Story Retold

Folksongs of our Continents

Good Manners Through Music

Listening and Moving
Educational Record Sales
157 Chambers Street
New York, N. Y.

CONSUMER EDUCATION

Presenting Consumer Education in sequential order, from the knowledge of wages to budgeting, to purchasing and finally to banking will enable the Educable Mentally Retarded pupil to become familiar with this important facet of everyday living.

A wide variety of pupil activities and materials recommended will enable the teacher to present this unit in a most interesting and exciting manner.

Social Studies
Subject Area

Consumer Education

First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
<p>Wages Budgeting Purchasing</p>	<p>Wages Budgeting Banking</p>	<p>Earning Budgeting Purchasing Banking</p>	<p>Earning Budgeting Purchasing Banking Making Contributions Paying Taxes</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Define wages Salary Hourly wages Piece-work Commission Tips Compensatory pay Overtime Vacation Sick leave Bonus Workman's compensation Unemployment compensation</p>	<p>Bring employment agency personnel into class. Bring workers into class. Take pupils to visit agencies, offices, places of business. Discuss other work experiences of the teacher. Lead pupils to discuss work which they have done and which they plan to do.</p>	<p>Examine and analyze employment brochures and want ad sections of newspapers and magazines.</p>	<p>Employment brochures Want ads Union contracts Job contracts Sources of Materials Social Security Administration N.J. State Employment Service Industrial Placements Commercial Placements Service Placements Unemployment Insurance</p>

CONSUMER EDUCATION

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Wage Deductions</p> <p>Mandatory deductions</p> <p>Federal income tax</p> <p>F. I. C. A. tax</p> <p>Optional Deductions</p> <p>Hospitalization</p> <p>Accident insurance</p> <p>Health insurance</p> <p>Union dues</p> <p>Annuities</p> <p>Savings bonds</p> <p>Credit union dues and savings</p> <p>Contributions</p> <p>Garnishees</p> <p>Other</p>	<p>Use actual forms to stimulate discussion.</p> <p>Lead discussion on advantages of participating in various voluntary plans involving deductions.</p> <p>Invite pupils' reactions to various plans.</p>	<p>Examine and analyze pay-check stubs.</p> <p>Examine and discuss union contracts (wage and hour sections and benefits).</p> <p>List and discuss some of the organizations and agencies that conduct fund-raising campaigns.</p>	<p>Union contracts</p> <p>Pay-check stubs</p> <p>Deduction forms:</p> <p>Withholding taxes</p> <p>Red Cross</p> <p>United Appeals</p> <p>Cancer Fund</p> <p>Heart Fund</p> <p>Credit Union</p> <p>Health Insurance</p> <p>Income Protection</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Budgeting</p> <p>Define budget</p> <p>Needs for a budget</p> <p>How budgets help</p> <p>Planning financial needs</p> <p>Exercising financial restraints</p> <p>Compulsory savings</p> <p>Necessities of budgeting for food</p> <p>Meal planning</p> <p>Buying needed items first</p> <p>Using money wisely</p> <p>Seasonal foods</p> <p>Awareness of incentive buying techniques, such as sales, trading stamps, "Free" gifts.</p> <p>Comparison shopping among supermarkets, independent grocery stores and specialty food stores.</p> <p>Prices, weights, grades, number of servings of food found on label</p> <p>Quantity purchasing</p> <p>Name brands vs. private labels</p> <p>Substitute purchasing (oleomargarine for butter)</p>	<p>Conduct discussion on real family problems in planning, buying, and serving meals.</p>	<p>Discuss basic foods</p> <p>Plan and write weekly menus; then prepare shopping lists.</p> <p>Go on a shopping trip to a nearby food store.</p> <p>Purchase items for a classroom party, luncheon, etc.</p> <p>Discuss advantages and disadvantages of quantity buying.</p> <p>Contrast advantages and disadvantages of shopping at supermarkets, independent grocery stores, and specialty food stores.</p> <p>Make and display work-picture charts of foods and their substitutes.</p> <p>Make a collage of food labels from cans, bags, and boxes.</p> <p>Using store and newspaper advertisement sheets, compare food prices for like items from store to store.</p>	<p>Leaflets and booklets from Public Service Electric & Gas Co.</p> <p>Brochures from food industries</p> <p>Supermarket coupon books.</p> <p>Company discount coupons.</p> <p>Menus from cookbooks, newspapers and magazines.</p> <p>Advertisements distributed by food stores.</p> <p>Newspaper advertisements.</p> <p>Cash register receipts from food stores.</p> <p>Sample food labels from cans, bags, and boxes.</p> <p>Films</p> <p>Wise Buying</p> <p>Arithmetic in the Food Store (Coronet)</p>

CONSUMER EDUCATION

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Shelter (cost) Rent Who pays rent Why rents vary Factors to consider in selecting an apartment or house to rent Advantages of renting Responsibilities of landlords Leases and sub-leases Rent Receipts "Security" in renting Furnished and unfurnished apartments</p>	<p>Lead discussion on the problems of renting: heat, light, sanitation, services, repairs, etc.</p>	<p>Examine newspaper real estate advertisements. Discuss some of the factors that determine rates of rent (services, facilities, such as air-conditioning and garages; furnished or unfurnished rooms). Discuss and list responsibilities of tenants; of landlords. Discuss importance of getting and saving receipts for rent payments. Discuss the advantages and disadvantages of home ownership; of renting.</p>	<p>Real estate sections of newspapers Sample rent receipts Sample "security" receipts Sample leases Sample mortgage contracts</p>
<p>Ownership Mortgages What a mortgage is How mortgages are obtained Factors which determine payments Down payment Legal fees Closing fees</p>			

CONSUMER EDUCATION

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Interest as applied to mortgage payments</p> <p>Advantages and disadvantages of home ownership</p> <p>Meaning of open housing</p> <p>Movement for titling in investment</p> <p>Fair employment as related to the housing industry</p> <p>Board</p> <p>What board is</p> <p>Room and board within a household</p> <p>Who pays it</p> <p>How much should be paid</p> <p>Advantages and disadvantages of board</p>	<p>Discuss reasons for interest and how interest varies.</p> <p>Demonstrate interest computations.</p> <p>Investigate "Project Equality".</p> <p>Discuss open housing.</p> <p>Contact organizations which work for open housing.</p> <p>Invite to class representatives of appropriate agencies.</p> <p>Acquaint pupils with the role of government in the development of housing of different kinds, agencies involved, funding and insurance provided.</p>	<p>Write a letter to a local bank requesting sample mortgage statements.</p> <p>Compute a series of payments and their effects upon a mortgage.</p> <p>Find out how various real estate firms react to different ethnic groups seeking housing.</p> <p>Find out the meaning and functions of:</p> <p>FHA HUD M-REIT FDIC CHOICE HEW</p>	<p>Mortgage statements</p> <p>News stories</p> <p>Advertisements</p> <p>Booklets from organizations which support open housing</p> <p>Materials from groups which work for fair employment</p>

CONSUMER EDUCATION

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Clothing Planning a basic wardrobe Accessories to accompany the basic wardrobe Wigs and hairpieces, jewelry, ties, gloves, belts, hats, socks, handbags, handkerchiefs, shoes, sweaters Functional clothing vs. hi-styles and fads Department stores Specialty shops Purchasing a basic wardrobe Knowledge of personal sizes Comparison shopping Awareness of sales Awareness of off-season buying Learning to read labels Care of clothing, cleaning, storage, and repair</p>	<p>Contact local clothing merchants to arrange for a fashion show. Utilize services of home economics teacher in presenting this unit. Stress importance of personal skill in mending, washing, pressing. Obtain and distribute booklets of helpful hints printed by manufacturers.</p>	<p>Plan individual basic wardrobe lists, including under as well as outer garments. Make lists of clothing needed for various seasons. Plan a fashion clinic to demonstrate suitable and unsuitable clothing for various occasions and seasons. Stress color harmony and choice of accessories. Plan and present fashion shows on seasonal clothes, clothes needed for special occasions, etc. Plan to attend store fashion shows. Make individual shopping lists, showing items, sizes, colors and probable prices. Tour the clothing departments of nearby department store. Compare prices and quality among various departments (budget, moderate-priced, high-priced).</p>	<p>Pattern books Clothing advertisements from stores, magazines and newspapers Mail order catalogues Fabric charts Pictures Grooming charts Clothing labels Fashion magazines Fashion pages from newspapers Brochures from fabrics, clothing, sewing machine, and cosmetics, manufacturers</p>

CONSUMER EDUCATION

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
CLOTHING, continued	<p>Discuss the use of cedar closet, cedar chest, paper, etc.</p> <p>Have pupils consider economic reasons for protecting clothing.</p>	<p>Compare advantages and disadvantages of shopping at department stores, specialty shops, chain and independent stores.</p> <p>Make individual inventory cards showing sizes for shoe, dress, hat, shirt, shorts, etc.</p> <p>Read and interpret clothing labels.</p> <p>Discuss importance of properly storing, cleaning, and repairing clothing.</p>	<p>Tape measure</p> <p>Yardstick</p> <p>Foot ruler</p> <p>Labels</p> <p>Moth balls, flakes, crystals, blocks, and sprays</p> <p>Shoe racks</p> <p>Garment bags</p> <p>Hat boxes</p> <p>Lingerie and hosiery bags</p>

CONSUMER EDUCATION

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Banking</p> <p>Savings accounts: regular, vacation, Christmas</p> <p>Checking accounts: regular and special</p> <p>Safe deposit vaults</p> <p>Loans</p> <p>Home mortgages</p> <p>Interest</p> <p>Savings</p> <p>Money orders</p> <p>Travelers checks</p> <p>Savings bonds</p> <p>Other financial service centers -</p> <p>Post offices</p> <p>Loan companies</p> <p>Credit companies</p> <p>Pawn shops</p>	<p>Discuss bank services.</p> <p>Show and discuss films.</p> <p>Contact resource person from a bank.</p> <p>Have pupils discuss bank services and evaluate family experiences with various financial institutions.</p>	<p>Tour a local bank.</p> <p>Examine and discuss various kinds of bank forms and applications.</p> <p>Practice writing checks.</p> <p>Reconcile a sample bank statement.</p> <p>Practice filling in sample money orders, loan applications and other common forms.</p> <p>Using the yellow pages of telephone directory, make a list of convenient financial institutions, such as banks and loan companies.</p> <p>Make a list of stores in your neighborhood that offer money order and check-cashing services.</p>	<p>Loan contracts</p> <p>Sample blank checks</p> <p>Bank statements</p> <p>Bank account application forms</p> <p>Loan application forms</p> <p>Sample money order</p> <p>Telephone directory</p> <p>Film</p> <p>"Using the Bank"</p> <p>Coronet</p> <p>Filmstrip</p> <p>"How to Use Your Check-book"</p> <p>Coronet</p>



SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Terms of Purchasing</p> <p>Cash</p> <p>Advantages and disadvantages of buying with cash</p> <p>Lay-away plans</p> <p>Deposits</p> <p>Discounts</p> <p>Checks</p> <p>Gift certificates</p> <p>Refunds</p> <p>Store money or "script"</p> <p>Sales taxes</p> <p>State</p> <p>Federal</p>	<p>Contact resource persons at stores.</p> <p>Utilize services of consumer education teacher.</p> <p>Discuss possibility of prepayment.</p>	<p>List items on which there is a state sales tax; a federal sales tax.</p> <p>Discuss the advantages and disadvantages of the various credit payment plans, such as installment buying.</p>	<p>Sample checks</p> <p>Sample gift certificates</p> <p>Sample store script</p> <p>Store receipts showing tax charges</p>
<p>Credit</p> <p>What is credit?</p> <p>How is credit obtained?</p> <p>Purpose of credit</p> <p>To increase one's buying or deferred payment.</p> <p>Charge Accounts</p> <p>Loans and mortgages</p> <p>Door-to-door installment plans;</p> <p>result of door-to-door canvassing and purchasing.</p>		<p>Discuss possible pitfalls of credit plans offered by door-to door salesman.</p>	<p>Credit cards</p> <p>Charge plates</p> <p>Credit payment books</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Credit, continued</p> <ul style="list-style-type: none"> Advantages of credit Increase one's buying power Raises one's standard of living Disadvantages of credit Overextension of credit Unnecessary purchasing Compulsive buying Indiscriminate buying Penalties for non-payment and late payment Repossession Cancellation or suspension of charge privileges Garnishees, judgments, liens Change in, and possible loss of, credit rating Types of interest Interest on unpaid balance Interest on principal 	<p>Discuss the importance of good standing, a good name.</p>	<p>Discuss advantages and disadvantages of buying on credit.</p> <p>Discuss consequences of failing to make payments on time, or failing to make payments at all.</p>	<p>Applications for accounts</p> <p>Statements of accounts</p> <p>Legal forms</p>

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
<p>Insurance What is insurance? Purposes of insurances Type of insurance Life Accident and health Hospitalization Fire and theft Automobile (Liability, collision, comprehensive) Property (real, household and personal) Income protection Who buys insurance Advantages and disadvantages of insurance Comparison shopping for insurance At what age should you buy insurance? Limits Services of brokers and agents Fraudulent procedures</p>	<p>Contact insurance agents or brokers. Collect sample policies from as many companies as possible.</p>	<p>Discuss and list the kinds of insurance that are generally considered as necessary. Examine, analyze, and discuss various kinds of insurance policies. Discuss the kinds of protection offered by the various types of insurance coverage, and why they are important.</p>	<p>Sample insurance policies Sample insurance premium payment notice News stories</p>
<p>At what age should you buy insurance? Limits Services of brokers and agents Fraudulent procedures</p>	<p>Contact resource persons from Better Business Bureau and Chamber of Commerce.</p>	<p>Role-playing of situations which enact fraudulent practices. Develop a list of agencies where assistance may be obtained.</p>	<p>Brochures and information obtained from Better Business Bureau</p>

Vocabulary for Consumer Education

wages	budget	contract	insurance
piece-work	food	mortgage	accident
hourly	shelter	board	health
overtime	clothing	income	property
vacation	meal planning	advantages	fraud
commission	money	trading stamps	fraudulent
bonus	wisely	coupon	protection
workmen's compensation	comparison shopping	wardrobe	down payment
unemployment	seasonal foods	care	credit manager
deduction	price	banking	credit rating
gross	weight	loan	charge plate
net	label	deposit	service charge
versus	quantity buying	gift certificate	credit bureau
withholding taxes	substitute	credit	charge statement
hospitalization	rent	repossession	late charge
union dues	tenant	late payment charge	interest rate
optional	apartment	balance	credit application
savings	landlord	interest	installment buying
credit	lease	second mortgage	revolving charge account
contributions	receipt	disadvantages	closing fees

Sample test for Unit on Consumer Education

1. Define the following:
 - a. salary
 - b. piece-work
 - c. hourly wages
 - d. commission
 - e. tips
2. What is meant by (a) gross pay? (b) net pay?
3. Explain the meaning of a budget.
4. What are the three basic needs of an individual?
5. What is quantity buying?
6. What is substitute purchasing?
7. What is (a) a mortgage? (b) mortgage interest?
8. What is meant by "paying board"?
9. Where would you open a checking account?
10. Give an example of a name brand item and also a private label.

Sample Essay Test for Unit on Consumer Education

1. What are wages?
2. What is an hourly wage?
3. What is piece-work?
4. When do you receive a commission?
5. What are tips?
6. When do you earn compensatory pay?
7. What is workmen's compensation?
8. What is unemployment compensation?
9. Define gross pay and net pay. What is the difference?
10. What is meant by mandatory deductions? Name some mandatory deductions.
11. When and why do you pay union dues?
12. What is hospitalization? Who pays it?
13. What is meant by optional deductions? Name some optional deductions.
14. What is a budget?
15. What are the advantages of having a budget?
16. Why is food planning important?
17. Discuss food purchasing; emphasize the importance of using money wisely, buying seasonal foods, comparing prices, weights, grades, labels, and substitute purchasing.
18. What is rent?
19. What should you consider in deciding the amount to allow for rent?

20. What is the difference between renting and owning a home?
21. What are the landlord's responsibilities to the tenant?
22. What are the tenant's responsibilities to the landlord?
23. What is a lease? a sub-lease? a rent receipt?
24. What is a mortgage?
25. Describe what is meant by furnished apartment versus unfurnished apartment.
26. How do you obtain a mortgage?
27. What is board?
28. What is meant by room and board?
29. What percentage of your income should be allocated to room and board?
30. What is a basic wardrobe?
31. What should you consider when selecting a wardrobe?
32. Where is the best place to shop?
33. How do you choose the correct clothes and accessories?
34. How do you determine the most becoming look for yourself?
35. What are the advantages of shopping at department stores as compared with specialty shops and private shops?
36. Why should you know your size in clothes and shoes?
37. Should people shop for their own clothes or should they have someone shop for them?

Sample Essay Test for Unit on Consumer Education, continued

38. What is comparison shopping?
39. When should you buy sale items?
40. Describe how you should care for each item of your clothing.
41. Why should people bank?
42. What are the functions of a bank?
43. What are the advantages of using a bank?
44. What kinds of accounts are available at a bank?
45. Describe regular and special checking accounts.
46. Contrast checking accounts with savings accounts.
47. What is a vacation club or a Christmas club account?
48. What are safe deposit vaults?
49. What is a bank "night deposit" box used for? By whom?
50. What are the advantages of deposit vaults?
51. What are home mortgages?
52. What is interest?
53. What is a money order? When is it used?
54. What are the advantages of cash purchasing versus lay-away plans and installment buying?
55. When do you use a check for purchases?
56. What are gift certificates?
57. What is store money or script?

Sample Essay test for Unit on Consumer Education, continued

58. When do you pay a sales tax?
59. What is credit?
60. What are the advantages and disadvantages of credit buying? What types of credit can you name?
61. What is repossession?
62. What does suspension of charge account privileges mean?
63. What is a garnishee?
64. What is a judgment?
65. What is a lien?
66. What is insurance?
67. What is the purpose of insurance?
68. What are some types of insurance?
69. Who should buy insurance?
70. What are the advantages and disadvantages of insurance?
71. What is fraud?
72. What are fraudulent procedures?

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