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ABSTRACT

The Integrated Teaching Units for grades five and six constitute the methodology used to implement the career education concepts of Project LET (Learning Experiences in Technology). The document is designed to be used with the project implementation guide. The units were developed from the existing elementary curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. Arranged alphabetically by topic, the units cover a wide variety of subjects emphasizing an awareness of self, of careers, and of knowledge of the way man does things. For each unit, the title, grade level, a general overview, and teaching/learning resources (reference materials and suggestions for field trips, human resources, and activities) are listed on a plansheet. Concepts (listed according to the subject area to which they relate) with corresponding behavioral objectives, methods of implementation, and resource people and materials are presented in a four-column format. Detailed directions for some student-performed activities are given. Sample instructional materials are included iwth some of the units. (Author/MS)

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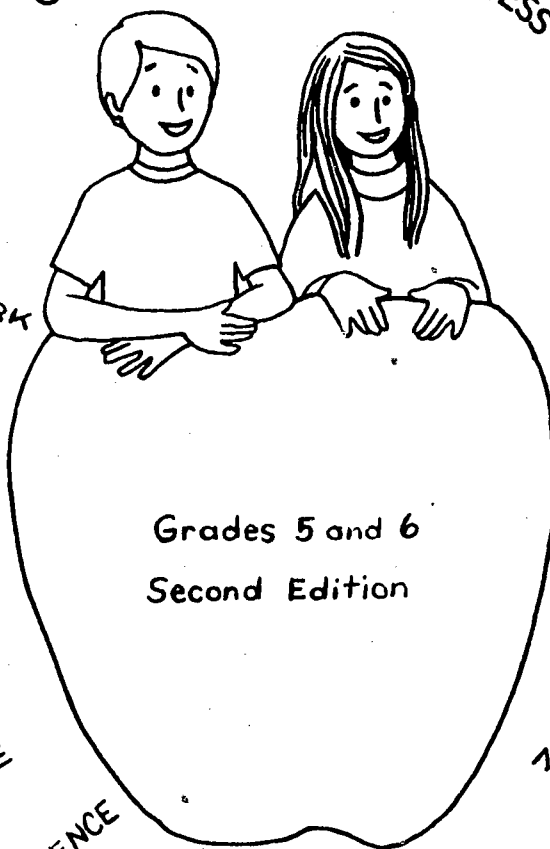
CAREER EDUCATION

INTEGRATED TEACHING UNIT HANDBOOK

CAREER / SELF-AWARENESS

SOCIAL
STUDIES

PHYSICAL
EDUCATION



Grades 5 and 6
Second Edition

PERSONNEL
SELF-CONFIDENCE

CONSUMING

PERSONAL STRENGTHS
SERVICING

DECISION-MAKING
PRODUCING

INTERESTS
MANAGING OF PEOPLE
AND THINGS

COMMUNICATION
SKILLS

SCIENCE

MATH

School District of the City of Royal Oak
4000 Crooks Road, Royal Oak, Michigan 48073

1974-75

REASONS PEOPLE WORK

VALUES

DIGNITY OF WORK

ATTITUDES

FUNCTIONS OF WORK

EMOTIONS

LOCATION OF WORK

AWARENESS
OF OTHERS

TOOLS WORKERS USE

CAREER INTERDEPENDENCE

CE006398

HEALTH

CREATIVE
ARTS

PREFACE

This Revised Career Education Integrated Teaching Unit Handbook is intended to be used as a working copy for professional staff. It is not a completed document but a working copy which will be revised by teacher input, particularly in identifying resource people and materials. This document cannot stand alone but is designed to be used with the "Project LET, Guide for Implementation."

The methodology used to implement the concepts of career education is the Integrated Teaching Unit. These Integrated Teaching Units have been developed and field tested by Royal Oak Elementary Teachers involved in Project "LET". The units were developed from the existing curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following components:

1. general overview
2. teaching/learning resources
3. concepts
4. behavioral objectives
5. methods of implementation
6. resource people and materials
7. student activities

Inherent in each component is an awareness of self, of careers, and the knowledge of the way man does things. The additional content provided for children in the classroom is the opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit, parent and community resource people, and exposure to numerous careers.

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ANTHROPOLOGY AND ARCHAEOLOGY

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: ANTHROPOLOGY AND ARCHAEOLOGYGRADE LEVEL: 5-6GENERAL OVERVIEW: In this Anthropology and Archaeology section, the following Integrated Teaching Units have been combined and presented as a tentative guide for ideas in, application to or relevance to the upper elementary classroom:Cultural Studies

Ancient Egypt

Ancient Greece

anthropological work

Indians

Scientific analysis and reasoning

Tools

History and uses of

TEACHING/LEARNING RESOURCES:Reference materials:Cultural StudiesBook 1 - Life Sciences on Evolution of ManSocial Sciences: Concepts and Values, Book 5, Chapter 1Book 1 - La Caravane Du Sel

Niko - Boy of Greece

Alaskan Eskimo

Amazon Family

Boy of Japan: Ito and His Kite

Life in Grasslands (Argentina Program)

Elements of a Race

Simple and Different and Alike

Japan - Harvesting Land and Sea

Japanese Family

Mexican Boy - The Story of Fabric

Mexican Village Life

Life in Morocco

Life in the High Andes

Ancient Egyptian

Egypt Today: United Arab Republic

History of Living Things

Niko - Boy of Greece

Book 1 - Interview with anthropologist Dr. Margaret Mead (Royal Oak IBC)

Book 1 - A Child's Life in IndiaBook 1 - Tools and Tools - General Motors CorporationBook 1 - Technology for Children - GEBook 1 - Industrial Study: American Industry - GE

Books: (continued)

Doing Work - Blaugh
Technology for Children - Scobey
This is Automation - Hirsch
Time Life Series on Development of Tools
World of Work Encyclopedia

Movies: ABC's of Hand Tools

Fossils are Interesting (good for care of fossils)
 Greenfield Village Movie
 History of Living Things

Filmstrips: New Stone Age
Old Stone Age2. Field Trips:

Cultural Studies - (Take rock hammer, cold chisel and basket for carrying on any fossil or rock field trip)

Anthropological field study in pupil's own neighborhood

Arkona, Ontario, Canada (Fossils)

Cranbrook Science Museum

Detroit Historical Museum

Gem and Mineral Show

Greek Town (Detroit)

Sylvania, Ohio (Contact Madina Portland Cement to ask for permission - only Saturday or Sunday)

Waterloo Recreation Area Gravel Pit (Fossils)

3. Human Resources

Cultural Studies -

Anthropologist

Archaeologist

Lapidary (eg. Brad's Rock Shop)

-Tools -

Carpenter

4. Activities

Role playing -

Anthropological survey of people's racial stock, attitudes, social status, housing types, etc.

Pre-historic man depicting his culture

Cultural representative

Hands On Activity -

Making puppets, models, sun dials, pottery, mummies, water-carriers, pyramids, masks, dolls, dioramas, and wooden objects

Construction:

Housing

Living creatures (fictitious)

Machines, tools

Other -

Reporters

Inventors

UNIT TITLE: CULTURAL STUDIES

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>Anthropology</p> <p>A comparison of cultures: Clothing Housing Food</p> <p>Climate</p> <p>Geographic location</p> <p>History</p> <p>Tools</p> <p>Religious beliefs</p> <p>Social structure</p> <p>Norms of behavior</p> <p>Training of children</p> <p>Government</p>	<p>As a result of this unit, each child will be able to:</p> <p>Identify three physical traits for an existing society Invent three physical traits for a fictitious society Invent three cultural traits for a fictitious society Identify three cultural traits of an existing society</p> <p>Describe clothing (of various societies) Compare homes (of various societies) Enumerate foods (under study) Identify three effects of industrialization on culture</p> <p>Differentiate between climates of various societies under study</p> <p>Locate given geographic locations on a map or globe</p> <p>Investigate, gather data, and compare historical significance of two tools through the ages</p> <p>Differentiate between tools of various societies</p> <p>Differentiate between religious beliefs of various religious sects</p> <p>List social structures of various societies under study</p> <p>Distinguish between norms of behavior of a society under study</p> <p>Describe training of children in each society under study</p> <p>Describe governmental structure of each society under study Identify main governing body of each government under study</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Research and simulate tools, homes,
clothes and foods of various societies

Cultural exhibit from foreign country

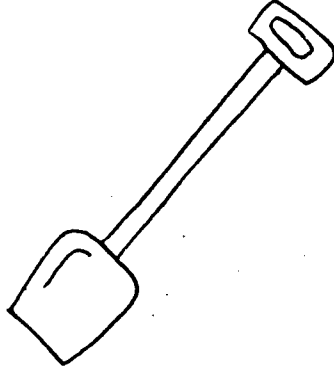
Make pyramids - make a kayak

Make a water carrier

Make mummies - make kachina dolls -
make masks - rugs - carvings

UNIT TITLE: CULTURAL STUDIES (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>Technology</p> <p>Animals</p> <p>Preservation of materials</p> <p>Universe</p>	<p>As a result of this unit, each child will be able to:</p> <p>Invent tools, machines, forms of life and natural principles relevant to the pupil's fictitious society</p> <p>List animals common to society under study Classify animal fossils</p> <p>Differentiate between methods of preserving materials</p> <p>Describe theoretical scientific formation of the pupil's fictitious planet</p>
<p><u>Math</u></p> <p>History of measurement</p> <p>Time line</p> <p>Graphing</p>	<p>Tell what each society contributed to the history of measurement Age of earth</p> <p>Formulate a fictitious time line of fictitious tools and machinery appropriate to their fictitious society</p> <p>Construct and interpret a bar graph - circle graph - line graph - normal correct distribution</p>
<p><u>Communication Skills</u></p> <p>Research</p> <p>Note taking</p> <p>Outlining</p> <p>Reporting</p> <p>Writing</p>	<p>Locate information to verify fossils Locate information concerning each society</p> <p>Keep a journal of locations, finds, place and time Generalize from gathered research information</p> <p>Reorganize research information</p> <p>Report information via oral and/or written reports</p> <p>Write or compose creatively a descriptive article on a new fictitious society</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>To recognize fossils, clean with a 5% vinegar solution</p> <p>Have an archaeological dig</p>	
<p>Make sundials</p> <p>Make time line</p>	
<p>Library research</p>	

UNIT TITLE: CULTURAL STUDIES (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Communication Skills</u> (Cont.)</p> <p>Listening and speaking</p>	<p>As a result of this unit, each child will be able to:</p> <p>Ask pertinent related questions in reporting. Interview a member of the fictitious society Give appropriate answers to interviewer's questions concerning the pupil's own fictitious society</p>
<p><u>Career Awareness</u></p> <p>People and their job roles:</p> <p>Producing</p> <p>Servicing</p> <p>Cultural scientists</p> <p>Anthropologist Archeologist Paleontologist</p>	<p>Invent three careers pertinent to the pupil's fictitious society's history and culture Identify jobs within various societies under study Recognize and identify tools used in various societies under study Discuss the necessity of the job within a society under study</p> <p>List various products used by each society under study</p> <p>List services provided to the society under study</p> <p>Identify what they do, what equipment they use, and how they report their findings Identify their areas of study and evaluative instruments Given a list of five supposedly relevant aspects of an anthropologist's career (3 of which are correct), the pupil will correctly identify the three correct answers</p>
<p><u>Self-Awareness</u></p> <p>Formulating Identity/Self-Concept</p>	<p>Analyze what he knows about his physical characteristics, his abilities, his interests, his social skills and his values in forming a concept of himself</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Oral discussions:
Write questions for interview
Interview members of society
Record interview on tape

Research
Report writing
Oral presentation

Writing a report and constructing a
fictitious society of invented people
and their cultural and physical traits

UNIT TITLE: TOOLS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>History</p> <p>Application</p>	<p>As a result of this unit, each child will be able to:</p> <p>Investigate, gather data, and compare tools through the ages</p> <p>Manipulate properly a saw, hammer, dremel saw, T-square, clamp, drill</p>
<p><u>Math</u></p> <p>Measurement</p> <p>Planning</p>	<p>Measure piece of wood, and measure accurately in 1/4" and 1/8" sections</p> <p>Prepare a design for the assembly of an object</p>
<p><u>Career Awareness</u></p> <p>People and their job roles</p>	<p>Describe at least five jobs requiring the use of tools</p>
<p><u>Self-Awareness</u></p> <p>Appraisal of motor skills</p>	<p>Describe three motor skills that he does well. Keep a diary of his performance of those motor skills and identify the one he did best and the one he did least well.</p>

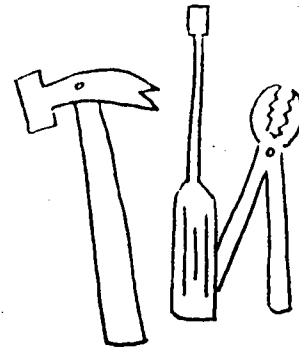
METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Practice use of tools with wood scraps</p>	
<p>Each student should be given the opportunity to measure and prepare his own object</p>	
<p>Trip to lumber yard Trip to a construction project</p>	
<p>Making mummies, kochina dolls, working tools</p>	

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ANTHROPOLOGICAL OBSERVATIONS

II. ACTIVITY FORMAT:

A. Tools and materials

Pencils
Paper

B. Procedures for this activity (with helpful hints)

1. a. Observe one neighborhood block to determine size of houses, condition, type of construction; or
 - b. Observe people of one neighborhood block to detect type of clothing, house, car, etc.; or
 - c. Observe people's behavior on one neighborhood block to determine prevailing moods, attitudes; or
 - d. Observe people's physical characteristics on one neighborhood block to determine their racial stock(s).
2. Construct a bar, line, circle or distribution curve graph to represent observations made in the field (step 1).
3. Attempt to interpret graph representations into human attitudes, values, social class, racial stock (whichever is pertinent to type of observation made).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING EXAMPLES OF FOSSILS OR ARTIFACTS

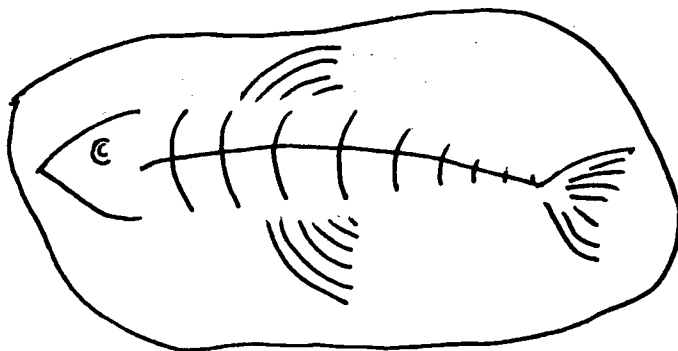
II. ACTIVITY FORMAT:

A. Tools and Materials

pails	small milk cartons	newspapers
mixing sticks	vaseline	small objects
plaster of paris #10	water	(toys, etc.)

B. Procedures for this activity (with helpful hints)

1. Rub a coating of vaseline on small objects or artifacts to be "fossilized"
2. Pour plaster of paris into proper size milk cartons
3. Let harden until slightly firm
4. Depress objects into plaster of paris
5. Remove object when plaster of paris is firm
6. Let sit overnight
7. Rub a coating of vaseline over "mold" formed
8. Pour about 1 inch of plaster of paris to make "cast"
9. Let harden about one hour
10. Pull mold and cast apart



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING KACHINA DOLLS

II. ACTIVITY FORMAT:A. Tools and Materials

Toilet tissue rolls
Feathers
Leather

Plain fabric
Printed fabric

B. Human Aides and Resources

Art Teacher

C. Procedures for this activity (with helpful hints)

Using toilet tissue rolls as a base for dolls, students can make kachina dolls. Page 62 of Social Studies: Concepts and Values (Grade 5) shows three dolls and pupils may expand upon those ideas.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ARCHAEOLOGICAL DIG

II. ACTIVITY FORMAT:

A. Tools and Materials

Large plastic bag
Waste paper from separate room

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Empty contents of different rooms waste paper baskets in plastic bag.
2. Student must dig for finding and list concrete reasons for placement in each particular booklet.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING MUMMIES

II. ACTIVITY FORMAT:

A. Tools and Materials

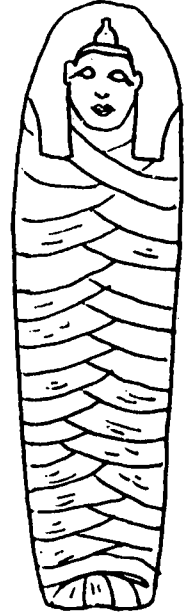
Newspaper	Water
Wheat paste	Coat hangers
Sheeting	

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Make form of mummy from coat hanger
2. Mix wheat paste - stuff coat hanger with wads of newspaper, then with strips of newspaper coated with wheat paste, make layers to cover form of the mummy.
3. Make several layers of the strips of newspaper.
4. Final layer should be made with strips of sheeting.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

JAPANESE FOOD PREPARATION

II. ACTIVITY FORMAT:

A. Tools and Materials

Futonaga udon

Miso-shiro

Memmi

Nori

Rice crackers

Chopsticks

Bowl per child

Stove

Several kettles

B. Human Aides and Resources

Person of Japanese descent

C. Procedures for this activity (with helpful hints)

1. Have each child bring in a bowl, several students should bring in kettles.
2. Food will be prepared in the kitchen.
3. Consult Oriental Cookbook for recipes if Japanese human resource is unavailable.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING PRE-HISTORIC WORKING MODEL TOOLS

II. ACTIVITY FORMAT:

A. Tools and Materials

Tool panel compliment	Twine
Sticks	1/2 inch doweling
Flat rocks	

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Hammer

1. Cut stick to length for hammer handle
2. Select flat rock for head
3. Tie rock to handle with twine

Bowdrill

1. Cut doweling to length for drill
2. Sharpen end of drill
3. Make bow of twine and a thin strip of wood or a small diameter stick

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

REPORTS ON OCCUPATIONS

II. ACTIVITY OF FORMAT:

A. Tools and Materials

Chalk board Books on occupations
Paper
Pencils

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Brainstormed occupations
2. Narrowed down list later
3. Choose job they wanted to explore
4. Outlined what they wanted to know
5. Researched
6. Wrote rough draft
7. Wrote final copy
8. Presented findings to class

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MURAL - PAINTING MURALS OF DEVELOPMENT OF TOOLS

II. ACTIVITY FORMAT:

A. Tools and Materials

Assorted brushes
Old coffee cans
Smocks for children

Tempora paint
Paper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Preplanning murals
2. Organizing material needed
3. Paint mural

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FAMILY OCCUPATIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

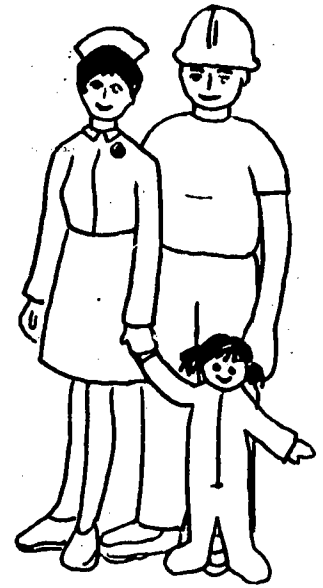
paper, etc.	scissors
boxes	paste

B. Human Aides and Resources

Parents and relatives

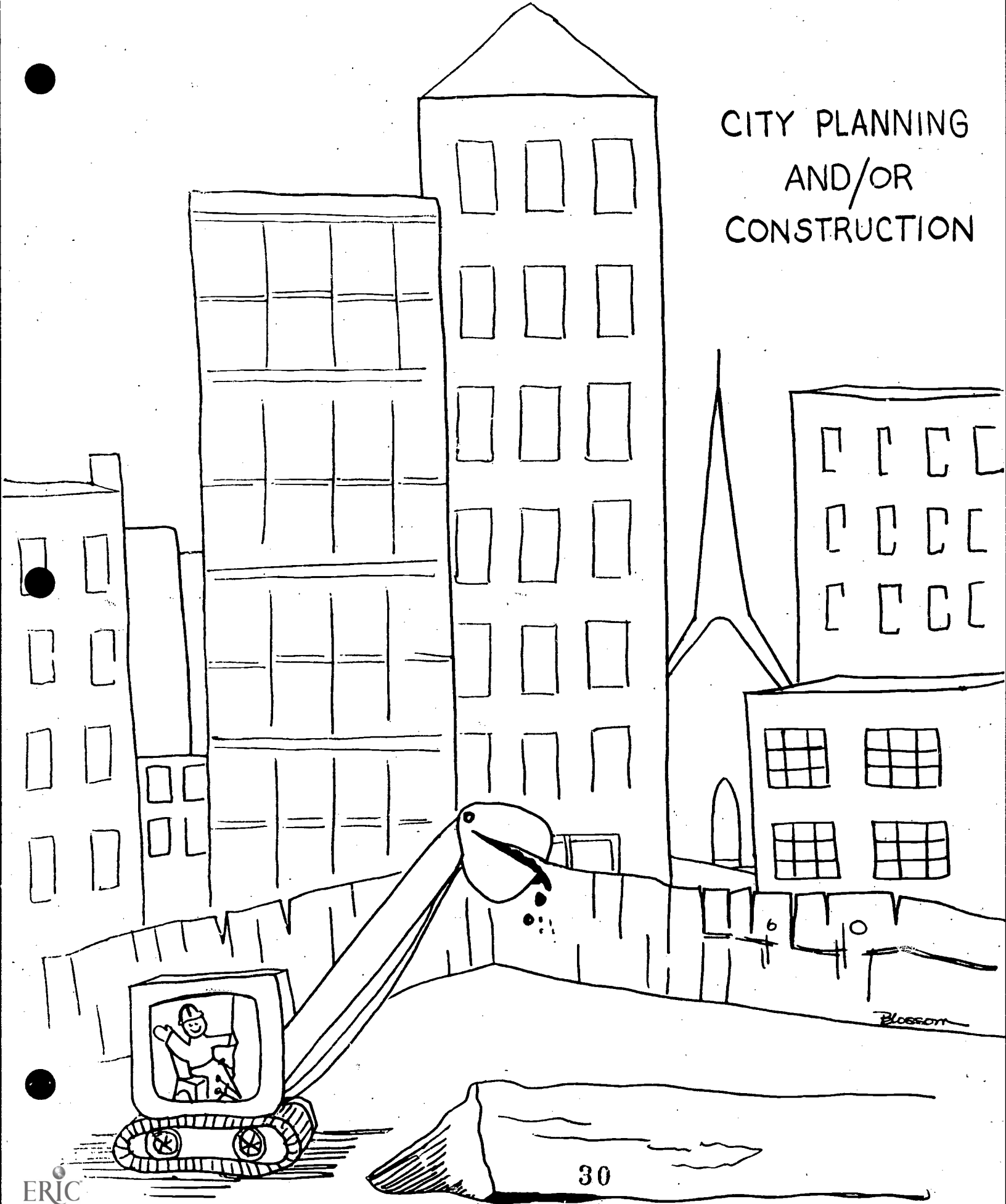
C. Procedures for this activity (with helpful hints)

1. Discuss "Family Tree"
2. Discuss careers of family
3. List questions to ask: why parents work in the jobs they are in - what knowledge, skills, and attitudes needed?
4. Construct paper people to simulate family
5. If feasible, costume paper people in job roles



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

CITY PLANNING
AND/OR
CONSTRUCTION



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CITY PLANNING AND/OR CONSTRUCTION

GRADE LEVEL: 5-6

GENERAL OVERVIEW: This unit encompasses city planning and/or construction.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: World Almanac
Encyclopedias
Social Science Texts
Trade Books

Maps: City plans of Royal Oak
City plans of other cities
Road maps

Slides: Famous and/or relevant sections of American cities

Suggested Specific: Read Unit 2 of The Social Sciences: Concepts and Values, Harcourt Brace Jovanovich

2. Field Trips:

Walk around neighborhood
Trip to city hall
Trip to another city - unlike their own (for comparisons and contrasts)

3. Human Resources:

City planner
Travel agency representative
People from other cities to discuss their cities

4. Activities:

Roleplaying: Taking on the roles of various city officials' jobs
Bring an architect and design a city

Hands-on Activities:

Reading maps
Taking an imaginary trip using maps
Designing their own street
Designing and making to scale on cardboard or
plywood, their own cities
Making sketches of possible city plans

Other:

Identify 20 cities in the United States, including
their locations, the chief occupations of the people
in the city and the populations of the cities.

UNIT TITLE: CITY PLANNING

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

People who work in a city

Why cities grow where they do:

urban growth and decay

suburban development

zoning laws

Different kinds of cities

Chief occupations

Locations of cities

Correlation of city location and
chief form of industry

As a result of this unit, each child
will be able to:

List 5 occupations pertinent to
city employment

List 5 reasons why cities grow where
they do

Identify 2 characteristics of urban
slum areas

Identify one reason for the existence
of suburban areas

List 5 different kinds of cities
according to prime importance or fame

Recognize and cite evidence for a
relationship between locations
and major occupations of a city.

Science

Interrelationship between a city
and its natural resources

Physical outlay of city

Symmetrical construction of city

Discuss why natural resources are
important to a city.

Plan and build or construct a model
city using glue, wood, styrofoam or
such available materials.

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Speaker - city planner</p> <p>Speaker - city planner</p> <p>Design and construct to scale cities of plywood, styrofoam, glue, etc.</p> <p>Design and construct map of city, drawn to scale</p> <p>Write a report on cities, their locations, chief occupations and populations</p>	<p>City planner</p>
<p>Design and construct to scale cities of plywood, styrofoam, glue, etc.</p>	<p>Construction engineer Construction contractor</p>

UNIT TITLE: CITY PLANNING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement scale (ratio)</p> <p>Size (population, area)</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure distance on globes and figure actual mileage</p> <p>Draw to scale a city of his own design</p> <p>Measure the necessary amount of materials needed for his city construction</p>
<p><u>Communication Skills</u></p> <p>Printing Labeling Spelling</p> <p>Writing</p> <p>Research</p> <p>Writing</p>	<p>Name and write description of imaginary city</p> <p>Make identifying city signs for streets and buildings</p> <p>Identify areas on Royal Oak City Planner's map</p> <p>Write a thank-you note for guest speakers</p> <p>Gather data on a city</p> <p>Write a report on information found</p>
<p><u>Art</u></p> <p>Travel folders</p>	<p>Make a pictorial folder to advertise the city</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Practice measuring on globe</p> <p>Work with art teacher to design, draw, and construct scale models for each imaginary city</p>	
<p>Obtain city maps from several different cities - compare each street plan - use maps to help plan street layouts for the imaginary city</p>	
<p>Examine travel folders from travel agencies for ideas</p>	<p>Travel agent</p>

UNIT TITLE: CITY PLANNING (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness

People and their job roles

Managing
Producing
Servicing

As a result of this unit, each child will be able to:

Identify main type of work performed in each of the following occupations:

city commission
city planners
construction contractor
construction engineer
construction worker
researcher

Self-Awareness

People's activities

Describe three situations in which people's activities provide information about their characteristics

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Roleplay various jobs in a city

City official

Role play various jobs of city dwellers

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

DESIGNING AND MAKING A SCALE MODEL OF A CITY

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood	rulers	clamps
paint	woodburners	goggles
shellac	saws	graph paper

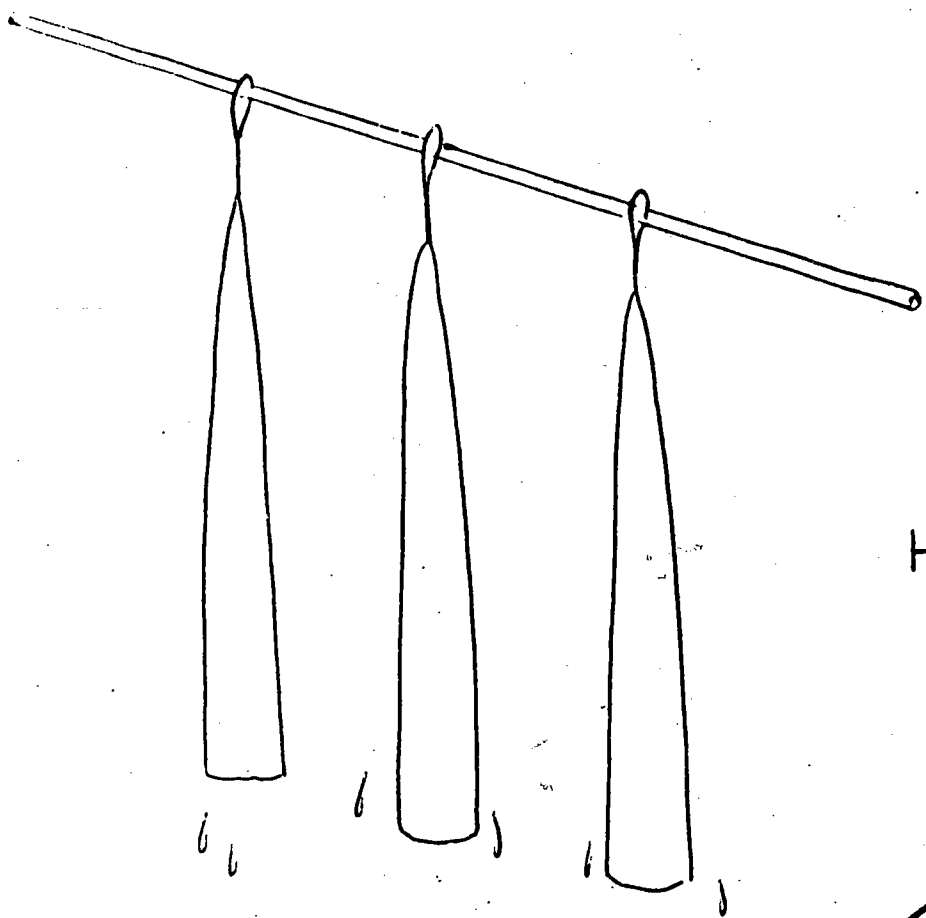
B. Human Aides and Resources

Teacher

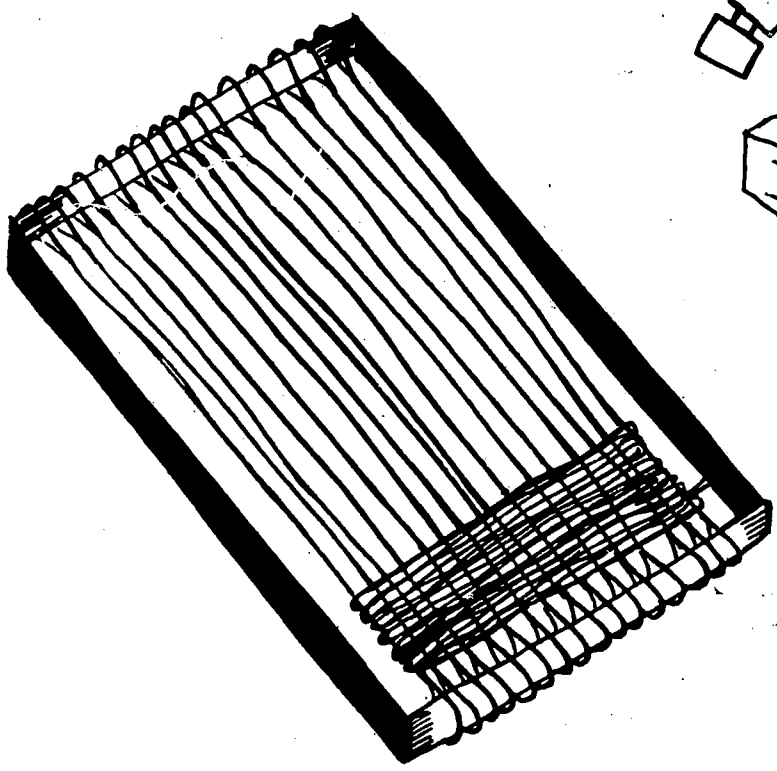
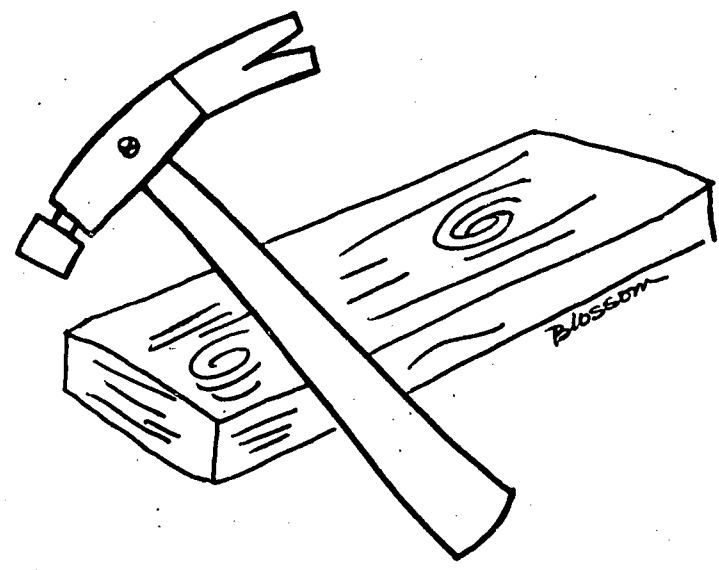
C. Procedures for this activity (with helpful hints)

Design city on graph paper.
 Alter scale to piece of plywood.
 Put in city buildings.
 Put in residential areas.
 Name city.
 Paint, woodburn, etc., city to highlight certain areas.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



CRAFTS-
HISTORY AND
PRODUCTS



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: CRAFTS - HISTORY AND PRODUCTSGRADE LEVEL: 5-6GENERAL OVERVIEW: This section includes units of study relating to crafts during various periods of history.TEACHING/LEARNING RESOURCES:1. Reference Materials:

Films: (available from IMC)
 Autobiography of a Man
 Beginnings and Growth of Industrial America
 Biography of a Chair
 The Cotton Farmer
 Discovering Texture
 *Greenfield Village
 *Henry Ford Museum
 Life in a Medieval Town
 Medieval Manor
 Medieval Times: Guilds & Trades
 What Is Automation
 Why Man Creates

*Available free from Greenfield Village

Filmstrips:

Castle Life
 Cotton Spinning and Weaving
 Fair-Medieval, The
 How Industry Began
 Learning About Indian Crafts
 Medieval Manor
 Medieval Towns & Cities
 Town
 Town & Its Guilds

Realia:

Candle-snuffer
 Candle-mold
 Loom
 Christmas Tree Candle Holder
 Cotton from Plant to Product

Books:

Exploring the Old World, Ahesihwede
Human Adventure, The, Cappelluti and Grossman
Made in the Middle Ages
Medieval Days and Ways
Principles and Practices in the Teaching of
Social Sciences, Books 5 & 6, Harcourt, Brace & Jovanovich
Teaching Children About Technology, Scobey, pp. 307-8, pg. 348

Newspaper:

Detroit News - Nov. 28, 1971 Good Earth Almanac

2. Field Trips:

Trip to a lumber yard
 Greenfield Village
 Plant - Ford Motor Company
 Detroit Institute of Arts
 The Weavery
 Historical Centennial Farm (12 Mi. & Schoenerr), Warren, Michigan

3. Human Resources:

Parents with weaving skills, looms, etc.
 Students from Macomb College
 Guides and Craftsman at Greenfield Village
 Art Teacher

4. Activities:

Role Playing
 Apprentice
 Journeyman
 Craftsman
 Assembly line worker
 Quality control man
 Packager
 Company sales manager
 Advertising manager

Hands on activities
 Candle-making
 Carpentry
 Weaving
 Soap making
 Brick making
 Tapestry making
 Design a wall hanging
 Weave a belt
 Make loom
 Tic tac toe boards
 Make printing sets
 Tin Smiths

UNIT TITLE: CRAFTS - HISTORY AND PRODUCTS

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

Middle Ages

How goods are produced

American Heritage
(Greenfield Village)

Economics

Crafts

As a result of this unit, each child will be able to:

List 5 reasons why the middle ages were important

List 3 characteristics of the raw material they used to make a product

List 5 facts about Greenfield Village

List 5 facts about Henry Ford Museum

Role play a day in colonial school

Compute cost/profit relationship for each product made

Discuss critically the importance and the utilization of each craft with which each child became involved

Compare use of tools - past and present

Identify crafts that have died out because of technological progress

Math

Measuring

Geometry

Money

Accurately measure the materials necessary for each product to be made

Plan and prepare geometric patterns

Accurately make change for products sold

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Greenfield Village - Miller School

Trip to Greenfield Village and Henry Ford Museum

Keep records of cost of materials and sales

Group discussion

Make each individual project and/or product

Sell objects

UNIT TITLE: CRAFTS - HISTORY AND PRODUCTS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Communication Skills

Writing plans

As a result of this unit, each child will be able to:

Formulate plans necessary to make each product

Reports

Relate through the written or oral word, how each product is produced and used

Following directions

Interpret directions necessary for a product to be made

Letter - Writing

Distinguish between and write accurately an invitation, a thank-you note and a letter to people directly involved in the implementation of the unit

Art

Texture

Identify, differentiate and use varying textures within products made

Colors

Compare and contrast colors necessary to make an attractive, saleable item

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Discuss appropriate letter needed</p> <p>Examine today's style of writing letters</p> <p>Write letters to people involved in helping with this unit</p>	
<p>Let students experiment with color and texture before making their product</p>	

UNIT TITLE: CRAFTS - HISTORY AND PRODUCTS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness

People and their job roles:

Producing

Servicing

Personnel

Tools

As a result of this unit, each child will be able to:

Make a product from raw materials through the packaging process

Distribute, advertise, sell and repair each product he has made

Identify working conditions necessary for each job station of products and services produced to be made

Compare and contrast the economic rewards gained through each occupation involved in making a product

Describe and distinguish between the characteristics, tools and importance of each craftsman and his job

Self-Awareness

Building self-confidence

Describe how he feels when he knows he has done something well

Explain how successfully doing something new increases self-confidence

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Each child chooses to make a product:

- 1) weaving
- 2) candle making
- 3) tapestries
- 4) wooden objects
- 5) wall hangings
- 6) soap making

Through:

- 1) dial discussion
- 2) written reports
- 3) oral reports
- 4) pictures

Make individual product and/or project

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

INKLE LOOM

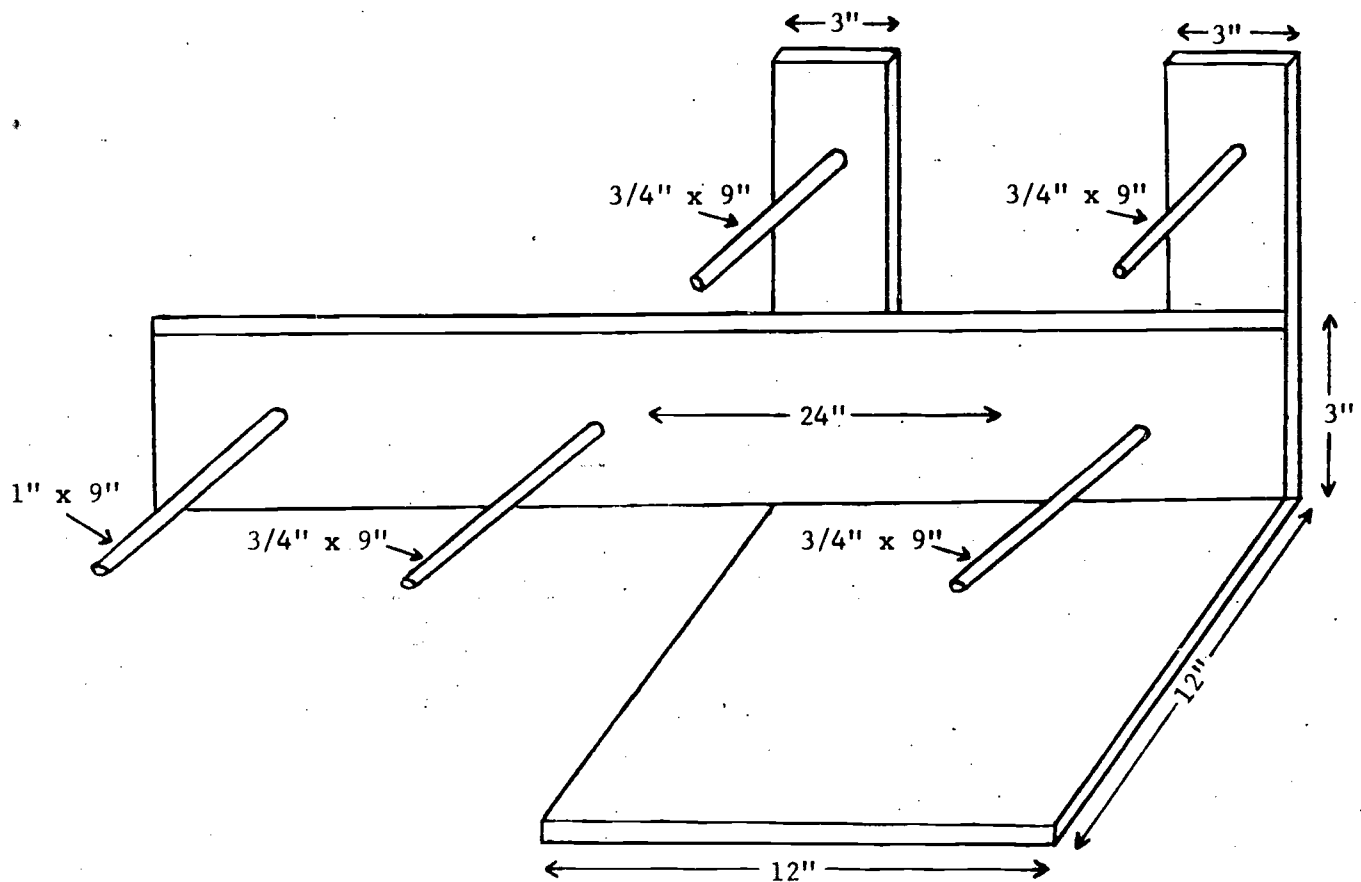
II. ACTIVITY FORMAT:

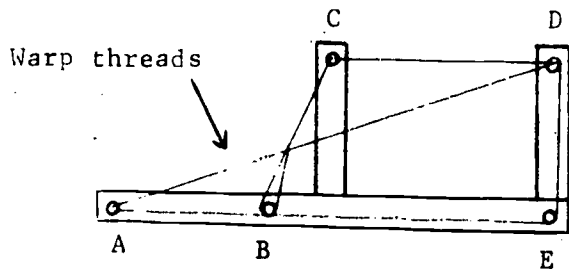
A. Tools and Materials

Tool Panel compliment
Materials for drawing (pine)

B. Procedures for this activity (with helpful hints)

1. Cut four dowels each 9" x 3/4"
2. Cut one dowel 9" x 1"
3. Cut two boards 3" x 3/4" x 10"
one 12 x 12 base
4. Cut one board 3" x 3/4" x 24" long
5. Drill 4 (four) 3/4" holes as shown
6. Drill one 1" hole as shown
7. Glue and nail pieces together
8. Insert dowels with glue





Basic Threading of Warp

Heddles = 12" strings, tied in a loop,
attached to dowel in this manner

Attach 9 heddles
(white cotton string)
to dowel 8" as shown



Thread first warp string (yarn) through loop of heddle, over dowel C, around D and E, back to A. Tie end.

Second warp string goes next to heddle, not through, around dowels D and E, back to A. Tie end.

Continue in this manner to thread 17 warp strings, using 9 heddles.

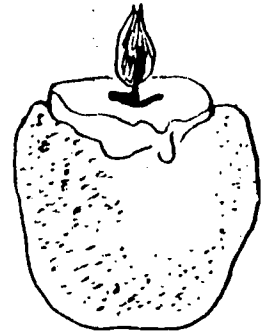
To Weave:

Place loom in front of you with open edge on your right. With left hand, raise up all the warp threads directly in back of heddles until you see a definite opening between layers of threads. This is called an "up shed". Weave through, using yarn wrapped around cardboard. Next press down threads in back of heddles. This is a "downshed". Weave back through. Place right hand in between layers and "beat down" (pack threads closer together). Continue in this manner, pulling threads toward you until length desired. Untie knots to remove.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CANDLE-MAKING (SAND CASTING)

II. ACTIVITY FORMAT:

A. Tools and Materials

Burner	Wax	Sand (not fine)
Double Boiler	Paper cones	Sticks
Tin Can	Wicking	

B. Procedures for this activity (with helpful hints)

1. Put moist sand in box
2. Put one cone in sand, point down
3. Remove cones; sand should retain shape of cone
4. Insert wicking (across paste-stick) into sand mold
5. Pour wax into mold
6. Allow wax to cool and solidify
7. Remove candle from sand

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CANDLE-MAKING (MOLDING)

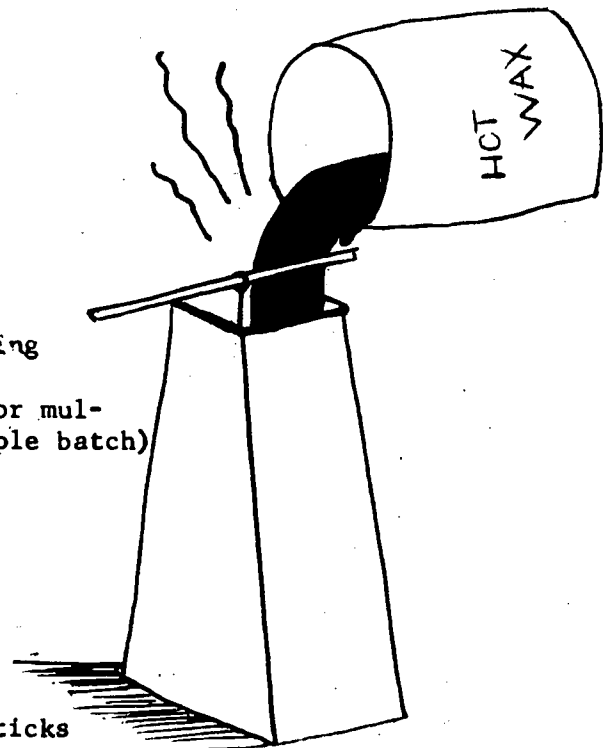
II. ACTIVITY FORMAT:

A. Tools and Materials

hot plate	crayons for coloring
double boiler	wax
string	scent (for mul-
molds	candle wicking tiple batch)
wax	vegetable oil
stearic acid	paste sticks

B. Procedures for this activity (with helpful hints)

1. Melt wax
2. Coat molds with vegetable oil
3. Cut wicking and tie to paste sticks
4. Dip wicking into wax; return wicking to mold
5. Add scent to wax
6. Pour wax into molds
7. Let stand overnight
8. Release candles from molds
9. Wipe off vegetable oil from candles

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CANDLE DIPPING

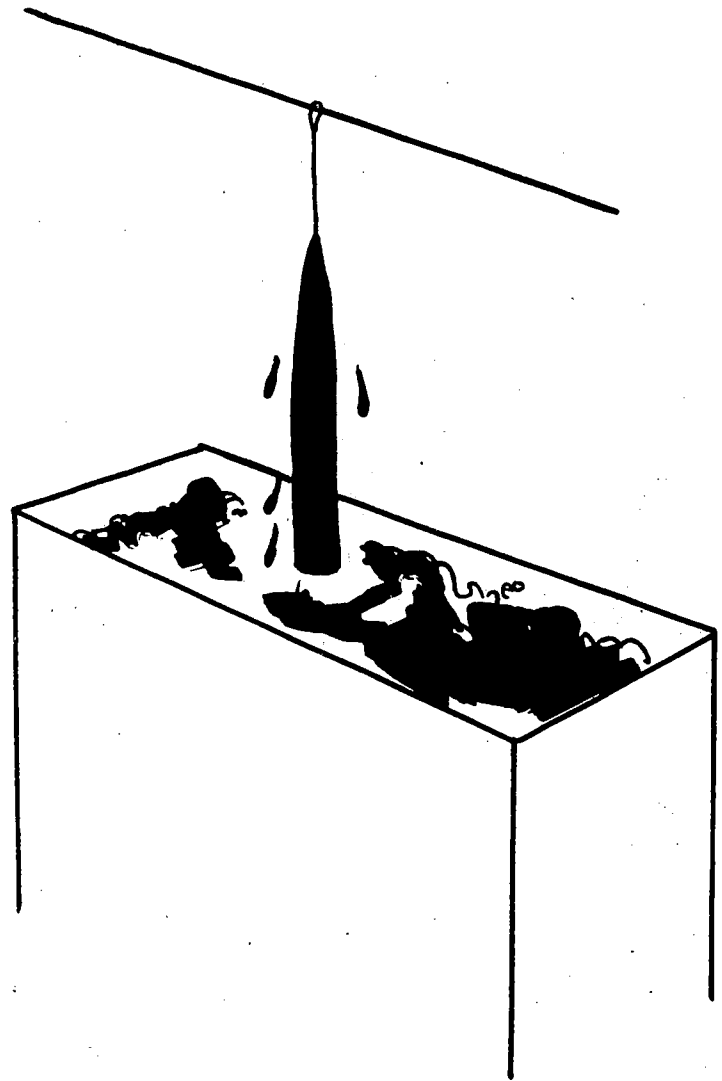
II. ACTIVITY FORMAT:

A. Tools and Materials

double burners
 hot plate
 staplers
 plastic bags for
 packaging
 construction paper for
 labeling
 nails
 paraffin wax
 wicking
 scent
 colored crayons
 wax hardener

B. Procedures for this activity (with helpful hints)

1. Melt paraffin, scent and wax hardener in double boiler over hot plate
2. Pupils stand in revolving circle, dipping candles when passing melted wax
3. Decorate by carving, pasting labels, etc.
4. Package and lable finished product
5. Sell finished product

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING AND DESIGNING SHIELDS OR CRAFT GUILD
SIGNS

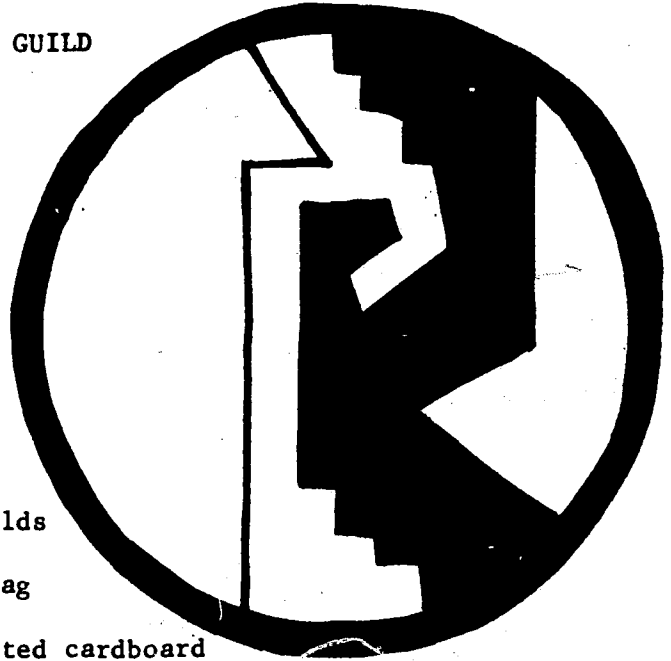
II. ACTIVITY FORMAT:

A. Tools and Materials

saws	oaktag
scissors	corrugated
paint brushes	cardboard
woodburning set	plywood

B. Procedures for this activity
(with helpful hints)

1. Research history of shields or Craft Guild signs
2. Draw rough draft on oaktag
3. Cut pattern from oaktag
4. Trace pattern on corrugated cardboard
5. Cut out design
6. Paint design
7. Let dry
8. Varnish shield
9. Display



**AZTEC
WARRIOR
SHIELD**

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING TAPESTRIES

II. ACTIVITY FORMAT:

A. Tools and Materials

Needles	Scrap material	Glue
Scissors	Yarn	
Burlap	Thread	

B. Procedures for this activity (with helpful hints)

1. Design pattern
2. Cut out pieces of material needed or coded colors of yarn
3. Glue or sew yarn or material pieces on burlap

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING SMALL WOOD OBJECTS (KEYCHAINS, PENCIL HOLDERS, ETC.)

II. ACTIVITY FORMAT:

A. Tools and Materials

Sandpaper	Chisel	Glue
Hammers	Wood scraps	Paste-sticks
Saws	Paint	

B. Procedures for this activity (with helpful hints)

1. Make pattern for object to be made
2. Trace pattern on wood
3. Carve wood
4. Sand wood
5. Paint finished object

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING WALL HANGINGS

II. ACTIVITY FORMAT:

A. Tools and Materials

Burlap	1/2" Doweling
Crewel needles	Yarn

B. Procedures for this activity (with helpful hints)

1. Draw design first on sheet of paper
2. Approval of design by teacher
3. Procure material from teacher (burlap and yarn)
4. 1 1/2" hem in top of each hanging sewn with sewing machine
5. Steam press each hanging
6. Insert doweling

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING SOAP

II. ACTIVITY FORMAT:

A. Tools and Materials

Pyrex mixing bowl

Spoon

Hot plate

(6) 1/2 ounce of lye-flake form

Cotton sheet

Newspapers

Old blanket

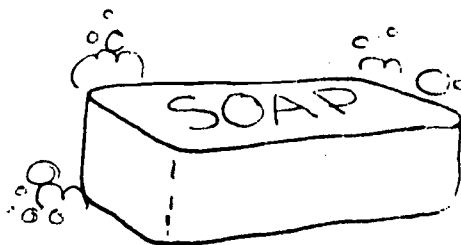
3 pound tallow or lard

Wooden frame (to pour
soap into)

1/4 pint cold water

B. Procedures for this activity (with helpful hints)

1. Follow directions on can of lye for making soap

2. Or consult Teaching Children About Technology, Scobey, pp. 363. Or consult Detroit News, January 9, 1972 - Good Earth AlmanacIII. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

LOOPER-WEAVING LOOM

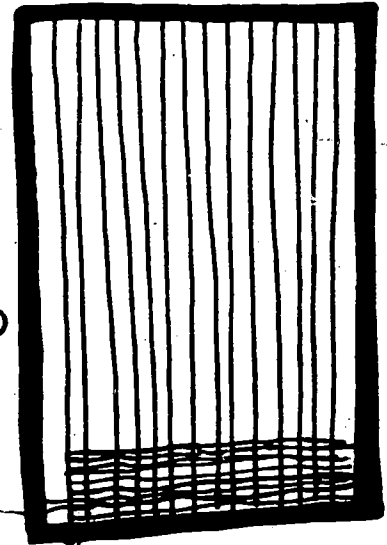
II. ACTIVITY FORMAT:

A. Tools and Materials

ruler	hammer
saw	miter box
cutting pliers	6 d finishing nails
3/4" x #16 Wire brads (1 lb. per 10 students)	
1" x #18 Wire brads (1-1/2" for corners)	
2 pieces soft wood 3/4" x 3/4" x 7-1/2"	
2 pieces soft wood 3/4" x 3/4" x 9"	
2 pieces hardboard or plywood 1/8" x 2" x 2"	

B. Procedures for this activity (with helpful hints)

1. Using 6 d finishing nails, nail soft wood frame together
2. Cut 2" square of hardboard diagonally in half and nail the triangles across corners with 3/4" x #16 wire brads
3. Lay out and mark 20 equally spaced points on each side of the frame
4. Drive a #18 wire brad at each point, leaving 1/2" of the brad sticking up
5. Using a piece of coat hanger wire about 12" long, shape a weaving hook

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)**I. NAME OF ACTIVITY**

ALUMINUM FOIL EMBOSSING

II. ACTIVITY FORMAT:**A. Tools and Materials**

Depression instruments (paste sticks, pencils, meat picks, popsicle sticks)

B. Procedures for this activity (with helpful hints)

1. Make rough draft on paper of tentative product
2. Make copy of pattern in aluminum plates and pans
3. Depress design in tin
4. Paint over designs with black poster paint
5. Wipe excess paint off

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

RELIEF PRINTING

II. ACTIVITY FORMAT:

A. Tools and Materials

Brayer	Corrugated cardboard	Glue
Exacto-knife	Large sheets of white paper	
Printing ink	Newspapers	

B. Procedures for this activity (with helpful hints)

1. Make pattern for design
2. Cut out pattern from corrugated cardboard
3. Glue pattern to another piece of corrugated cardboard
4. Spread ink (from tubes) on a piece of newspaper
5. Roll brayer in ink
6. Roll inked brayer over corrugated cardboard pattern
7. Remove "printed" paper

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

WEAVING (MAKING A WAFFLE WEAVE)

II. ACTIVITY FORMAT:

A. Tools and Materials

Saws	Scrap wood
Hammers	String
Nails	Yarn

B. Procedures for this activity (with helpful hints)

Saw plywood into pieces 10" x 2" x 1/2"

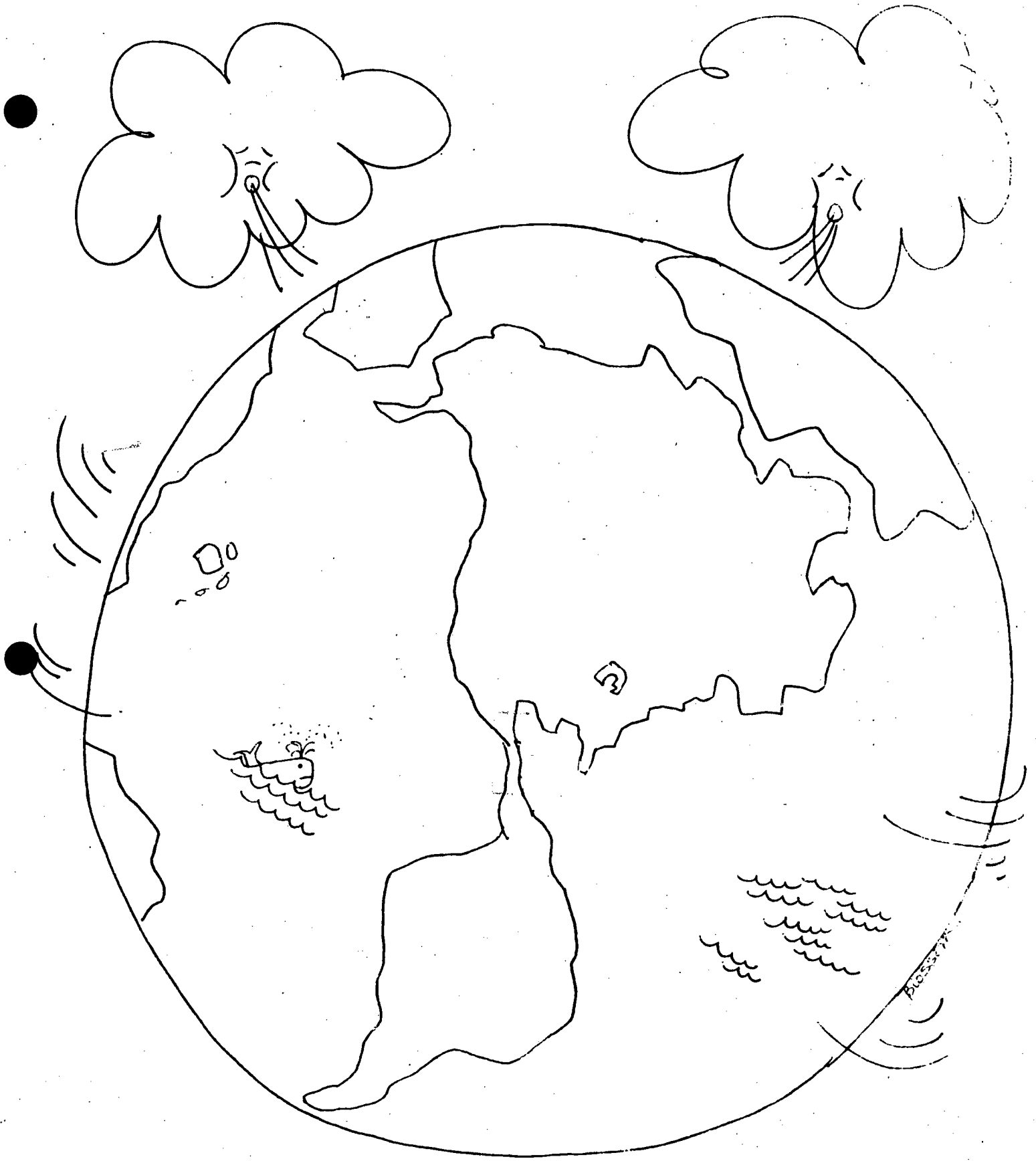
Nail sides together

On opposite sides 1/2" apart, nail small nails

Attach string to nails

(Refer to Teaching Children About Technology, Scobey, p. 348)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: EARTH STUDY

GRADE LEVEL: 5-6

GENERAL OVERVIEW: In this earth study section, the following integrated teaching units have been combined and/or presented as a tentative guide for ideas in application to or relevance to the upper elementary classroom:

Air and Weather
Geology
Oceanography
Water

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: AIR & WEATHER

GRADE LEVEL: 5-6

TEACHING/LEARNING RESOURCES:1. Reference materials:

Books: Science Texts
Trade Books
Library Books
National Weather Service will provide used weather maps

2. Field Trips:

National Weather Service,
Metropolitan Airport

3. Human Resources:

Weatherman
Science teacher

4. Activities:

Role-playing
Weather forecasters using instruments made by the students

Construct Barometer
Construct Anemometer
Construct Wind Vane
Construct Hair Hygrometer
Construct Card File
Interviewing a Weatherman

UNIT TITLE: AIR & WEATHER

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

Maps and Globes

As a result of this unit, each child will be able to:

Identify and read a weather map and from it accurately predict weather

Construct a map showing geographical relation to climate

Science

Instruments

Recognize and define common terms associated with weather

Identify a minimum of five weather instruments describing accurately how they operate and what they measure

Manipulate correctly five weather instruments

Interpret findings from weather instruments and formulate weather predictions from findings

State five reasons for the need of accurate weather predictions

Construct and demonstrate a weather instrument

Clouds

Differentiate between types of clouds and their effect upon weather

Atmosphere

Differentiate and diagram layers of the atmosphere

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Have weather maps available
practice reading them

Weather forecaster

Make and use weather instruments

Record information obtained from their
weather instruments. Compare accuracy
with actual weather information

Research, identify and discuss various
cloud formations; layers of the atmosphere

UNIT TITLE: AIR & WEATHER (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>calculation</p>	<p>As a result of this unit, each child will be able to:</p> <p>Interpret, compute and record information from weather instruments</p>
<p><u>Communication Skills</u></p> <p>Writing</p> <p>Interviewing</p> <p>Vocabulary</p>	<p>Make a log and record daily weather findings</p> <p>Discuss critically weather concepts with a weatherman by first preparing questions for the interview</p> <p>Define vocabulary words, alphabetize and file them</p>
<p><u>Art</u></p> <p>Collage</p>	<p>Gather weather pictures and reorganize them to make a collage</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make a graph or daily log

Invite weatherman into the classroom

Gather pictures from old newspapers and magazines

UNIT TITLE: AIR & WEATHER (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness

People and their job roles:

Functions
Locations
Tools
Characteristics

Management

Planning
Organizing
Controlling

As a result of this unit, each child will be able to:

Identify and discuss job roles of those people who work at a weather station

Prepare a chart of relationships of various careers to weather

Identify and discuss job roles of those people who work for radio and TV in the area of weather

Identify those management functions required of a weather station

Role play a hiring position for a job in a TV station

Self-Awareness

Identification of personal values

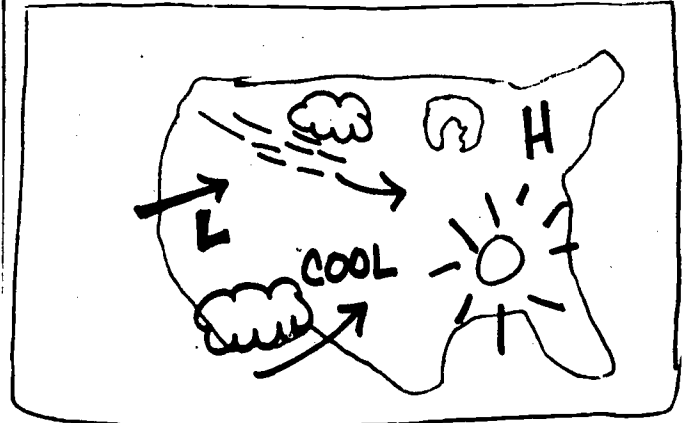
Identify two characteristics that he would look for in a job if he were looking for a job and identify the values reflected in those objectives (e.g., independence, good salary, financial security)

Give a specific example of something he learned about a person from watching that person's activities

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Invite people connected with weather careers into the classroom



Watch weather reports on local TV news show

Weather forecaster

Invite people connected with weather careers into the classroom

Hugh Copland, WWJ-TV

Watch reports on weather segment of local TV news show

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ANEMOMETER

II. ACTIVITY FORMAT:

A. Tools and Materials

coat hanger
 milk carton
 medicine dropper
 four pointed paper cups
 paper clips or stapler

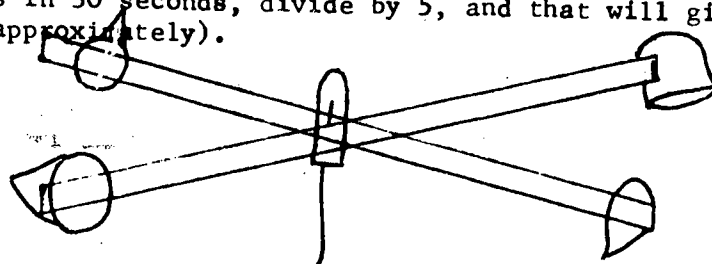
B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

Untwist hanger. Break off crooked ends. Bend into shape. (see diagram) Holding medicine dropper by rubber bulb, melt glass tip over flame or burner. Tip should be closed. Allow to cool. Cut 4 strips, one from each corner of milk carton, about 3/4" from corners. These are the arms. Make large colored circle on one cup (to count the terms). Cut 2 slots 3/4" wide, in each of the paper cups. Slip folded strips into slots of cups, one to each. Take off rubber bulbs, fasten arms to dropper with clips. Slip dropper over upright wire.

III. Results of this activity (after implementation)

Count number of turns in 30 seconds, divide by 5, and that will give you miles per hour (approximately).



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BAROMETER

II. ACTIVITY FORMAT:

A. Tools and Materials

milk carton	needle	paper clip
small tin can	broomstraw	rubber band
balloon	4x6 card	penny
thread	glue	

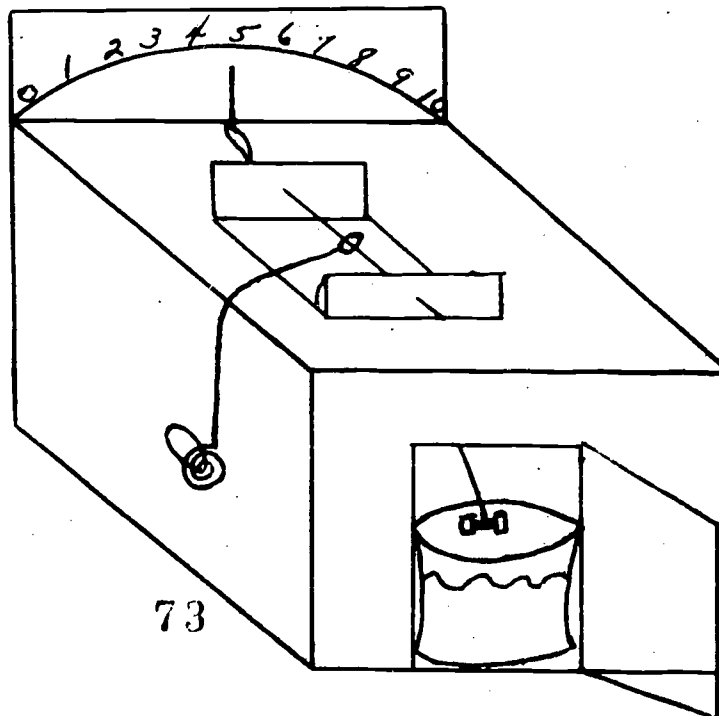
B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

Fold in open end of carton (becomes bottom). Cut H slit on top of carton, fold up flaps, insert needle through flaps. Glue 4" broomstraw into eye of needle. Cut door in front. Stretch balloon piece over tin can, fasten with rubber band. Attach thread to balloon with tape. Run thread up through H, wrap around needle twice, hang down over the side and attach penny and clip for weight. Make gauge with degrees, attach to back with tacks. See diagram.

III. Results of this activity (after implementation)

Most barometers worked well enough to register some change on the gauge.



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

HAIR HYGROMETER

II. ACTIVITY FORMAT:

A. Tools and Materials

milk carton	glue
needle	a hair - .9"
broomstraw	thumbtacks
scotch tape	blank card
penny	paper clip

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

Wash the hair.

Cut an "H" on one side of the carton.

Bend two tabs up and punch hole in each with needle.

Split off broomstraw about 3" long. Put one end through eye of needle and glue it there.

Cut narrow slit at far end of carton, push paper clip in halfway.

Draw half circle on card and print as shown.

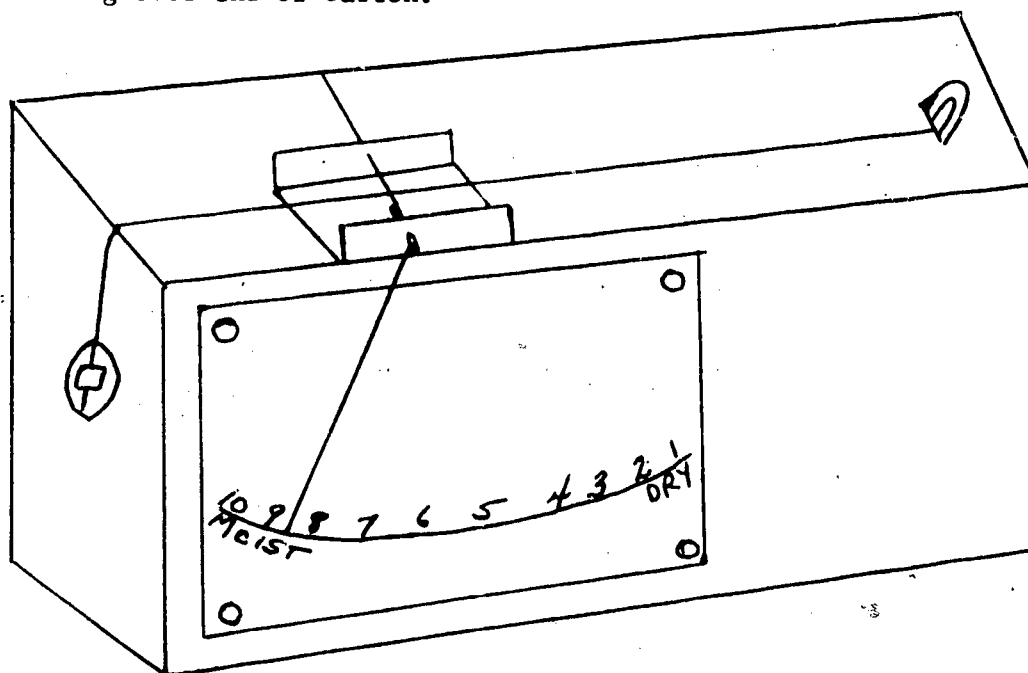
Thumbtack to card.

With tape fasten one end of hair to penny.

Place needle and straw into holes in "H" tab.

Wind hair around needle, one turn from underneath and around.

Glue free end of hair onto paper clip. The penny should hang over end of carton.



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

WIND VANE

II. ACTIVITY FORMAT:

A. Tools and Materials

medicine dropper
 milk carton
 coat hanger
 paper clips
 staples

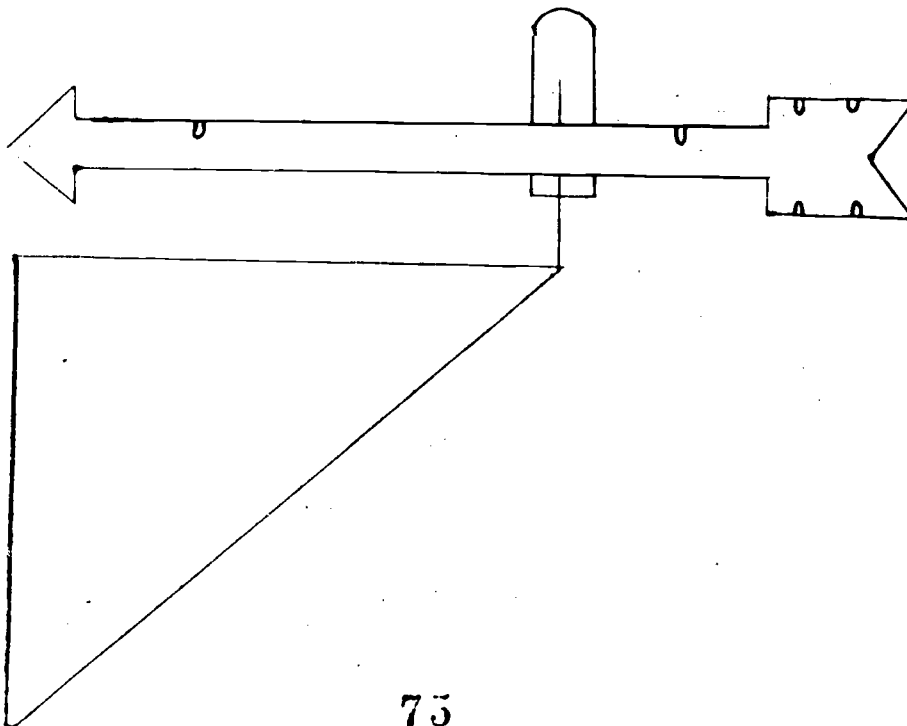
B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

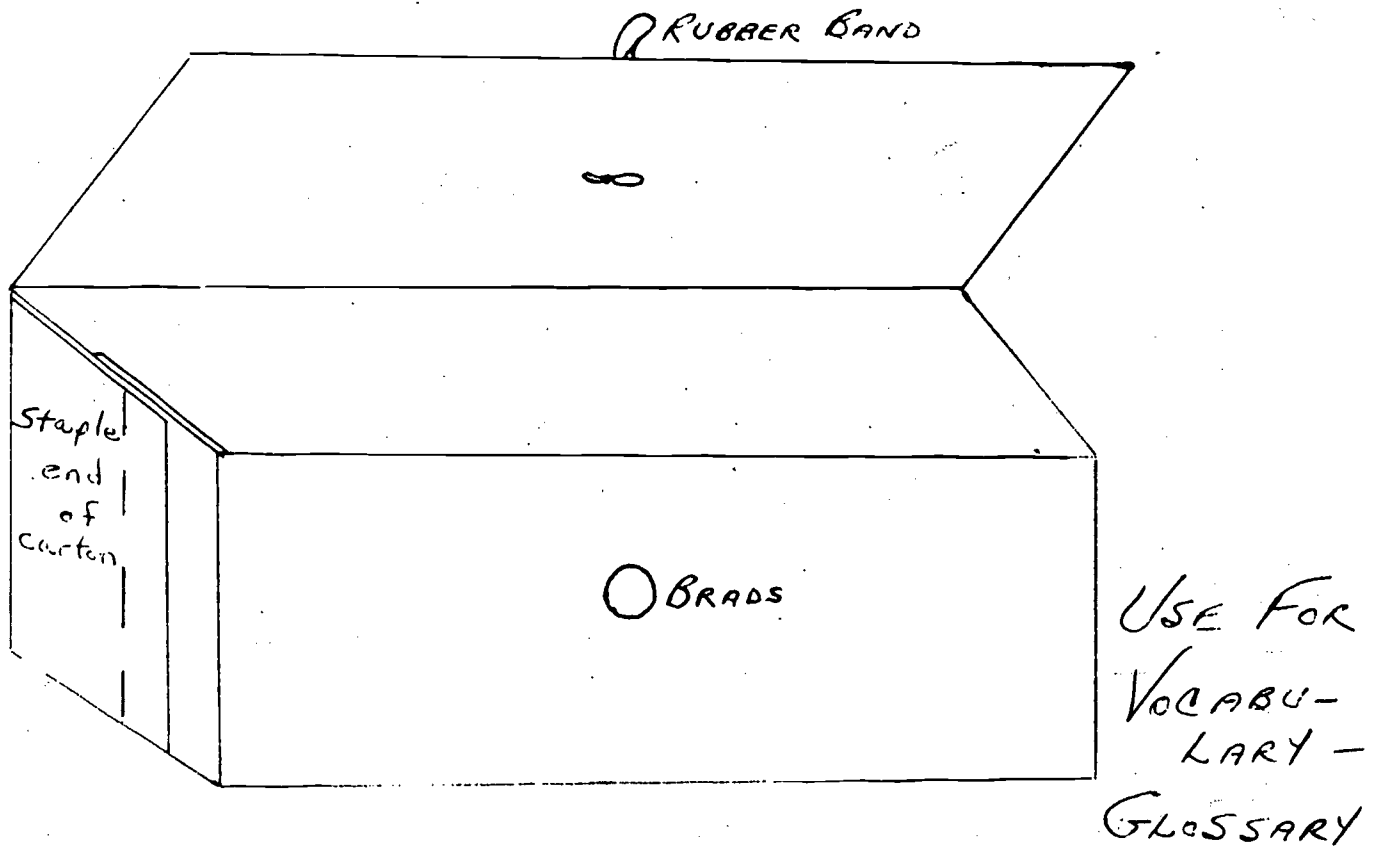
Make a coat hanger bracket just like the one for anemometer. Prepare medicine dropper in the same way. Cut a double strip of paper from corner of carton, similar to anemometer, but 2" away from the corner. Cut in shape of arrow. Push tube of dropper between 2 parts of the arrow, closer to the point than tail. Fasten with paper clips or staples.

III. Results of this activity (after implementation)

It will point to the direction from which the wind is blowing because the tail is larger and catches more wind.



CARD FILE - MILK CARTON

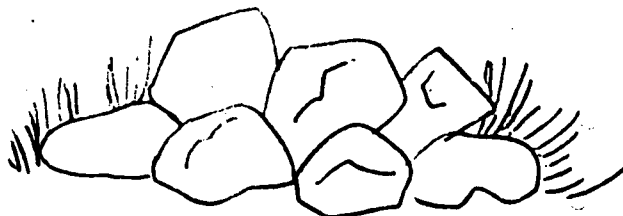


SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: GEOLOGY

GRADE LEVEL: 5 -6

TEACHING/LEARNING RESOURCES:1. Reference materials:

Books: Science for the Elementary School, Victor
Probe (Educational Services of Michigan)

Pamphlets: Michigan Department of Natural Resources

2. Field Trips:

American Aggregate - Kensington Road

Rock quarry - Chelsea, Michigan

Arkona, Ontario - Rock quarry

Sylvania, Ohio - Rock quarry

Miner's Den Rock Shop - Royal Oak

Gem and Mineral Show - Check for date

3. Human Resources:

Parents

Jeweler

Lapidary

4. Activities:

Rock collection

Make a volcano

Reports

Grow crystals

Make a sedimentary rock

Make a fossil

Charts on different occupations related to solid earth

Find a fossil

UNIT TITLE: GEOLOGY

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>Rocks</p> <p>Changes in the earth's surface</p> <p>Interdependence of man and earth</p>	<p>As a result of this unit, each child will be able to:</p> <p>Distinguish between formation of three major rock groups</p> <p>Recognize and identify the three major rock groups</p> <p>Draw a diagram of earth's structure</p> <p>Relate and differentiate between the forces that change the earth's surface</p> <p>List five ways in which man depends on the solid earth</p>
<p><u>Communication Skills</u></p> <p>Brainstorming</p> <p>Gathering information</p>	<p>Suggest three jobs associated with the solid earth</p> <p>Discriminate among jobs suggested and identify jobs to be studied</p> <p>Gather data from various sources on geological careers</p> <p>Reformulate data and write report or draw pictures and mount on chart for display</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make rock collection and identify each
 Make a sedimentary rock

Make a volcano

Mallinson Book 5

Write reports

Talk with men at gravel pit

Gemologist, miner, lapidary

UNIT TITLE: GEOLOGY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness

People and their job roles:

Functions

Locations

- exterior
- climatic

Working conditions

Training

As a result of this unit, each child will be able to:

Investigate, identify and describe jobs related to the solid earth (e.g., gravel pit)

Discuss locations of geological work and characteristics of each

Describe the various education required for people who work in jobs related to geology

Self-Awareness

Facilitating personalized planning and decision making

Give an example of how a person's knowledge of his skills and interests can influence his planning for the future

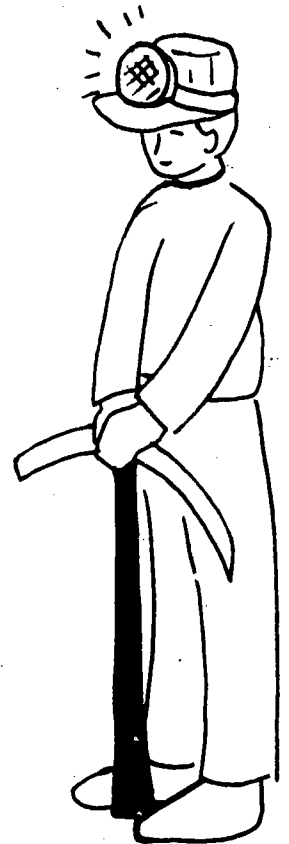
METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

If possible, have students interview a geologist or someone working at a gravel pit

Describe various education required for people who work in geological careers

Rock hound, miner, gemologist, lapidary



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ROCK COLLECTION

II. ACTIVITY FORMAT:

A. Tools and Materials

rocks from home	newspaper
books on rocks	hammers
vinegar	magnifying glass

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Collect rocks
2. Divide rocks into groups according to similarities of color, shape, material
3. Decide how they were made
4. Crack rocks
5. Using magnifying glass, examine crystals inside
6. Using vinegar, test for limestone
7. Wet rocks to see if they smell like soil or sand
8. Make display of identified rocks
9. Brainstorm on jobs connected with rocks

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING A VOLCANO

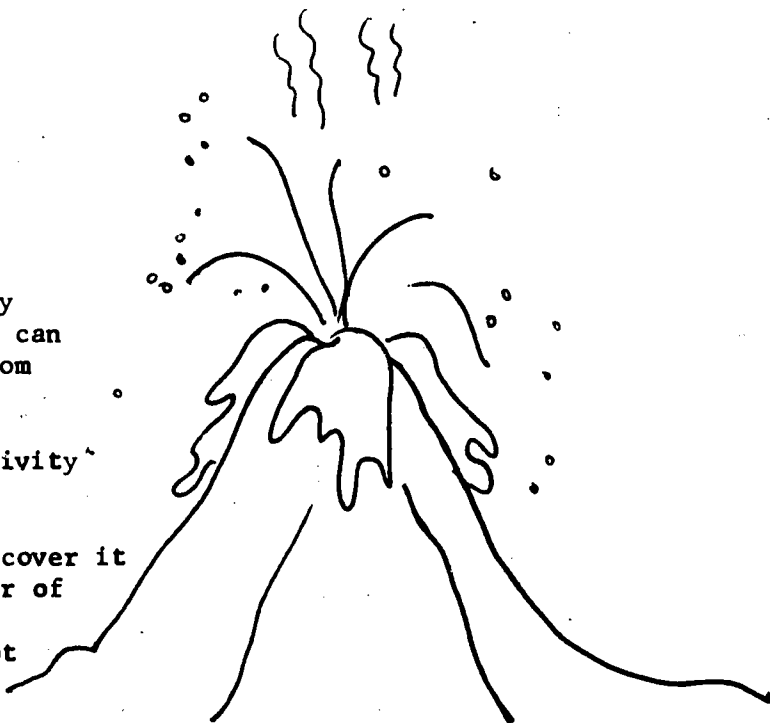
II. ACTIVITY FORMAT:

A. Tools and Materials

flower pot
 plaster of paris or clay
 evaporating dish or tin can
 Ammonium dichromate (from
 Troy Scientific)

B. Procedures for this activity*
(with helpful hints)

1. Invert flower pot; cover it with clay or plaster of paris
2. Extend above the pot to create crater
 - a. crater 2"-3" across
 - b. 1-1/2" deep
3. Insert small dish or can - surround can with plaster of paris
4. Pour one tablespoon of ammonium dichromate into crater
5. Hold a match to the ammonium dichromate until it lights
6. The volcano erupts, shoots sparks into the air and green fluffy material is formed



NOTE: Ventilate room

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

RESEARCH REPORTS - MOUNTAINS, EARTHQUAKES, VOLCANOES, GLACIERS,
GEYSERS AND FAULTS

II. ACTIVITY FORMAT:

A. Tools and Materials

texts
library
newspapers

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Students pick one of the 6 topics
2. In each report each student answers these questions:
 - a. How does this change occur?
 - b. How does this change affect the people in the area?
 - c. How are new jobs created when this change occurs?
 - d. What are the jobs created when this change occurs?

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING A SEDIMENTARY ROCK (SANDSTONE)

II. ACTIVITY FORMAT:

A. Tools and Materials

sand
cardboard container
plaster of paris

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Put sand in container.
2. Add plaster of paris - mix well
3. Add a small amount of water
4. Allow to dry
5. Discuss:
 - a. How sandstone is used
 - b. How sandstone is taken from earth
 - c. Jobs involved with sandstone

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)Alternate Plan:

1. Place soil dampened with sugar water or water into coffee can (or any can with a metal lid available)
2. Place lid with compress on it over soil in can
3. Twist clamp onto top and bottom of can
4. Twist clamp tightly
5. Wait a few days until soil is probably dry
6. Disassemble clamp
7. Carefully remove soil from can
8. Observe resulting hardened soil

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

FOSSILS (MAKING)

II. ACTIVITY FORMAT:

A. Tools and Materials

modeling clay	sandpaper
small milk carton	vaseline
molding plaster	a shell

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Put a 1/2" layer of clay or plaster on bottom of milk carton
2. Grease remainder of carton with vaseline or oil
3. Press shell into clay; remove shell without disturbing impression
4. Mix plaster and water into thin paste - pour into carton
5. When hardened, tear carton, remove plaster block
6. Sandpaper the edges until smooth and straight
7. Discuss what person uses this technique - what does his job involve
8. What other jobs use molds and casts to build things

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

GROWING CRYSTALS

II. ACTIVITY FORMAT:

A. Tools and Materials

sugar
tumbler
deep saucer
string

B. Human Aides and Resources

Jeweler

C. Procedures for this activity (with helpful hints)

1. Dissolve as much sugar as possible in a tumbler half filled with hot water
2. Pour solution into deep saucer
3. Put string into saucer, allow some of string to hang over edge
4. Put saucer in quiet corner - let evaporate for two days
5. Pour off solution
6. Examine crystals with magnifying glass
7. Discuss how man uses crystals to his advantage
8. Have a jeweler come into room and talk to class about his job and how he works with crystals

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: OCEANOGRAPHYGRADE LEVEL: 5-6TEACHING/LEARNING RESOURCES:1. Reference materials:

Films: Fortnight at Nine Fathoms
 The Sea
 Man in the Sea
 The Earth: Its Ocean

2. Field Trips:

Diving Equipment Company
 Belle Isle Aquarium and Dawson Museum, Belle Isle
 Tropical Fish Store

3. Human Resources:

Parent or school personnel with diving experience

4. Activities:

Design and build a model sea lab - either scale-model or life size

Role playing:

Aquanauts
 Scientists
 Engineers
 Biologists

Describing their own part in a sea lab venture

UNIT TITLE: OCEANOGRAPHY

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Measurement

Geometry

Ratio

Nautical measurement

As a result of this unit each child will be able to:

Use linear measurement

Design using geometric shapes

Reduce life-size measurements to scale model

Define and demonstrate knots, fathoms

Science

Marine Biology

Engineering design

Investigate a sea animal or fish of his choice-report to group regarding

- a) habitat (environment)
- b) protective devices
- c) life cycle

Discover, contrast and compare various undersea habitats (sea labs, Tektite II, etc.). Within groups design a sea lab to meet the groups' specification.

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Using large boxes, measure and cut according to design group has made of their sea lab</p> <p>For scale models, reduce design measurement to scale, stating scale used, following same scale throughout</p>	<p>Carpenter</p> <p>Sailor</p>
<p>Using library books, films, filmstrips, shells, starfish, etc., put together a Marine Biology Center. Encourage bringing in collections, books, from home</p> <p>There are many resource books available on undersea exploration, habitats, sea labs, stress group cooperation</p> <p>Draw final design with measurements, specifications</p>	<p>Show movie: The Sea</p> <p>Movie: Man in the Sea</p> <p>Parent who is an industrial designer, draftsman, engineer to give some direction</p>

UNIT TITLE: OCEANOGRAPHY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Communication Skills

Reports

As a result of this unit, each child will be able to:

Prepare written report
Deliver report orally using realia, pictures or charts

Letters

Write invitation, thank-you letters to speakers

Interview

Write interview questions and conduct interview

Art

Murals

Prepare and produce a group mural of
a) undersea life
b) undersea exploration vehicles

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Design stationery with sea life theme</p> <p>Thank-you letter may be written with one or two sentences from each student rather than individual letters: requires cooperation and reading what has been written beforehand</p> <p>May interview parents with diving hobbies, tropical fish owners, fish store owners, speakers for class newsletter or school paper</p>	<p>Art teacher</p>
<p>Using dark or medium blue background paper, or flocked paper, sketch first with pencil, then finish with chalks, crayons, paints or whatever medium-group decides</p>	<p>Art teacher</p>

UNIT TITLE: OCEANOGRAPHY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Career Awareness</u></p> <p>People and their job roles:</p> <p>Scuba diving and snorkeling (as hobbies) Scuba diving (professional)</p> <p>Equipment sales</p> <p>Swimming, Diving coaches</p> <p>Aquarium employees</p> <p>Aquarium sales</p> <p>Marine biology</p>	<p>As a result of this unit, each child will be able to:</p> <p>Recognize and cite evidence for scuba diving as hobby, snorkeling as hobby</p> <p>List and discuss equipment and related paraphenalia, interview sales manager, discuss job requirements and related careers</p> <p>Interview diving teacher, discuss job requirements, roles</p> <p>Examine roles of different types of aquarium workers</p> <p>Discuss careers with owner, manager, sales-people</p> <p>Interview a marine biologist, examine roles of aquanauts, marine biologists</p>
<p><u>Self-Awareness</u></p> <p>Awareness of others</p>	<p>Give a specific example of something you learned about a person from observing that person's activities</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Have resource person demonstrate equipment needed for hobby and any prerequisites for diving

Visiting diving sales outlet. Manager should be available for interview, discussion, demonstration

Have diving teacher come in, or visit store which sells equipment and gives lessons (check YMCA also)

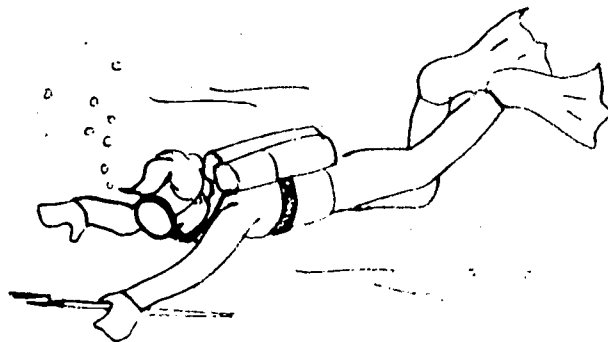
Visit Aquarium at Belle Isle - discuss roles with any available employees

Visit local tropical fish or aquarium sales store

See movie Fortnight at Nine Fathoms for insight into lives of aquanauts, scientists, biologists

Read comic book Popeye, Marine Science Careers

Sailor, frogman, diver



Marine biologist

Interviewing various people in oceanographical careers

Sailor, frogman, deep sea diver, marine biologist

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BUILDING A SEA LAB

II. ACTIVITY FORMAT:

A. Tools and Materials

refrigerator boxes or large cartons
scissors
exacto knives
rulers
pencils
paints

B. Human Aides and Resources

Books on undersea habitats

C. Procedures for this activity (with helpful hints)

Divide into groups. Each decides whether to make large or scale model habitat. Using resource books, each group designs its own Sea Lab on paper, carries design over onto cardboard, cuts and assembles. This can be as simple or complex as group desires. "Full size" sea labs may be large enough for 2 or 3 students. They may include portholes, entry-ways, "pressure gauges," and any other equipment group decides on.

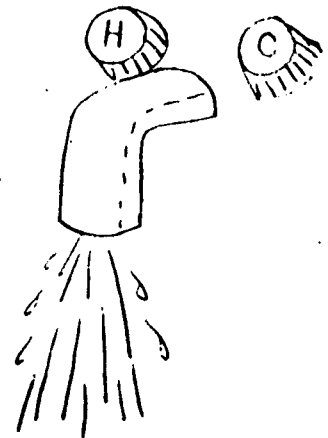
III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: WATER

GRADE LEVEL: 6



TEACHING/LEARNING RESOURCES:

1. Reference materials:

Pamphlets from water authority
Children & Technology, Scobey
Science 6, Mallinson, Silver-Burdett

2. Field Trips:

Camping at Island Lake Camp (by Huron River)
Trip to pumping station in Berkley
Visit Oakland County Water Authority
Visit to Kent Lake, Dam and ponds

3. Human Resources:

Guide from Oakland County Water Authority

4. Activities:

Measuring water pressure
Constructing water wheel
Tracing source of Mississippi River
Experimenting with beans to show that they need water
Reconstitution of dried fruit
Brainstorming - concentrating on uses of water

UNIT TITLE: WATER

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Irrigation</p> <p>Water supply</p>	<p>As a result of this unit, each child will be able to:</p> <p>Propose and defend reasons for irrigation</p> <p>Identify the variables connected with the water supply in various parts of the world</p>
<p><u>Science</u></p> <p>Water cycle</p> <p>Water pressure</p> <p>Water purification</p>	<p>Identify and discuss critically the variables in the water cycle</p> <p>Discover and list uses of water pressure</p> <p>Propose and defend reasons for the necessity of water purification</p> <p>Identify and discuss methods of water purification</p>
<p><u>Math</u></p> <p>Measurement</p> <p>Computation</p>	<p>Gather data from home on the amount of water required in each student's home</p> <p>Compute from information gathered, amount of water used by entire class for one day</p> <p>Compute water needed for individual operations (i.e., washing dishes, washing clothes, watering lawn, etc.)</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Science, social science texts, related reference books on agriculture studied</p>	
<p>Science texts, pamphlets (some available from Water Department) studied</p>	
<p>Read water meters in home</p> <p>Measure water used in home activities</p>	<p>Meter reader</p>

UNIT TITLE: WATER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Communication Skills</u></p> <p>Research</p> <p>Writing</p> <p>Spelling</p>	<p>As a result of this unit, each child will be able to:</p> <p>Gather data for reports from various sources on one water property</p> <p>Write report on one physical property of water</p> <p>Identify and use properly spelling words associated with water</p>
<p><u>Career Awareness</u></p> <p>People and their job roles</p> <p>Managing</p> <p>Servicing</p> <p>Hiring</p>	<p>List occupations relating to water</p> <p>Identify and describe the role of a sewer, piper and layer</p> <p>Identify the management practices that are utilized by the water department</p> <p>Discuss critically the services concerned with water purification</p> <p>Identify and differentiate between methods of water testing</p> <p>Propose and defend reasons for the necessity of a plumber</p> <p>Role play a prospective employee being interviewed for a job as a meter reader</p>
<p><u>Self-Awareness</u></p> <p>Awareness of others</p>	<p>Evaluate the usefulness of observing people's activities as a source of information by comparing your conclusions about a person's feelings or interests, based on his activities, with his own perceptions of his feelings or interests</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Research science texts and reference books on water</p>	
<p>Guest speakers</p> <p>Brainstorming on water supply from source to consumer</p> <p>Brainstorming on problems associated with water supply</p>	<p>Water Department official</p> <p>Plumber</p> <p>Meter reader</p>
<p>Propose and defend reasons for the necessity of a plumber</p> <p>Role play a prospective employee being interviewed for meter reading</p>	<p>Plumber</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

EXPERIMENTING WITH BEANS SHOWING NECESSITY OF WATER

II. ACTIVITY FORMAT:

A. Tools and Materials

various beans
pans
paper toweling
water

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Put beans in pan with some wet paper toweling
2. Observe beans for a couple days
3. Record findings
4. Beans will sprout in 2-3 days

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

WATER PRESSURE

CONSTRUCT A WATER WHEEL (See Children & Technology by Scobey, p. 370)II. ACTIVITY FORMAT:

A. Tools and Materials

five gallon can
water
corks

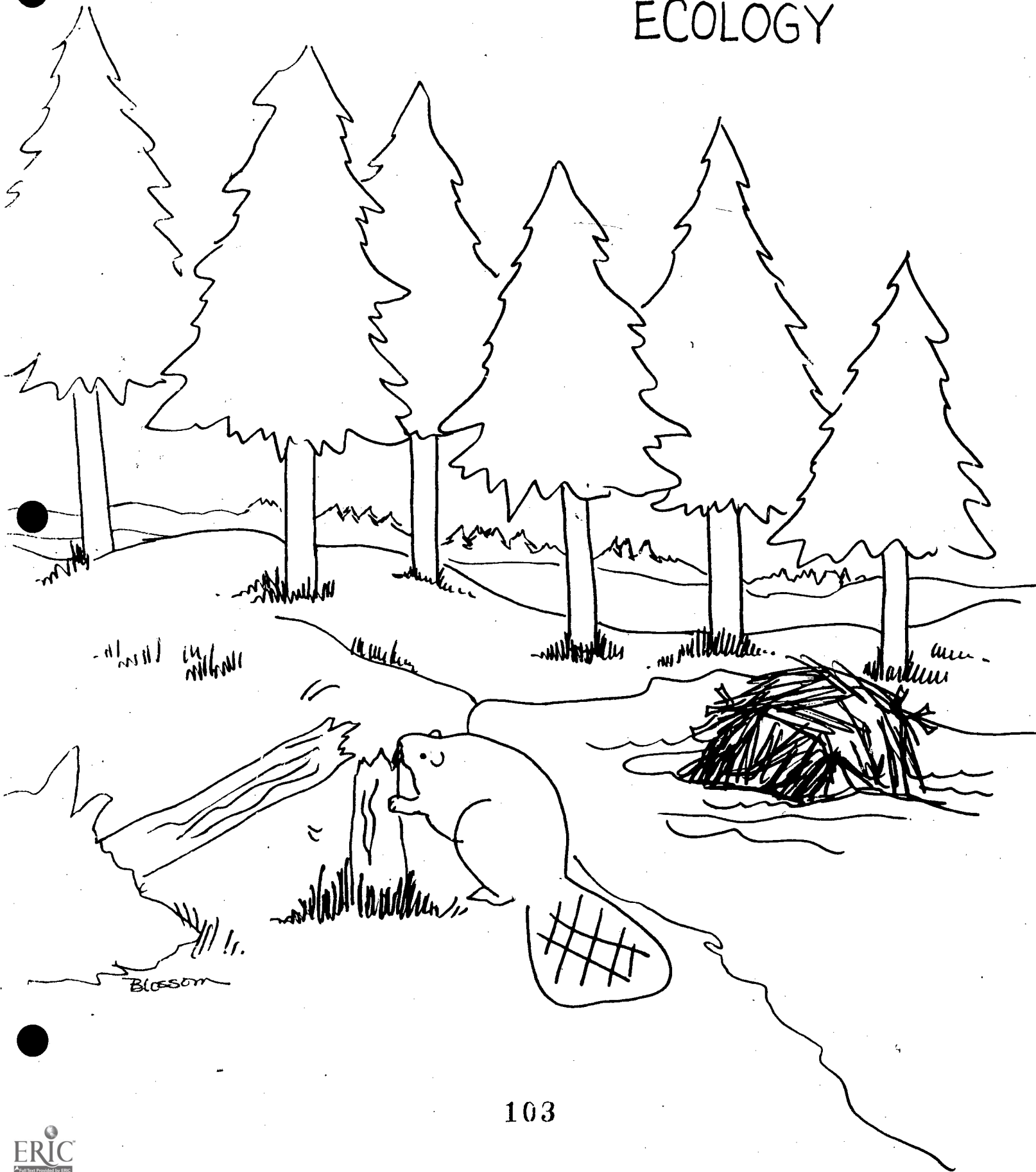
B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

Punch three holes in the can; one, a quarter of the way down from the top; one, half way down; one, three-quarters of the way down. Put corks in the holes and fill the can with water. Pull the three corks and observe the length of the spout of water from each hole.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

ECOLOGY



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: ECOLOGYGRADE LEVEL: 5-6

GENERAL OVERVIEW: In this Ecology section, the following integrated teaching units have been combined and/or presented as a tentative guide for ideas, in application to or relevance to the upper elementary classroom:

1. Plants in Our Society
2. Interdependence of Living Things
3. Pride in Property

TEACHING/LEARNING RESOURCES:1. Reference materials:

Plants -

Books: You Visit a Spaghetti Factory and Bakery
Your World - We Visit a Bakery
Science for the Elementary School - Victor, pp. 343-44
World Book Encyclopedia

Films: Bakery Beat
 Color of Life
 Conserving Our Soil Today
 Understanding Our Earth: Soil
 Let's Watch Plants Grow
 Plants That Grow From Leaves, Stems and Roots

Interdependence -

Books: Science for Today and Tomorrow, Scheider - pp.82-95
The Birth and Growth of a Tree - p.120
How Birds Keep Warm in Winter - p.232
The Quail - p. 98
Something Told the Wild Geese - p. 173
Sounds of a Distant Drum
Sounds of a Mystery
A Tree Called Moses
Trees Alone Do Not Make a Forest
Wild Flowers of Michigan

Charts: Audubon Nature Charts - Bird Migration
 Audubon Nature charts:
 1. Common North American Evergreens
 2. Common Seed Travelers
 3. Forest Food Chains
Map of North America for each student

4. Leaves of Common Trees - Compound

5. Leaves of Common Trees - Simple

6. Twigs of Common Trees

Birds of North America

Birds of Prey

Growth of a Tree

Products of the Tree Farm

Winter Birds

Films: ABC's of Tools
Birds in Winter
Cry of the Marsh
Discovering the Forest
Maps are Fun
Nature's Half Acre

Film-
strips: Forests
Forests: A Stable Community
Helping the Birds
How Birds Serve Man
Learning About Birds
Life in the Forests
Looking at Birds
Migration of Birds
Observing Birds in Nature
Primeval Forests
Telling Trees Apart
Trees
Using Forests Wisely
Walk in the Woods
What is a Bud

Flat

Pictures: Common Birds
Forests
Traveling with the Birds

2. Field Trips:

Plants -

Bordines-Kensington Island Lake
Belle Isle Aquarium (Food cycle)
Belle Isle Botanical Garden
Quickstad Park - Royal Oak
Seven Ponds Nature Center - Dryden, Michigan
S.E.O.V.E.C.
Stoney Creek Nature Center and Trails

Interdependence -

Cranbrook Science Museum (ecology exhibit) and Nature Center
Cumingston Park
Pet Store
Poultry Farm
Slaughter House
Trip to ranch for cows; sheep; hogs; etc.
University of Michigan Science Museum

Various housing projects
 Veterinarian farm visit
 Veterinary Clinic

3. Human Resources:

Plants -

Bird Bander
 Consumers Power (Mr. Hanson)
 Forester
 S.E.O.V.E.C. Horticulturist
 Naturalists at Seven Ponds
 Nature Center-Bordines,
 Manager
 Florist

M.C.C. students
 Parent
 S.E.O.V.E.C. Food Services
 Coast Guard Cook
 Mr. & Mrs. Fischer, Teachers -
 Wheat Flour Institute, 14 E.
 Jackson Blvd., Chicago, Ill. 60604
 Zimmerman Apple Farm, 14 Mi. & Telegraph

Interdependence -

Bird Identification - Ms.
 Erickson, teacher
 Botanists
 Landscapers
 Naturalists
 Conservationists-Land
 reclamation at gravel pits-
 Mr. Clark

Carpenters
 Lumberjacks
 Poultry farmers
 Florists
 Farmers
 Ranchers
 Herders

4. Activities:

Plants -

Starting plants from seeds
 Controlled experiments for
 testing good growing con-
 ditions
 Making boxes for plants
 Writing reports on plants

Planting gardens
 Building model bakery
 Planting wheat in boxes
 Baking rolls
 Baking homemade bread

Interdependence -

Role playing:
 Role of herder, with class as herd
 Role of farmer, etc., at auction to buy or sell animals
 Role of animal "keeper" as the role varies geographically
 Draw basic structure of a bird
 Building bird feeder and bird shelter
 Study plants and animals in relation to environment and ecology.

Pride in Property -

Clean up school:
 flower beds
 playground
 Plant new flowers
 Make bricks to be used in flower beds
 Refinish wooden top desks
 Cleaning off formica top desks

UNIT TITLE: PLANTS

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

Industrial plant use

How people use plants

Ecology (cleanup)

Geography

As a result of this unit, each child will be able to:

List five ways in which plants are used in industry

Describe economic importance of growing things

Give five examples of the effect of plant life on man's development and social patterns

List five ways in which people use plants

Justify reasons for cleanup of classroom or work area when activity is completed

Locate environment in North America for specific birds and trees

Science

Plant taxonomy

Planting seeds and plants

List the parts and functions of flowering plants (e.g., wheat) from a poster

List three plants used for medicinal purposes

List 10 plants used as food crops

List five green plants and five non-green plants

Distinguish between simple and complex plants

Classify plants on the basis of similarities and differences

Identify five types of plants found in immediate area and mount

Plant and nurture wheat in planter

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make paper in small groups. First group led by teacher. Group members then become other groups' leaders

Writing reports on plants

Planting gardens-test different growing conditions

Making boxes for plants

Make posters showing plant uses

Make caramel apples

Bake rolls on an assembly line

Research and write a report concerning a specific bird and a specific tree

Plant wheat and observe growth

Study processing of wheat from seed to flour

Games - match terms with pictures

Write a report on plants or seeds, identifying locale, climate, uses and effects of that plant or seed

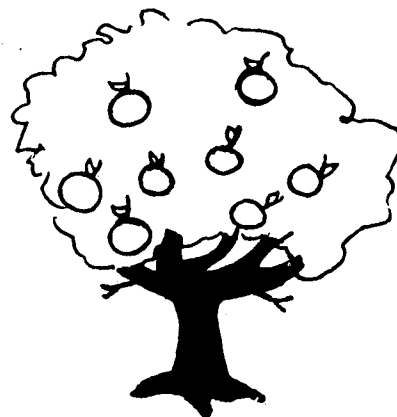
Write a paragraph listing reasons for man's use of taxonomy

Make a chart classifying and identifying various plant types

Controlled experiments for testing good growing conditions

Starting plants from seeds

Zimmerman apple farm to make apple pie



UNIT TITLE: PLANTS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science (Cont)</u></p> <p>Plant growth</p> <p>Local plant and animal life</p>	<p>As a result of this unit, each child will be able to:</p> <p>Identify the variables in growing plants Recognize how green plants make their own food Describe the process by which plants produce carbon dioxide Describe various methods of plant reproduction Differentiate between traits of plants grown in different areas</p> <p>Identify at least one local tree in two different seasons Identify at least one local bird</p>
<p><u>Communication Skills</u></p> <p>Research</p> <p>Following directions</p> <p>Oral discussions</p> <p>Listening skills</p> <p>Writing</p> <p>Reading</p> <p>Spelling</p> <p>Grammar</p>	<p>Organize ideas into a theme Locate information about subject under study in library</p> <p>Interpret and apply written instructions</p> <p>Oral summary of a field trip Describe orally plant-animal dependence and relationships</p> <p>Associate five sounds with symbols for functional word analysis</p> <p>Write a thank-you letter Write for information about wild flowers Write a summary of a field trip</p> <p>Demonstrate reading independence Demonstrate application of reading skills in planning Relate supporting details and ideas to main topic</p> <p>Develop a new vocabulary of at least three words</p> <p>Use principles of syllabication</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Experiment with various growing conditions and observe results of growth
 Planting wheat in boxes
 Use Science 5 and transparencies to study photosynthesis
 Various class groups learn about different locales
 Exchange plant locales

Field trip to local park

Agriculturalist
 Botanist
 Gardener

Gardener
 Nursery agent

Writing reports on plants
 Write thank-you notes to drivers for field trips
 Write for information on field trips

Write a report in paragraphs

Use dictionaries, texts and glossaries to analyze vocabulary under study

UNIT TITLE: PLANTS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Mathematics

Measurement

As a result of this unit, each child will be able to:

Measure wood for planter from a large piece
 Measure ingredients for baking rolls
 Measure designated amounts of soil, water, plant food
 Use liquid measurements
 Use linear measurements
 Use metric measurements
 Identify/compute nutrients supplied by various plant foods

Career Awareness

People and their job roles:

Hiring
 Training
 Working conditions

Describe five jobs related to the world of plants

Describe two steps involved in being hired for a job

Self-Awareness

Identification of personal values

Describe two characteristics that you would look for in a job if you were looking for a job and identify the values reflected in those objectives

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Baking rolls
 Baking homemade bread
 Starting plants from seeds
 Planting gardens
 Making boxes for plants

Visit a nature center

Naturalists at 7 Ponds Nature Center

Talked with people at S.E.O.V.E.C. on field trip

Forester
 Bird Bander
 Teacher
 Compass reader

Describe two steps involved in being hired for a job

Guidance counselor
 Personnel office worker

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PLANTING AND GROWING SEEDS

II. ACTIVITY FORMAT:

A. Tools and Materials

seeds (lima, radish, bean)

blotters

soil

charts to show growth

vaseline

aluminum foil

water

B. Human Aides and Resources

Teacher

Parents

C. Procedures for this activity (with helpful hints)

1. Give seeds to students
2. Let them experiment with many different growing conditions
3. Have them keep a chart of the growth and changes in the seeds (plants)
4. Discuss with class the conditions they found best for growth - then discuss greenhouses

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BAKING ROLLS

A. (Recipe follows for Quick Yeast Bread) or B. Recipe from Better Homes and Gardens New Cook BookII. ACTIVITY FORMAT:

A. Tools and Materials

mixing bowls	knife
measuring cup	wire mixer
measuring spoons	baking pans
sauce pan	

B. Human Aides and Resources

two mothers or Choose supervisor and foreman from class

C. Procedures for this activity (with helpful hints)

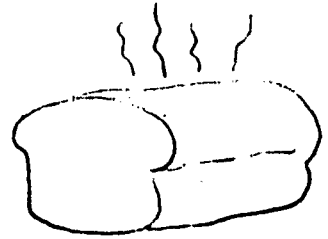
Recipe A -

The class was divided into two groups, and a mother worked with each group, showing them separately how the dough was made and baked

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY.

HOMEMADE BREAD

II. ACTIVITY FORMAT:

A. Tools and Materials

ingredients
bowls
dish cloths

mixing spoons
measuring spoons, cups

B. Human Aides and Resources

3 mothers

C. Procedures for this activity (with helpful hints)

1. Recipe (attached) makes 2 loaves, divide into groups of 2. Each group brings a set of measuring cups, spoons, a wooden spoon, one large bowl and one small bowl. Each child brings one bread pan and a clean dish cloth to cover bread while rising.
2. If you begin making the bread by 9:00 a.m., the second rising will take place during lunch, and you can bake the bread by 2:00 p.m.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HOMEMADE BREAD

2 cups milk
3 T. sugar
1 T. salt
1/2 cup margarine or butter
1/2 cup warm water (105-115 F.)
2 pkg. active dry yeast
6-1/2 to 7 cups sifted all-purpose flour
2 T. melted butter

1. In small sauce pan, heat milk just until bubbles form around edge of pan. Remove from heat, pour in small bowl. Add sugar, salt and 1/2 cup butter. Stir until butter is melted. Let cool to lukewarm.
2. Pour water into large bowl. Sprinkle yeast over water in large bowl, stirring until dissolved. Stir in milk mixture.
3. Add half your flour, beat with your mixing spoon until smooth - about 2 minutes.
4. Gradually add remaining flour, mixing it in with hand until dough is stiff enough to leave side of bowl.
5. Turn out dough on your LIGHTLY FLOURED table, cover with bowl; let rest 10 minutes.
6. Knead dough for ten minutes.
7. Place dough in SLIGHTLY GREASED bowl, turn dough around so greased side is up. Cover with your towel. Let rise in warm place until double in bulk, or about one hour.
8. Punch down dough with fist. Turn dough onto SLIGHTLY FLOURED table. Divide in half, shape each half into a ball. Cover with towel, let rise ten minutes.
9. Stretch dough until it is about 27 inches long (3 times as long as pan in which it will be baked.)
10. Fold dough in thirds, pressing or rolling any air pockets until dough is a 7 inch square.
11. Fold dough into thirds pressing to remove any air pockets. Seal edge and ends of loaf by pinching together. Roll loaf to smooth it. Place in SLIGHTLY GREASED pan.
12. Brush loaf with melted butter. Cover with towel, let rise until double in bulk - about one hour.
13. Bake 40 to 50 minutes at 400 F. Cool on racks.

BASIC ROLL DOUGH (From Better Homes and Gardens New Cook Book)

1 package active dry yeast
1/4 cup warm water
1 cup milk, scalded
1/4 cup sugar
1/4 cup shortening
1 teaspoon salt
3-1/2 cups sifted all-purpose flour
1 egg

METHOD

Soften yeast in warm water (110 degrees). Combine milk, sugar, shortening and salt; cool to lukewarm. Add 1-1/2 cups of flour; beat well. Beat in yeast and egg. Gradually add remaining flour to form soft dough, beating well. Place in greased bowl, turning once to grease surface. Cover and let rise until double (1-1/2 to 2 hours).

Turn out on lightly greased surface and shape as desired. Cover and let shaped rolls rise till double (30-45 min.). Bake on greased baking sheet or in greased muffin pans for 12-15 min. in 400 degree oven. Makes 2 dozen cloverleaves, butter fans or bowknots, or 3 dozen parker house.

NOTE: This takes all day. We started at 8:30 -- ate rolls at 3:00. Also made homemade butter. Computed cost. Make sure you are well organized.

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CONSTRUCTION OF PLANTER BOXES

II. ACTIVITY FORMAT:

A. Tools and Materials

saws
nails
hammers
lumber

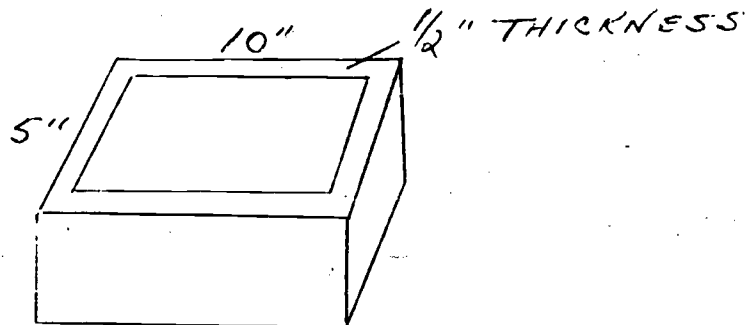
B. Human Aides and Resources

Students from M.C.C.
Irene Mann

C. Procedures for this activity (with helpful hints)

The planter boxes should be lined with plastic sheeting to prevent leakage and rotting of wood. The plastic was stapled into the inside of the boxes.

(Get order from Irene Mann)

Diversion:Assembly line

- | | |
|--------------------------------|-----------------------------|
| 1. Measure and mark dimensions | 6. Inspect |
| 2. Saw wood | 7. Measure plastic sheeting |
| 3. 5" to 10" sides assembled | 8. Cut plastic sheet |
| 4. Bottom assembled | 9. Line box - inspect |
| 5. Sand box sides | 10. Paint box - inspect |

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING BOXES TO SHOW VARIOUS SOIL PRACTICES

II. ACTIVITY FORMAT:

A. Tools and Materials

saws	scissors	screening
tools	soil	glass jars with metal tops
putty knife	wood	

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Cut wood into pieces to construct a box, open at one end, which is 30 in. long, 9 in. wide, and 6 in. deep
2. Nail screening to open end
3. Seal sides with putty to make watertight
4. Fill boxes with soil and experiment with these concepts:
 - a) loose soil erodes more than packed soil
 - b) the steeper the slope, the greater the erosion
 - c) contour plowing reduces erosion
 - d) terracing reduces erosion
5. Make watering cans from glass jars with metal tops - punch holes in top

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

UNIT TITLE: INTERDEPENDENCE OF LIVING THINGS

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

Domestication of animals

Birds

Interdependence of plants and animals

As a result of this unit, each child will be able to:

List one product (other than meat) of each domesticated animal under study

Match a farm animal with a U. S. geographic area where the animal is most prominent

Identify local birds, their migration patterns, food and aesthetic value

Discuss the interdependence of society of living things for food, construction, transportation, medicine and protection

List ways trees are used by man

Recognize and cite evidence for care of living things unable to protect themselves

Science

Classification

Birds

Interdependence of plants and animals

Identify locally grown trees and describe their assistance in soil composition

State the food and shelter requirements of various types of birds (local, birds of prey, carrion-eaters).

Describe plant-animal dependencies and relationships (food, protection, transportation)

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Films, books on agriculture studied Maps of agricultural areas displayed</p> <p>Building a bird feeder</p> <p>Study plants and animals in relation to environment and ecology</p>	<p>Rancher, farmer</p>
<p>Draw basic structure of a bird</p> <p>Building a bird feeder</p> <p>Study plants and animals in relation to environment and ecology</p>	<p>Anatomist</p>

UNIT TITLE: INTERDEPENDENCE OF LIVING THINGS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Communication Skills</u></p> <p>Writing</p> <p>Discussion and listening skills</p>	<p>As a result of this unit, each child will be able to:</p> <p>Write a thank-you letter to guest speakers</p> <p>Write a report on the interdependence of living things</p> <p>Discuss the interdependence of the society of living things for food, construction, transportation, protection, and medicine</p>
<p><u>Career Awareness</u></p> <p>People and their job roles:</p> <p>Producing and retailing</p> <p>Personnel</p>	<p>List three occupations whose products rely on our outdoor environment</p> <p>List three service occupations which rely on our outdoor environment</p> <p>Discuss processes involved in changing raw materials into finished products</p> <p>Build a model bakery, showing different departments needed for production</p> <p>Identify two raw materials grown on the earth and two raw materials taken from the earth</p> <p>Pre-process a product or purchase and receive a product or store and preserve a product</p> <p>Process a product (from paper, or separate wood from animal products, or combine different woods)</p> <p>Package a product, including containerizing, binding, coating or preserving and labeling</p> <p>State the qualifications for the following occupations: botanists, landscapers, naturalists, conservationists, carpenters, lumberjacks, poultry farmers, florists</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Examine various forms of letter writing

Write letters to the guest speaker

Role play a herder, with class as herd
 Role play a farmer
 Role play a rancher at an auction to buy
 or sell animals
 Role of animal "keeper" with role varying
 geographically
 Construction of a model bakery

Agriculturalist
 Nursery men
 Gardener
 Florist
 Lumberjack

UNIT TITLE: INTERDEPENDENCE OF LIVING THINGS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness (Cont.)

Personnel

Describe the steps involved in being hired for a job

State the education needed to be a veterinarian

Differentiate between the roles of farmers, ranchers, herders in relationship to animals.

State the roles of processors in marketing

Self-Awareness

Facilitating personalized planning and decision-making

Give an example of how a person's knowledge of his skills and interests can influence his planning for the future

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Write for college catalogs or check in public library for educational requirements

If possible, interview a veterinarian

Personnel worker

Role play personnel department's interviews for a job; discussions of various roles in production and retailing, management

Personnel worker

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING BIRD FEEDERS

II. ACTIVITY FORMAT:

A. Tools and Materials

saws	hammers	stain
sandpaper	wood	files
nails	vises	varnish

B. Human Aides and Resources

Parents - two parent volunteers (preferably men)

C. Procedures for this activity (with helpful hints)

Class discussion and resulting decision on whether feeders are to be constructed by individual, pair of students, small group or mass production method

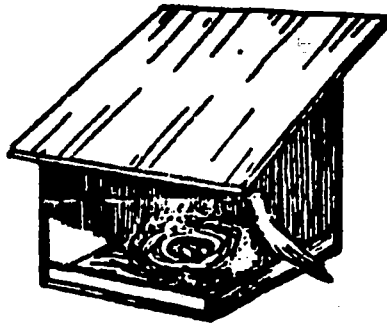
Class decided feeders to be produced via mass production
 Teacher acts as group coordinator
 Adult works with measuring group
 Adult works with cutting group
 Adult works with constructing group
 Adult works with rough finishing group (filing and sanding)
 All groups participate in final staining and varnishing

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

INTERDEPENDENCE

NESTING SHELTER-FEEDING BOX

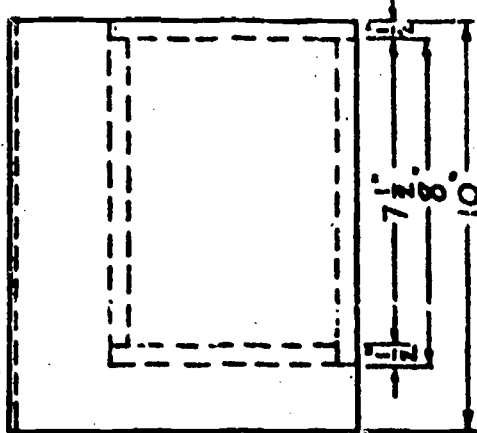
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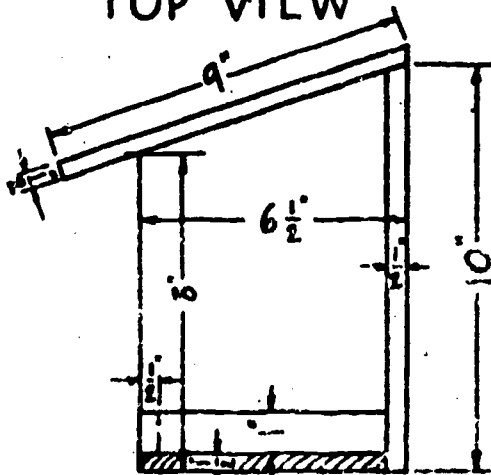
FOR
 ROBIN PHOEBIE SONG SPARROW BARN
 SWALLOW CATBIRD OR THRASHER



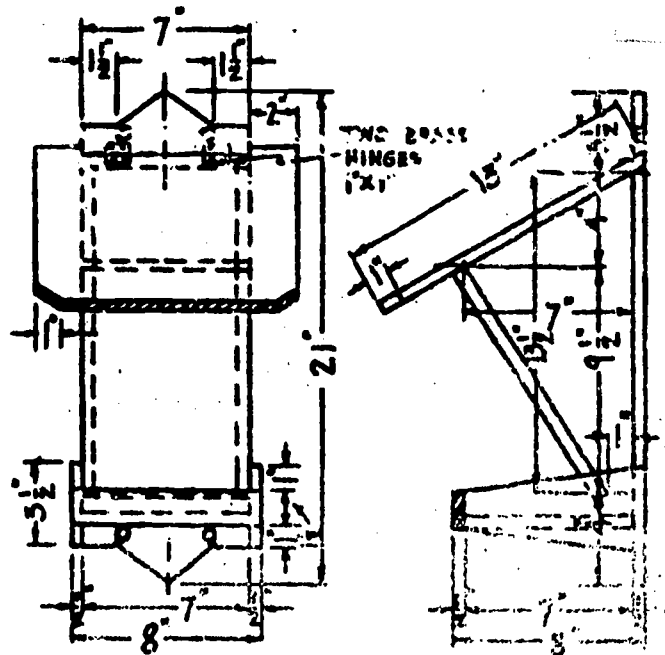
FEEDING BOX



TOP VIEW



FRONT VIEW



FRONT VIEW

SIDE VIEW

UNIT TITLE: PRIDE IN PROPERTY

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Property pride</p> <p>Cooperation</p>	<p>As a result of this unit, each child will be able to:</p> <p>Give reasons justifying the beautification of courtyard</p> <p>Recognize and cite evidence for neatness as being a desirable quality of mutually-held property</p> <p>Recognize and cite evidence for teamwork as being a requisite in keeping mutually-held property neat</p>
<p><u>Science</u></p> <p>Changing material appearance</p>	<p>Refinish a desk following given directions</p> <p>Plant tulips and crocus in the fall</p>
<p><u>Communication Skills</u></p> <p>Listening skills</p> <p>Following directions</p>	<p>Manipulate materials for refinishing desks following given directions</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Clean up school Flower beds Playground Plant new flowers Make bricks for use in flower beds Weed lawn Plant grass seed Built stone wall for shrubs</p>	<p>Custodian Maintenance man</p>
<p>Refinish wooden desk tops Cleaning formica desk tops Prepare soil, fertilize and plant seeds</p>	
<p>State directions clearly</p>	

UNIT TITLE: PRIDE IN PROPERTY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure sandpaper and varnish needed to refinish a desk</p> <p>Plan a balanced, symmetrical wall of stone or brick</p>
<p><u>Career Awareness</u></p> <p>People and their job roles:</p> <p>Personnel</p>	<p>State qualifications needed for carpentry</p> <p>State educational requirements of nursery men</p>
<p><u>Self-Awareness</u></p> <p>Building self-confidence</p>	<p>Describe how you feel when you have done something well</p> <p>Describe how knowing what you can and can't do well affects your attitudes and behavior</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Provide needed sandpaper and varnish</p>	
<p>Interview people in these careers</p> <p>Check vocational school if in the community</p>	<p>Custodian Nursery man Carpenter Gardener</p>
<p>Sanding, refinishing desks</p> <p>Planting flowers</p>	<p>Custodian Nursery man Carpenter Gardener</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING BRICKS

II. ACTIVITY FORMAT:

A. Tools and Materials

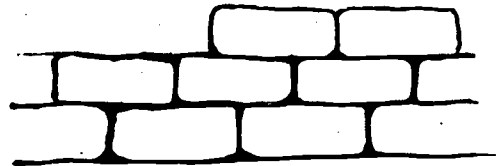
cement	brick molds	rulers
containers	boards	measuring cup
motor oil/brush	trowels	wooden spoon or stick

B. Human Aides and Resources

Teachers, parents, college students, LRT

C. Procedures for this activity (with helpful hints)

1. Mix concrete in containers by measuring 4 cups cement to 2 cups water. (should be the consistency of dough)
2. Brush inside of mold with oil
3. Pour mixture in mold - let set for about 1 hour or until mixture will not push in
4. Take brick out of mold and let set until hard

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

REFINISHING WOODEN TOP DESKS

II. ACTIVITY FORMAT:

A. Tools and Materials

sandpaper - coarse

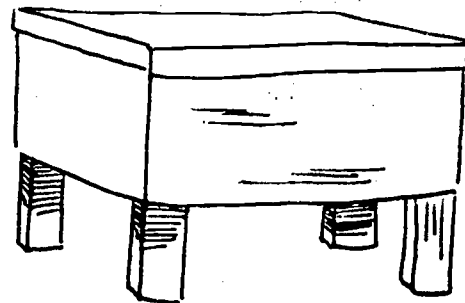
sandpaper - fine

varnish (we used special sealer with custodian)

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Plan activity
2. Sand desks
 - a) groups of two or three
 - b) as other completed work - helped others
3. Switch to fine sandpaper
4. Custodian (in this case) - use electric sander to get difficult spots
5. Varnish with a sealer

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PLANTING BULBS

II. ACTIVITY FORMAT:

A. Tools and Materials

hoe	fertilizer
water sprinkling can	screening for protection of garden
spade	tongue depressors to label experiments
flower bulbs	

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Plant bulbs in 4 areas around school
 - a) Area 1 - Geraniums, fertilizer, water, no light or locus seeds
 - outside b) Area 2 - Geraniums, fertilizer, light, no water
 - c) Area 3 - Geraniums, light, water, and fertilizer
 - d) Area 4 - Different kind of flower, light, water, fertilizer
 - inside e) Area 5 - Geraniums, light, water, fertilizer
 - f) Area 6 - Geraniums, water, fertilizer, no light
2. Weekly graph growth of flowers
3. Group reports to class on results

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: EXPLORATION OF CREATIVE WRITING FORMS

GRADE LEVEL: 5-6

GENERAL OVERVIEW: The purpose of this unit is to introduce the child to the different forms of writing (mythology, legends, and tales). The child will then compose his own myth, legend or tales.

TEACHING/LEARNING RESOURCES:

1. Field Trips:

See a play and go backstage - lighting, make-up, costumes, sets, etc.

2. Human Resources:

Puppeteer
Make-up artists

3. Activities:

Narration and dramatization
Produce and present a play for a school assembly

UNIT TITLE: EXPLORATION OF CREATIVE WRITING FORMS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Communication Skills</u></p> <p>Story writing Creative writing</p> <p>Story classification</p> <p>Dramatization</p> <p>Narration</p>	<p>As a result of this unit each child will be able to:</p> <p>Write a story for play adaptation</p> <p>Classify the story into the category of myth, tale, or legend</p> <p>Differentiate between narration and dramatization</p>
<p><u>Math</u></p> <p>Measurement and Proportion</p>	<p>Construct a stage Devise a curtain system Use of tools in measurement</p>
<p><u>Art</u></p> <p>Creativity and Set Design</p>	<p>Plan designs for stage props appropriate to the play</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Writing of original plays

Discuss different categories of stories and read an appropriate example of each

Students should try to classify a few stories on their own

Make a stage for puppets

Construct stage props

Set designer
Interior decorator

UNIT TITLE: EXPLORATION OF CREATIVE WRITING FORMS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness

People and their job-roles:

Producing

Managing

Servicing

As a result of this unit, each child will be able to:

Identify different types of work related to theater:

Stage production -

Carpentry

Play production -

Puppetry

Costuming

Tailoring

Make-up

Writing

Producers, Directors

Ushers, stage crew, doorman

Self-Awareness

Recognizing emotions and attitudes in self

Given a situation in which you and another person are interacting, describe how you feel

Identify two ways that you indicate each of the following emotions:
happiness, sorrow, anger, excitement

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Attend play and go backstage to
interview behind-the-scenes workers

Actor
Make-up man
Cosmetologist

Write a play
Act in a play

Author
Composer
Actor

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKE STAGE FOR PUPPETS

II. ACTIVITY FORMAT:

A. Tools and Materials

1/2" plywood (2 sheets 4 by 6)	2 screen hooks
1 saber saw	Measure
4 door hinges	Screw driver
Washers	Electric drill
Nuts and bolts	Sand paper
Curtain rods	Material for curtains
Stain	
Pliers	

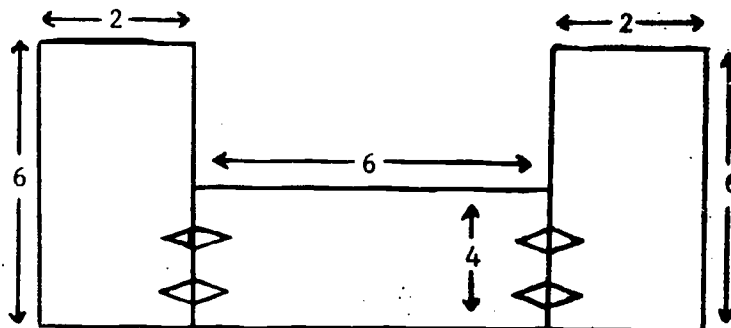
B. Human Aides and Resources:

One teacher aide

C. Procedure for this activity (with helpful hints)

Cut one sheet of 4' by 6' into two 2' x 6' sheets (sand and stain)
Put hinges approximately 6" from bottom and top of middle 4' by 6' sheet

Drill holes, attach hinges and curtain rods

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)**I. NAME OF ACTIVITY:**

MAKE PUPPETS

II. ACTIVITY FORMAT:**A. Tools and Materials**

Pattern - shown below

Sewing machine

Percale - 6 yards

Glue

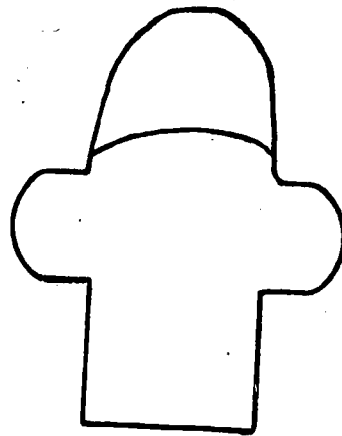
Scissors

Felt and fabric scraps

Needle and thread

B. Human Aides and Resources**C. Procedures for this activity (with helpful hints)**

Make pattern to fit largest hand in class

**III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)**

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY:

WRITING OF ORIGINAL PLAYS

II. ACTIVITY FORMAT:

A. Tools and Materials

Pencil

Paper

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

Children listened to examples of effective dialogue.

Children were encouraged to act out plays, revise during acting, and use constant feed-back to polish final scripts.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

GRAPHIC COMMUNICATIONS-

BOOKS AND NEWSPAPERS



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: Graphic Communications - Books and NewspapersGRADE LEVEL: 5-6GENERAL OVERVIEW: This unit encompasses the making of paper, books and newspapers.TEACHING/LEARNING RESOURCES:1. Reference materials: Films, filmstrips, loops, books, etc.

Books: The Papermakers: Teaching Children About Technology
How Paper is Made
The Magic of Paper
More Experiments in Science
The Printers
Printing as a Hobby

Communication: From Cave Writing to TV

Kits: Activity Cards - Detroit News
 Daily Detroit News delivered two weeks
 Detroit News Classroom Kit

Films: From Trees to Books

Filmstrips: The Book
 Egypt I
 Handwritten Books
 History of Printed Books
 How Books Are Made
 Paper Industry - The Paper Mill
 Paper Industry - Trees in the Forest
 Story of Paper

2. Field Trips:

Detroit News
 Royal Oak Board Printing Office
 Royal Oak Public Library
 S.E.O.V.E.C. Print Shop

3. Human Resources:

Detroit News - Director of Education
 - Public Relations
 - Guide

Public Library Librarian

4. Activities:

Books: Producing hardbound books individually
 Mass-producing hardbound books

1. Assembly line production
2. Composing stories
3. Illustrating stories
4. Acting out occupational concepts

Newspaper: Making paper
 Block printing
 Activities from Detroit News kit
 Role playing

1. Early Egyptian paper maker
2. Early scribe
3. Early historic picture writer in caves
4. Cartoonists

Current events
 Production of school newspaper

1. Future writer
2. Write news story for TV
3. Print stories

Job application

UNIT TITLE: GRAPHIC COMMUNICATIONS - BOOKS AND NEWSPAPERS

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

History

Economics

Communications

As a result of this unit, each child will be able to:

Recall notable achievements in the history of paper making.

Use money and prepare change
 Compute cost and profits of selling published newspapers
 Understand the concept of "salaries"

Identify four services provided the public by newspapers

Science

Change of state

Relate a graphic description of the process of making newsprint from wood and water

Math

Measurement

Quantity

Measure with ruler the dimensions of booklets on oak tag
 Measure a 6 inch by 9 inch piece of cardboard with a ruler
 Measure an 11 inch by 17 inch piece of paper into two $5\frac{1}{2}$ inch by $8\frac{1}{2}$ inch sections

Count the amount of paper needed for making books
 Do math activities in Detroit News Kit

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make paper Role playing - Early Egyptian paper making</p> <p>Production of classroom or school newspaper</p>	
<p>Making paper Role playing - Early Egyptian paper making</p> <p>Producing hardbound books individually</p>	
<p>Mass-producing hardbound books Producing hardbound books individually Do activities in Detroit News Kit</p>	

UNIT TITLE: GRAPHIC COMMUNICATIONS - BOOKS AND NEWSPAPERS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Communication Skills</u></p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p> <p>Spelling</p> <p>Grammar</p>	<p>As a result of this unit, each child will be able to:</p> <p>Do activities according to written directions Discuss current news events after reading them</p> <p>Compose and write an original story; or given Robert Martin's <u>Haunted House</u> orally, change the ending of the story, with either composition being limited in content to the physical confines of the space in the pupil's manufactured book Compose and write an original Christmas story of no less than 50 and no more than 300 words Apply creativity or originality in Christmas stories Write a thank-you note to a guest speaker Write a news story Devise a headline for a news story</p> <p>Do activities according to spoken directions</p> <p>Use continuity in storytelling Discuss the format of a news story</p> <p>Spell correctly and define 90% of newspaper terms used in unit study Identify ten meanings of a list of twenty newspaper terms</p> <p>Apply the 5 basic w's (who, what, where, when, why) in newspaper paragraph Identify and correct 4 mistakes in a given sample news story containing 5 mistakes</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Discuss current events Produce classroom or school newspaper</p> <p>Produce hardbound books individually Mass-produce hardbound books</p> <p>Produce classroom or school newspaper</p> <p>Produce hardbound books individually</p> <p>Mass-produce hardbound books</p> <p>Produce classroom or school newspaper</p>	

UNIT TITLE: GRAPHIC COMMUNICATIONS - BOOKS AND NEWSPAPERS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Illustrating</p>	<p>As a result of this unit, each child will be able to:</p> <p>Illustrate, with at least 4 pictures (3 inch by 4 inch minimum size), a Christmas story written in a book with 8 pages (4 folded sheets)</p>
<p><u>Career Awareness</u></p> <p>People and their job roles:</p> <p> Research</p> <p> Production</p> <p> Retailing</p> <p> Personnel</p>	<p>Devise a plan for producing books in class</p> <p>Prepare patterns for shape and size of booklet covers manufacture, with materials made equally and sufficiently available by the teacher to all pupils, a hardbound book, liner page and 8 book pages</p> <p>Sew, with needle and thread, 5 holes into the folded median line of 4 sheets of paper into the book cover so that the pages are bound into the cover</p> <p>Relate at least 2 advantages of working on an assembly line</p> <p>Relate at least one disadvantage of working on an assembly line</p> <p>Given a newspaper, construct a booklet discriminating between various types of newswriting (features, sports)</p> <p>Experience sub-assembly and final assembly techniques</p> <p>Type, edit, and print newspaper stories</p> <p>Identify jobs involved in producing newspapers</p> <p>Advertise product orally</p> <p>Advertise product through demonstration</p> <p>State qualifications and personal characteristics in a job application form</p> <p>Identify job qualifications</p> <p>Realize job responsibilities</p> <p>Choose a job he is qualified for</p> <p>Use good reporting and interviewing techniques in obtaining news stories</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Produce hardbound books individually Mas-produce hardbound books</p>	<p>Artist, illustrator</p>
<p>Produce hardbound books individually Mass-produce hardbound books</p> <p>Produce classroom or school newspaper</p> <p>Produce classroom or school newspaper</p> <p>Produce hardbound books individually Mass-produce hardbound books Produce classroom or school newspaper Apply for jobs</p>	<p>Publisher Typesetter Bookbinder Editor Foreman</p>

UNIT TITLE: GRAPHIC COMMUNICATIONS - BOOKS AND NEWSPAPERS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Self-Awareness

Clarification of Values

As a result of this unit, each child will be able to:

Given a specific value judgment, identify the value principle underlying it

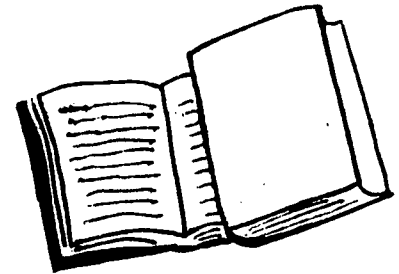
METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing and discussion of feelings
toward working on an assembly line vs
as a skilled craftsman

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ASSEMBLY LINE PRODUCTION OF HARDBOUND BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

Decorative cloth	8½ x 11 paper
Shirt cardboard	Paste
8½ x 11 unlined paper	Needle and thread

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

Procedure:

1. Cut 14 x 10 inch piece of decorative cloth from bolt.
2. Cut 12 x 9 inch of shirt or thin cardboard (approximately 1/16 inch thick).
3. Fold cardboard into 6 x 9 inch sections for cover.
4. Cut or use 8½ x 11 inch unlined sheets of paper.
5. Fold 8½ x 11 inch paper sheets in half, producing 5½ x 8½ inch pages.
6. Paste decorative cover onto cardboard, cutting exposed cloth corners diagonally to avoid overlapping on folded edges.
7. Insert folded white paper into cover and sew this signature of pages onto cover in 5 places: once inch from top, half inch down, one inch down, one inch down, half inch down, leaving 4 inches of thread at bottom to bring in to middle and tie with thread sewn into cover.

Assembly Line Production of Hardbound Books:

1. Have pupils brainstorm about necessary stations and personnel to manufacture books on an assembly line with procedures listed in steps 1-7 of Activity above.
2. Have pupils organize themselves into groups named in brainstorming (step 1 above) and make signs naming stations and giving directions to perform job in that station.
3. Distribute materials needed for and produce books according to steps 1-7 of Activity above.
4. Proceed to compose and illustrate Christmas stories in books, incorporating copyright and title pages.

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

INDIVIDUAL CONSTRUCTION OF HARDBOUND BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

Decorative cloth	8½ x 11 paper
Shirt cardboard	Paste
8½ x 11 unlined paper	Needle and thread

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

Procedure:

1. Cut 14 x 10 inch piece of decorative cloth from bolt.
2. Cut 12 x 9 inch of shirt or thin cardboard (approximately 1/16 inch thick).
3. Fold cardboard into 6 x 9 inch sections for cover.
4. Cut or use 8½ x 11 inch unlined sheets of paper.
5. Fold 8½ x 11 inch paper sheets in half, producing 5½ x 8½ inch pages.
6. Paste decorative cover onto cardboard, cutting exposed cloth corners diagonally to avoid overlapping on folded edges.
7. Insert folded white paper into cover and sew this signature of pages onto cover in 5 places: one inch from top, half inch down, one inch down, one inch down, half inch down, leaving 4 inches of thread at bottom to bring in to middle and tie with thread sewn into cover.
8. Proceed to compose and illustrate Halloween story in book, incorporating copyright page and title page.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Binding tape	Wall paper
Paper cutter	Oak tag	White paper
Stapler	Colored paper	

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Write story.
2. Transfer story to sheets of folded white paper.
3. Illustrate book.
4. Staple pages in the middle.
5. Cut tagboard about 1 inch larger all around than size of open pages.
6. Cover tagboard with wallpaper or colored paper.
7. Affix with binding tape.
8. Illustrate cover.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BOOK MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

Construction paper	Tape
Writing paper	Glue
Rulers	Scissors
Needles	Thread

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

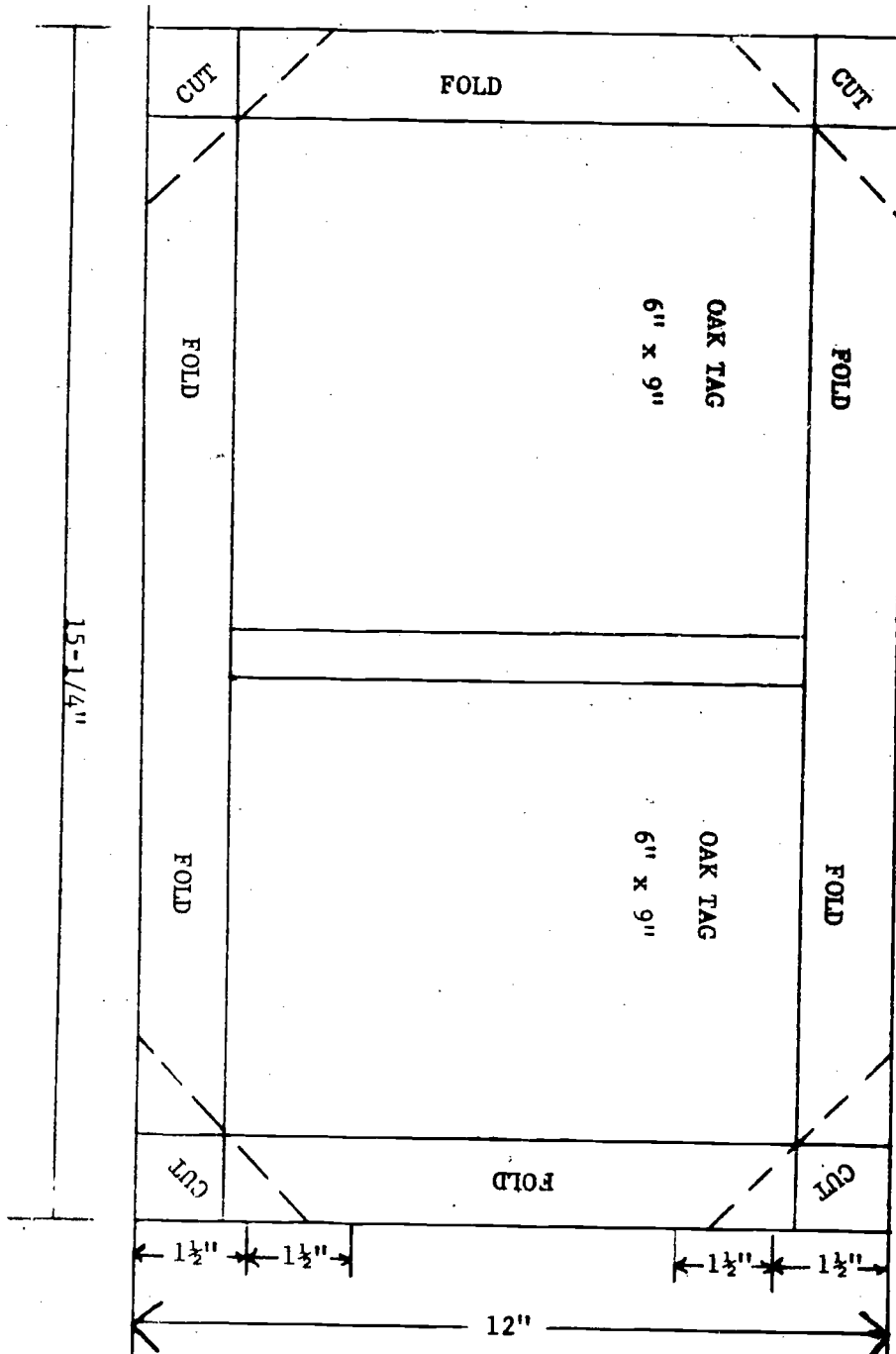
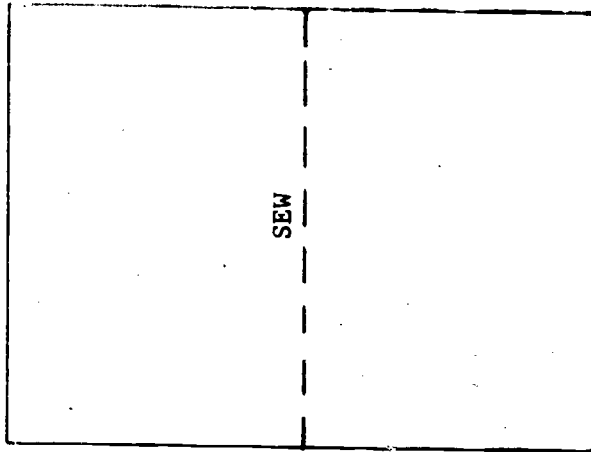
1. Lay out construction paper to desired dimensions (see drawing).
2. Cut off excess paper and fold.
3. Count out the desired number of writing papers and background paper.
4. Sew writing paper together.
5. Place oak tag into folded portions of construction paper.
6. Tape oak tag.
7. Glue writing paper unto oak tag.

Student jobs:

- | | |
|------------------------|-------------------------|
| 1. Layout | 5. Sewers |
| 2. Cutters and folders | 6. Tape oak in booklets |
| 3. Oak tag cutters | 7. Final assembly |
| 4. Paper counters | |

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

WRITING PAPER
8-1/2x11"



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

Rulers	Paper punch	Cardboard
Scissors	2 paper cutters	Heavy duty string
Brushes	Reinforcements	Paint
Pencils		Paper (8½ x 11 - unlined, unholed)

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. a. Measure cardboard (4½ x 11)
- b. Measure paper (4½ x 11)
2. a. Cut cardboard with cutter
- b. Cut paper with cutter
3. a. Measure 2 holes on cardboard edge
- b. Cut paper with cutter
4. a. Punch holes in cardboard
- b. Punch holes in paper
5. Bend cardboard near holes
6. Reinforce holes, cardboard
7. Tape borders of cardboard
8. a. Paint cardboard
- b. Count paper - 10 sheets
9. Assemble paper between cardboard covers
10. Install and tie string

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING PAPER FROM RABBIT PELTS

II. ACTIVITY FORMAT:

A. Tools and Materials

Putty knife	Frame for stretching pelt
Rabbit pelts	Pumice
Lime	French chalk (siluate of magnesium)
Rubber gloves	

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

See page 395-396 in Teaching Children About Technology

By Scobey

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING PAPER FROM PAPYRUS

II. ACTIVITY FORMAT:

A. Tools and Materials

Large kettle	Papyrus - like stalks
Scissors	
2 clean pieces of cloth	
Mallet	
Stone for polishing	

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

See page 395 - Teaching Children About Technology

by Scobey

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING PAPER FROM PULP

II. ACTIVITY FORMAT:

A. Tools and Materials

Egg beater	Hot plate	2 full sheets of	Laundry bleach
Window screen	Wooden spoons	newspaper	Paper towels
Iron		Kraft paper	Laundry starch
Cookie pan		Soap powder	

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Tear 2 full sheets of newspaper into tiny pieces like confetti.
2. Place in a quart of H₂O.
3. Beat this mixture with egg beater until the pieces are well broken up (can add Kraft paper).
4. Beat till thin paste.
5. Add a couple spoonfuls of soap powder.
6. Boil till soft - skim off ink.
7. Let mixture cool; add 3 tbs. of laundry bleach - let stand $\frac{1}{2}$ hour.
8. Pour mixture into a gallon of H₂O.
9. Stir mixture well.
10. Pour diluted mixture over a window screen; lay over sink - allow to drain.
11. Place paper toweling over it to squeeze out excess.
12. Place a dry paper towel on top of the mass of paper fibers - lift all layers from screen.
13. Place layers on table; put another piece of toweling on top of the newspaper - press with a warm iron.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING PAPER

II. ACTIVITY FORMAT:

A. Tools and Materials

Toilet paper	Felt
Starch	Paper making frame
Large buckets	Egg beaters

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Tear toilet paper into very small pieces.
2. Add water and starch - beat with eggbeater until pulp.
3. Dip frame in mixture - get a thin layer of pulp on screen.
4. Place felt over screen.
5. Squeeze out excess water.
6. Let dry overnight.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

NOTE PAPER AND ENVELOPES, CARDS

II. ACTIVITY FORMAT:

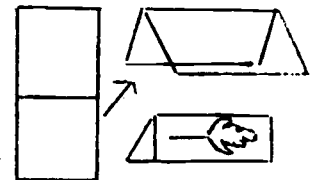
A. Tools and Materials

Scissors	Leaves
Oak tag	Crayons
Ditto paper	

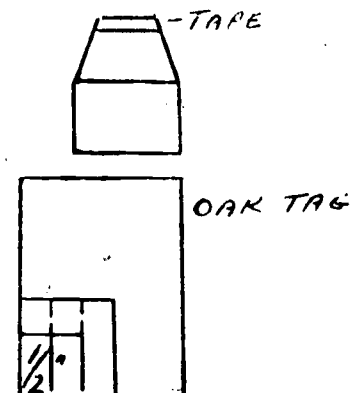
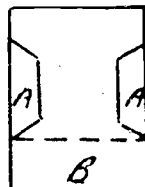
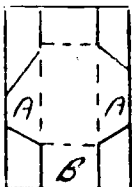
B. Procedures for this activity (with helpful hints)

List (chronologically) a step by step procedure for each activity being made in the unit.

- For Note Paper:
1. Cut or rip paper into half.
 2. Fold half into two parts.
 3. Put leaf under top paper.
 4. Rub crayon or crayons over leaf.



- For Envelopes:
1. Take paper - put leaves under and rub with crayons.
 2. Cut as follows.
 3. Fold "A" in both sides.
 4. Put rubber cement on "A".
 5. Fold "B" up.
 6. Two sided tape - leave cover on until used.
 7. Box - place envelope on Oak tag, allowing 1/2" space around. Cut on folded lines - glue with rubber cement.



HOMEMAKING



Blossom

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: HOMEMAKINGGRADE LEVEL: 5-6GENERAL OVERVIEW: In this homemaking section, the following integrated teaching units have been combined and/or presented as a tentative guide for ideas in, application to, or relevance to the upper elementary classroom:Food preparation
SewingTEACHING/LEARNING RESOURCES:1. Reference materials:

Books:

ABC Caloric Counter - Basic Health Publication
About Foods and Where It Comes From
American Cooks Cookbook
Better Homes and Gardens Cook Book
Bread the Staff of Life
Elementary School Math
Food the Substance of Life
This is Automation

Films:

Bakery Beat
Dairy Farmer, the Changing Way of Life
Doing Great Things - Kraft
Foods from Grain
Story of Wholesale Market
What is Automation

Filmstrip:

Garment Factory
How America is Clothed
Milk from the Cow to You
Retail Store
Story of Bread, Grain from Farm to Table
Story of Milk
Services We Buy
Things We Buy
Thinks We Make

2. Field Trips:

Koeplinger Bakery, Inc.
To a pancake house
To a pizzeria
Wilson Dairy

3. Human Resources:

Representative from the following occupations:

Bakery
Small restaurant
Pizzeria

4. Activities

Role playing: Chefs preparing recipes - Kneaders - Bakers -
Decorators - Cookie-cutters - Runners - Packagers -
Consumers

UNIT TITLE: HOMEMAKING

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Economic choice</p>	<p>As a result of this unit, each child will be able to:</p> <p>Make a Christmas project to donate to poor, helpless or unfortunate people</p>
<p><u>Science</u></p> <p>Heat</p> <p>Change of state</p> <p>Health</p>	<p>Observe effect of heat on ingredients of pancake batter</p> <p>Recognize and cite evidence for pancake batter changing form to solid pancake over heat</p> <p>Investigate nutrition of foods to be prepared during unit study</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Baking cookies
Making popcorn balls
Sewing owl cases for glasses

Baking cookies
Baking bread
Making pancakes
Making butter
Baking rolls
Making pizza

UNIT TITLE: HOMEMAKING (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Measurement

As a result of this unit, each child will be able to:

Measure ingredients used in recipes of foods to be prepared during unit study

Fractions

Recognize quantities of food recipes in fraction form

Number System

Count items produced during unit study

Money

Price each item produced during unit study

Time

Identify time needed for preparing foods to be prepared during unit study

Communication Skills

Reading

Identify proper procedure for activity by reading recipes and/or directions

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Baking cookies
 Baking bread
 Making pancakes
 Making butter
 Baking rolls
 Making pizza

Baking cookies
 Baking bread
 Making pancakes
 Making butter
 Baking rolls
 Making pizza
 Making owl cases for glasses

UNIT TITLE: HOMEMAKING (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Decorating

As a result of this unit, each child will be able to:

Use his own pattern to decorate his finished product

Career Awareness

People and their job roles:

Producing

Personnel

Justify group work and cooperation in producing goods

Recognize the many jobs available from "field to table."

Self-Awareness

Clarification of Values

Distinguish between a specific value judgment you hold and the principle underlying that value

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Decorating cookies</p>	
<p>Baking cookies Baking bread Making pancakes Making butter Baking rolls Making pizza Making owl cases for glasses</p>	<p>Baker Farmer Leatherworker</p>
<p>Justification of group work and cooperation in production</p>	<p>Foreman</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

SEWING - OWL CASE FOR GLASSES

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Pattern	Glue
Pen	Thread	
Sewing machine	Felt or heavy material	

B. Procedures for this activity (with helpful hints)

1. Cut owl from pattern
2. Sew 2 owl pieces together
3. Cut out features of owl for decoration
4. Glue features onto owl

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

A PIZZA LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

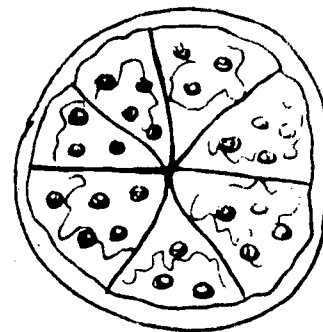
knives, bowls, (paper) plates, (plastic) forks, mixers,
blenders, measuring cups, grease, pizza cutter, pizza pans,
oven

Materials necessary for each item to be made:

	(cucumbers		(sauce	sausage
	(tomatoes		(cheese	green pepper
Salad	(green pepper	Pizza	(water	onions
	(lettuce		(yeast	spices
	(oil		(flour	grease
	(spices			

B. Procedures for this activity (with helpful hints)

1. Cut and trim vegetables for salad
2. Prepare salad dressing
3. Prepare dough for pizza -(see bakery Pizza activity)
4. Trim pizza
5. Bake pizza and toss salad
6. Enjoy, enjoy!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BAKING PIZZA (about 8 people)

II. ACTIVITY FORMAT:

A. Tools and Materials

1 envelope dry yeast	1 1/2 cups drained canned tomatoes
2 Tablespoon warm water	1/2 cup chopped onions
1 cup boiling water	1/2 teaspoon basil
1 Tablespoon shortening	1/2 teaspoon oregano
1 teaspoon salt	pepper
1/2 teaspoon sugar	1/2 cup spaghetti sauce
3 cups presifted flour	1/2 cup sliced pepperoni
8 ounces shredded pizza cheese	

B. Procedures for this activity (with helpful hints)

Preheat oven to 425° F. Grease pizza pan.
 Soften yeast in warm water in small bowl.
 Let stand 5 minutes. Stir until dissolved.
 Pour boiling water over shortening in bowl.
 Add salt and sugar. Stir until smooth.
 Cool to lukewarm, stir in yeast. Gradually
 add flour, beating well to soft dough. Knead
 on lightly floured board until smooth. Stretch
 and pull to fit pan. Let rise in warm place
 for 15 minutes. Sprinkle on cheese. Top
 with tomatoes. Sprinkle with onions, basil,
 oregano and pepper. Spread on spaghetti sauce
 and pepperoni. Bake in preheated oven for
 25 minutes or until crust is golden brown.
 Cut into wedges.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BUTTER MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

Wooden bowl

Wooden paddle

Quart size jar with lid

Blender

Rubber scraper

Water

Salt

Pasteurized whipping
cream

B. Procedures for this activity (with helpful hints)

1. Pour cream into jar
2. Shake jar until cream thickens
3. Add a little water to jar as mixture thickens
4. Scrape mixture into wooden bowl and press out milk
5. Wash remaining mixture in water
6. Pour water off until water is clear
7. Salt butter (remaining mixture) lightly
8. Put butter on plate
9. Shape butter into desired design

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PANCAKE SUPPER

II. ACTIVITY FORMAT:

A. Tools and Materials

Tools necessary for each item to be made:

Frying pans	Pencils
Pancake turners	Cash register (?)
Spoons	Broom
Measuring cups	Map
Bowls - mixing	Knives and forks
Coffee pots	Trays
Cream and sugar servers	Additions by children

Materials necessary for each item to be made:

Paper plates (plastic coated)	Oil
Milk	Syrup
Eggs	Meat (bacon and sausage)
Mix	Paper (mats - tablecloth)
Napkins	Cloth (aprons)
Coffee	Thread
Sugar	Towels
Cream (dry?)	Soap
	Sponges

B. Procedures for this activity (with helpful hints)

1. Research recipe (2 or 3)
2. Cost of ingredients and/or material
3. Selling cost
4. Advertising
5. Arrange for materials and facilities
6. Prepare tablecloths, menu, aprons, place mats, music
7. Select work assignments and assign
8. Obtain material for pancakes, etc.
9. Serve supper
10. Clean up
11. Figure profit and allocate same

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BAKING ROLLS (QUICK YEAST BREAD)

II. ACTIVITY FORMAT:

A. Tools and Materials

2 pkg. dry yeast	2 1/2 teaspoon salt	1/6 cup melted butter
1 cup lukewarm water	1/3 cup sugar	6 1/2 to 7 cups sifted all-purpose flour
1 teaspoon sugar	2 eggs, well beaten	
1 cup milk - scalded	1/6 cup melted shortening	
Mixing bowls	Sauce pan	
Measuring cup	Knife	
Measuring spoons	Wire mixer	
Baking pans		

B. Procedures for this activity (with helpful hints)

METHOD

Sift flour into large bowl and set aside.

Soften yeast in lukewarm water with 1 teaspoon sugar in large mixing bowl. Have another bowl, greased with Crisco or Pam ready.

Bring milk to boil in sauce pan (scald). Take off heat, add salt and 1/3 cup sugar. Cool to lukewarm by setting mixture in pan in another pan with cool water in it. When mixture is cooled, add to yeast in bowl along with the 2 beaten eggs.

Melt shortening, butter mixture in small pan over heat. Cool in larger pan with cool water in it.

Add 4 cups flour into yeast - egg mixture and beat until smooth. Add melted cooled shortening, butter mixture and again beat until smooth. Stir in and knead enough flour to make a smooth, elastic dough, but not too stiff.

Place in greased bowl, turning dough over once. Cover bowl. Let rise in cozy warm place (85 degrees) about 1 hour, or until double in size. Then turn out onto lightly floured board and shape into rolls or three loaves. Place into greased pans - cover. Let rise again in warm place until double, about 30 minutes.

Bake in moderate oven (400 degrees) 15 - 20 minutes for rolls. Bake loaves 20 minutes at 400 degrees, then reduce heat to 350 degrees and bake 20 minutes longer. Let loaves cool before taking them out of pans.

MAKES 2 DOZEN ROLLS OR 3 SMALL LOAVES.

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III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING POPCORN BALLS

II. ACTIVITY FORMAT:

A. Tools and Materials

Popcorn
Popcorn popper
Syrup

B. Procedures for this activity (with helpful hints)

1. Assembly line stations

- a. Pop the popcorn
- b. Measure and prepare syrup
- c. Put popcorn and syrup together - form into balls
- d. Cooling table
- e. Packaging table
- f. Pricing table

2. Selling at the fair

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BREAD MAKING FROM STARTER

II. ACTIVITY FORMAT:

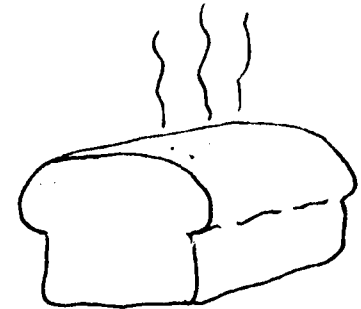
A. Tools and Materials

Hot plate
2 small pans
Measuring spoons
Cups

Fork
Spoon
Bowls
1 bread board

1 medium sized potato
flour
1 cup milk
1 1/2 teaspoon salt

1 bread pan
1/2 Tablespoon sugar
1 Tablespoon shortening



B. Procedures for this activity (with helpful hints)

Prepare Starter

Cook 1 medium-sized potato in a small pan with enough water to cover it. After it is soft, mash it thoroughly in water in which it's cooked. Add 1 1/2 teaspoons salt, 1/2 tablespoon sugar, and 1/2 cup flour. Mix thoroughly, adding more water if necessary, until the consistency is that of thin buttermilk. Set in a warm place until the mixture begins to bubble.

Set the Sponge

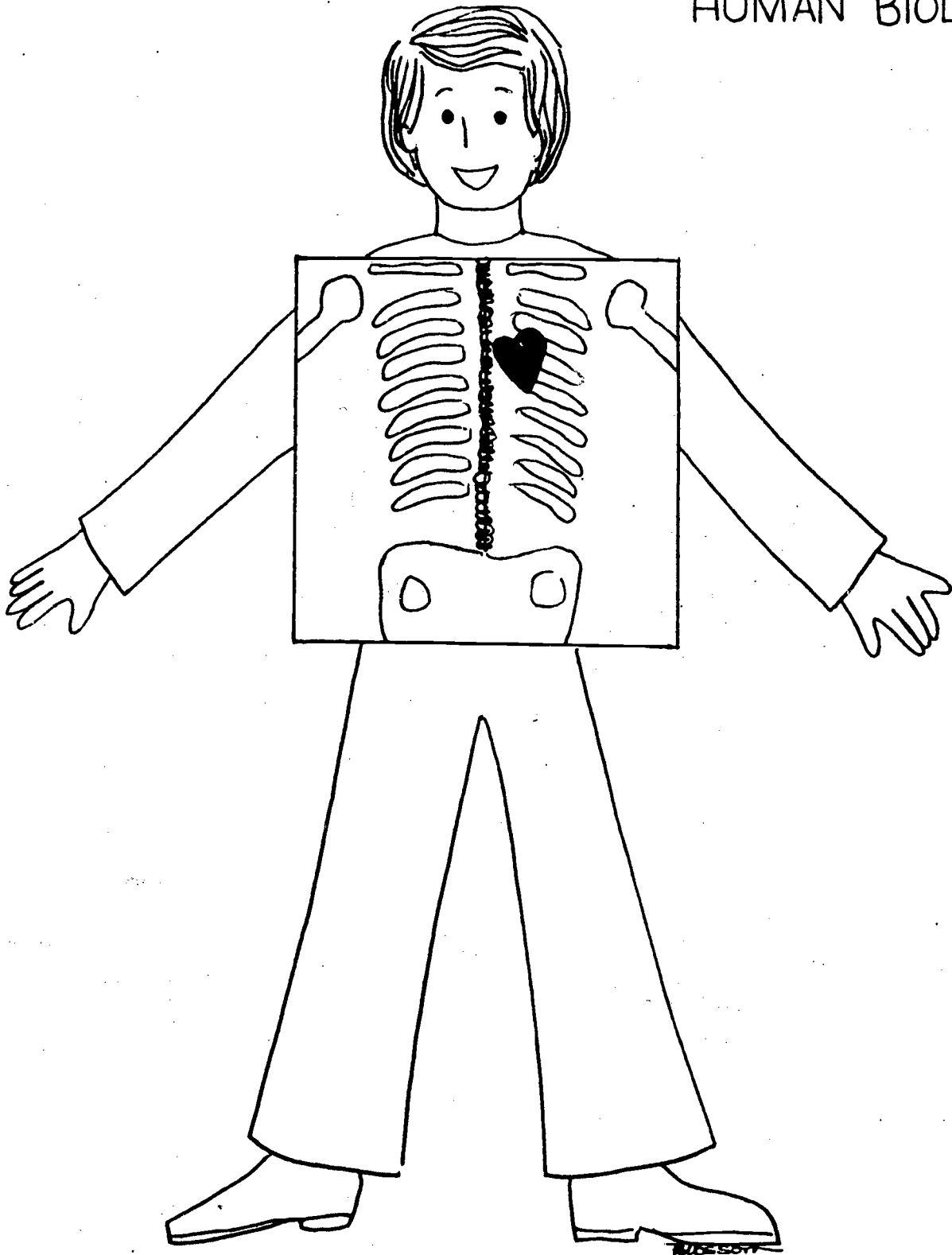
On the evening preceding the baking day, set aside a small portion of the starter, and mix the remainder with enough flour to make a batter that will hold together but light enough to drop from a spoon. Set this batter in a fairly warm place overnight so it will become bubbly and spongy. In the morning, take out a small amount of the sponge, and add it to the starter that was saved.

Mix and Bake Bread

Scald 1 cup of milk, add 1 tablespoon shortening, and let cool. Add 1 cup flour, stirring well. Add the sponge and mix. Mix with flour until a dough is made that can be kneaded. Turn out on a floured board and knead until smooth, about 5-10 minutes. Place in a greased bowl, set in a warm place to rise. When it has doubled in size, punch down and let rise again until almost double in size. Mold into loaf, place in a greased pan, and let rise again until double in size. Bake moderately in a hot oven. 45-50 minutes.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HUMAN BIOLOGY



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: HUMAN BIOLOGY

GRADE LEVEL: 6

GENERAL OVERVIEW: A study of the major systems of the body and careers related to the medical profession, including the area of cosmetology

TEACHING/LEARNING RESOURCES:1. Reference materials:

Books: Science Milestones, Science Digest
Mr. Wizard's Science Secrets, Don Herbert
101 Science Projects, George Stone
Science in the Elementary School
Mallinson - Science 6

Movies: Digestion in our Bodies
Human Body - The Digestive System
Human Machine
Nutritional Needs of our Bodies
Breathing
The Respiratory System

Film loops: Cosmetologists
Dental Assistant
Dental Hygienist
Dental Lab Technicians
Licensed Practical Nurses
Medical Lab Technicians
Registered Professional Nurses

Film-strips: Your Heart and Lungs
Digestion of Foods
Our Health Department
Public Health
Anthony Van Leeuwenhoek
Louis Pasteur
William Harvey
Your Bones and Muscles
Your Muscles
Human Body Framework
Human Circulatory System
Eyes
The Ears and Hearing
The Feel of Your Skin

Pictures: Health Helpers
Medical Helpers

Tapes: Drugs - Part I History, Causes and Overview
Part II Description and Use
Part III Turning Off the Turned On
Part IV Down the Lonesome Road

2. Field Trips:

Beaumont Hospital
Ambulance Service
Oakland County Health Department
S.E.O.V.E.C. - Dental Assistant Program

3. Human Resources:

School Nurse
Receptionist in Doctor's Office
Registered Nurse
Public Health Nurse
Students from S.E.O.V.E.C. Dental Health Program
Dietician from Hospital
Student in Make-up from Macomb Community College
Speaker on Hearing Aids

4. Activities:

Dissecting animal organs
Hatching of eggs
Taking temperatures, blood pressure, pulse
Quiz Bowl Game
Booklet of drawings
Cleaning teeth
Balanced diets
"Growing Up" Program
Microscopic use - cells
Model of the lungs
Model of the arm
Model of a spirometer
Model of a stethoscope
Model of blood circulation
Watching make-up demonstration and then apply own make-up

UNIT TITLE: HUMAN BIOLOGY

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>Cells</p> <p>Issues</p> <p>Organs</p> <p>Systems</p> <p>Health and Safety</p> <p>Drugs</p> <p>Nutrition</p> <p>Skin Care</p> <p>Eyes, Ears</p>	<p>As a result of this unit, each child will be able to:</p> <p>Examine, identify, compare and contrast five various parts of cells</p> <p>Identify four various tissues within the human body</p> <p>Identify and differentiate between various organs within the human body</p> <p>Discover and discuss critically six main systems of the human body</p> <p>Recognize and cite evidence for good health and safety practices</p> <p>Discuss critically, and identify the variables involved in drug use and abuse</p> <p>Compare and contrast menus recorded of individuals' meals (for a week)</p> <p>Plan meals that are necessary for a balanced diet</p> <p>Identify the variables in applying make-up to one's face and relate why this is necessary for a good, healthy skin</p> <p>Identify and describe four principle parts and functions of the eye and three parts and functions of the ear</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p data-bbox="240 640 750 703">Examine many different slides of cells under a microscope</p> <p data-bbox="240 1018 435 1050">Role-playing</p> <p data-bbox="240 1239 812 1302">Have students keep a record of their food intake for a week</p> <p data-bbox="240 1585 701 1648">Use models from Instructional Materials Center</p>	<p data-bbox="961 640 1518 714">Dianthron - small transparent fish- you can see the systems working</p> <p data-bbox="945 1029 1039 1092">Doctor Nurse</p>

UNIT TITLE: HUMAN BIOLOGY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement</p> <p>Computation</p> <p>Graphing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure and compute weight of another student and convert weight to ounces, pounds, grams, kilograms, etc.</p> <p>Compare and contrast weights computed of humans to those of animals of the same age</p> <p>Compute blood pressure of other individuals in class</p> <p>Compute heart beats per minute while engaged in various activities</p> <p>Experiment and graph heart beat at rest and then after exercise</p>
<p><u>Communication Skills</u></p> <p>Spelling</p> <p>Writing</p>	<p>Recognize, use and spell correctly terms related to health and the human body</p> <p>Differentiate the various forms of letter writing and apply this knowledge</p> <p>Write imaginary stories of journeys through the different body systems</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Use school scale for student weight. Convert each to metric system and record

Use blood pressure equipment, if registered nurse is available

Use stethoscope or check pulse and record on graph paper

Write thank-you letters to speakers; business letters, etc.

UNIT TITLE: HUMAN BIOLOGY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Drawing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Prepare diagrams of body systems</p> <p>Prepare diagrams of different kinds of cells found in the body</p>
<p><u>Career Awareness</u></p> <p>People and their job roles</p> <p>Working conditions</p> <p>Servicing</p> <p>Producing</p>	<p>Discuss critically jobs associated with the health, medical and nutritional fields</p> <p>Identify the variables, compare and contrast the working conditions of jobs in the health, medical and nutritional fields</p> <p>Distinguish between the services provided by various jobs in the abovementioned fields</p> <p>Investigate various products (such as artificial limbs, kidney machines, etc.) manufactured for the purposes of aiding various functions of the human body</p>
<p><u>Self-Awareness</u></p> <p>Facilitating Personalized Planning and Decision-Making</p>	<p>Explain why knowledge of one's self is necessary for one to effectively manage his life</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Using trade books, overhead transparencies, etc., to draw diagrams</p>	
<p>Have guest speakers come in and speak with the students</p> <p>Field trips</p> <p>Models could be made of some of these products</p>	<p>Doctor Nurse</p>
<p>Planning meals, recognizing good health and safety practices, studying cosmetics</p>	<p>Dietician</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

DISSECT HEARTS

II. ACTIVITY FORMAT:

A. Tools and Materials

1 pluck (sheep)	Microscopes
plastic straws	Scissors
5 pig hearts	Newspapers

B. Procedures for this activity (with helpful hints)

1. Put straw through left auricle, through mitral valve to left ventricle, cut along straw. Clean out clots.
2. Repeat above process on right side. Hints, use newspaper to cover desk, have large plastic bag for disposal, have microscopes to examine tissue.
3. Pluck -
 - a. Discuss organs
 - b. Cut pieces of lungs - have child insert straw and blow to cause lung to expand

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

APPLYING OWN MAKE-UP FOR PLAY

II. ACTIVITY FORMAT:

A. Tools and Materials

Cold Cream for base
All kinds of cosmetics

B. Procedures for this activity (with helpful hints)

1. Each applied own make-up as closely as they could to earlier demonstration.
2. Flood lights must be used in play in order to make this effective.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

STAGE MAKE-UP DEMONSTRATION

II. ACTIVITY FORMAT:

A. Tools and Materials

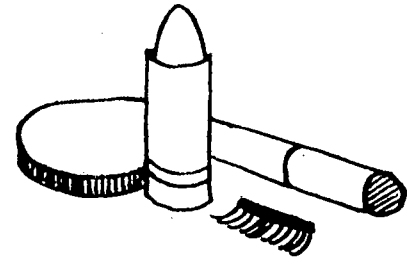
volunteer
theater make-up

B. Human Aides and Resources

Student from Macomb Community College

C. Procedures for this activity (with helpful hints)

1. Choose the main elf to be made up
2. Talk about importance of using proper cosmetic base
3. Stage uses a grease paint, but student tells children how to use cosmetics
4. Demonstrator shows how not to have make-up patchy - how to make a person old or young, and highlight features
5. Should be able to see facial features from last row

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING A SPIROMETER

II. ACTIVITY FORMAT:

A. Tools and Materials

Metal cutter	8mm tubing (rubber)
5 inch metal kitchen funnel	Straw
1 gallon glass jug	Ruler
Rectangular aquarium	

B. Procedures for this activity (with helpful hints)

Please see 101 Science Projects by George K. Stone, p. 3.

NOTE: Teacher may wish to just use spirometer

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING A MODEL TO SHOW HOW THE LUNGS WORK

II. ACTIVITY FORMAT:

A. Tools and Materials

Scissors	Rubber band
Lamp chimney	Rubber balloon - large
1-hole rubber stopper	Rubber balloon - small
Glass tubing	

B. Procedures for this activity (with helpful hints)

Please see p. 605 in Science for the Elementary School by Edward Victor

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING A MODEL OF A STETHOSCOPE

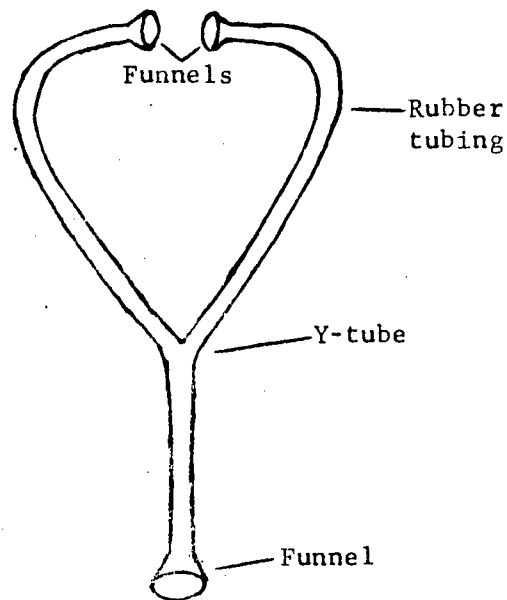
II. ACTIVITY FORMAT:

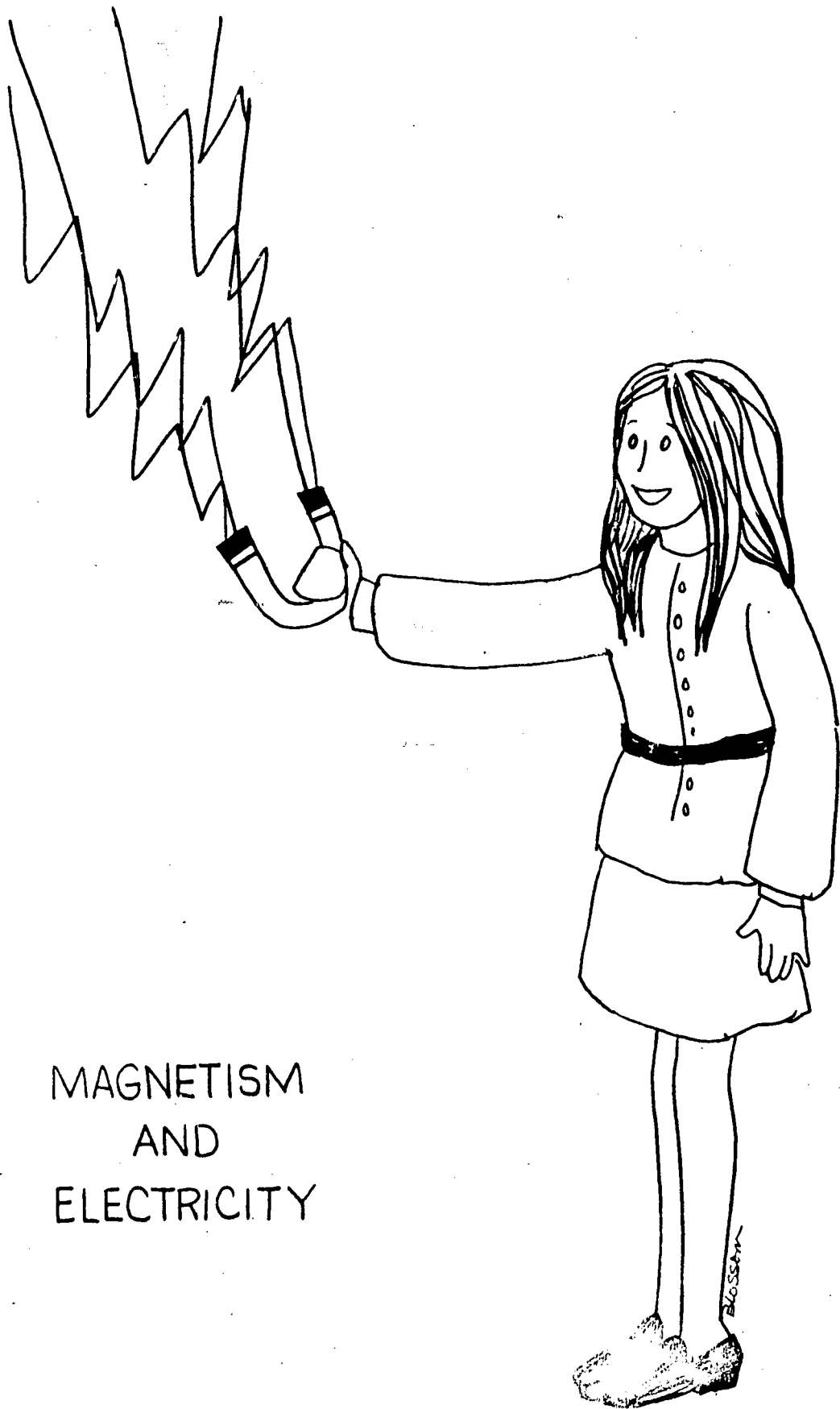
A. Tools and Materials

3 funnels
3 pieces of rubber tubing
1-Y piece of glass tubing

B. Procedures for this activity (with helpful hints)

1. Make a stethoscope from 3 funnels, a glass tube or T-tube plus one short piece of rubber tubing and 2 longer pieces of rubber tubing (see diagram)
2. Let the kids take turns listening to heartbeats
3. Compare the heartbeats of the kids when they are quiet with their heartbeats after they have jumped up and down 15 or 20 times or exercised vigorously

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



MAGNETISM
AND
ELECTRICITY

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: MAGNETISM AND ELECTRICITYGRADE LEVEL: 6GENERAL OVERVIEW: Based on science guide unit: "Investigated magnetism, electricity, how they are related and how man uses them."TEACHING/LEARNING RESOURCES:1. Reference materials:Films: From Detroit Edison Company
From Consumers Power CompanyFilm loops: Electrician
Linemen and Cable Splicers
Telephone Craftsman
Telephone and PBX Installers and Repairmen

Film-strips: From Detroit Edison Company

Books: Come to Work With Us in a Telephone Company
Let's Visit a Telephone Company
Let's Visit an Electric CompanyPamphlets: From Detroit Edison Company
From Consumers Power CompanyRoyal Oak Science Guide, pages ME 19 to ME 272. Field Trips:Edison plant of St. Clair
Detroit Edison Company
Telephone company3. Human Resources:Royal Oak Schools electrician
Royal Oak Schools assistant electrician
Have a telephone service truck come to the school

4. Activities: (role playing, hands on activities, interviewing)

Made permanent magnets

Made electromagnets

Made electromagnetic games, telegraph, fuses

Made complete electrical circuits with power sources,
conductors, appliances and switches

Kept a notebook of occupations in the field of electricity

Make a bulletin board of occupations in the field of
electricity

UNIT TITLE: MAGNETISM AND ELECTRICITY

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

Economics

As a result of this unit, each child will be able to:

Prove that electrical power is an efficient source of power

Science

Magnetism:

magnetic materials and non-magnetic materials

magnetic fields

electromagnets

Electricity:

conductors and insulators

circuits

cells and batteries

Recognize which materials are magnetic and shows a magnetic field

List materials necessary for electromagnets

Discover materials that act as a conductor or insulator of electricity

Explain the electrical current in series, parallel and simple circuits

State reason for electrical operation of cells and batteries

Differentiate between cells and batteries

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make electromagnetic games, telegraphs, fuses</p>	
<p>Make permanent magnets</p> <p>Make electromagnets</p> <p>Make electrical circuits (various types)</p> <p>Making electrical circuits</p>	

UNIT TITLE: MAGNETISM AND ELECTRICITY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Mathematics</u></p> <p>Linear measure</p> <p>Electrical measures</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure accurately materials used in constructing electrical equipment</p> <p>Compute and discuss ohms, amps, volts and voltage (ohms law)</p>
<p><u>Communication Skills</u></p> <p>Record information</p> <p>Oral discussion</p> <p>Spelling</p>	<p>Write up observation of experiment</p> <p>Discuss occupations using magnets and electricity</p> <p>Spell correctly 15 words related to magnetism and electricity</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make electrical equipment</p>	
<p>Introduce electricity units by building bulletin board on occupations</p>	

UNIT TITLE: MAGNETISM AND ELECTRICITY (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Career Awareness</u></p> <p>People and their job roles: Servicing</p> <p>Producing</p> <p>Personnel</p> <p>Working conditions</p>	<p>As a result of this unit, each child will be able to:</p> <p>List two occupations which people maintain and repair products which have electro-magnets</p> <p>Construct an electrical apparatus</p> <p>Predict favorable working conditions</p> <p>List six favorable working conditions of an industry</p>
<p><u>Self-Awareness</u></p> <p>Awareness of others</p>	<p>Explain why observation of activities may not <u>always</u> provide accurate information about a person's skills or interests</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Write a report on two service occupations in electricity</p> <p>Make electrical equipment (games, telegraphs, etc.)</p> <p>Role playing showing different kinds of working conditions</p>	<p>Electricians</p>

<p>Predicing favorable working conditions</p>	
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HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ELECTROMAGNET CONSTRUCTION

II. ACTIVITY FORMAT:

A. Tools and Materials

Insulated wire
Dry cells
Large nails

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Wrap insulated wire, about six turns, around a large iron nail.
2. Connect the bare ends of the wire to the terminals of the dry cell.
3. Count the number of thumb tacks the nail picks up.
4. Double the turns of the wire around the nail.
5. Count the number of thumb tacks the nail picks up.
6. Wire together two dry cells.
7. Count the number of thumb tacks the nail picks up.
See pages ME 19 to ME 27 of the Royal Oak Science Guide for other related activities.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ELECTROMAGNETIC GAMES, FUSES, TELEGRAPHS

II. ACTIVITY FORMAT:

A. Tools and Materials

Size 48H bulbs	Nails	Insulated copper wire
Plywood 1" X 4" (pine)	Metal from tin can	Dry cells
Screws	Gum wrapper foil	Cardboard

B. Human Aides and Resources

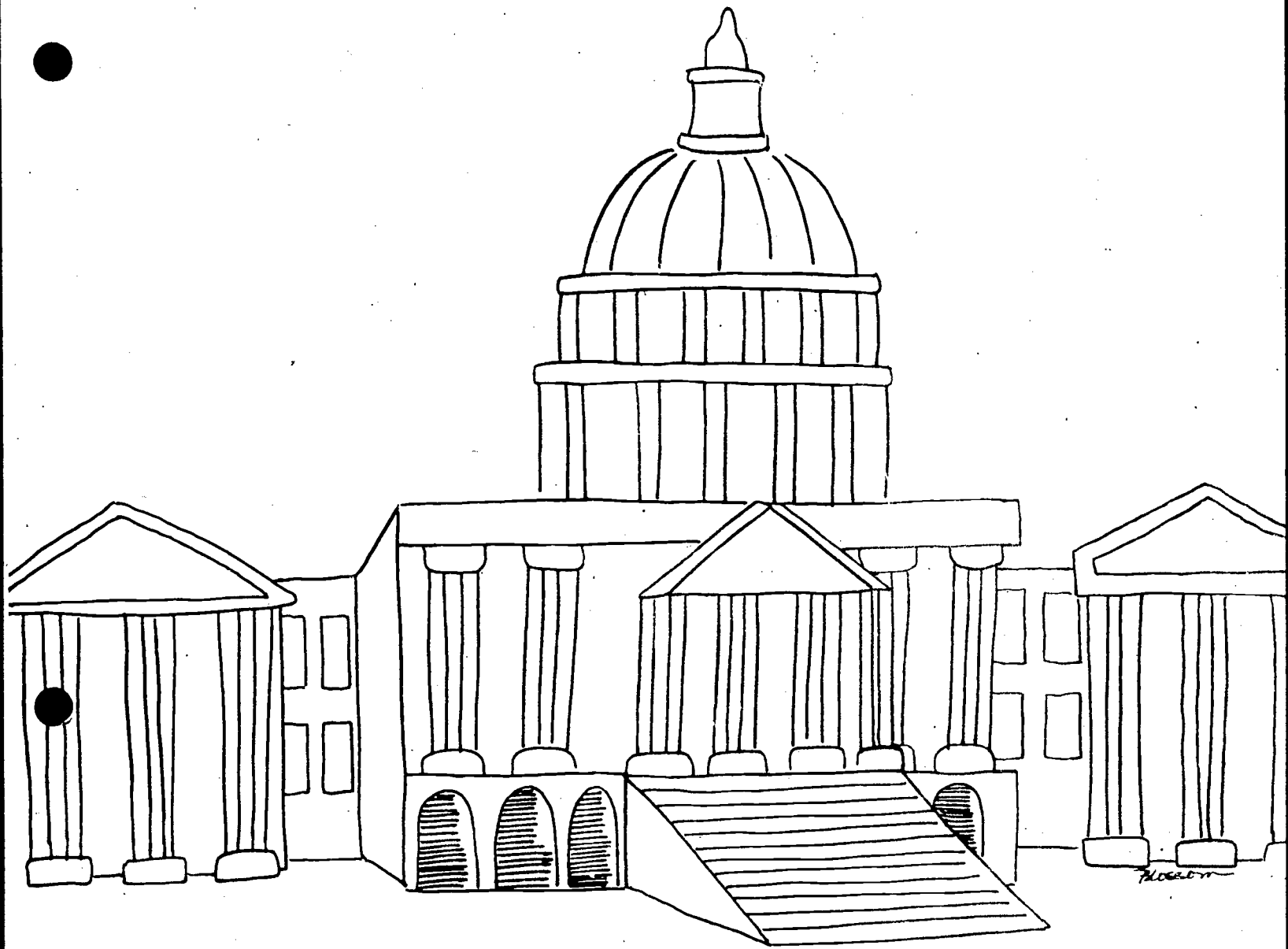
C. Procedures for this activity (with helpful hints)

1. Students make sketch of project from book.
2. Decide on materials needed for construction.
3. Students assemble materials, proceed on construction.
4. When making electromagnetic games, cut out small figures, otherwise electromagnet may not be strong enough to pull across cardboard.

Bulletin Board of Electrical Occupations

1. Brainstormed together
2. List brainstormed jobs on board
3. Make bulletin board of jobs brainstormed and listed

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



A POLITICAL SYSTEM

209

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: A POLITICAL SYSTEMGRADE LEVEL: 5-6GENERAL OVERVIEW: In this unit, the political system of the United States, units have been combined to encompass the areas of elections and courtroom procedures.TEACHING/LEARNING RESOURCES:1. Reference materials:

Books: Concepts and Values, Book 5
How Our Government Helps Us, Benefic Press
Primary Supplementary Social Studies Program

Films: American Presidency
 White House Past and Present
 Profile of the Presidency

Realia: Campaign Materials Old and New
 Reproductions of Old Campaign Buttons (Standard Oil)

Pamphlets: 1972 American Voter - General Motors
 Newspapers and magazines
Guide to Voting Procedures
Procedures for Election Workers

2. Field Trips:

Royal Oak City Hall (to observe a court case)
 Historical Shop, Royal Oak
 Visits to city, county, state and federal offices

3. Human Resources:

An elected city official
 A representative from each of the major party headquarters
 Someone with historical realia (i.e., old campaign buttons, dishes, etc.)
 Poll worker

4. Activities:

Brainstorming - beginning activity to find out what students know
 Nominations of candidates
 Campaign speeches and rally
 Campaign posters and literature
 Voter education (2 students to each room to instruct students as to how voting booth works)

Construction of booths

a) secret ballot

b) for non-readers - pictorial ballots

Tallying votes (counted rolls in rooms)

UNIT TITLE: A POLITICAL SYSTEM

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Political Parties</p> <p>History</p> <p>Race</p> <p>Government Branches</p> <p>Voting</p>	<p>As a result of this unit, each child will be able to:</p> <p>Discuss critically the history and evolution of political parties in the United States</p> <p>Examine and justify the role political parties play in the United States</p> <p>Discuss critically the responsibilities of each of the 3 branches of government: (judicial, executive, legislative)</p> <p>Recognize and cite evidence for a system of checks and balances</p> <p>Prove that voting is a privilege and a responsibility</p>
<p><u>Math</u></p> <p>Number System</p> <p>Percent</p>	<p>Compute electoral college votes and delegate votes</p> <p>Compute portion of the total vote needed to win an election, to be shown in graph or chart form</p> <p>Compute how many people in the voting community voted.</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Divide class into small groups, each taking a political party. Research and present history to the rest of the class

Role play the three branches of government:

- 1) run for office
- 2) write and pass bills
- 3) interpret a law

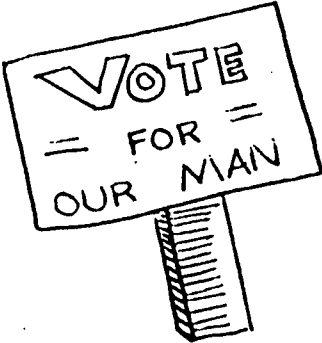
Hold an election:

- 1) register voters
- 2) set up mock election
- 3) tabulate results

From actual election held, tabulate results

UNIT TITLE: A POLITICAL SYSTEM (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Communication Skills</u></p> <p>Writing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Prepare campaign literature for class-room election</p> <p>Prepare thank-you notes for resource people, realia and field trips</p> <p>Prepare a political ad from a positive point of view</p>
<p><u>Art</u></p> <p>Design</p>	<p>Make campaign posters and campaign buttons</p>
<p><u>Music</u></p> <p>Songs</p>	<p>Discover and examine campaign songs</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Compare different media used in elections:</p> <ol style="list-style-type: none"> 1) posters 2) pamphlets 3) radio 4) T.V. 5) billboards 6) handouts <p>Write own campaign material</p>	
<p>Make posters</p>	
<p>Sing songs in music class</p>	

UNIT TITLE A POLITICAL SYSTEM (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Career Awareness</u> People and their job roles: Managing Producing Distributing Servicing Personnel selection Job Mobility	As a result of this unit, each child will be able to: Propose and defend reasons for jobs affiliated with government (including courts) Organize classroom election from convention to voting Produce and distribute campaign materials Prepare materials to advertise the campaign Discuss critically the services provided by the courts Discuss critically the procedure for selection of candidates Identify the variables in the wages, working conditions and fringe benefits of various candidates Identify the variables of what may happen to those people not elected
<u>Self-Awareness</u> Identification of personal values	Describe two characteristics that you would look for in a job if you were looking for a job and identify the values reflected in those objectives

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Set up a school government body with students running for office</p> <p>Each student organizes own campaign</p> <p>Discuss the alternatives open to the ones who lose in an election</p> <p>Role playing</p>	<p>Political campaign managers</p> <p>Politicians</p> <p>Judge</p> <p>Court clerks</p>

<p>Holding an election</p>	<p>Political campaign manager</p> <p>Politician</p>
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HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ROLE PLAYING COURTROOM SCENE

II. ACTIVITY FORMAT:

A. Tools and Materials

classroom

jury

judge

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Set up a mock courtroom scene
2. Simulate a court case
3. Role play jobs of people involved in courtrooms including:
 - a) judge
 - b) policeman
 - c) recorder
 - d) lawyer
 - e) clerk
4. Decide case
5. Discuss education needed for each of the above-mentioned jobs

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

VOTING BOOTH

II. ACTIVITY FORMAT:

A. Tools and Materials

string
 one freezer crate for 2 voting booths
 cardboard cutter
 three dowel rods per booth (2 for
 voting roll and one for the curtain
 curtains
 roll paper
 rulers and yardsticks
 magic markers
 oak tag
 pipe cleaners

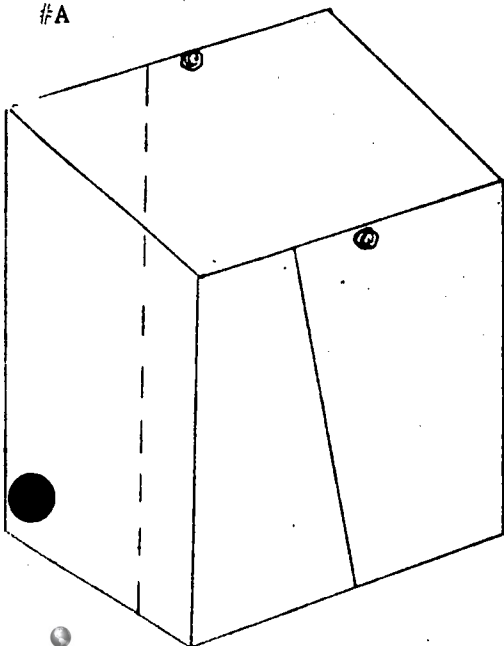
B. Human Aides and Resources

None

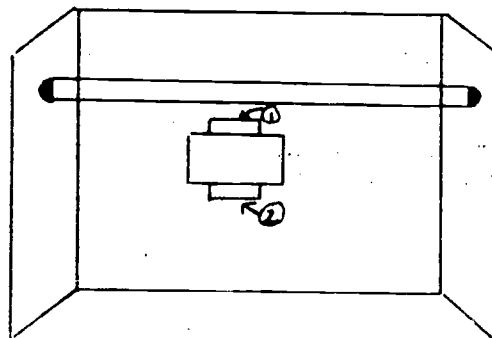
C. Procedures for this activity (with helpful hints)

1. Cut crate in half
2. Make holes for large dowel that will hold curtain.
3. Make holes at #1 and #2 in illustration B
4. Mark rolls of shelf paper into two inch sections on one side, and two inch columns on the other (columns for the voters)

#A

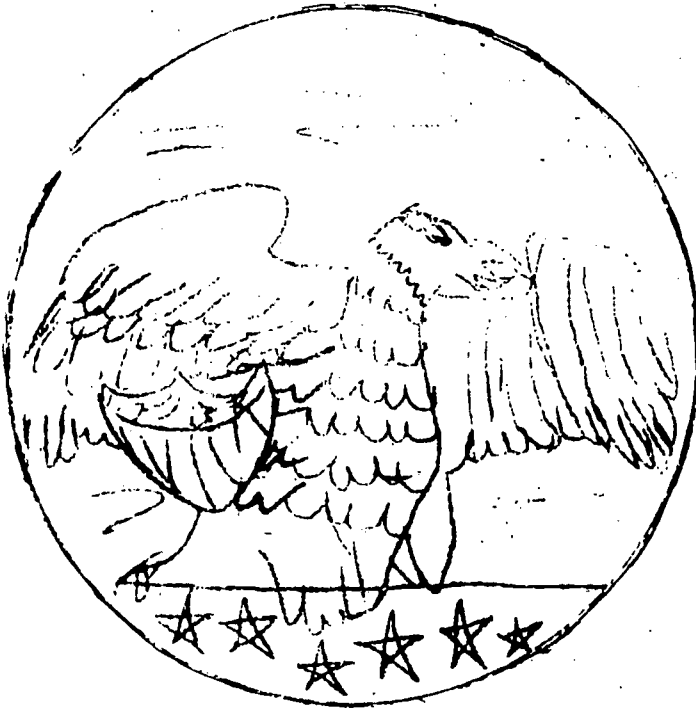


#B

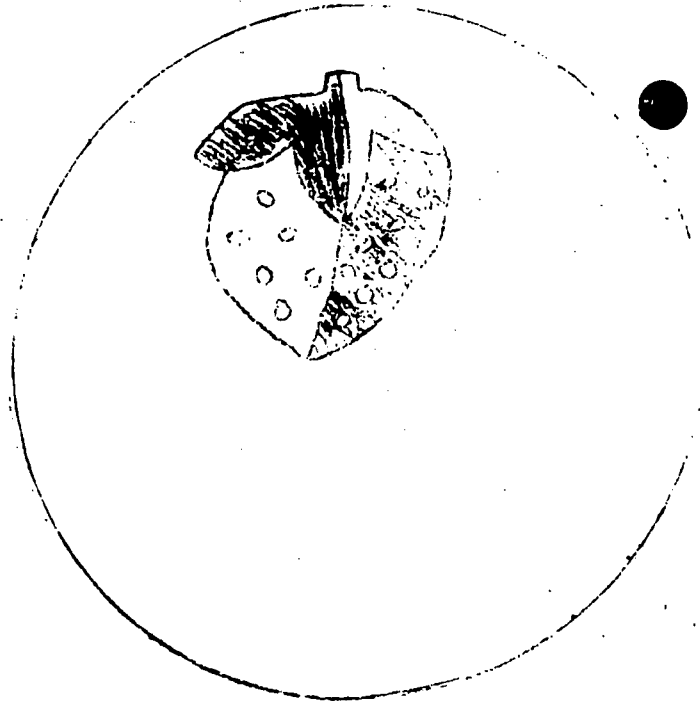
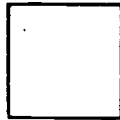


#C





PEANUTS PARTY



POLITICAL PEOPLE



FRANK B. PRESIDENT
 JOANNE G. VICE-PRESIDENT
 CINDY C. SECRETARY

KYLE R. PRESIDENT
 CRISSY L. VICE-PRESIDENT
 LISA D. SECRETARY

INSTRUCTIONS: YOU ARE TO MARK YOUR BALLOT FOR ONE PARTY ONLY. YOU CANNOT DIVIDE YOUR VOTE BETWEEN THE TWO PARTIES. VOTE FOR THE PARTY OF YOUR CHOICE BY MAKING AN X IN THE SQUARE BY THE PARTY NAME. BALLOTS NOT CORRECTLY MARKED WILL BE CONSIDERED VOID AND NOT COUNTED.

THIS IS TO CERTIFY THAT _____
IS A CITIZEN IN GOOD STANDING IN ROOM 122 AND IS ENTITLED TO VOTE IN THE
CLASSROOM ELECTION.

DATE

SIGNATURE

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CLASSROOM ELECTION

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

The secretary, principal and the other fifth grade teacher who helped in voter registration.

C. Procedures for this activity (with helpful hints)

Divide the class by random sampling into two political parties. I appointed temporary chairmen. Each group then:

1. Chose a name and official party symbol
2. Selected (in our case by voting) candidates for the offices of president, vice-president and secretary
3. Produced campaign posters with direction that nothing could be said against someone else - everything must be positive in favor of; not negative against
4. Register to vote by proving they were a citizen of Room 122* to the other fifth grade teacher. (Some used their office card, some the C.A.-10 books, some papers that I had written comments on, etc.)
 - *I had to prove I taught in room 122!
5. The registration certificate had to be produced on election day before a child could receive a ballot. When each child voted their certificate was "voided" by being rubber stamped with a carved eraser stamp
6. Each child voted in a study carrel and placed their ballot in a sealed box. (We did this on election day.) Ballots not marked correctly were destroyed. Several children lost their certificates and were unable to vote
7. All campaign posters in the room and hallway (within 100 yards of the polls) were removed before election day
8. The polls closed and opened at official pre-stated times
9. One child voted "absentee" by ballot sent home and returned by mom in a sealed envelope
10. A representative from each party helped me count the votes - one reading the vote aloud and the other confirming it as I tallied it

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MASS PRODUCING CAMPAIGN BUTTONS USING ASSEMBLY LINE TECHNIQUES

II. ACTIVITY FORMAT:

A. Tools and Materials

Oak tag
pins
magic markers
template patterns made by each party

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Each party was divided into three assembly lines
2. Children were allowed to choose their jobs, i.e., coloring, cutting, etc.
3. Foremen were volunteers
4. Each "line" made as many buttons as possible in the allotted time
5. Nothing was said about quality until after work period
6. We brainstormed after to find out what we could or should have done differently - the biggest criticism was: "we should have planned more."
7. Quality control inspection eliminated all buttons not symmetrical in shape, with misspelled words and not colored to pre-set specifications

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BRAINSTORMING

II. ACTIVITY FORMAT:

A. Tools and Materials

chalkboard
chalk

B. Human Aides and Resources

A classroom of children
Several students to record ideas

C. Procedures for this activity (with helpful hints)

Listed advantages and disadvantages of being president of the United States kicked off by question, "Why would anyone want to be president of the United States?"

Used many of the ideas as headings for an on-going political bulletin board titled, "The World of Work in Politics."

Included:

- a) Secret Service
- b) Newswriters
- c) Cartoonists
- d) Newscasters
- e) Families
- f) Sales and advertising

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



PRODUCING AND RETAILING

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: PRODUCTION AND RETAILINGGRADE LEVEL: 5-6

GENERAL OVERVIEW: In this Production and Retailing section, many units have been integrated as a tentative guide for ideas. The following sections are included:

Newspaper Drive
Production and Retailing
UNICEF

Throughout all sections run the following themes: advertising, economics, incorporation and operation of a company, design, pattern, and product production, utilization and disposal.

TEACHING/LEARNING RESOURCES:1. Reference materials:

Books: The Social Sciences Concepts and Values, Harcourt Brace Javonovich, Inc.: n.t. 1970
Elementary School Math Book 6, Addison Wesley Publishing Company, 1971
Books on industry, banking, economics
Career Opportunities, American Association of Ad Agencies, Inc., 200 Park Avenue, New York, N. Y. 10017
Progress In English - Experience in Language, Laidlaw, Grade 6

Films: ABC's of Hand Tools, Part I and II
Our Productive Resources
The Assembly Line in Modern Technology
History of Money

Film-strips: What One Half Means
Measuring How Long
Introducing Economics Series
Andy and Bank Series
What is Automation

Cards: Tax exemption
Social Security

2. Field Trips:

Cranbrook Science Room
Ford Motor Company - Wixom plant
Wayne Oakland Bank
Burger King
W. T. Grant

Lumber scrap yard
Apple Orchard
J. C. Penney

Bakery
 S.E.O.V.E.C.
 Swift Premium Company
 Royal Oak Waste Paper and Metal Company

3. Human Resources:

Advertising associate
 Carpenter
 Accountant
 Small businessman
 Salesman
 Payroll clerk
 Banker or credit union manager
 Person from Department of Weights and Measures
 Sales representative from Swift Premium Advertising Company
 Art teacher
 Manager from W. T. Grant

4. Activities:

Role Playing:

Dramatization of original ads
 Brainstorming for responsibilities
 Select jobs
 Produce booklets on an assembly line
 Manager
 Interviewers
 Workers
 Secretaries
 Supply Clerk
 Banker and Accountant
 Tax collector
 Insurance agent
 Medical Personnel
 Paymaster

Activities:

Payday
 Apply for Job
 Construct Wooden Book Shelves
 Construct Wooden Book Holders
 Bag Holder
 Booklets produced via assembly line
 Automobile Mass Production
 Geoboards
 File Boxes
 Bulletin Board of Jobs
 Silk Screening of Pennants, Banners and Cushions
 Boomerang Puzzle
 Tic Tac Toe Board
 Selling Door to Door
 Keeping Up Territory Sales Maps
 Develop Sales Vocabulary
 Collection and Unloading of Paper at Scrap Yard
 Work Study Program at Grant's

Making a Slide-Tape Presentation for Parents

Newspaper Collection

Design, pattern, construct and evaluate student project

UNICEF Activities:

Advertising

Setting up bookkeeping books for each company formed

Make menu and order food

Shopping

Cooking

Setting up production line

Clean-Up

Collecting labels from commercial products for UNICEF

Trick or Treat for UNICEF

Advertising Activities:

Dramatize original ads

Bring in magazine and newspaper ads

Discuss techniques used to sell a product

Examine sense imagery, words, and slogans used in ads

Discuss familiar TV ads

Examine a prepared television commercial

Prepare original advertising scripts

Brainstorm with the advertising associate

UNIT TITLE: PRODUCTION AND RETAILING - ADVERTISING TECHNIQUES AND THEIR EFFECTS

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Economy

As a result of this unit, each child will be able to:

Define market, market economy - describe their characteristics

Defend advertising as an influence on consumers to want and buy a product

Describe as advertising techniques:
glittering generalities, band wagon,
transfer, testimonials, slogans, card
stacking, plain folks

Identify these techniques in advertisements

Communication Skills

Poetic form of writing

Incorporate advertising words and techniques in poetic form and in creating scripts for original ads

Recognize the importance of sense imagery and pictures in selling a product or an idea

Speaking

Present an advertisement to the class and identify advertising techniques in them

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Brainstorming

Teacher presentation of meaning of these techniques, use of newspaper and magazine ads, brainstorming

Pupils cut out a newspaper or magazine ad and share with each other and the class

Advertising associate

Newspapers, magazines

Write a poem to advertise a season, holiday, etc.

Dramatize an original ad

UNIT TITLE: PRODUCTION AND RETAILING - NEWSPAPER DRIVE

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Supply and demand</p> <p>Cooperation</p>	<p>As a result of this unit, each child will be able to:</p> <p>Identify the variables that affect the cost when there is an over-supply or shortage of a product</p> <p>Propose reasons and defend them why the whole group will benefit from the project even though some members do not help or participate</p>
<p><u>Math</u></p> <p>Profit</p> <p>Graphing</p> <p>Division</p> <p>Banking</p> <p>Bookkeeping - keeping money and orders</p>	<p>Compute profit each week</p> <p>Make a bar graph to keep track of weekly totals of money taken in</p> <p>Compute amount of money which must be taken in each week in order to reach desired goal for the year</p> <p>Prepare a bank account and apply concepts of banking so that weekly earnings may be deposited</p> <p>Devise a method to record sales, orders, and money</p> <p>Classify territorial earnings showing money collected, orders, projected sales</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

When delivery of old newspapers is made at scrap yard the price is posted. It varies from week to week between 40¢-50¢ cwt (cwt = hundredweight)

Volunteers to help collect and do the weekly work of collecting and delivering newspapers. Kids will soon see who does the work

Add new information to bar graph weekly

Divide - Ex.: needed \$100
how much per week?

Observe jobs at a bank

Each salesman was provided with own territory log

Managers must keep daily records of their salesmen

UNIT TITLE: PRODUCTION AND RETAILING - NEWSPAPER DRIVE (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness

People and their job roles:

Purposes

Servicing

As a result of this unit, each child will be able to:

Discuss critically the various jobs which are required to operate a scrap yard

Recognize and cite evidence for a system of recycling products (i.e., newspapers, scrap metal)

Identify methods of altering used products so that they may be recycled

Self-Awareness

Recognizing emotions and attitudes in others

Given a specific situation, describe the way each child probably feels and explain what made you draw that conclusion

Given a specific activity that a person does, describe the attitude indicated by his actions, and explain what made you draw that conclusion

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Visit scrap yard

Visit scrap yard or recycling center

Visit scrap yard or recycling center

Group benefits drawn despite lack of cooperation from some members of the group

UNIT TITLE: PRODUCTION AND RETAILING

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Economics</p> <p>History</p> <p>Sociology</p> <p>Supply and demand</p> <p>Student organization</p>	<p>As a result of this unit, each child will be able to:</p> <p>Discuss critically the U. S. economic system including (taxes, insurance, salaries, welfare and cost)</p> <p>Identify the variables in the costs of production (raw materials, labor, property, equipment)</p> <p>Identify the variables in the costs of distribution and market demands</p> <p>Compare and contrast the costs involved in handmade products VS automated products</p> <p>Propose and defend reasons for individual construction and assembly line production with regards to the Industrial Revolution</p> <p>Propose reasons and defend them why the whole group will benefit from the project even though some members do not help or participate</p> <p>Estimate the number of candy bars territory will buy</p> <p>Organize a territory and elect a good manager</p>
<p><u>Science</u></p> <p>Change (chemical & physical)</p> <p>Machines</p>	<p>Discuss the chemical and physical changes which may occur in the process of making a finished product from a raw material</p> <p>Identify and recognize and discuss the application of the six basic machines (lever, screw, wheel and axle, wedge, pulley, inclined plane)</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Small groups to research and present to entire class - hold class discussion</p> <p>Discuss source and reasons for increase in prices of apples</p> <p>Volunteer parents and students set up the equipment and prepare the mix for making candied apples</p> <p>Keeping own territory log as to sales, orders and project future sales</p> <p>One minute speech as to why a person would be a good manager</p>	

UNIT TITLE: PRODUCTION AND RETAILING (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Measurement

As a result of this unit, each child will be able to:

Use linear measurement
Measure and compute materials necessary for a product to be made
Compare measures of bushel, one-half bushel, peck, pound, in the apple business

Cost-profit

Identify costs and compute profit for products made
Compute differences in price

Percent

Compute the depreciation of a product's buildings and equipment over a given period of time

Banking and Accounting

Devise and apply methods of banking and accounting as they relate to a classroom company
Use a checkbook

Payroll

Construct payroll plan by which company employees will be paid

Ratio

Make a scale drawing of product

Communication Skills

Writing and speaking

Write ads to advertise products
Write a sales promotion speech
Write orders for products to be made
Speak to groups to advertise products

Vocabulary

Identify and use sales terms

Speaking

Develop a self-confidence to sell door to door and communicate effectively with the public

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make various projects

Buy materials, keep records - compute profits

Visit a store to buy sugar and cup cake liners

Compare differences in prices of cider - quarts, half gallons, gallons, and cups

Buy apples, mix and sticks at the cider mill or at a store

Role playing

Using wood, plexiglass, cloth or whatever media: measure, cut from their pattern or blueprint

Write advertisements to be given to various other classes

Class discussion

Listen to salesman

Role play with him as the buyer

UNIT TITLE: PRODUCTION AND RETAILING (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Design

As a result of this unit, each child will be able to:

Design own product
Design and make posters for the purpose of advertising products

Lettering

Make appropriate lettering for needed projects

Graphic Communication

Manipulate apparatus needed in the process of silk-screening

Pattern making

Decide if product needs a pattern or blueprint to construct

Career Awareness

People and their job roles

Reasons
Functions
Locations

Identify, describe and apply the duties and responsibilities of the managing, financing, and production personnel necessary to run a company

Managing

Planning and organizing

Gather data, manipulate ideas, organize data and apply findings in the formation of a company

Producing

Purchasing materials

Differentiate among materials so as to purchase the most appropriate ones for product produced

Processing

Describe the process of making cider commercially
Apply methods of forming, separating, and combining where necessary to produce desired product

Inter-relationship of jobs

Detect that a product is designed, patterned, and produced

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make color design of product</p> <p>Make posters and put up around school to advertise</p> <p>Silk-screening</p> <p>Make own pattern or blueprint</p>	
<p>Visit a cider mill</p> <p>Make products</p> <p>Design own product, make pattern or blueprint, and construct product</p>	<p>Personnel worker</p> <p>Efficiency expert</p>

UNIT TITLE: PRODUCTION AND RETAILING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Career Awareness</u> (Cont.)	
Packaging	Prepare packaging materials for products manufactured
Servicing	Do the following, as it relates to the product: a) distribute b) advertise c) sell d) repair
Personnel	
Interviewing	Identify personal qualifications relative to a particular job
Training	Identify needed background for a particular job
Working Conditions	Compare and contrast the economic rewards, physical environments and social environments of various jobs
People and their job roles	
Distribution - sales	Distribute and sell products to clients
<u>Self-Awareness</u>	
Identifying areas for development	Identify which job is best suited for him Explain how information about your skills and abilities can assist you in developing your skills List two factors a person should consider in deciding whether or not to develop skills in a specific area Explain how a person's goals, values and interests influence decisions about areas of skill to be developed

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Discuss appropriate method for each product manufactured

Role play interviewing

Role play product sales and distribution

Evaluate what I did best - design? pattern? construct? and why

Various construction activities

Interviewing

Efficiency expert

Personnel worker

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

- A. ROLE PLAYING (DRAMATIZATION OF ORIGINAL ADS EMPLOYING THE SEVEN ADVERTISING TECHNIQUES)
- B. BRAINSTORMING (MARKET, HOW TO DEVELOP ADVERTISING FOR A PRODUCT, HOW TO DEVELOP A DEMAND FOR A PRODUCT, ETC.)

II. ACTIVITY FORMAT:

A. Tools and Materials

B. Human Aides and Resources

Advertising associate

C. Procedures for this activity (with helpful hints)

1A. Have students bring in magazine and newspaper ads; discuss techniques used to sell the products. Examine sense imagery, words, slogans, etc. used in ads. Discuss familiar TV ads. Examine a prepared television commercial. Prepare original scripts that employ the seven advertising techniques.

1B. Mr. Darsky conducted the brainstorming session in a give-and-take manner with the students. He also showed the class items used in his agency's work.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Students became more proficient in organizing written material, in critical thinking, and in learning the vocabulary synonymous with advertising. Mr. Darsky could have devoted more time to displaying the advertising paraphernalia he brought with him.

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING CANDIED APPLES

II. ACTIVITY FORMAT:

A. Tools and Materials

apples	pots	cup cake liners
sticks	spoons for mixing	measuring cups
candy apple mix	hot plate	bags
sugar	clean-up materials	

B. Human Aides and Resources

Parents to supervise - I had five parents to help my
24 students

C. Procedures for this activity (with helpful hints)

1. For this activity, I bought 115 apples at the Yates Cider Mill. The candy apple mix and sticks were also bought there. The apples could be brought by the students from home, bought at the farmer's market, or picked at an apple orchard.
 2. Follow the directions on the package for the mix (allow extra time for the hot plate to heat up).
 3. Do not allow the student to hold the apple in his hand while trying to put the stick in.
- Steps:
4. Wash and dry apples.
 5. Prepare mix as directed on package.
 6. Dip apples in the mix.
 7. Place dipped apple in cup cake papers (liners).
 8. Set apples on a table to harden.
 9. Place candied apples in a bag to take home.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

1. Realize that when apples are in short supply, the cost of the apples are expensive.
2. Participate in the activity of making candied apples.
3. Take home a finished product.

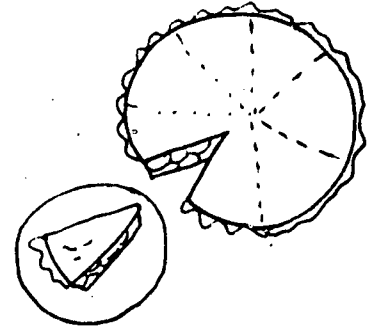
HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING APPLE PIE

II. ACTIVITY FORMAT:A. Tools and Materials
(Approx. size of class - 15)

15 cups sifted flour
 4, 5 tsp. salt
 4 cups shortening
 24 tbsp. water
 2 cups white sugar
 3 tsp. cinnamon
 20 cups apples
 (sliced thin)
 3 cups brown sugar
 1-1/3 cups butter

Measuring cups
 Rolling pins
 Mixing bowls
 Pastry blender
 Pie pans
 Paring knives
 Forks
 Measuring spoons
 Clean up materials



B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

This activity is in two parts. First, students are placed in assembly line stations and do various duties they are responsible for. Next students take individual ingredients back to their seats and complete their pie.

Before all activity starts, areas and people involved should be inspected for CLEANLINESS.

Stations on assembly line:

WORK AREA I

1. Apple peelers - several
2. Apple corers - several
3. Apple slicers - several
4. Apple mixers - several

WORK AREA II

1. Pie crust makers - several
2. Pie crust rollers - several
3. Dough cutters - several
4. Pie Pan Fitters - several

Routine:

Apples are cleaned, peeled, cored, and sliced, then placed in

containers where an apple mixer mixes necessary ingredients with the apples to make the appropriate pie filling. In a different area the pie crust is made, rolled and fitted into pie pans. At the completion of both work areas, individual students take necessary ingredients from each area and produce their own pie.

WORK AREA I - Apple Mixer's Directions:

Mix in bowl the following ingredients:

2 cups white sugar
3 tsp. cinnamon
1/2 tsp. salt
20 cups thin apple slices

Mix in separate bowl:

3 cups brown sugar
3 cups sifted flour
1-1/3 cups butter

WORK AREA II - Pie Crust Makers' Directions:

12 cups sifted flour
4 tsp. salt
4 cups shortening
24 tbsp. water

Note: This is a large quantity. More would be gained by using smaller recipe and several mixings to allow uniform mixture of ingredients and a more easily mixable dough.

Mix flour, salt and shortening together with pastry blender until mixture holds firmly together. Add water, stirring mixture into a ball, making sure flour is moistened. Divide dough into 5 parts. Roll out dough 2 inches larger than pie plate; fit in pan. Fold up extended 2 inches of pie crust to edge of pan; flute between thumbs and forefingers. Prick crust with fork.

Individual students will then place mixed apples in pie shell, take the blended brown sugar, flour and butter, and sprinkle lightly over the apples. The student has a choice of topping pie with more crust or the brown sugar, flour and butter. The pie will be baked for 35 minutes at 400 degrees.

All left-over ingredients will be frozen and used at a later date to demonstrate how freezing is used to preserve foods.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

APPLICATION BLANK ROOM 22

1. Name _____
2. Age _____
3. Address _____
4. Phone _____
5. What jobs would you like to do? Choose three.

PAYMASTER (1)

INSURANCE AGENT (1)

TAX COLLECTOR (1)

WELFARE AGENT (1)

SECRETARIES (2)

INSPECTORS SUPERVISOR OR FOREMAN (2)

CUSTODIAN (1)

NURSE (1)

SUPPLY CLERKS (2)

MANUAL LABORERS

6. Put this list of words into alphabetical order and number them. Copy the list in your best handwriting.

choose	automobile
water	survey
green	glue
sticks	car
pizza	agent
write	please

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

7. List five people in your room that you would obey if they are chosen to be your boss.

- 1.
- 2.
- 3.
- 4.
- 5.

AUTOMOBILE MASS PRODUCTION

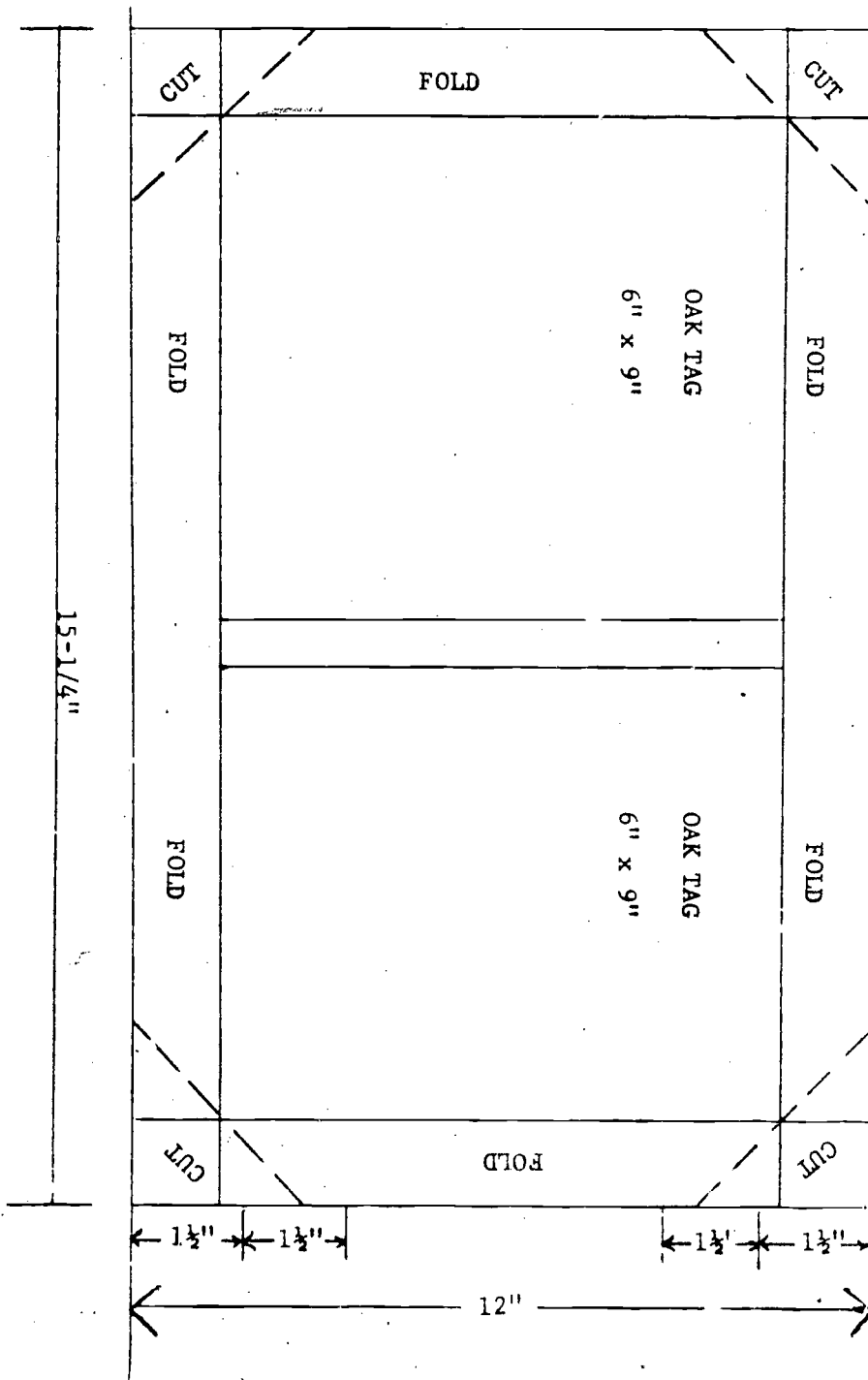
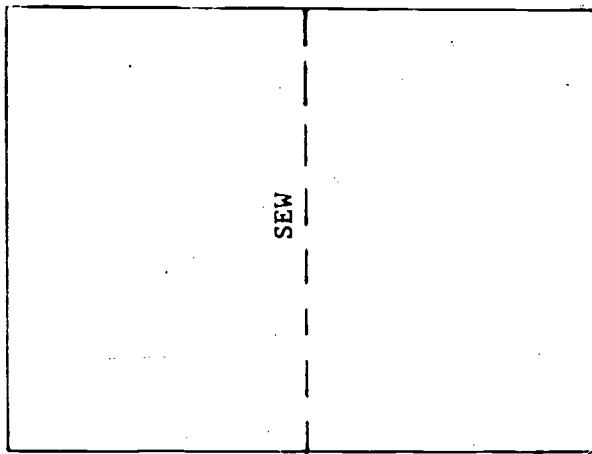
Parts List Per Car (Multiply number of parts of length of wood to determine total material needed per class)

- 4 Wheels
- *2 Coathanger wire, 4-1/2"
- 4 1/2" Staples
- *1 Pine, 3/4" x 1-1/2" x 8"
- *1 Pine, 3/4" x 3-1/2" x 8"
- 4 Brads, 1"
- 4 1/8" I.D. - 3/8" O.D. Steel Washers

*Denotes pieces

- (1) Cut 3-1/2" wide floor board to 8" length
- (2) Mark axle lines 1" from end of floor board
- (3) Cut 3/4" x 1-1/2" blocks to 3-1/2" lengths
- (4) Nail hood to base (2 nails)
- (5) Nail cab to base (from bottom)
- (6) Nail staples to the bottom of the floor boards
- (7) Sand front of truck
- (8) Sand sides of truck
- (9) Inspect
- (10) Attach wheels and axle to staples (use 2 washers)
- (11) Cut axles to 4-1/2" lengths
- (12) Attach one (1) wheel to axle
- (13) Inspect wheel alignment
- (14) Attach headlights
- (15) Final inspection

WRITING PAPER
8-1/2x11"



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE PRODUCTION OF BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper	tape
writing paper	glue
rulers	scissors
needles	thread

B. Human Aides and Resources

Two parents

C. Procedures for this activity (with helpful hints)

1. Lay out construction paper to desired dimensions (see drawing)
2. Cut off excess paper and fold
3. Count out the desired number of writing paper and background paper
4. Sew writing paper together
5. Place oak tag into folded portions of construction paper
6. Tape oak tag
7. Glue writing paper onto oak tag

Student jobs:

- | | |
|------------------------|-------------------------|
| 1. Layout | 5. Sewers |
| 2. Cutters and folders | 6. Tape oak in booklets |
| 3. Oak tag cutters | 7. Final assembly |
| 4. Paper counters | |

NOTE: The teacher may wish the students to first make a booklet alone before making a quantity of them on the assembly line production.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BULLETIN BOARD OF "JOBS"

II. ACTIVITY FORMAT:

A. Tools and Materials

magazines
newspapers

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Youngsters brought pictures, articles, etc. from home
2. Group classified these as to products or services
3. Group classified these then as to type - sports, etc.
4. Group arranged a bulletin board

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CONSTRUCTING WOODEN BOOK HOLDERS

II. ACTIVITY FORMAT:

A. Tools and Materials

saws (dremel, coping, crosscut)
vises and clamps (bench)
two 8" x 8" plywood (to 1/2" thick)
sandpaper blocks
stain for wood
varnish or shellac
sandpaper
wood files

B. Human Aides and Resources

Teacher's aide
Learning Resource Teacher
(Parents and carpenters also suitable)

C. Procedures for this activity (with helpful hints)

1. Cut 8" x 8" plywood squares from sheet. Dremel saw will cut to 1/2" thickness. Otherwise, coping or crosscut saws required
2. Outline form of book holders onto plywood squares with pencil or crayon
3. With thin blade in dremel saw or with coping saw, cut pattern of book holders from square
4. File edges of book holders with wood file if edges are rough
5. Sand book holders smooth with grain: with coarse or medium and fine (to finish) sandpaper (coarse or medium determined by how rough wood is)
6. Stain or prime book holders. Let dry
7. Shellac, paint or varnish book holders. Let dry

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CONSTRUCTING WOODEN BOOK SHELVES

II. ACTIVITY FORMAT:

A. Tools and Materials

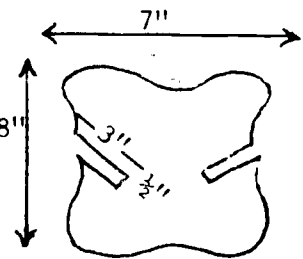
saws (coping, crosscut, dremel)
 vises and clamps (bench)
 two 8" x 7" plywood (to 1/2" thick)
 sandpaper blocks
 sandpaper
 wood stain
 varnish or shellac
 wood files

B. Human Aides and Resources

Teacher's Aides
 Learning Resource Person (carpenters, parents also suitable)

C. Procedures for this activity (with helpful hints)

1. Cut 7" x 8" plywood squares from sheet. Dremel saw will cut to 1/2" thickness. Otherwise, coping or crosscut saws desirable
2. Outline pattern of book shelves on plywood squares with pencil
3. With thin blade in dremel saw or with coping saw, cut patters from plywood squares
4. File edges of book holders if rough with wood file
5. Sand book holders with grain until very smooth - begin with coarse or medium sandpaper (depending on how rough wood is). Finish with fine sandpaper
6. Stain or prime book shelves. Let dry
7. Paint, shellac or varnish book shelves. Let dry
8. Cut 8" x 3" x 1/2" (two) boards of plywood. Sand, prime and paint. Let dry
9. Insert wood boards into slots of pattern

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

SALESMAN OR DISTRICT MANAGER

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Each group met as a territory
2. Criteria to be a manager:
 - a) Have sold door to door
 - b) Volunteer to apply for job
3. Each volunteer had one minute to prepare WHY he would make a good manager
4. Each presented their talk
5. Election was held

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

DISTRICT MANAGERS - JOB

II. ACTIVITY FORMAT:

A. Tools and Materials

Ledger for each salesman

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Each district manager set up books

a) Listed each salesman

b) Number of candy bars taken

c) Many brought in daily

d) Help to project future ordering

2. Checks to see that salesmen stayed in own territory

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE "BOOMERANG" GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

sabre saw	stain and varnish
shaper	marbles
power drill and kits	1 x 2 white pine #2
sandpaper	

B. Human Aides and Resources

Parents to help supervise use of power tools

C. Procedures for this activity (with helpful hints)

Draw pattern (see attached). Trace pattern on wood and punch holes for drilling. Cut wood with sabre saw. Drill holes. Use shaper to smooth out rough cutting. Sandpaper till smooth. Stain varnish. Put finished product plus 8 marbles into "baggy." (Marbles: 4 red, 4 blue)

BOOMERANG PUZZLE



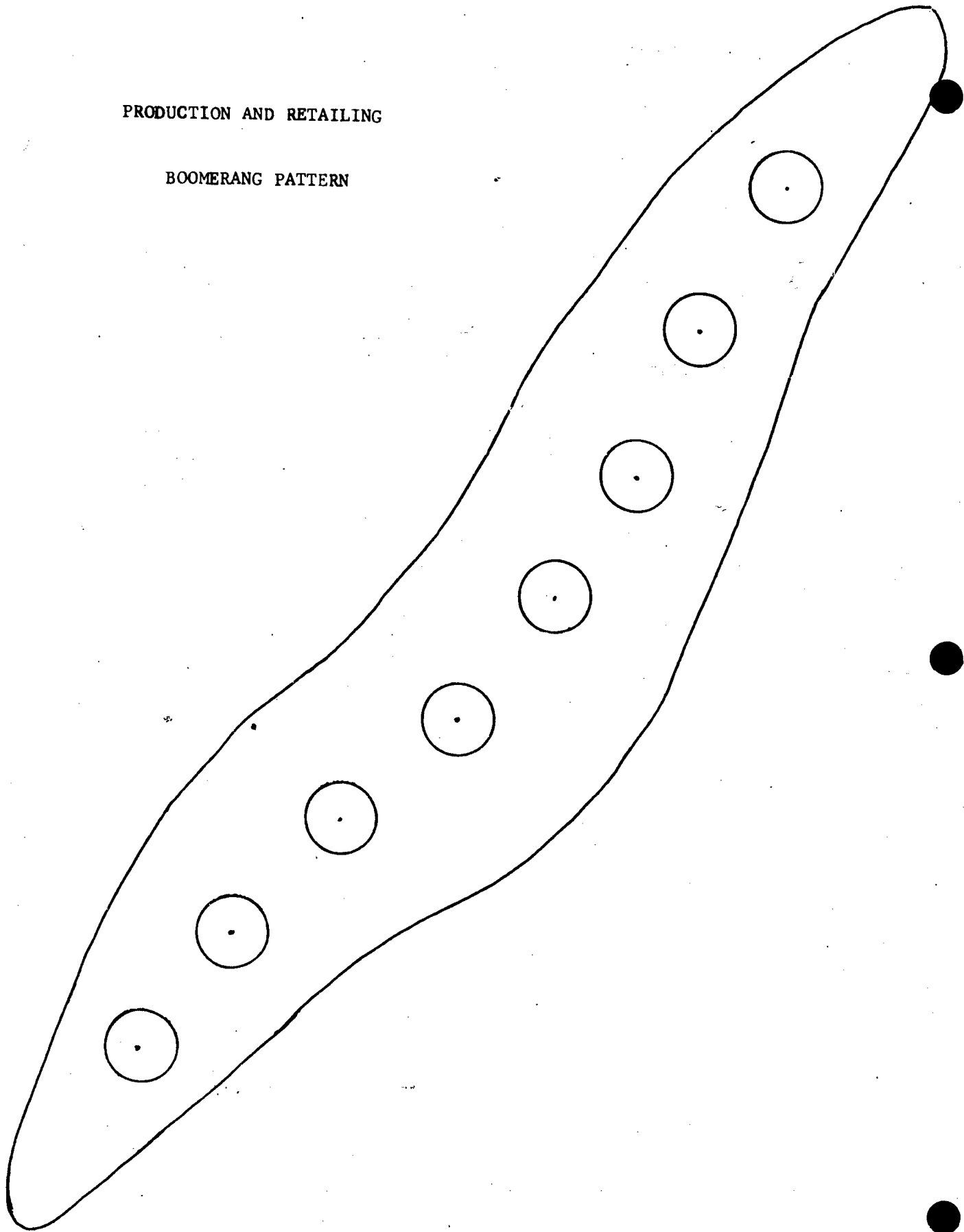
To set up this puzzle, put the marbles in the cups, all of one color on one side and all of the other color on the other side, leaving the center cup vacant.

The purpose of the puzzle is to move or jump the marbles to the opposite sides, one at a time, without moving any piece backwards. Moving or jumping is similar to checkers.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

PRODUCTION AND RETAILING

BOOMERANG PATTERN



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE - MAKING GEOBOARDS GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

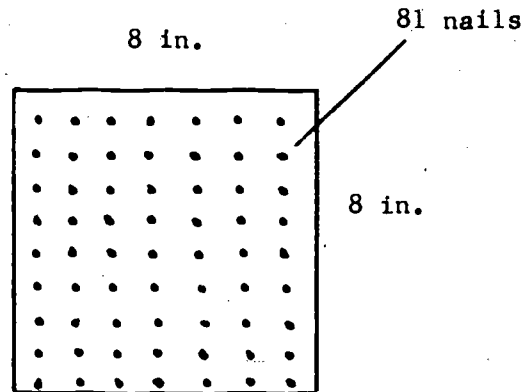
hammers	3/4" 17 finishing nails
saws	4 cans spray paint
C clamps	3/4" graph paper
sanding blocks	masking tape
plywood	newspapers (to cover tables for painting)

B. Students involved

2 - carpenters	2 - remove papers
5 - sanders	2 - painters
2 - cutters	4 - inspectors
2 - tapers	1 - foreman
10 - hammerers	

C. Procedures for this activity (with helpful hints)

1. Cut pieces of plywood into 8 in. square
2. Sand pieces of wood
3. Cut graph paper to fit square of wood
4. Tape graph paper to wood square
5. Hammer nails at intersection of points on graph paper
(81 per 8 in. sq.)
6. Remove graph paper
7. Spray paint each geoboard



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

TIC - TAC - TOE GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

saw	sandpaper
ruler	marbles
power drill	1x6 #2 W.P.
special drills	

B. Human Aides and Resources

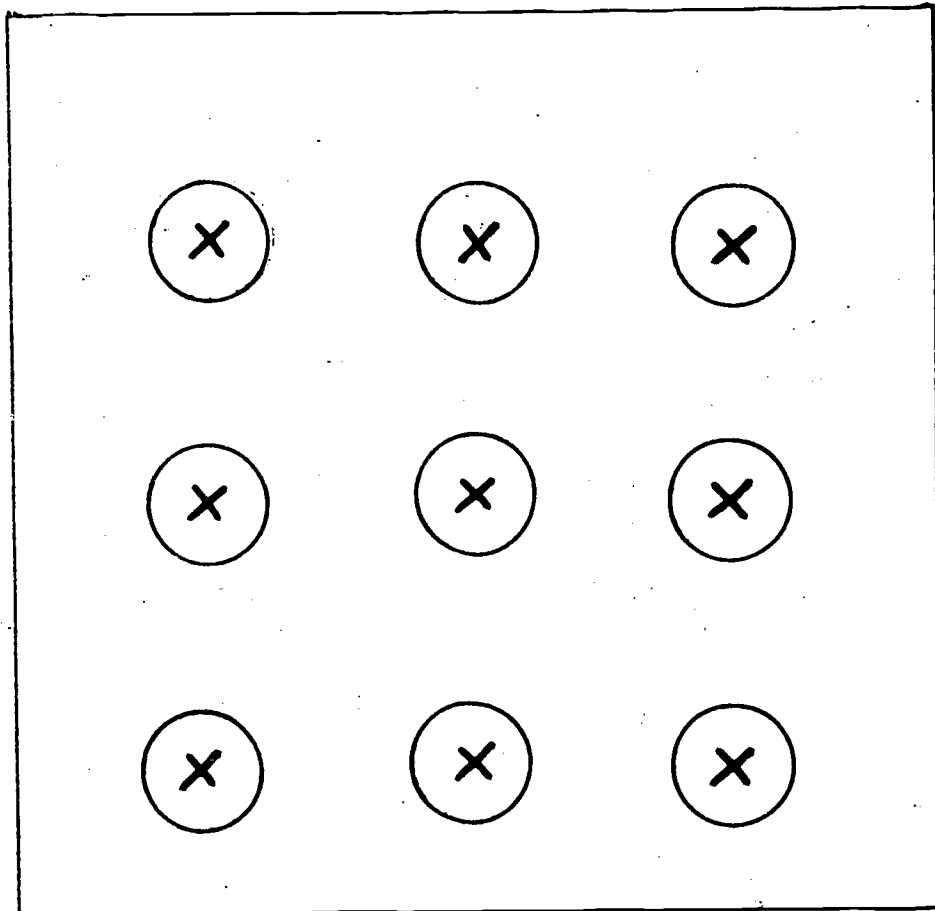
Parents

C. Procedures for this activity (with helpful hints)

Draw a square. Cut board with saw. Trace holes with a pattern. Drill holes. Sand and finish.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

TIC - TAC - TOE PATTERN



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PERSONNEL INTERVIEWING BY SPEECH STUDENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

career reference materials
typewriter
ditto masters
mimeograph machine
tape recorder

B. Human Aides and Resources

Speech therapist
Teacher's Aide
Secretary (verbal instructions)

C. Procedures for this activity (with helpful hints)

1. Researched information on job requirements. Worked up job descriptions
2. Decided on information needed for decisions
3. Prepared application blank and interview form (sample attached)
4. After instruction by secretary and teacher's aide, typed masters and ran off application blanks and interview forms
5. Discussed interview techniques and ethics
6. Practiced with tape recorder
7. Explained application and interview procedures to class
8. Interviewed, discussed results and made job recommendations
9. Formed cadre to continue interviewing as replacements are needed
10. Reviewed tapes of interviews to analyze speech performance

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

INTERVIEW FORM

1. Do you like math?
2. Are you well organized?
3. Are you good at math?
4. Could you handle money without making mistakes?
5. Are you interested in medicine?
6. Do you get upset when you see blood?
7. Do you feel sorry for people when they are hurt or in trouble?
8. What kind of work do you like best?
9. What are your hobbies?
10. What qualifications do you think an executive should have?

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING BAG HOLDER

II. ACTIVITY FORMAT:

A. Tools and Materials

saw (crosscut)	brush - 2 inch varnish
miter box	sandpaper
drill - 2 bit - counter sink	1x2 hardwood
wire on bolt cutter	steel wire (clothesline)
jigs	varnish
	screws - 2 for mounting

B. Students involved:

2 for step 1
 1 for step 2
 1 for step 3
 1 for step 4
 2 for step 5
 3 for step 6
 3 for step 7
 4 for step 8

C. Procedures for this activity (with helpful hints)

1. Cut wood to size (6" lengths)
2. Drill holes for wire (according to size wire)
3. Drill holes for mounting
4. Counter sink mounting - holes (could be combined)
5. Cut wire to length 1 @ 30", 1 @ 24", 1 @ 16". Straighten
6. Bend wire over pegs or forms
7. Insert wires in holes
8. Sand
9. Varnish

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MARKETING BAG HOLDER AT FUN FEST OR WHAT HAVE YOU

II. ACTIVITY FORMAT:

A. Tools and Materials

pencils
rulers
color (paint, crayons, magic marker, glue, etc.)
colored paper
poster board
brushes
scissors
chalk

B. Students involved:

No more than two to a poster from copy to finished product

C. Procedures for this activity (with helpful hints)

1. Write copy for poster
2. Layout of poster (block in main elements)
3. Complete drawing
4. Add color or: cut elements from paper
paste on glue or poster board

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING FILE BOXES

II. ACTIVITY FORMAT:

A. Tools and Materials

boxes
cards
Exacto knives
tape
glue

B. Human Aides and Resources

School secretary
Parents
Custodian

C. Procedures for this activity (with helpful hints)

1. Each was to make or find something to use as a box for cards
2. Cut down kleenex boxes, school boxes, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAYDAY

II. ACTIVITY FORMAT:

A. Tools and Materials

mimeo machine (duplicator)
 pencils
 green paper for money
 posters for payroll and deduction counters
 master (duplicator) for money design
 bank (safe, box, etc.)
 payroll time voucher

B. Students involved:

1 collector and 1 secretary for each counter involved on
 payday (wages, insurance, welfare, taxes, personal & group
 deductions)

C. Procedures for this activity (with helpful hints)

1. Determine days worked
2. Bi-weekly pay distributed
3. Deductions taken out
4. Money kept or banked
5. Classroom materials and bills (electric, heat) paid for



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PAYDAY

II. ACTIVITY FORMAT:

A. Tools and Materials

fake money
signs for payroll personnel
desks for payroll personnel

B. Human Aides and Resources

Royal Oak Payroll personnel

C. Procedures for this activity (with helpful hints).

Invite guest speakers to the classroom to discuss payday procedures, taxes, insurance and other deductions and why they are paid. Brainstorm with the class about amount of wages, bonuses and deductions they would like to employ in their payday. Through interviewing, employ certain classmates as payday personnel. Set up classroom in feasible manner, denoting each station as "wages," "insurance," "deductions," "taxes," etc. Have students compute their gross wages, personnel employees compute deductions from pay, and banker handle change. Proceed to pay out and collect wages and deductions. Use net pay in classroom later to purchase classroom materials, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BAKING PIZZA (for about 8 people)

II. ACTIVITY FORMAT:

A. Tools and Materials

1 envelope dry yeast	1-1/2 c. drained canned tomatoes
2 T. warm water	1/2 c. chopped onions
1 c. boiling water	1/2 t. basil
1 T. shortening	1/2 t. oregano
1 t. salt	pepper
1/2 t. sugar	1/2 c. spaghetti sauce
3 c. presifted flour	1/2 c. sliced pepperoni
8 oz. shredded pizza cheese	

B. Procedures for this activity (with helpful hints)

1. Preheat oven to 425 degrees F. Grease pizza pan.
2. Soften yeast in warm water in small bowl. Let stand 5 minutes. Stir till dissolved.
3. Pour boiling water over shortening in bowl. Add salt and sugar. Stir until smooth. Cool to lukewarm. Stir in yeast.
4. Gradually add flour beating well to soft dough. Knead on lightly floured board until smooth. Stretch and pull to fit pan. Let rise in warm place for 15 minutes. Sprinkle on cheese. Top with tomatoes. Sprinkle with onions, basil, oregano and pepper. Spread on spaghetti sauce and pepperoni.
5. Bake in preheated oven for 25 minutes or until crust is golden brown. Cut into wedges.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING RULERS

II. ACTIVITY FORMAT:

A. Tools and Materials

saw - straight edge
 standard unit of measure
 miter box
 drill
 wood

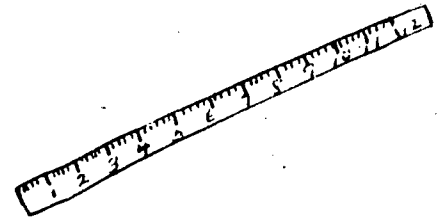
sandpaper
 paint
 varnish
 paint brushes
 magic marker - fine line

B. Students involved:

9 in each line - 3 lines

C. Procedures for this activity (with helpful hints)

1. Make pattern (sample ruler)
2. Cut wood to length (1 ft. 36 in. etc.)
3. Using template (pattern) encircle marks on raw wood
4. Drill 1/8" hole at 1" mark in center of ruler
5. Lightly sand wood
6. Place numbers by appropriate marks, use fine line magic marker
7. Varnish and hang to dry

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

SALES TALKS

II. ACTIVITY FORMAT:

- A. Tools and Materials
candy bars we sold
- B. Human Aides and Resources
Salesman
- C. Procedures for this activity (with helpful hints)
 1. Points salesman brought out:
 - a) Always apologize for bothering them first
 - b) Briefly state your purpose
 - c) Would you like to buy two for a \$1.00 or one for 50 cents?
 - d) Be sure to SMILE
 2. Role playing with several students developing their sales talks
 3. He bought from each student that tried - told them to always "know your product" - so we sampled the candy - they were more enthusiastic

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

SALES TERRITORY AND SALESMAN

II. ACTIVITY FORMAT:

A. Tools and Materials

city maps that show house numbers
map tacks (3 colors)
individual territory log

B. Procedures for this activity (with helpful hints)

1. Three territories were set up
2. Each student lives in their territory
3. Each given own sales log (see attached sheet A)
4. Salesmen each put their own tacks on territory map
 - a) Red sales
 - b) White order
 - c) Black - no sales
5. Took future orders
6. Projected future sales to determine ordering second

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SALES TERRITORY SHEET

EMERSON ENTERPRISES

Candy Division

District _____ Manager _____

Sales Representative _____

Territory (street) _____

House Numbers	Date	Sales (\$)	No Contact	Order
*Each was listed before given out				
TOTAL		272		

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

DEVELOP SALES VOCABULARY

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

The following vocabulary was developed first through group discussion:

Enterprise
Sales log
Territories
Sales representatives
District Managers
Persuasive
Sales projection
Accounts
Graphs
Sales talks

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

SILK SCREENING OF PENNANTS, BANNERS AND CUSHIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

wrapping paper	scissors
1 x 2" wood	yardsticks
nails	brayers
saws, hammers	ink
hinges	material - felt
T-square	broadcloth
thread, needles	sewing machine
foam	screwdrivers
organdy	

B. Human Aides and Resources

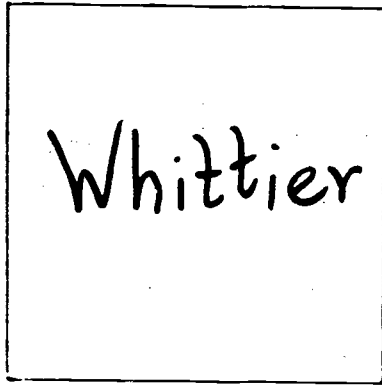
College students
Parents
Art teacher
Professional artist

C. Procedures for this activity (with helpful hints)

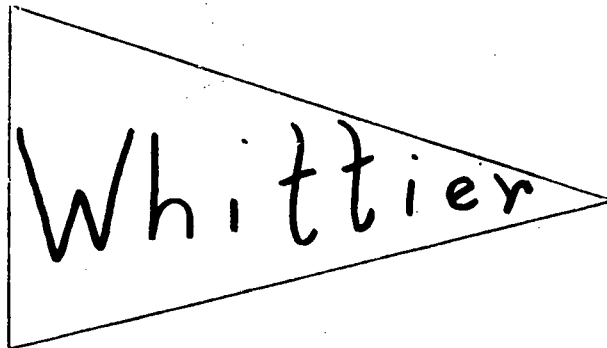
1. Each child submit design, analysis and selection of design.
2. Make frames stretch and attach organdy (this does not work for large screens).
3. Hinge screens to table.
4. Measure and cut fabric, print.
5. Sew cushions together, insert foam, hand stitch fourth edge. Attach streamers to pennants and banners.
6. Package and deliver finished product.
7. Collect money.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SILK SCREENING PATTERNS

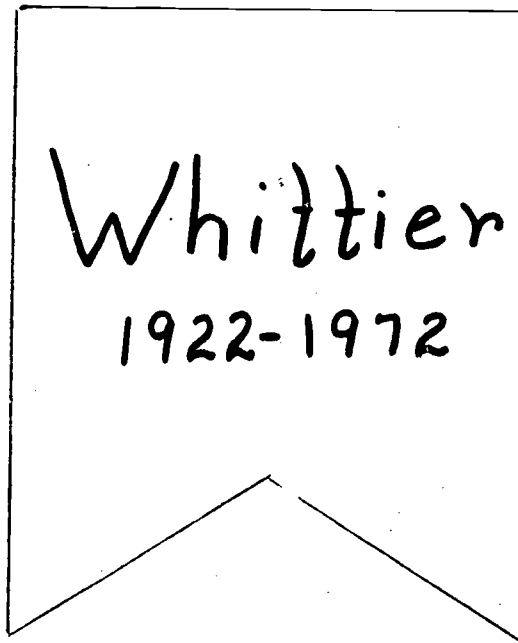


CUSHION 12" 12"



PENNANT

12" 28"



BANNER

18" 24"

275

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING A SLIDE-TAPE PRESENTATION FOR PARENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

tape recorder
written material
slides
projector
screen

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Have students view all slides taken from trip to W. T. Grant.
2. Let them each pick a designated number of slides to explain, through writing.
3. Write description of slide.
4. Practice reading description, slowly and distinctly.
5. Tape students' descriptions to go along with slides.
6. Time slides and tape to go together.
7. Present program to parents.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

WORK-STUDY PROGRAM AT W. T. GRANT

II. ACTIVITY FORMAT:

A. Tools and Materials

manual from W. T. Grant

B. Human Aides and Resources

Manager of W. T. Grant
Personnel at W. T. Grant
Learning Resource Teacher

C. Procedures for this activity (with helpful hints)

1. Study background information about store including jobs involved and services performed.
2. Invite manager over to the classroom to talk with students about store and jobs.
3. Have students choose what job they would like to have at the store.
4. Make name tags for each student.
5. Go to store, work at designated jobs, with actual worker from store, from 9:00 a.m. to 12:30 p.m.
6. Discuss, once back at school, just what each student did; pros and cons of each job.

UNIT TITLE: UNICEF

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Science

Economics

As a result of this unit, each child will be able to:

Identify the variables in the costs of food

Form a company and operate on a profit basis

Communication Skills

Writing

Write thank-you notes

Reading

Read and follow directions

Math

Cost-Profit

Compare prices when buying

Money

Count money, make change, and prepare for bank

Bookkeeping

Set up a simple profit and loss account for each company

Fractions

Formulate recipe changes

278

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Set up nine companies, each with officers and workers

Use recipes needed to prepare food

Visit several food stores

Prepare money for bank

Set up company books

Change recipes to fit need

UNIT TITLE: UNICEF (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Design</p>	<p>As a result of this unit, each child will be able to:</p> <p>Design and make advertising posters</p>
<p><u>Career Awareness</u></p> <p>People and their job roles</p> <p>Fast food services</p> <p>Bank</p>	<p>Identify personal qualifications relative to a particular job</p> <p>List jobs you think are available</p>
<p><u>Self-Awareness</u></p> <p>Building self-confidence</p>	<p>Describe how knowing what you can do and can't do well affects your attitude and behavior</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make posters for lunch</p>	
<p>Visit and observe people working at their jobs</p>	<p>Burger King Wayne Oakland Bank</p>
<p>Discuss some types of jobs that are better suited for certain people (e.g., a person who likes and does well in math might like a bank job)</p>	

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ADVERTISING FOR UNICEF

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
large white butcher paper
crayons
magic markers

B. Human Aides and Resources

Material supplied by UNICEF
Tribune reporter

C. Procedures for this activity (with helpful hints)

1. Small posters for halls telling what labels will buy for UNICEF
2. Large (floor to ceiling) thermometers for each type of label (swifts, welch, clark gum, etc.) showing how much has been brought in each day (keep up daily).
3. Lunch was an added activity so we quickly made posters for that.
4. Writeup and picture of lunch in Tribune was excellent.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME of ACTIVITY

COLLECTING LABELS FROM COMMERCIAL PRODUCTS FOR UNICEF FUND

II. ACTIVITY FORMAT:

A. Tools and Materials

boxes for each product to put labels in

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Each student was a member of a label group.
2. As labels were brought in, they were counted and put in individual boxes.
3. Thermometers in hall, indicating progress, were kept up daily.
4. End of project, all labels were boxes, tallied and sent to UNICEF.

LABELS USED:

1. Clark Gum
2. Royal Pudding
3. Swift Premium Franks
4. Welch's Jelly
5. Willy Wonka Candies
6. Cap't Crunch
7. Kool-Aid

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

FORMING A COMPANY AND SETTING UP SIMPLE BOOKKEEPING ACCOUNTS
FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

large notebook
notebook paper
rulers

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Set up UNICEF Lunch Co. with officers
 - a) president
 - b) secretary
 - c) treasurer
2. Subsidiary Companies
 - a) Hot Dog Co.
 - b) Sandwich Co.
 - c) Chips Co.
 - d) Milk Co.
 - e) Kool-Aid Co.
 - f) Jello Co.
 - g) Pudding Co.
 - h) Apple Co.
 - i) Candy Co.

(these companies represent what was served at lunch)
3. Simple accounts were set up. Money for each company was computed by the number of orders, i.e., 200 hot dogs at 15¢ equals \$30.00. All expenses were deducted and profits were sent to UNICEF.
4. UNICEF Lunch Co. wrote all checks for each company and kept master books.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SHOPPING FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

shopping list

checks to pay for food

permission slip to go at any time during school hours

B. Human Aides and Resources

Teacher to drive

C. Procedures for this activity (with helpful hints)

1. Each company met and compiled their shopping lists.
2. Teacher took each company on one day to shop.
3. President or treasurer of Lunch Co. had to go to write check each time.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

SELECTING MENU AND TAKING ORDERS FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

stencils
3 colors of ditto paper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Selecting well balanced menu, fair prices for each item, type up stencil and run off on 3 colors (each color represented each of 3 days lunch was served).
2. Collecting orders and money. Each was checked to see if order and money was correct.
3. Compile individual orders for each company for each day.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

COOKING UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

school kitchen
daily menu amounts to prepare

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Set up on wall, sheets with amounts needed, i.e., 40 hot dogs, 10 sandwiches, 15 chips.
2. Jello group was always first because of time needed to set.
3. Pudding group made instant pudding.
4. Sandwich Co. made peanut butter and jelly sandwiches.
5. Make up 3 kinds of Kool-Aid.
6. Apples were washed.
7. Chips were put in individual bags.
8. Hot dogs were cooked just before lunch time.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PRODUCTION LINE FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

long tables (5) covered with white butcher paper in
gym by kitchen
lunch tables in gym
waste paper baskets
trays from Kimball

B. Human Aides and Resources

Extra adults to supervise hot dog cooking

C. Procedures for this activity (with helpful hints)

1. Tables set up.
2. Chart for each person's job for the day. (For example: one person would serve one day, act as waitress second day, and third clean-up.)
3. Set up food in order of menu backwards (starting with desserts and ending with hot dogs to keep them hot!!!)
4. Classes were given back their order and brought to line.
5. Order and tray followed down line and food put on.
6. End of line, order was checked and waitress took tray to seat.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CLEAN-UP FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

sponges
pails of water
mop

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. As this was to be like a restaurant, students just left their tables when finished.
2. Food was put away first.
3. Tables were washed and put away.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

TRICK OR TREAT FOR UNICEF

II. ACTIVITY FORMAT:

A. Tools and Materials

UNICEF boxes
money rolls from bank

B. Human Aides and Resources

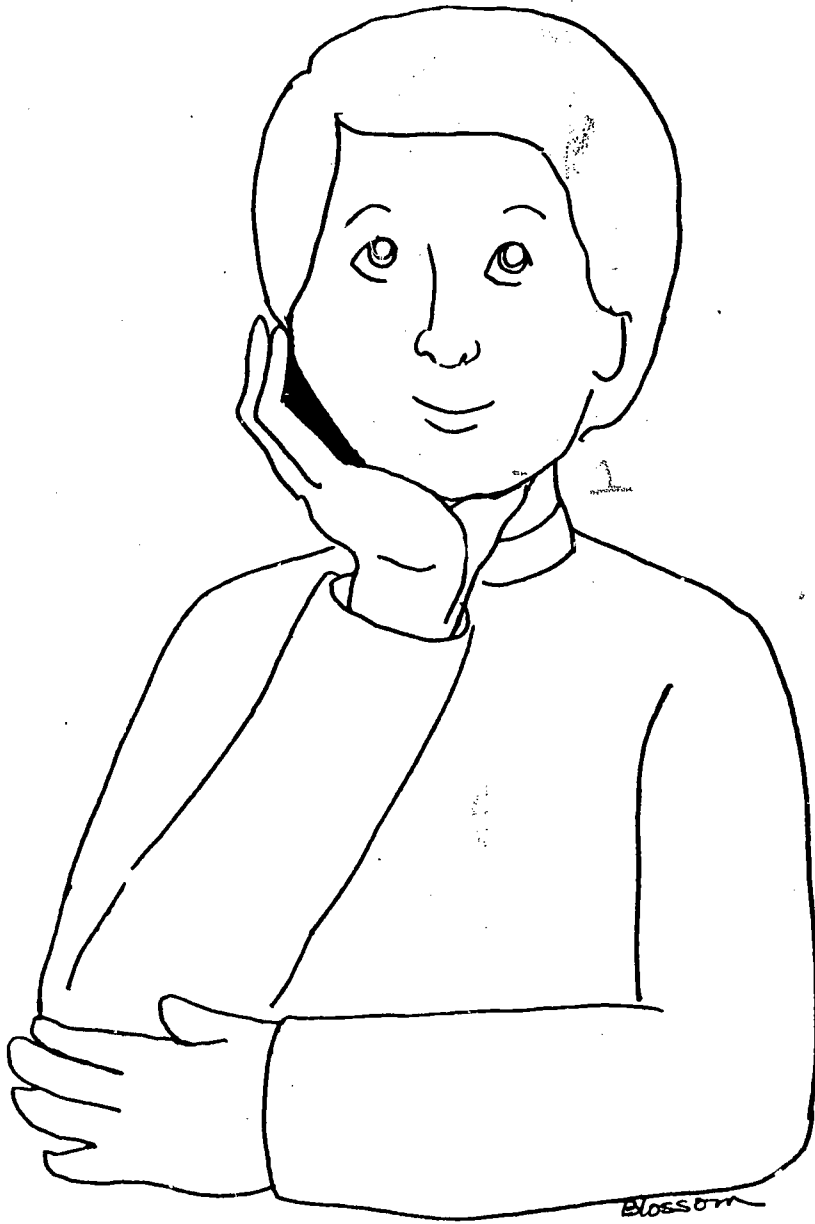
Teacher

C. Procedures for this activity (with helpful hints)

1. A tentative order was taken for each room as to the number of boxes needed.
2. Obtained boxes from local supplier (Bloomfield Hills Volunteer).
3. Boxes handed out on Halloween (lists with names were kept for each room)
4. Collection of boxes the next few days
5. Counting and rolling up money for banking

III. RESULTS OF THIS ACTIVITY

More money was collected this year than ever before and the class felt it was because of the successful lunch.



SCIENTIFIC REASONING

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: SCIENTIFIC REASONING

GRADE LEVEL: 5-6

GENERAL OVERVIEW: Guiding students to hypothesize about the outcome of science experiments and to be able to check and revise their ideas in terms of results.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Show as introduction to unit:

Film - Study Skills - 11 minutes

Film - Simple Demonstrations with Water - 14 minutes

UNIT TITLE: SCIENTIFIC REASONING

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Sociology</p>	<p>As a result of this unit, each child will be able to:</p> <p>Organize the class into groups for science experiments</p>
<p><u>Science</u></p>	<p>Collect materials for liquid experiments</p> <p>Draw sketches of liquid experiments</p> <p>Write observations of liquid reactions in experiments</p> <p>List comparisons of liquid reactions in experiments</p>
<p><u>Communication Skills</u></p> <p>Listening skills</p> <p>Writing skills</p> <p>Speaking</p>	<p>Follow oral directions</p> <p>Organize work into proper headings</p> <p>Discuss causes of experimental activity</p> <p>Discuss results of experiments</p> <p>293</p>

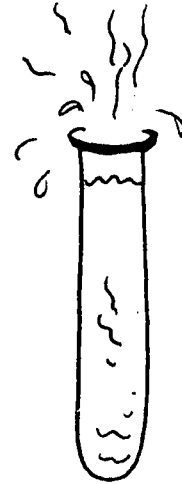
METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Set up experiments with liquids

Use the experiments with liquids

Use experiments with liquids



UNIT TITLE: SCIENTIFIC REASONING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Career Awareness</u></p> <p>People and their job roles</p> <p>Managing</p> <p>Research and evaluation</p>	<p>As a result of this unit, each child will be able to:</p> <p>Deduce how the concept of management (planning, organizing and controlling) is an important part of the process of scientific reasoning</p> <p>List four to six steps involved in researching a problem</p>
<p><u>Self-Awareness</u></p> <p>Facilitating Personalized Planning and Decision-Making</p>	<p>Describe one advantage of an empirical approach to planning based on knowledge of personal characteristics</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Use experiments with liquids

Personnel worker

Organization of selves into groups,
management of experiments

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HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

EXPERIMENTS WITH LIQUIDS

II. ACTIVITY FORMAT:

See attached sheet for experiments to follow this procedure:

Procedures for this activity (with helpful hints)

1. Follow each experiment with this procedure
 - a. State objective
 - b. Hypothesize results
 - c. Plan procedure
 - d. Plan record keeping
 - e. Prepare to make drawings
 - f. Assemble all materials
 - g. Perform experiment
 - h. Discuss observations
 - i. Discuss several possible causes
 - j. Repeat experiment if necessary
 - k. Discuss modification of experiment
 - l. Discuss results
 - m. Discuss relationship to life situations

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This is an excellent opportunity to become acquainted with your class in the fall. It is suggested you have students work in pairs or groups of three to five.

References:

Kitchen Physics developed by the Elementary Science Study and published by Webster Division, McGraw Hill Book Company.

Drops and Heaping

Trays	Paper plates
Plastic medicine cups	Refuse bucket
Bucket of water	Soapy water solution
Medicine droppers	Cooking oil w/dropper
Waxed paper	Alcohol
Plastic wrap	Paper towels
Aluminum foil	Newspapers
Paint dishes	Drawing paper
Small pieces of wood and cork	

- I.
1. What does a drop of liquid look like?
Place a few drops of water on wax paper and observe.
 2. How small a drop can you make? How does a tiny drop differ in appearance from a "blob" made of several regular-size drops?
 3. Can two small drops be made to form a single larger drop on the wax paper?
 4. Do water drops leave "tracks" as they move across the wax paper?
 5. How does newsprint look when observed through a drop of water resting on wax paper? On plastic wrap?
 6. Do water drops on wax paper differ from drops on plastic, or aluminum foil, or paper toweling?
 7. Do drops of alcohol or oil or soapy water differ from drops of tap water when placed on wax paper? Draw pictures of each; be sure to label your pictures.
 8. How does newsprint look when observed through a drop of soapy water? Compare the soapy water drop with the drop of plain water.
- II.
- How much water can you put in a paint dish?
Fill a plastic cup with water without letting it overflow. Place the dry cup on a paper towel so that you will notice if it overflows later. **HOW MANY DROPS OF WATER DO YOU THINK YOU CAN ADD TO THE WATER IN THE CUP BEFORE IT WILL OVERFLOW?** Begin adding drops of water to the cup with a medicine dropper. Count the drops that you add until the cup overflows. Observe the water surface as you add the drops. **DRAW A PICTURE OF THE CUP WITH A LOT OF WATER IN IT.**
- III.
1. Can you get an oil drop to stay on top of a water pool? Can you get a water drop to stay on top of an oil pool?

2. If an oil drop, water drop, and soapy-water drop are rolled down a slanted surface (paper plate) which wins the race? What happens if you run the race a second time using the same tracks?
3. What happens to a small sliver of aluminum foil that has been placed on the top of the "heaped-up" water in a plastic cup? Try a small drop of oil the same way.
4. What happens if you place a small piece of cork or wood on top of the heaped-up water? Place a piece of wood near the edge of the water and observe.

Tugs-of-War and the Skin-Like-Effect

Lightweight thread	8 or 9 inch aluminum pie plate
Liquid soap	Plastic cups
Medicine droppers	Food coloring
Soap solutions	Talcum powder
Shallow dish 6" in diam. or more	Cooking oil
Flat tray	Paper clips

- IV. Soap in a floating loop of thread.
 Make a loop out of a piece of lightweight thread about a foot long. Float the loop on the surface of water in a shallow paint dish. Be sure the dish is clean and free of soap contamination. Carefully place a single drop of soap solution inside the loop on the water surface. **NOTICE THE EFFECT ON THE LOOP OF THREAD.** If at first you do not succeed with this one, try, try again. It is worth the trouble.

REPEAT WITH VARIATIONS:

1. What would happen if the soap solution drop was added to the water outside the loop. Try this with a fresh dish of water.
2. Would a drop of plain water have the same effect as the drop of soap solution?
3. After you have added a drop of soap solution to the water, is there any additional effect from adding other drops of soap solution?

- V. Alcohol versus water.
 Place a thin layer of colored water on a shallow paint dish. Spread the layer of colored water as thinly as possible across the dish. **WHAT WILL HAPPEN WHEN A DROP OF ALCOHOL IS ADDED TO THE WATER?** Place the alcohol on the water and observe the effect.

- VI. The talcum powder Tug-of-War.
 Sprinkle talcum powder on the surface of water in a pie plate. When the water is motionless, **PLACE A SINGLE DROP OF SOAP SOLUTION NEAR THE CENTER OF THE POWDERED WATER SURFACE.**

REPEAT WITH VARIATIONS

1. Start over with fresh water and talcum powder. Place single drop of plain water near the center and observe. Compare this effect with that of the soap-water drop.
2. Place a drop of soap water near the edge of the dish.
3. Try the same thing using alcohol instead of soap-water.

VII.

A Delayed Tug-of-War

Estimate a 1/2 teaspoon of cooking oil and place it near the center of a shallow dish of colored water. WHAT DO YOU THINK WILL HAPPEN IF YOU PLACE A DROP OF SOAP ON TOP OF THE OIL?...IF YOU THEN TOUCH THE WATER NEAR ONE SIDE OF THE OIL WITH A DROP OF SOAP SOLUTION?

Repeat the process using alcohol instead of soap solution.

Wait for the effect! Remember, this is a delayed tug-of-war.

VIII.

Floating on "Skin"

Partially fill a container with water. A large surface (pie plate) with shallow water is best. Be sure the water is free of soap. TRY TO FLOAT A PAPER CLIP ON THE WATER SURFACE. Practice until you are able to do this. You may want to fashion a tool to help you do this. Use a second paper clip to make this tool.

When you have a paper clip floating, OBSERVE THE WATER SURFACE NEAR THE PAPER CLIP. Add a drop of plain water to the surface near the clip to see if it has any effect. Add a drop of soap solution in the same way. Note the effect of soap.

Float a toothpick on water. See if there is any effect on it when soap is added to the water.

The Rise of Water in Blotter Strips

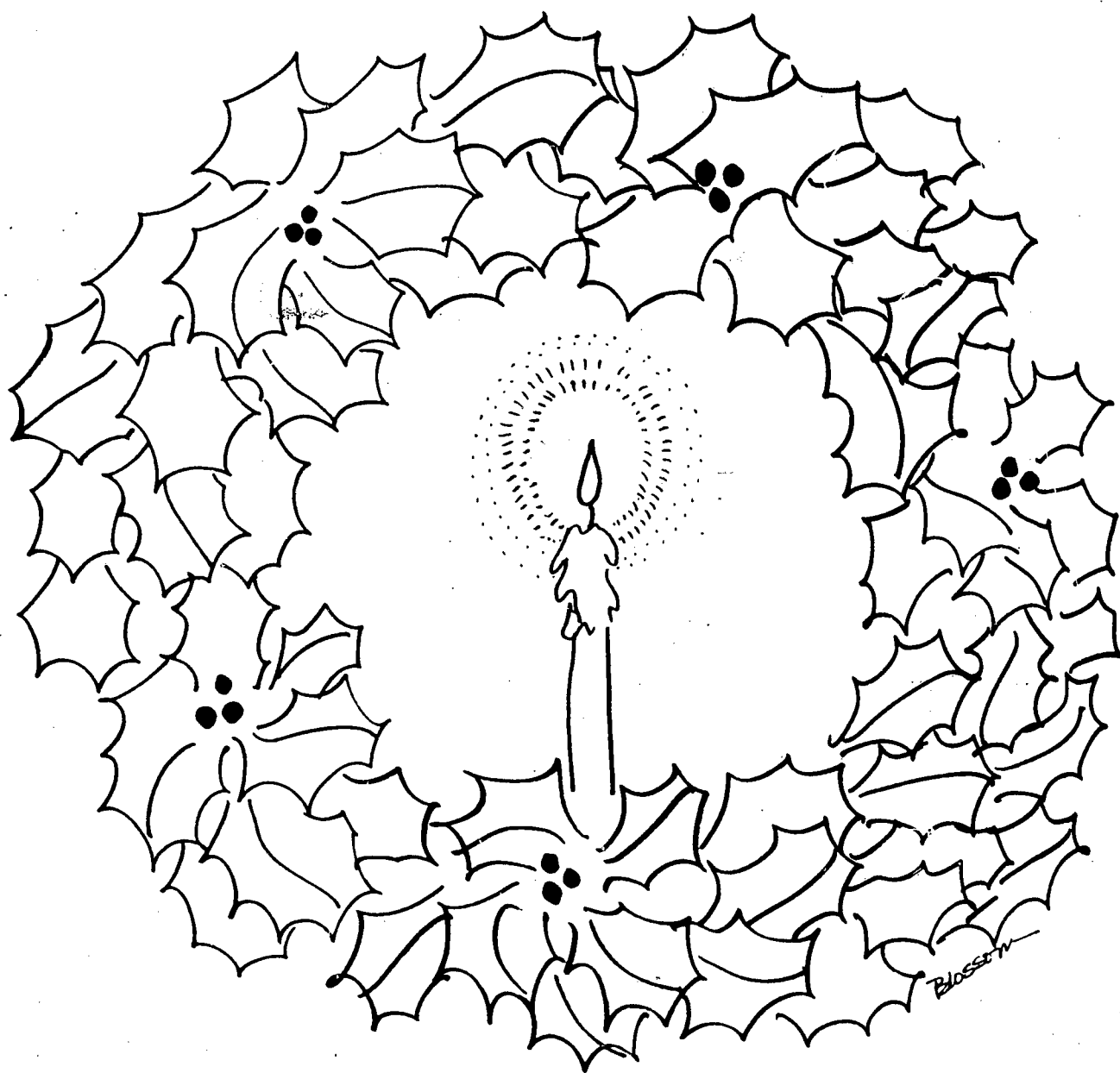
(12-16" blotter strips
 (1/2", 1", 2", 1 1/2" wide
 Shallow dish for ends of blotter
 Masking tape
 Shallow dish for ends of strips
 Support for blotter strips

IX.

The Rise of Water in Blotter Strips

Arrange long (12 to 18 inches) blotter strips of various widths (1/2 in., 1 in., 2 in., etc.) in an upright position so that the lower ends may be submerged in a tray of colored water. Observe the rise of liquid in the blotter strips over a 24-hour period.

Repeat the above activity, but this time cover the new blotter strips with plastic-wrap so that water cannot evaporate from the blotter strips. Observe the climbing water over a 24-hour period.



SEASONAL PROJECTS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: SEASONAL PROJECTSGRADE LEVEL: 5-6GENERAL OVERVIEW: In this Seasonal Projects section, the following integrated teaching units have been combined and/or presented as a tentative guide for ideas in, application to or relevance to the upper elementary classroom.TEACHING/LEARNING RESOURCES:1. Reference Materials:

Books:

McCall's Book of Paper, Wood and Paint Crafts

Magazines:

Instructor's Magazine - December, 1972McCall's Magazine - December, 1972

Films:

Tools and Their Uses - Instructional Materials Center

2. Field Trips:

Bavarian Village - Frankenmuth, Michigan

Birmingham Lumber

Fabric Center

Frank's Trims

J. C. Penney

John R. Lumber

Lawson Lumber

3. Human Resources:

Macomb Community College students

4. Activities Listed:

Brainstorming on format of unit activities (what to do, etc.)

Construction of Keyboards

Cookie-type decorations

Ball ornaments

4. Activities Listed: (continued)

Felt decorations
Paint by number
Popcorn and cranberry strings
Macaroni decorations
Make a tie
Make an apron
Do creative stitchery
Make a picture frame
Design a picture
Sale of decorations
Role playing:
 Purchasing agent, semi-skilled worker constructing decorations
 Banker - cost accountant - paying bills for materials, save
 profit for contribution to school
 Quality control - save number stubs, keep track of which
 children selling how many decorations
Writing reports on history of Christmas decorations
Construct charts on the history of tools
Discussions on the history of Christmas decorations

UNIT TITLE: SEASONAL PROJECTS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>Economics</p> <p>History</p> <p>Sociology</p>	<p>As a result of this unit, each child will be able to:</p> <p>Explain profit and loss in selling Devise a means to raise money as a contribution to school library's purchase of carpeting</p> <p>Recognize and identify old and new Christmas decorations Relate the history of old Christmas ornaments and decorations</p> <p>Recognize cooperation as a desirable quality in production</p>
<p><u>Science</u></p> <p>Heat</p> <p>Plants</p>	<p>Discover the best method of cooking ingredients in recipe</p> <p>Identify organic raw materials used in creative stitchery (popcorn, macaroni, etc.)</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Selling ties, aprons, creative stitchery, picture frames</p> <p>Write a report on or discuss the history of Christmas decorations</p> <p>Construct a chart illustrating early man's tools Write a report on early man's tools</p>	
<p>Baking pizza, cookies</p> <p>Creative stitchery</p>	

UNIT TITLE: SEASONAL PROJECTS (continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement</p> <p>Quantity</p> <p>Time</p> <p>Distance</p> <p>Money</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure ingredients in recipes Measure length and width of wood and cloth with a ruler Space hooks and pegs on finished keyboards</p> <p>Compute amount of materials needed for production of Christmas ornaments</p> <p>Compute time in obtaining materials for unit</p> <p>Compute distance involved in obtaining materials for unit</p> <p>Compute cost of materials to be used in unit Compute profit and loss in sales</p>
<p><u>Communication Skills</u></p> <p>Writing</p> <p>Research</p> <p>Speaking</p> <p>Sequence</p>	<p>Write a thank-you letter to guest speakers - answer questions on a worksheet for making picture frames - identify old and new Christmas decorations</p> <p>Discover information on the history of tools and Christmas decorations</p> <p>Relate the relevance of a field trip to the unit under study</p> <p>Identify products chronologically</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Baking cookies, pizza Making picture frames and keyboards Making keyboards</p> <p>Plan for making Christmas ornaments and decorations</p> <p>Plan for making ties, aprons, creative stitchery, picture frames</p> <p>Plan for making ties, aprons, creative stitchery, picture frames</p>	
<p>Making picture frames</p> <p>Write a report on old and new Christmas decorations</p> <p>Write a report on the history of tools or Christmas decorations</p>	

UNIT TITLE: SEASONAL PROJECTS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Designing

As a result of this unit, each child will be able to:

Devise a design for unit products

Decorating

Devise a decoration for unit products

Career Awareness

People and their job roles:

Research

Prepare steps for producing, changing raw materials to finished product

Purchasing

Estimate the cost of needed materials for unit project

Producing

Differentiate skilled, semi-skilled and unskilled jobs in unit activity
 Manipulate tools to produce products
 Construct a product by combing materials
 Identify raw materials used in producing a unit product
 Recognize the conditions needed to store and preserve raw materials needed for unit activities
 Identify personal feeling of accomplishment upon completion of product
 Differentiate personal feelings of working individually and on assembly line

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Making Christmas decorations Baking cookies Making felt decorations Making popcorn and cranberry strings Making macaroni decorations Doing creative stitchery Designing decorations</p>	
<p>Brainstorming</p> <p>Role playing: purchasing agent</p> <p>Constructing keyboards Baking pizza, cookies Making Christmas decorations, ties, aprons, popcorn and cranberry strings, felt decorations, macaroni decorations Do creative stitchery Paint by number Making picture frames</p>	

UNIT TITLE: SEASONAL PROJECTS (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Career Awareness (Cont.)

Managing

As a result of this unit, each child will be able to:

Manipulate workers and materials in an efficient manner (to get the job done)

Retailing

Predict cost of packaging materials.
Suggest places and prices for selling finished products

Self-Awareness

Building self-confidence

Explain how you feel when you know that you have done something well.

Recognizing emotions and attitudes in self

Given a situation in which you and another person are interacting, describe how you feel

Clarification of values

Given a specific value, determine whether or not you feel the value is valid when applied to a specific situation
Given a specific value, determine whether or not you think the value would be valid if your role were different

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Role playing: quality control manager, foreman</p> <p>Selling unit products</p>	<p>Salesman</p>
<p>Discussion of personal feelings of accomplishment after production</p> <p>Group or assembly line construction of seasonal products</p> <p>Assembly line construction</p>	

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

COOKIE TYPE DECORATIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

4 cups flour	Acrylic spray
1 cup salt	Plastic wrap
1 7/8 cup water	Paint
Ornament hooks	Mixing bowls
Rolling pins	Spoons
Cookie cutters	Cookie sheets
Extra flour for flouring boards and hands	Measuring cups

B. Procedures for this activity (with helpful hints)

Mix together: flour, salt, water. (Note: for smaller portions, use these proportions - 1/2 cup flour, 1/8 cup salt, 1/4 cup water.) Finish mixing with your hands if necessary. Knead dough on a generously floured board until it's very smooth and has a good consistency with which to work (this will become easier to determine the more you work with the dough; it is easier to knead flour into dough that is too moist than it is to knead water into dough that is too dry). Be sure to keep unused portions covered with plastic wrap. If dough becomes too sticky before you are through with it, knead more flour into it. **Put ornament hooks in before baking. Roll out, cut figures with cookie cutters. Place figures on cookie sheet and bake at oven set at 275 - 300 degrees (had mothers take them home to bake). Bake about 3 hours. Never leave figures unbaked for more than 2 hours. Cool. Paint. Spray.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CHRISTMAS DECORATIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

Rulers	Paper cutter
Scissors	Dremel saw or coping saw
Stapler	

Oak tag or cardboard rolls for rings, pencil for marking measurements, colored aluminum foil for ring covers. Alligator or plastic bags to bag finished product. Construction paper lid for decoration package.

B. Procedures for this activity (with helpful hints)

1. a. Cut with paper cutter or other cutting instrument 1 1/2" roll from cardboard rolls or
b. Measure and cut 3 1/4" by 6" rectangles from oak tag, staple into 3 1/4" by 5 1/2" circles.
2. Cover rolls with aluminum foil (inside and out), staple 12 rolls into triangle of 10 with base of 2 rolls, decorate inside of or outside of rolls with miniature decorations or cotton or construction paper.
3. Package
4. Staple shut with construction paper top
5. Label

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CREATIVE STITCHERY

II. ACTIVITY FORMAT:

A. Tools and Materials

Burlap
Yarn
Needles

B. Procedures for this activity (with helpful hints)

1. With help of art teacher, children designed a picture on paper.
2. They cut out their picture and traced it with pencil on burlap.
3. Embroider with various stitches around picture. Use different colored yarns.
*Mothers taught special stitches to the children:
French knot, running stitch, chain stitch, etc.
4. Hem edges on machine.
5. Cut dowels of wood and insert at top to hang up.
6. Add braided yarn tie at top.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

TIE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

Tie making kit with all materials in it
Sewing machines
Irons
Ironing Boards

B. Procedures for this activity (with helpful hints)

Follow the instructions (read and interpreted by the mother assistant), that are included in the tie kit. These kits are available at most fabric stores.

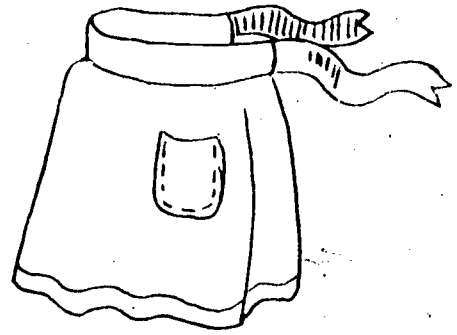
Iron the finished product. Fold and wrap.

(Kits purchased at Gwynn's Fabric Shop, Merrill Rd.,
Birmingham, Michigan)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MAKING AN APRON

II. ACTIVITY FORMAT:

A. Tools and Materials

1 yard of cloth
 Needles
 Iron

Sewing machine
 Thread
 Ironing board

B. Procedures for this activity (with helpful hints)

1. Cut large pattern out of newspaper
2. Have children pin pattern on cloth and cut it out
3. Use machine to turn under hem and to add tie at the top
4. Add pockets if desired
5. Iron the apron
6. Fold and wrap

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

CONSTRUCTION OF KEYBOARDS (OR MITTEN TREES)
(See following sheet)

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood stain	Miter box and saw
Clip clothespins	Brace and bit
Cup hooks	Hammers
White glue	Nails
Wood putty	9 paint brushes
Turpentine	Cardboard box for "spray paint booth"
Soft rags	Fine and medium sandpaper
Dowel rod	Colored enamel
Black spray paint	
Sheet of 4' x 8' plywood	

B. Human Aides and Resources

Student - Macomb Community College

C. Procedures for this activity (with helpful hints)

Have plywood pre-cut to 8" x 10" size
Use a miter box to cut pegs to correct length
Apply stain with wide brush and wipe off with soft cloth
Have plenty of turpentine!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

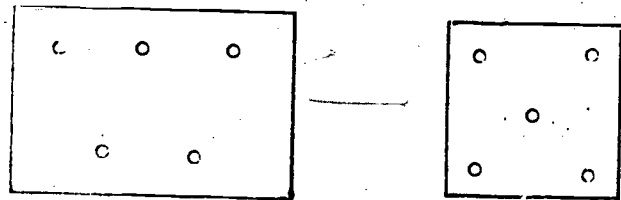
PEG KEY BOARDS2 brushesBoards

Place block underneath.
Drill hole completely
through board in five
places

Glue pegs into holes with white glue.
Fill area around hole with wood putty.
Wipe all sawdust from board.
Stain board with wood stain.

Pegs

(Use five pieces)
Measure 2" for each peg.
Cut carefully where you have marked.
Dip pegs in stain (end you are
holding onto will be glued in
hole so does not have to be
stained).



6 brushes

PIANO KEY BOARDSBoards

Wipe sawdust from board.
Discuss proper painting technique
with enamel.
Spread out newspaper.
Paint board white.
Clean brushes!

Assembling

Mark location for keys (measured real keyboard)
Take clothespins apart
Drill hole in one-half
Nail through hole in board
Re-assemble clothespin

Clothespin Keys

Tie seven pins to strings.
Hang inside carton
Discuss techniques for spray
painting.
Spray pins black.

1 brush

CUSTOM KEY BOARDS

Wipe sawdust from board.
Discuss painting technique with enamel.
Spread out newspaper.
Paint board a light color.
Paint design with small brushes and colored enamel.
Screw in cupbooks.

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MACARONI DECORATIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

Tag board	Macaroni
Paint	Glue
Scissors	Acrylic Spray

B. Procedures for this activity (with helpful hints)

1. Cut a Christmas shape out of tag board. **
2. Glue macaroni on shape.
3. Paint
4. Spray

**Large figures could be made for door decorations

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PICTURE FRAMES AND PICTURES

II. ACTIVITY FORMAT:

A. Tools and Materials

Wood	Scissors	Saws	Rulers
Glue	Furniture stain	Poster board	
Miter box			

B. Procedures for this activity (with helpful hints)

1. Measure amount of wood for a frame (perimeter)
2. Cut wood into desired lengths
3. Miter the corners
4. Cut poster board to desired length and width
5. Stain the wood
6. Glue wood onto poster board
7. Cut pieces of felt to form the picture
8. Glue felt

(Stain the picture frame wood before glueing)

See following sheet

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY

PICTURE FRAMES

Name _____ Date _____ PROJECT LET ACTIVITY

1. Write the name of the students in your group _____

2. Write the names of the adults that helped you _____

3. The distance around a rectangle, square, or triangle is called its perimeter.
Show 2 different ways to find the perimeter of your picture frame.

(1)

(2)

4. How long is the piece of wood you need for your picture frame? _____
5. How long is the piece of wood that was purchased? _____
6. How many picture frames can we cut from this piece of wood? _____
7. List the materials you used for this project _____

8. What tools did you use for this project? _____

9. What tool is used to cut the corners for the picture frame? _____
10. What kind of saw is used with a miter box? _____
11. What time did you start this activity? _____
12. What time did you stop working on this activity? _____
13. How much time did you spend on this activity? _____
14. If you were doing this activity (making picture frames) on an assembly line,
what kind of jobs would there be?

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

BALL ORNAMENTS.

II. ACTIVITY FORMAT:

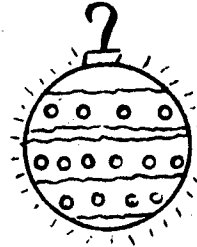
A. Tools and Materials

Satin balls (2 colors)
 Rickrack scraps
 Lace scraps
 Felt scraps
 Ribbon scraps
 Ornament hooks
 Glue

Beads
 Sequins
 Pins
 Material scraps
 Cups for items
 Scissors

B. Procedures for this activity (with helpful hints)

1. Organize materials for small groups
2. Work at creating own design on ball

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

FELT DECORATIONS (SANTA MOBILE)

II. ACTIVITY FORMAT:

A. Tools and Materials

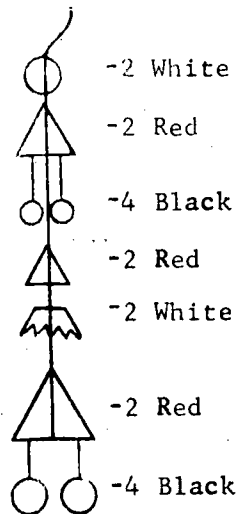
Black, red, white felt
 Red string
 Scissors
 Glue

B. Procedures for this activity (with helpful hints)

1. Demonstrate making of "Santa"
2. Cut according to diagram
3. Begin construction with one piece of each, run string from top to bottom, leaving about 2 inches of string at top. Glue string to material. Insert eyes and feet (double) at this time.
4. Cover each piece with second piece.

III. RESULTS OF THIS ACTIVITY (after implementation)

The finished item is a mobile that can decorate a tree or window for years to come. This is a good example of a homemade item. Project takes about 45 minutes.



HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

PAINT BY NUMBER

II. ACTIVITY FORMAT:

A. Tools and Materials

Paint by number kit - Frank's Trims
Extra brushes
Acrylic spray or hair spray

B. Procedures for this activity (with helpful hints)

1. Explanation and demonstration of painting small areas and following directions for the colors.
2. Spray with acrylic to prevent paint from chipping.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

POPCORN AND CRANBERRY STRINGS

II. ACTIVITY FORMAT:

A. Tools and Materials

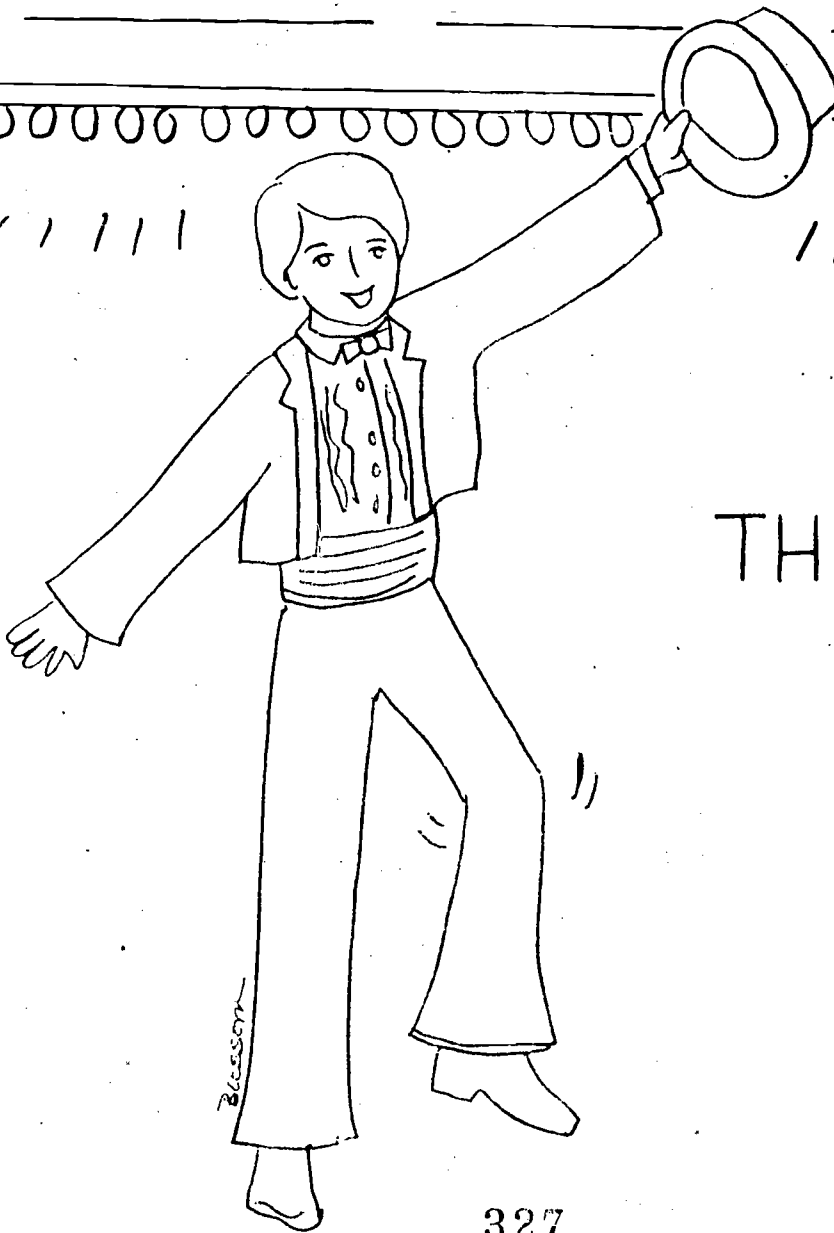
Popcorn	Cranberries
String	Needles
Popcorn poppers	

B. Procedures for this activity (with helpful hints)

1. Pop corn
2. String chains of popcorn
3. String chains of cranberries
4. String chains of alternate popcorn and cranberries

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

NOW STARRING



THEATRE

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: THEATRE

GRADE LEVEL: 5-6

GENERAL OVERVIEW: This unit encompasses a musical production, prop construction and stage make-up.TEACHING/LEARNING RESOURCES:1. Reference materials:Books: Concepts for Social Science Behavior - Grade 6Movie: My Fair Lady

Record: My Fair Lady - theme

2. Field Trips:See movie My Fair Lady3. Human Resources:

Musical composer

Movie Director or Play Director

Stage Director

Singer

Dancer

4. Activities:

Rehearsal for play

Stage props constructed

Play performance

Stage make-up

UNIT TITLE: THEATER

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Sciences

Current events

As a result of this unit, each child will be able to:

Recognize and cite evidence for wars on our planet

Recognize and cite evidence for the inability of certain groups of people to live in harmony with other peoples

Sociology

Examine the value of higher status in our society

Science

Weather

Identify the unpleasant variables of weather
Recognize and cite evidence for the need of variables in weather on our planetCommunication Skills

Writing, speaking

Apply satire to daily or accepted situations or events

Music

Apply an original play or poem to a familiar song or melody

Art

Set decoration

Devise an appropriate stage prop for a theatrical performance

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Do historical research on the causes of wars</p> <p>Consult social science text for value and status study</p>	
<p>Brainstorming on rainy day activities and plant growth</p>	
<p>Write a class satire</p>	
<p>Set play to music</p>	
<p>Make a rocket</p>	

UNIT TITLE:

CONCEPTS

Career Awareness

People and their job roles:
 Production of music and
 sets in the theater

Self-Awareness

Recognizing emotions and attitudes
 in others

BEHAVIORAL OBJECTIVES

As a result of this unit, each child
 will be able to:

Apply the words of a play to existing
 music (musical arrangers)

Construct wooden props for the
 theatrical production

Describe the sorts of behaviors (including
 both verbal and nonverbal) that might
 demonstrate the following emotions:
 anger, loneliness, sorrow, fear

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Set a play to music

Composer

Make wooden rocket

Carpenter

Write a play

Stage hand

Discussion of wars and disharmony on the planet

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

STAGE MAKE-UP DEMONSTRATION

II. ACTIVITY FORMAT:

A. Tools and Materials

Volunteer
Theater Make-up

B. Human Aides and Resources

Student from Macomb Community College

C. Procedures for this activity (with helpful hints)

1. We picked the main elf to be made up.
2. Talked about importance of using proper base.
3. Stage uses a grease paint, but told us how to use cosmetics.
4. Demonstrator showed us how not to have make-up patchy - how to make a person old or young, and highlight features.
5. Must be able to see features in last row.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children were very interested and really listened. All were sorry afterwards that they did not volunteer.

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

APPLYING OWN MAKE-UP FOR PLAY

II. ACTIVITY FORMAT

A. Tools and Materials

Cold cream for base
All kinds of cosmetics

B. Procedures for this activity (with helpful hints)

1. Each applied own make-up as closely as they could to earlier demonstration.
2. Floodlights must be used in play in order to make this effective.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION):

Everyone enjoyed doing this - even the boy that spoke one line was excited about his putting on make-up. I think this really brought everyone together.

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

MUSICAL PRODUCTION

II. ACTIVITY FORMAT:

A. Tools and Materials

T-shirts

B. Human Aides and Resources

Singer

Musical composer

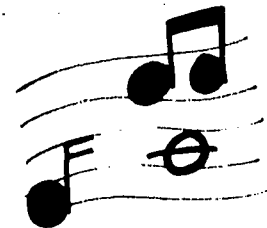
Play director

C. Procedures for this activity (with helpful hints)

1. Write words to songs.
2. Practice singing.
3. Go over movements associated with songs.
4. Dress rehearsal.
5. Final performance.

See following sheets for play.

T-shirts may be sprayed with paint to identify groups of children in play.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ROCKET PROP

II. ACTIVITY FORMAT:

A. Tools and Materials

Tool panel compliment

10 pieces $3/4"$ x $1"$ x $6'$ firing strips50 $1"$ nails25 $1\frac{1}{2}"$ nails $12"$ x $4'$ corrugated cardboardScrap $\frac{1}{2}"$ plywood4 $1"$ paint brushes

Tempra paint

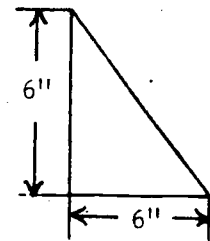
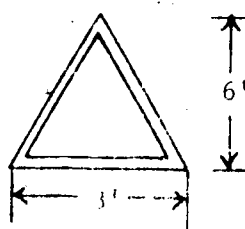
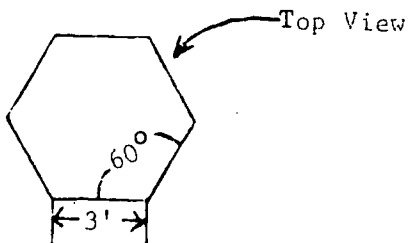
Kraft paper ($30'$, $3'$ wide)

B. Human Aides and Resources

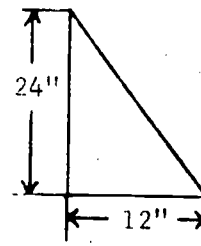
College student or carpenter

C. Procedures for this activity (with helpful hints)

1. Construct a frame appropriate to the following sketch using $3/4"$ x $1"$ x $6'$ firing strips.



2. Brace all corners with $6"$ triangles of $\frac{1}{2}"$ plywood.
3. Cover the 6 sides with Kraft paper; staple this to the firing strips. One side should be left open to enter the rocket.
4. Construct 3 fins out of cardboard and attach to sides of rocket.



5. Paint appropriately using tempra paints.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

MUSICAL - "At This Rate It May Soon Be Too Late"

Tune: "Hernando Hideaway"

We've just arrived from outer space, to gaze upon the human race.

We've landed here so we can see, what's happened to humanity, you see.

Your escapades have brought us here to see your sorry state, radioactivity should not be your fate.

In to our rocket ships we've jumped, we hope we're not too late, we're not too late.

We've landed here from far away. We look quite odd to you this day.

So lend an ear and don't dismay, the truth you cannot hide away, away.

Oh, we're feeling mightly blue, cause the world is in a stew.

They're rioting in Africa, Bump Bump Bump Bump Bump Bump Bump

They're starving in Span, Bump Bump Bump Bump Bump Bump Bump

There's hurricanes in Florida, Bump Bump Bump Bump Bump Bump Bump

And Texas needs rain, Bump Bump Bump Bump Bump Bump Bump

The whole world is festering with unhappy souls, the French hate the German, the Germans hate the Poles, Italians hate the Yugoslavs, South Africans hate the Dutch, and no one likes anybody very much, Bump Bump Bump Bump Bump Bump Bump

But we can be thankful, and tranquil, and proud for man's been endowed with a mushroom shaped cloud, and we know for certain that some lucky day, someone will set the spark off, and they will all be blown away, Bump Bump Bump Bump Bump Bump Bump

(Tune: Take Me Out To The Ball Game)

It seems that their future is not too secure, at least a million conflicts they will have to endure.

With Mao in China, and Cuba's Castro too, satellites in orbit and in Asia there's flu, achoo.

A country can develop a war, a person can develop a cold, cold war.

Take us out to the arms race, Take us out to the war.

You've bought some missiles and submarines, you'll blow the whole world to smithereens.

We will root, root, root, for the good guys, if they don't win it's a shame.

For it's one, two, third war, you're out, at the cold war game. Achoo.

Oh, what's the matter Mr. Jones, what's troubling Mr. Lee

They're too identical to have their own identity.

The Joneses, the Joneses, you've got to keep up with the Joneses.

Oh, Mr. Jones just bought a car, he's happy as can be. And now guess who just bought a car, his neighbor Mr. Lee.

The Joneses, the Joneses, you've got to keep up with the Joneses.

They're stuck like everybody else in their society. They're stuck with each other, stuck with each other, stuck with each other, ca ca ca you see.

Click, click, I'm a wheel, Click, click I'm a wheel. Click, round and round I'm going, click precision always showing.

A gear is what I am, I do the work of man. A gear is what I am, I do the work of man.

I'm just a little lever, and I may not be so clever, but I do the country's work

Work piston work. Work piston work. Don't stop or jerk. Don't stop or jerk.

Piston work, piston work, piston work WORK.

So go home to the Joneses, the Goldbergs, and the Browns, let them know what it's all about

If you're feeling dejected go out and make it over, hurry up, hurry up you must go

That's the answer, That's the answer, try to make up a new set of rules.

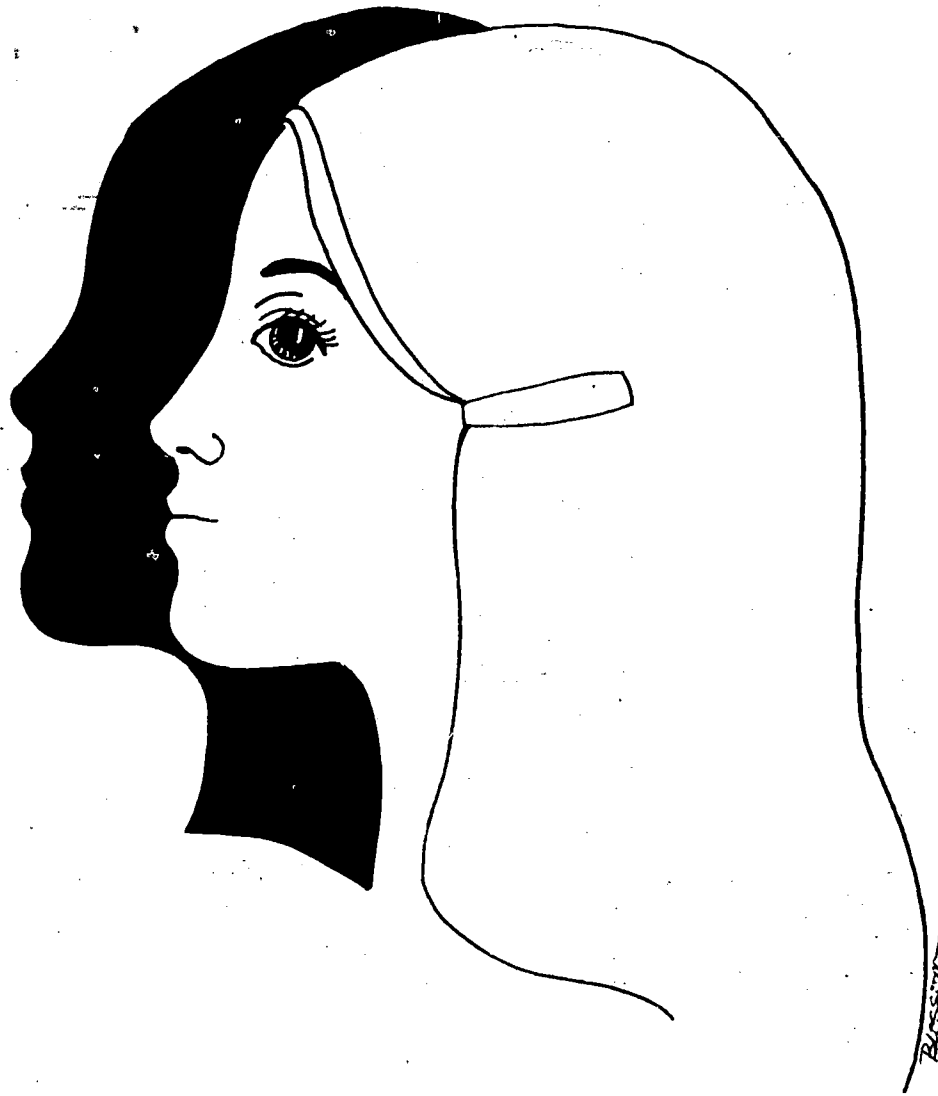
So go home to the Joneses, the Goldbergs, and the Browns, let them know what it's all about.

You must shake them, and wake them, you've simply got to make them face the fact, at

this rate it may soon be too late. Bump Bump Bump Bump Bump Bump Bump

At this rate, it may soon be too late.

THE END



UNDERSTANDING ONE'S SELF

339

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: UNDERSTANDING ONE'S SELF

GRADE LEVEL: 6

GENERAL OVERVIEW: A unit developing self-awareness of the students' roles and status in life.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Concepts in Social Science - Unit 3

Film-
strip &

Cassette: Who Am I?

2. Human Resources:

Mother helpers

E.M.U. student

Junior High Industrial Art students

4. Activities:

Interviewing on jobs

Make wood silhouettes

UNIT TITLE: UNDERSTANDING ONE'S SELF

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Sociology

As a result of this unit, each child will be able to:

Identify the different roles he/she has at home/school and community
 Identify the groups he/she belongs to and the common goal of each group
 Identify the people that he/she intermingles with in their lives
 Classify the relationship with these people as primary or secondary

Communication Skills

Writing

Organize information about himself into subject areas and use this information in paragraphs
 Given a question, answer in writing and give information about himself

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

I am a _____. - List 20 or more roles they are (daughter, wife, aunt, baker)

Make a chart classifying the groups I belong to and the common goal of the group and ages of members

Primary and Secondary Circles - draw three circles with ME (their name) in the center - on the lines place people's names according to how you feel they relate to you

Concepts of Social Science - Unit 3

"Who Am I?" - write an autobiography about yourself. Sign name on back. Draw a picture to go with it of yourself. Have a contest with class to see who can identify his classmates.

"All About Me" worksheet

UNIT TITLE: UNDERSTANDING ONE'S SELF (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Career Awareness</u></p> <p>Interviewing</p> <p>Reasons why people work</p> <p>Social Psychological</p>	<p>As a result of this unit, each child will be able to:</p> <p>Describe the jobs of the people around him</p> <p>Given a list of jobs, justify his preference for a specific choice</p>
<p><u>Self-Awareness</u></p> <p>Facilitating personalized planning and decision-making</p> <p>Identification of personal values</p> <p>Recognizing emotions and attitudes in self</p>	<p>Give an example of how a person's knowledge of his skills and interests can influence his planning for the future</p> <p>Give an example of how a person's awareness of his values and attitudes can influence his planning for the future</p> <p>Identify four people whom you respect highly and identify what characteristic(s) those people have which makes you respect them</p> <p>Identify three events in your life that have been particularly meaningful and determine what it was about those events that made them meaningful</p> <p>Given a situation in which you and another person are interacting, describe how you feel</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Family Work Trees:

- a) student will interview parents on all the jobs they have held during their lifetime
- b) student will interview parents, neighbors, relatives, friends, and write down one job from each

Do a poster on the type of jobs you would like and tell why you would feel suited for that job

Justification of job preference

Guidance counselor
Personnel worker

Identification of primary and secondary sociological groups

Primary and secondary sociological groups

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

WOOD-WALL HANGING SILHOUETTES

II. ACTIVITY FORMAT:

A. Tools and Materials

1 ft. sq. plywood (1/4")	filmstrip projector
1 ft. sq. paper	camera
pencil	film and flash cubes
shellac	paste
paint brush	wall hanger

B. Human Aides and Resources

Mother helper to trace silhouettes
 Industrial Arts Student - E.M.U. to help with jigsaw

C. Procedures for this activity (with helpful hints)

1. Using filmstrip projector, shine light and trace silhouette of head - cut it out
2. Outline paper silhouette onto plywood
3. Cut out, with jigsaw, head on plywood
4. Shellac on side of wood silhouette
5. Take picture of student
6. Paste picture of student onto wood silhouette
7. Send home wood silhouette and make a pamphlet of all paper and pencil activities

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

With pamphlet and wood silhouette, students can see themselves - also take it home to show and discuss with parents.

PERSONAL AWARENESSACTIVITIES

Fact Find for Career Development

We have seen that plants produce many job opportunities. Pretend you are ready to enter the working world. Where do you think you might do best? Find out some things about yourself by completing the following:

I LIKE TO	VERY LITTLE	SOMEWHAT	VERY MUCH
use my hands to make things			
be patient and accurate			
work and cooperate with others			
take orders from others			
work with farm or other animals			
work outdoors			
be in a store			
be prompt and punctual			
stay indoors			
be in clean surroundings			
be in noisy places			
move around			
use my physical strength			
have my own ideas			
make plans and organize activities			
work by myself			
read and study			
express myself in writing			
think rapidly			
work with numbers			
be alert and ready for action			
make decisions by myself			
assume responsibility			
meet people			
sell things			
work with groups of children			
express ideas through art			
manage money			
care for someone ill			
do housework			
plan meals			

UNDERLINE THE WORDS WHICH DESCRIBE YOU BEST:

ABLE TALKATIVE GOOD NATURED AFRAID PLEASANT HAPPY WORRIED CASUAL
 SERIOUS INTENSE CONFIDENT LAZY MATURE UNCERTAIN FRIENDLY NERVOUS
 QUIET ENTHUSIASTIC HONEST LONELY TIRED UPSET NAIVE DEPENDABLE
 AMBITIOUS INDEPENDENT CONSCIENTIOUS RESOURCEFUL CARELESS FORGETFUL

WHEN I AM WITH A GROUP, I

RARELY

SOMETIMES

USUALLY

introduce myself to strangers
 volunteer help if needed
 assume leadership
 follow suggestions of others
 cheerfully without complaining
 participate in discussion
 allow the other fellow to express
 his point of view
 try to follow the rules of the group
 criticize others' suggestions
 talk when others are talking
 insist on being the "center of attention"
 show a willingness to try new ways of
 doing things
 get asked to do an important job

ABOUT MY PERSONAL APPEARANCE

NOT VERY OFTEN

USUALLY

ALWAYS

I keep myself clean
 I keep my nails trimmed and clean
 I keep my hair neat and clean
 I brush my teeth after eating
 I stand and sit erect
 My clothing is neat and clean
 I dress appropriately for each
 occasion

ABOUT MY FEELINGS AND BEHAVIOR

I show good sportsmanship
 I gossip
 I participate
 I cooperate with the school
 I respect school and other people's property
 I am safety minded
 I accept responsibilities cheerfully
 I think positively
 I like to attract attention
 I like to tackle difficult problems
 I try to make new friends
 I prefer to associate with just a
 few close friends
 I prefer to be alone
 I consider the feelings of others
 I make remarks that are not true about
 others

WRITE A STATEMENT WHICH DESCRIBES THE KIND OF PERSON YOU THINK YOU ARE AND A STATEMENT EXPLAINING THE KIND OF PERSON YOU WOULD LIKE TO BE

WHAT I AM LIKE

WHAT I WOULD LIKE TO BE LIKE

HAVE YOUR MOTHER, FATHER, OR SOMEONE ELSE WHO IS CLOSE TO YOU, WRITE A STATEMENT DESCRIBING WHAT HE OR SHE THINKS YOU ARE LIKE. ON THE OPPOSITE SIDE HAVE YOUR BEST FRIEND WRITE A FEW SENTENCES DESCRIBING WHAT HE OR SHE THINKS YOU ARE LIKE.

MOTHER, FATHER

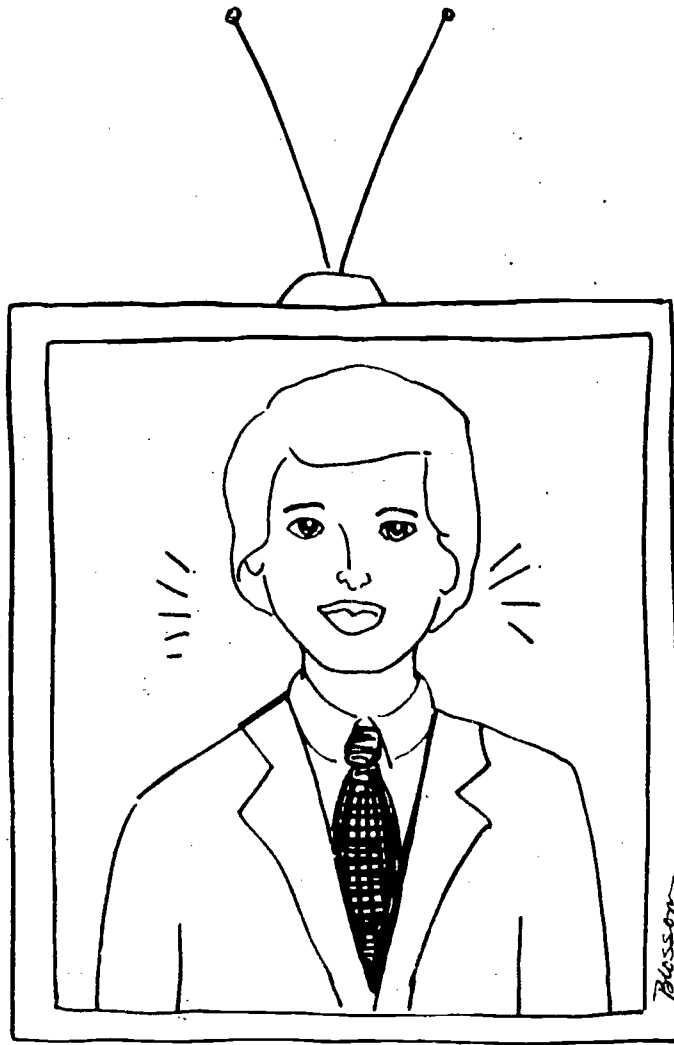
FRIEND

THINKING ABOUT MY FUTURE. PUT A CHECK IN THE YES OR NO COLUMN

YES

NO

- I expect to finish high school
- I will go to work without any more schooling
- I will go to a business or trades school
- I will go to college for a while
- I will graduate from college
- I talk about my future with my parents
- I talk about my interests with people
- I know what schooling is required in order to do the kind of work I would like to do
- I know what workers do in the field in which I am interested
- Other plans



VISUAL COMMUNICATION

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEETTITLE: VISUAL COMMUNICATIONGRADE LEVEL: 6GENERAL OVERVIEW: This unit encompasses developing plays with dialogue, examining careers in the communications field, what goes on at a T.V. studio and enables the students to present their plays at a T.V. station.TEACHING/LEARNING RESOURCES:1. Reference materials:

Silent

Movies: Laurel and Hardy Films
Phantom of the Opera
The Lost World
Nosferatu

King

Comic: Popeye and Communications and Media Careers

Books: Action Camera2. Field Trips:

Macomb County Community College T.V. Station

3. Human Resources:Classroom students
Community College T.V. personnel
Radio and T.V. announcer4. Activities:Role playing and acting
Constructing scenery, props, etc.
Script writing
Presentation of plays at school and/or a T.V. studio

UNIT TITLE: VISUAL COMMUNICATION

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

History

As a result of this unit, each child will be able to:

Present historical overview of the silent film era, exposure to artists from another time and appreciation of film beauty

Sociology

Identify the values of an era as reflected in a movie's theme, points stressed, portrayal of characters, etc.

Communication Skills

Main Idea

Relate a story line

Pantomime a short play

Career Awareness

People and their job roles

Discover jobs available

Personnel

Identify skills and education required for five various careers related to visual communication

Self-Awareness

Facilitating personalized planning and decision-making

Give an example of how a person's knowledge of his skills and interests can influence his planning for the future

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Showing of silent films - mimeograph material on films giving actors, etc.

Silent films

Discussion of these points after viewing films

Students talk and write about the plot

Students work to develop plays

King Comics: Popeye and Communications and Media Careers

Resource person from WWJ-TV

Radio and T.V. announcer

Students wrote plays, chose roles, selected costumes, made scenery, and performed their productions

M.C.C.C. TV Station

Discovering jobs, their required skills, and education

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

ROLE-PLAYING

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
yardsticks
paper (large roll type)
costumes
props

B. Human Aides and Resources

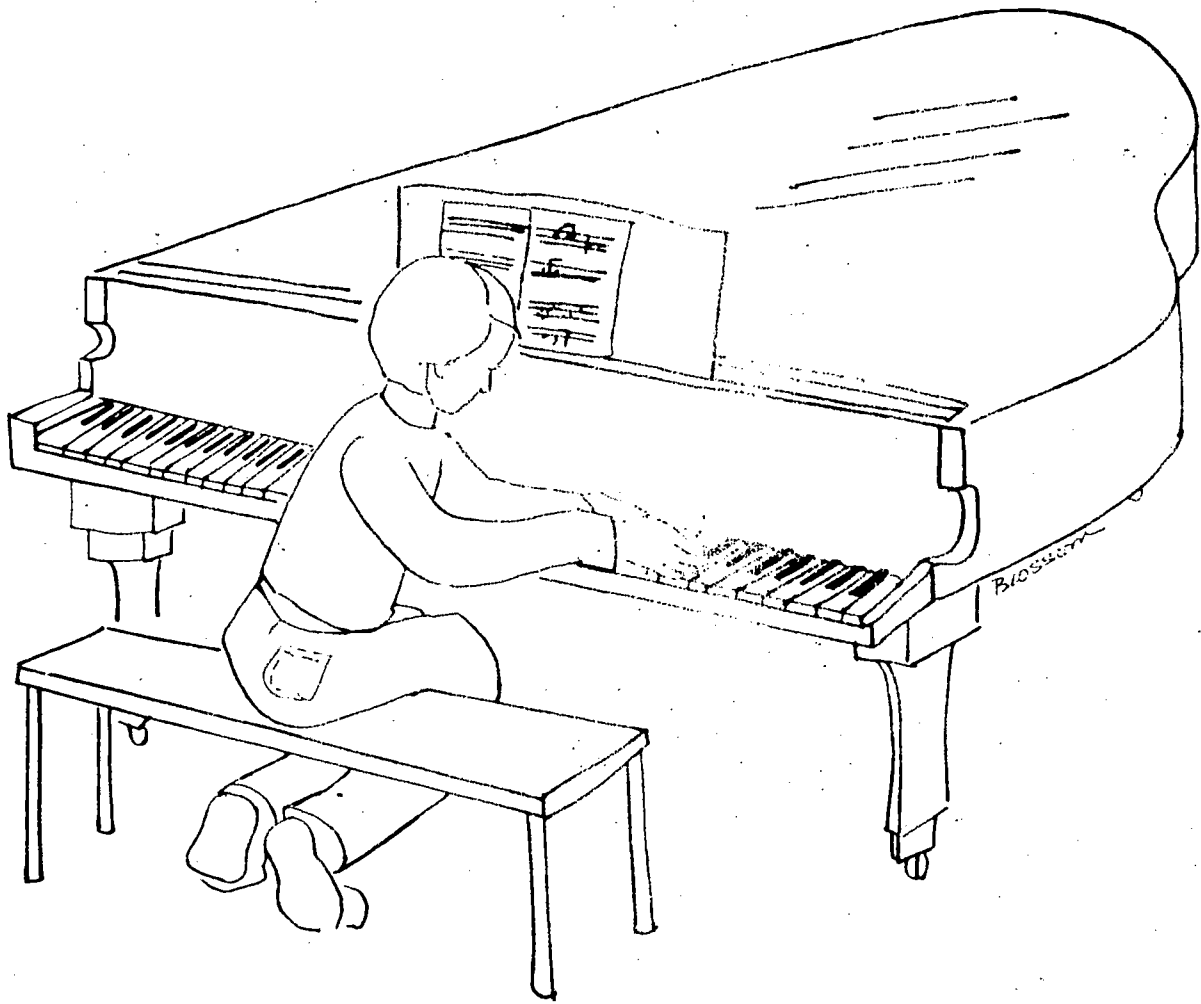
Community College T.V. station personnel

C. Procedures for this activity (with helpful hints)

1. Students picked an idea for a play
2. They selected a chairman and secretary for each group
3. They figured out plot, characters, costumes, and scenery for play
4. Rehearsals were held
5. We talked about the need for a director, etc. after visit from radio and T.V. announcer; also, the need for play continuity
6. We selected the best plays for presentation at M.C.C.C. T.V. station

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

- A. The students enjoyed their visit; they learned the mechanics of running a T.V. studio.
- B. They were excited to see themselves on the T.V. tape replay.



WRITING MUSIC

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: WRITING MUSIC

GRADE LEVEL: 5-6

GENERAL OVERVIEW: A cooperative unit between the classroom teacher and the special teachers in teaching the children to compose their own music and lyrics.

TEACHING/LEARNING RESOURCES:

1. Reference Materials:

Books:

Tall Tale America

(Many tall tale books on American folk heroes)

Filmstrip and Record Sets:

Songs of the Revolution

Songs of the Old South

Songs of the Civil War

Songs of the Railroad

2. Human Resources:

Music teacher

Speech correctionists

3. Activities Listed:

Composing Folk Songs

Writing Lyrics for Folk Songs

UNIT TITLE: WRITING MUSIC

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Sciences</u></p> <p>American History</p>	<p>As a result of this unit, each child will be able to:</p> <p>Of a list of 10 historical figures in which only 5 are American folk heroes, identify the 5 American folk heroes</p> <p>Of a list of 10 historical events in which only 5 are American historical events, identify the 5 American historical events</p> <p>Describe the character of one American folk hero</p> <p>Infer the importance of one American historical event</p>
<p><u>Communication Skills</u></p> <p>Reading Listening</p> <p>Writing</p> <p>Story forms</p>	<p>Relate stories and songs presented in class in preparing his own story and song</p> <p>Compose an original tall tale</p> <p>Of a list of four kinds of tales (epic, fairy, tall and folk) choose the tall tale as the one which exaggerates human achievement</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Do research on historical folk heroes

Do research on historical events and/or heroes

Writing lyrics for folk songs

UNIT TITLE: WRITING MUSIC (continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Music

Listening

Composing

Arranging

As a result of this unit, each child will be able to:

Recognize a folk song when heard

Compose a musical stanza

Apply the lyrics to music

Career Awareness

People and their job roles:

Research

Producing

Gather data on American history or American historical figures

Use data gathered on American history or American historical events in composing a song

Self-Awareness

Analysis of interests

Identify two activities which you would to engage in but you are not presently involved in
Given a list of activities you like to do and a list of activities you voluntarily spend time on; analyze and discuss the degree to which the lists are in agreement with one another

Awareness of others

Give a specific example of something you learned about someone from observing that person's activities

Appraisal of academic skills

Given information on how well you do in various subjects, identify those general skills which are involved in the subjects you do best

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Composing music for folk songs</p>	
<p>Writing lyrics for folk songs Composing music for folk song. Setting lyrics to music</p>	<p>Historian</p>
<p>Listening to folk songs</p> <p>Listening, reading, writing activities</p>	<p>Musician Conductor</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

WRITING LYRICS FOR A FOLK SONG

II. ACTIVITY FORMAT:

A. Tools and Materials

Paper
Pencil

B. Human Aides and Resources

Speech correctionist
Music teacher

C. Procedures for this activity (with helpful hints)

Have pupils write, in poem form (to be set to music), an original folk tale about an American hero or event (factual or fictitious) after listening to and/or reading about them in various books, and listening to and watching filmstrip and record set on American historical folk songs.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)I. NAME OF ACTIVITY

COMPOSING FOLK SONGS

II. ACTIVITY FORMAT:

A. Tools and Materials

Staff paper
Pencils

B. Human Aides and Resources

Speech correctionist
Music teacher

C. Procedures for this activity (with helpful hints)

1. Students are to decide upon a time signature
2. They will write a stanza of music
3. Incorporate lyrics from previous activity
and music written from this activity

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)