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*Girls' Club - P 7*  
February 22, 1945

The meeting was called to order by Chairman Kameyo Nitasaka. The minutes of the last meeting were read and approved.

Chairman told us Ruth Hayashi donated \$2.00 to our club.

Election was held. The following ran for office.

President:	Toshi Mori Nami Hirabayashi
Vice-President:	Miyo Fujimoto Yankee Nishihara
Secretary:	Jean Ninomiya Shiz Heyano
Treasurer:	Nami Hirabayashi Helen Tanaka Kame Nitasaka
Historian:	Mary Ichihana Rose Hara Chiaki Osuni

The result of the election was President, Toshi Mori; Vice-President, Miyo Fujimoto; Secretary, Shiz Heyano; Treasurer, Nami Hirabayashi; and Historian, Mary Ichihana.

Three girls from our club went to the Servicemen's Swing which was held in Butte, on February 20, 1945.

Miss Kimi Fujimoto was our guest speaker for the evening. She spoke on the racial prejudices she noticed.

Had light refreshment. Since there were no further business the meeting was adjourned.

Respectfully submitted,

*Rose Hara*

(Acting Secretary)



J2.38

A  
TENTATIVE  
CURRICULUM  
GUIDE  
for  
GRADES 3 and 4  
POSTON SCHOOLS



### BASIC UNDERSTANDINGS

Life today, although a profound contrast from the life of the people in early America, had its foundation long ago. To understand how our country came to be what it is today, one must have knowledge of the people who occupied this land before the arrival of explorers, and the part explorers, colonists, and pioneers had in building our nation.

Today we live in a complex society. Inventions have revolutionized our way of living. We no longer need to build our own homes, to raise or hunt our food, to make candles to furnish us light, to chop wood for cooking and heat, to weave materials for clothing. People have become specialized and we simply have them to do our work.

The colonial people and pioneers, on the other hand, lived in a simple society but how complex was their living! There was little time for leisure. To provide for their basic needs occupied most of their time. Conveniences and comforts of today were unknown.

Yet the people in young America were happy and made adjustments to their environment. They learned to use the resources at hand to satisfy their needs. Their needs often created new needs which led to inventions that enabled them to make better use of the physical resources.

Thus through the long process, utilizing the knowledge of the past and making improvements along the way, America has made an astonishing progress on its course of civilization. We are indebted to the colonists and pioneers who dared to face danger and discomforts to establish homes in an unknown land and to lay the foundation for America and the American way of life.



## BASIC ATTAINMENTS - READING

### GRADE 3 and 4:

#### Extending Interests in and Motives for Reading

- Does pupil enjoy reading in class?
- Does he bring clippings, articles and other information for the benefit of other members of the class?
- Can he read simple material for general information or find answers to specific questions?
- Does he engage frequently in voluntary reading activities?

#### Understanding What is Read

- Does he associate correct meanings to words?
- Does he select the important points in material read?
- Can he recall the events in order of sequence?
- Can he comprehend simple informational material he has read?

#### Using what is Read

- Does pupil discuss material he has read with others?
- Does he make comparisons of activities of story characters with his own experiences?
- Can he locate a part in a story which will prove or disprove a point under discussion?

#### Recognizing Words Accurately and Independently

- Can pupil recognize at sight a wide range of words?
- Can he use context clues and word analysis in attacking words independently?
- Does he have an adequate knowledge of letter sounds?

#### Increasing Rate and Span of Recognition

- Does pupil read more rapidly silently than orally?
- Does he read silently with practically no lip movement and no pointing?
- Does he recognize words in thought units in silent reading?
- Is he making progress in speed of comprehension?

#### Reading Orally

- Does pupil read aloud fluently and clearly?
- Can he read with expression?
- Does he give evidence of a clear recognition of thought-units in oral readings?



BASIC ATTAINMENTS - READING

GRADE 3 and 4: (Cont'd)

Using Books

- Can pupil locate material by use of table of contents?
- Can he check out and return books properly?
- Does he hold a book properly in reading?
- Does he handle books carefully?

Reading for Varied Purposes

- Does pupil read independently for pleasure?
- Can he find answers to specific questions?
- Can he secure information for reports for use in class discussion and in solving a problem?
- Does he follow printed directions accurately?



## BASIC ATTAINMENTS - ARITHMETIC

### GRADE 3:

#### Number System

- Is he able to count by 1's, 2's, 3's, 4's, 5's, 10's?
- Is he able to read and write numbers to 100?
- Is he able to read and write three-place and four-place numbers?
- Does he know the meanings of the three-place and four-place numbers?
- Does he know his Roman numerals to XII?

#### Addition (With Whole Numbers)

- Does he know how to add two place numbers? (No Carrying)
- Does he know how to add a column of addition with five addends?

#### Subtraction (With Whole Numbers)

- Is he able to subtract with two-, three-, and four-place numbers?
- Does he know how to check his subtraction problems?
- Does he know how to borrow in subtraction?
  - a. Single digit from two-place number
  - b. Two-place numbers from another two-place number
  - c. Three-place number from another three-place number
  - d. Borrowing from tens only
  - e. Borrowing from hundreds only
  - f. Borrowing with zero in ones' or tens' places
  - g. Borrowing with two zeros in the minuend.

#### Multiplication (With Whole Numbers)

- Does he know the meaning of usefulness of Multiplication as a special case of Addition?
- Does he know the multiplication facts for 2, 3, and 4, and for 2's, 3's, and 4's?
- Is he able to multiply with tens; two and three-place numbers with and without carrying?
- Does he know the principle of multiplying 0 or 1 by any number?

#### Division (With Whole Numbers)

- Does he understand the meaning of Division - Sometimes as a short method of subtraction or the reverse of Multiplication?
- Does he know his Division facts for 2, 3, and 4, and for 2's, 3's, and 4's, "the whole story of Multiplication and Division"?
- Is he able to do even Division with one-figure divisor and a two-place quotient?
- Does he know the principle of Division facts for 1?
- Is he able to understand a little of uneven Division with Division facts?



## BASIC ATTAINMENTS - ARITHMETIC

### GRADE 3: (Cont'd)

#### Fractions

- Is he able to apply unit fractions (to 10ths) to single objects?
- Does he understand the meaning of simple fractions with numerators larger than 1?
- Does he understand the comparative size of unit fractions as applied to familiar objects?
- Is he able to measure in fractional parts of inches as shown on the ruler?
- Does he understand the unit fraction as a part of a group?

#### Measurement

- Does he know the common linear, liquid, and dry measures; weight; United States coins?
- Is he able to use a calendar, thermometer, and clock?

#### Geometric Figures

- Is he able to use the units of linear measure within his experiences?

### GRADE 4

#### The Number System

- Is he able to read and write numbers to four-places?
- Does he understand the meanings and uses of five-place and six-place numbers? (Seven-place optional)
- Does he know his Roman Numerals to C?

#### Addition (With Whole Numbers)

- Is he able to add five- and six-place numbers?
- Does he know the technical names for terms in Addition?

#### Subtraction (With Whole Numbers)

- Does he know the technical names for terms in Subtraction?
- Is he able to apply the principles of Subtraction with larger numbers?

#### Multiplication

- Does he know the technical terms in Multiplication?
- Does he know the multiplication facts for 5, 6, 7, 8, and 9, and for 5's, 6's, 7's, 8's, and 9's? (12's optional)
- Is he able to multiply with two-place and three-place number multipliers?
- Is he able to multiply money numbers?



## BASIC ATTAINMENTS - ARITHMETIC

### GRADE 4 (Cont'd)

#### Multiplication

Is he able to multiply four- and five-place numbers with one-place multiplier; three- and four- place multiplicands, two-place multiplier; three-place multiplicands, three-place multiplier? (Four-place multiplicand and three-place multiplier optional)

Is he able to check his problems in Multiplication?

#### Division (With Whole Numbers)

Does he know his divisions facts for 5, 6, 7, 8, and 9, and for the 5's, 6's, 7's, 8's, and 9's?

Does he know the technical names for terms in Division?

Does he know how to do even Division problems with one-place divisor only and three-, four-, and five-place quotients? (Two-Place divisor optional)

Is he able to do problems with zero as a quotient figure?

Is he able to do uneven Division problems with known Division facts?

(Short Division optional)

#### Fractions

Does he understand the meaning of use of the numerator and denominator?

Does he know how to do problems with fractions showing remainders in division?

Does he understand the concept of improper fractions?

Is he able to add and subtract like fractions and simple mixed numbers?

Is he able to reduce fractions?

Is he able to multiply proper fractions by whole numbers introduced as a short method of addition; inverse procedure in finding fractional part of a whole number?

(Addition and subtraction of unlike fractions optional)

#### Decimals

Is he able to read tenths on a speedometer?

#### Measurement

Does he understand the meaning of square measure?

#### Geometric Figures

Does he understand the meaning of square, rectangle, and circle?



BASIC ATTAINMENTS - ARITHMETIC

GRADE 4 (Cont'd)

Graphs

Is he able to make a simple graph?

Social Uses

Is he able to make change? (Two dollar and five  
dollar bills)



## BASIC ATTAINMENTS - WRITING

### GRADE 3 and 4:

#### Methods

- Does pupil use manuscript well in all his work?
- Does he write large, clear letters with ease?
- Is he ready to make a transfer from manuscript to cursive writing?
- Does he hold and use his paper and pencil in a proper positions?

## BASIC ATTAINMENTS - WRITTEN LANGUAGE

### GRADES 3 and 4:

#### Using Punctuation and Correct Forms

- Does he know when to use capital letters?
- Does he recognize sentences?
- Does he know how to use periods and question marks correctly?
- Is he able to write a simple letter in correct form?
- Does he arrange his work on paper well?
- Can he use apostrophes to show ownership and in contractions?

#### Beginning of Paragraph Writing

- Does he indent at the beginning of a paragraph?
- Does he present his material in correct sequence?
- Does he use complete sentences?
- Can he group three or four sentences about one topic?

## BASIC ATTAINMENTS - MUSIC

### GRADES 3 and 4:

#### Listening and Singing Songs

- Does he sing with expression?
- Does he seem to enjoy singing?
- Does he like to listen to music?
- Can he sing with the group?
- Can he keep in tone?

#### Understanding Simple Theory

- Does he know when to raise or lower his voice by looking at notes?



## BASIC ATTAINMENTS - MUSIC

GRADES 3 and 4: (Cont'd)

### Understanding Simple Theory

Can he sing the scale?

Does he know what a bar, treble clef, sharp or a flat is?

Does he know the more common musical terms?

## BASIC ATTAINMENTS - ART

GRADES 3 and 4:

### Expressing Ideas

Does he use the correct proportions?

Can he draw or paint original pictures?

Does he know the primary colors?

Does he know how to mix colors?

Does he use the proper colors in his pictures?

Does he draw large and freely?

### Caring for Supplies and Equipment

Does he know how to care for his art equipments?

## BASIC ATTAINMENTS - SCIENCE

GRADES 3 and 4:

Does he know, and value, the difference between idle guess work, mere speculation, and ignorant opinion on the one hand and verified knowledge on the other?

Can he sense the difference in attitude of the scientist and propagandist?

Is he acquainting himself with the natural world and the science of his environment?

Can he distinguish superstitions from facts?

Can he distinguish living things from non-living things?

Does he know a little about earth science?

Is he becoming aware of the natural phenomena about him?

Is he getting acquainted with the common fruits and with the most common of the garden flowers and vegetables and how to grow them from seeds, slips and bulbs?

Is he able to recognize the common butterflies, birds, and bees that visit the garden, and has he acquired a knowledge of habits and peculiar needs of animals which he recognizes as pets?



BASIC ATTAINMENTS - SCIENCE

GRADES 3 and 4 (Cont'd)

Is he able to note the most evident changes in the out-of-door life as the seasons advance, and note the most obvious changes in weather and how they affect all life?

Does he show an interest or appreciation in the experiences with the physical phenomenon?

BASIC ATTAINMENTS - HEALTH

GRADES 3 and 4

Does he observe a complete program of health essentials?

Does he take active part in the improvement of sanitary conditions of the community as well as his home and school?

Does he take the effort to secure correction for his own physical defects?

Does he know some of the aesthetic and scientific reasons for sanitation?

Does he have some knowledge of the public health problems and machinery of his community?



SCOPE	SEQUENCE									
	ADAPTING OUR WAY OF LIFE TO THE USE AND CONTROL OF SCIENCE AND INVENTION									
	K	1	2	3	4	5	6	7	8	9
MAJOR FUNCTIONS OF SOCIAL LIFE WITH EMPHASIS ON LIFE IN POSTON	Living in the immediate environment			Contrasting Communities			How Modern Man Uses Science and Inventions			
A. <u>Human Relations - Cooperative Living</u> : 1. Personal health. 2. Public Health and sanitation. 3. Education - Child & adult. 4. Religion. 5. Recreation - Physical & aesthetic. 6. Community Welfare - Hospitals & other institutions.										
B. <u>Protecting, Conserving, and Using Our Resources</u> : 1. Conserving soil. 2. Conserving plant & animal life. 3. Conserving minerals. 4. Security & safety. (a) Fire Dept. (b) Police Dept. (c) Public Health & Sanitation.										
C. <u>Producing, Distributing, &amp; Using Food</u> : 1. Growing & harvesting food. 2. Soil & water. 3. Buying & selling. 4. Transporting. 5. Health & growth.										
D. <u>Manufacturing &amp; producing for Sale &amp; Use</u> : 1. Work problems. 2. Industry. 3. Canteens - Stores - Markets - Cooperatives. 4. Arts & Crafts. 5. Public Services. 6. Personal Services. 7. Supplies & transportation.										
E. <u>Consuming Goods</u> : 1. Food. 2. Clothing. 3. Shelter. 4. The arts.										
F. <u>Planning &amp; Governing</u> : 1. Cooperative Enterprises. (a) Water Supply (b) Public Utilities. (c) Transportation. (d) Roads & Bridges. (e) Education - Schools, Libraries, etc. 2. Cooperative procedures. (a) Discussing & deciding. (b) Voting. (c) Appointing (d) Regulating & Law Making 3. Administration. (a) Organization. (b) Officials & other workers.										
G. <u>Communicating</u> : 1. The Mail. 2. Telephone. 3. Telegraph, teletype, cable. 4. Radio & Television. 5. Press. 6. Motion Pictures										
	HOME AND FAMILY LIFE			SCHOOL AND NEIGHBORHOOD			OUR COMMUNITY			
							PRIMITIVE COMMUNITIES DIFFERENT TECHNIQUES USED			
							EXPLORATION AND PIONEER COMMUNITIES			
							EFFECTS OF DISCOVERIES, INVENTIONS, AND DEVELOPMENTS OF MACHINERY ON OUR LIVES IN THE U. S.			
							EFFECTS OF DISCOVERIES, INVENTIONS, AND DEVELOPMENTS OF MACHINERY ON OUR LIVING IN THE WORLD AT LARGE			



## A. HUMAN RELATIONS - COOPERATIVE LIVING

1. Personal Health: Why is it important to keep healthy? How did the life of the Indians keep them fit? What problems did the colonists and pioneers have in keeping clean and healthy? How does our way of living today affect our health?

What is health?

Why must we each care for our health?

What are some things we can do each day to safeguard our health?

How does the food we eat affect our body?

What are some foods every boy and girl should eat?

What is malnutrition?

How can malnutrition be prevented?

What is meant by a balanced diet?

What five kinds of food should be included in a balanced diet?

How is the food we eat used by our bodies?

Why should we always wash fruits and vegetables before eating them?

What food contains all the things we need to eat daily?

Is milk always pure?

Why should milk not be left in a warm place?

What is dry milk?

Is can milk as good for us as fresh milk?

What is pasteurized milk? homogenized milk?

How does milk help babies? growing boys and girls? adults?

How do we know that the water we drink is pure?

How is water purified?

How much water should we drink every day?

Why does our system need water?

When is the best time to drink water?

Why is it not safe to drink water from any stream or brook?

Why is coffee, tea, or drinks containing alcohol harmful?

Why is it important to eat regularly?

What kinds of food did the Indians eat?

What affect did the food of the colonists have upon their health?

Why did the early colonist not drink much water?

Why were taverns popular in colonial days?

Why did we need to sleep?

Why is it important for children to get more rest and sleep than adults?

Why should we sleep in a well-ventilated room?

Why should we be careful not to sleep in a draft?

What are some foods that might disturb our sleep?

How does sleep help rest our eyes?

In what kind of light should we read or work?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### 1. Personal Health: (Cont'd)

- Why can we not see clearly when a bright light or sun shines directly in our eyes?
- How can we avoid eye strain?
- How should we hold our book when reading?
- What is pinkeye? What is it caused by?
- Why should we not rub our eyes with our fingers or use another's towels?
- What dangers are there in washing in a public washbowl?
- How can we find out if we need glasses?
- What should we do if a foreign body gets into our eyes?
- Why did the Indians have little trouble with their eyes?
- What affect did poor lighting in colonial days have upon the eyes of the people?
- Were there oculists in the colonial days?
- What might happen to a person's eardrum if sand should be carelessly thrown into it while playing?
- What might loud noises do to the eardrum?
- How can blowing our nose too hard affect the ear?
- Why is pulling the ear a dangerous practice?
- How should the wax from our ears be removed?
- What should we do if we have a "running" ear?
- How might colds affect the ear?
- What should we do when we have a cold?
- Why should we carry a clean handkerchief?
- How should we blow our nose?
- Why should we not pick our nose with our fingers?
- What are adenoids?
- How can diseased adenoids affect our health?
- What are the dangers of diseased tonsils?
- Why do we need to breathe plenty of fresh air?
- Why should we brush our teeth?
- How should we brush our teeth?
- What kinds of food do we need to eat in order to make our teeth strong?
- Why should we keep our fingers out of our mouths?
- Why should we keep our baby teeth as long as possible?
- Why do teeth decay?
- How often should we see the dentist?
- Did the Indians have strong teeth?
- What part does food play in building strong teeth?
- Did the diet of the Indians, colonists, and pioneers help their teeth?



A. HUMAN RELATIONS - COOPERATIVE LIVING

1. Personal Health: (Cont'd)

Did they have toothbrushes?

What are the characteristics of a good toothbrush?

How should we care for our toothbrushes?

What makes an economical dentifrice?

Did appearance of clothing or practicability of clothing come first in colonial times?

What affect did hoop skirts and small waists have upon health?

How does the clothing we wear affect our health?

Why do we wear more clothes in winter and fewer clothes in summer?

What kinds of materials are best for summer wear? for winter wear?

Why do we wear light colored clothes in summer?

Why should we change our clothes if they should become wet or damp?

Why should we take care to wear clean underclothes?

How did the Indians adapt their clothing to the weather?

How do leather garments, such as those of the Indians, protect the body?

Could the leather clothing worn by the Indians and pioneers be washed?

What happens to leather when it is wet?

Of what materials did the colonist make their garments?

Did clothing of the Indians, colonists or pioneers restrict circulation?

What might happen if we continually wear clothing that is too tight across the shoulders?

Why are tight bands and belts harmful?

Are knitted clothes practical? What advantages do they have over clothes made of stiff materials?

Why should clothing be aired?

How can shoes affect our posture?

Why should shoes be carefully fitted to the feet?

Why should we bathe?

Why should we take hot and cold baths?

What causes chapped hands?

Why does our skin feel oily at times?

Why should we wash our hair?

Why is it important to use one's own brush and comb?

Why should we keep our finger nails clean and trimmed?

How should finger nails and toe nails be cut?

Why is biting the nails a bad habit?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

2. Public Health and Sanitation: How prevalent was contagious diseases among the Indians, colonists, and pioneers? What did they do to improve living conditions? How were the facilities for sanitation?

What is meant by a contagious disease? infectious disease?

Why are homes with contagious disease quarantined?

How might disease be spread?

How does the fly carry germs?

What are some breeding places of flies?

How fast do flies multiply?

How does a city care for garbage disposal? sewage disposal?

Where did the colonial people dispose of their garbage and trash?

How did Benjamin Franklin persuade the people of Philadelphia to engage a street cleaner?

How were the street cleaners paid?

In what kinds of places do mosquito breed?

How can mosquito "wigglers" be destroyed?

What should we do about stagnant pools?

What diseases do the mosquitoes carry?

How did Colonel Gorgas prevent a yellow fever epidemic in Cuba?

What mosquito carries malaria germs?

What is vaccination?

Who found smallpox vaccine?

Why were there many pockmarked faces among the colonists?

What is toxin? antitoxin?

What is inoculation?

Why should we get diphtheria inoculation?

What is meant by building resistance to disease?

What is tuberculosis?

How prevalent is tuberculosis?

How can we prevent the spread of tuberculosis?

Why are there more diseases among the primitive communities than among the more advanced communities?

Why do most cities have a board of health?

What do city health officers do?

Why are we sure to get pure water? pure milk? unadulterated foods?

Why are the foods we buy at stores today more sanitary than those bought in colonial days?

How has cellophane bags helped to keep food sanitary?



A. HUMAN RELATIONS - COOPERATIVE LIVING

3. Education - Child and Adult: What did the Indian parents teach their children? What were the colonial schools like? What did the colonial children learn at home? How did the pioneer schools differ from the colonial schools?

Who taught Indian children?

What did they learn to do?

Did boys and girls learn to do the same things?

Who taught boys to make and use the bow and arrow?

What dangers did they learn to protect themselves against?

How did they learn to weave? to do bead work? to make pottery?

What did they grow in their gardens?

How did they prepare for the corn harvest?

What kind of schooling did the pioneer children receive?

What did the boys learn? What did the girls learn?

How did the schools in the New England colonies and the southern colonies differ?

What were the Dames' Schools and Masters' Schools?

What was the chief subject taught in a Masters' School?

What were the girls taught?

How did most children get their book learning?

What was the hornbook?

With what did the pupils write?

How was arithmetic taught?

What were the copy books?

What did the school building look like?

What equipment did they have?

How were the schools heated? lighted? ventilated?

What kind of teachers were there?

How was the teacher paid?

What did he sometimes get for pay?

Why were the schoolmasters so severe in punishment?

How were the pupils punished?

Where did the dunce cap originate?

What did the children learn at home?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

4. Religion: What regard had the Indians for Nature? How did they try to please the Spirits? How important was religion in the life of the colonists? What were the pioneer church services like?

Why did the Indians try to please the spirits?

What did Nature mean to the Indians?

Why did the Indians have totem poles?

What did the totem represent?

What did dreams mean to the Indian?

How was sickness explained?

Why did the Indians burn offering to the spirits?

Why did they hold festivals and thanksgiving?

What did they do at the festivals?

What is meant by the Happy Hunting Ground?

What was their idea of heaven?

What was the Medicine Dance and on what occasion was it used?

Why did the Pilgrims come to America?

Why did they choose America in which to settle?

Why were their churches used for town meetings as well as church service?

How long were the church services?

Was church attendance compulsory?

Did they have freedom of religion as we have it today?

Did the women and men sit together in church? Why not?

How were the churches heated?

How did they keep their feet warm in church?

What is a pew?

Did people have their own pews?

What kind of pews did pioneers have in their churches?

By what means were people summoned to church services?

What were the duties of the tithing man?

Why was the tithing rod used during church services?

How did the colonial people observe the Sabbath?

What kinds of laws were passed and how were they enforced?

What other kind of work did the preachers in pioneer times do besides preach?

Who was the circuit rider?

Did the people of the mountains have services every week? Why?

In what way did the minister of pioneer times help make the laws?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

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A. HUMAN RELATIONS - COOPERATIVE LIVING

4. Religion: (Cont'd)

Where did they have church services at first?  
Why didn't they build churches as soon as they landed?  
Did all frontiers keep Sunday as a holy day? Why not?  
Why did they hold meetings out-of-doors if the weather permitted?  
Why did they have camp meetings?  
What musical instrument was used in the early churches?

5. Recreation - Physical and Aesthetic: How did the Indians enjoy themselves? What games do we play today that were played by colonial and pioneer children? How did they combine play with work? What kind of music did the Indians, colonists, and pioneers enjoy?

Why did each tribe have a story-teller?  
What kinds of tales did he tell?  
What kinds of guessing games did the Indians play?  
How did the boys and girls amuse themselves?  
How did they play "lacrosse"?  
How were Indian dolls made?  
What was a favorite sport among the boys?  
Why was wrestling and running good training for the boys?  
Were dances used for amusement as well as for ceremonies?  
What outdoor sports added to the food supply of the colonists?  
Which of our games are the same games they played?  
What were some of their action games?  
What were some of their singing games?  
Where did they get their toys?  
What games were enjoyed when large groups of neighbors gathered to help someone with their work? (Building houses, or barns, husking corn, quilting)  
What pleasures were allowed in the North but not in the South?  
What were some of the sports of the southern colonists?  
Why were hunting and horse racing two of the greatest sports of the south?



## A. ROMAN RELATIONS - COOPERATIVE LIVING

### 5. Recreation - Physical and Aesthetic: (Cont'd)

Why did all the people want to go to the governor's ball when he gave it once a year?

Why were the sports of the middle colonies very much like that of the southern colonies?

What added sports could they have because of their climate?

Why did both young and old like a husking bee?

Which group of colonists did the least playing?

What influence in their life discouraged gaiety and good times?

What occupation was a combined occupation and sport for the men?

Why did the women like quilting parties?

What was the belief of the Pilgrims about children?

In what way did colonial boys and girls have a good time?

### 6. Community Welfare - Hospitals and Other

Institutions: What part did the Indian chief

play in determining the policies of the tribe?

How were the aged cared for? How were the sick

cared for in the colonial period? in the pioneer period? What happened to law-breakers?

Were there any hospitals in the Indian communities?

Who were the medicine men?

Of what use did they make of sweat lodges?

What faith did the Indians have in charms?

What use did they make of drug herbs and roots?

How did the Indians care for the aged and infirm?

Why was it necessary for colonists to depend upon help from their neighbors when someone became sick?

Who served as nurses?

Who cared for the aged? the infirm?

Were there any homes for the aged as we have today?

How were the Indians governed?

How was the chief chosen?

What were the duties of the chief?

What were the villages of the Indians of the Southwest like?

What were the White Town, (Peace Town), and the Red Town (War Town)?

How were the Iroquois governed?

What were the sachems?



A. HUMAN RELATIONS - COOPERATIVE LIVING

6. Community Welfare - Hospitals and Other Institutions: (Cont'd)

What powers did the council have?  
How did the early colonist work together for protection?  
What are stockades and why were they built?  
Who helped to build the stockages?  
Who stood on guard?  
What was the duty of a town crier?  
Why was the form of government different in many colonies?  
What officers were chosen in the town meetings?  
What were their duties?  
Why were their officers and laws so very different from ours today?  
What are some of the colonial laws that are used today?  
How were the colonial law-breakers punished?  
What were the pillories, whipping posts, ducking stools?  
What laws were used as patterns for the colonial laws?  
What was the government on the frontier like?  
What was the pioneer's idea of government?  
What few officers did they have?  
How were wrong-doers tried?  
What happened to the criminals?  
How were they punished?  
How were disputes settled?  
What did the vigilantes do?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 1. Personal Health

- Keep a personal log on the ship of Health. Record daily habits that help one to be healthy and let pupil check the course he has taken on his health voyage each day.
- Make a chart of good foods for growing children.
- Make a chart showing a balanced meal.
- Make a poster contrasting good and bad foods.
- Classify foods into groups rich in proteins, fats, carbohydrates, minerals and vitamins.
- Plan a menu to suit each of the following conditions:
  - For a person underweight
  - For a person overweight
  - A balanced breakfast, lunch, and dinner for growing children
  - A hot summer day
  - A cold winter day
- Collect recipes and pictures showing different and attractive ways in which vegetables can be prepared.
- Compare, by making a chart, the foods of the Indians, colonists, pioneers, and people today. Discuss food values.
- Draw pictures of a rude spring-house or well-house to show how foods were kept cool in pioneer times.
- Conduct a "milk period" for pupils during recess or mid-morning lunch.
- Discuss and list the reasons why we should drink milk.
- Visit a dairy, if possible, to see the source of milk.
- Prepare can milk and powdered milk and have a mid-morning lunch.
- Read in Marco Polo's journal how the tribes in Central Asia dried milk.
- Read to find out which breeds of cattle give the richest milk and report to the class.
- Make a series of posters showing all the steps in keeping milk clean and safe from cows to the drinking glass.
- Read about Louis Pasteur and discuss his contribution to science.
- Discuss how milk is pasteurized and the effect of pasteurization on the food value of the milk.
- Make a controlled experiment on two rats or two cats feeding milk to one and none to the other. Note changes in weight and size.



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 1. Personal Health (Cont'd)

Observe the effects of the lack of water on plants by giving water to one and denying water to another.

Discuss what happens to our body when it does not get sufficient water.

Discuss foods as a source of water needed by the body.

Discuss the different methods used by cities in obtaining a safe water supply for the people.

Collect pictures of sleep and make a scrapbook.

Make a poster emphasizing the need of sleep and the regularity in the time of going to bed.

Make a poster showing a child sleeping in a well-ventilated room.

Draw a comic strip showing the affect of some foods upon sleep.

Discuss and practice holding books correctly in respect to distance and lighting.

Discuss the importance of using one's own towels and the dangers of using another's.

Have the school nurse test the eyes of the pupils.

Have follow-up work done where needed.

Test the hearing of pupils by listening to the ticking of a watch held at different distances from the ear.

Draw a diagram of the ear and discuss what care should be taken of the delicate and complicated organ.

Discuss and demonstrate the proper way to blow the nose.

Invite the school nurse to tell of the dangers of diseased adenoids and tonsils.

Draw contrasting pictures of a mouth-breather and a normal breather. Discuss how adenoids might affect our appearance.

Make posters encouraging children to brush their teeth.

Make posters showing how teeth might change our appearance.

Prepare posters to show the important foods that help build good teeth.

Draw a series of diagrams illustrating the stages in the decay of a tooth. Show how decay may spread to a sound tooth.

Practice cleaning the teeth in the same way each time.



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 1. Personal Health (Cont'd)

- List the characteristics of a good tooth brush and draw a picture of one.
- Make an economical dentifrice in class by using salt and soda.
- Discuss how clothes protect us.
- Collect pictures showing the different styles of clothes and discuss good and bad points in respect to health.
- Find pictures to contrast the greatly adorned garments of the Indian chief with the plain and severe lines of the clothing of the Quakers.
- Discuss suitable materials from which summer clothes may be made. Winter clothes.
- Make a scrapbook of materials showing different kinds of weaves and texture of materials.
- Dress dolls in suitable summer clothes and winter clothes.
- Discuss the proper care of clothing.
- Draw diagrams of a foot cramped in too tight shoes, a foot in too loose shoes, and a well-fitted shoes.
- Discuss what kinds of shoes are good for school wear.
- Draw a poster showing how shoes affect posture.
- Practice walking in a straight line and with book balanced on the head for erect posture.
- Have a shadowgraph showing different postures - good and bad - using good - postured pupils to demonstrate.
- Observe the skin under the microscope or magnifying glass and discuss the function of the pores.
- Discuss the importance of baths.
- Make soap.
- Read about the history of soap.
- Make a chart to check on bath habits.
- Elect a health inspector to check on health habits of pupils.
- Make pictures to show what thumb-sucking may do to personal appearance.
- Discuss the dangers of biting finger nails.
- Dramatize a health play and present in an assembly or to another class.
- Write a health story.
- Compose a health jingle.



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 2. Public Health

Invite a local health officer to visit the school to tell of the work that is done in preventing epidemics of contagious diseases, or of other preventive health work. Ask him to list different serums, anti-toxins, and vaccines available.

Read the life of Pasteur and Edward Jenner.  
Construct a fly trap and make use of it where necessary.

Observe a fly's leg under a microscope and discuss how it can carry germs.

Draw a diagram of the life-cycle of a fly.

Draw posters warning people to kill flies.

Discuss the diseases flies can carry.

Put some wrigglers in a jar slightly filled with stagnant water, cover opening with cheese-cloth letting a few threads hang down into the jar for the mosquito to alight, and watch the development of the wrigglers into mosquitoes.

Discuss the work of Walter Reed and Colonel Gorgas.  
Read and discuss how Franklin improved the sanitary condition of Philadelphia by persuading people to engage a street cleaner.

Discuss how garbage was disposed of in colonial days and at present.

Obtain visual aids on tuberculosis and show to the class.

Draw graphs comparing death rates due to tuberculosis in 1800 and recently.

Discuss how tuberculosis can be prevented.

Visit the Public Health Department and interview a health officer to find out what the department does to safeguard the community.

Interview a health officer to find out how water in Boston is purified.

Participate in a "Clean-Up Week."

Write slogans and posters that can be used in a campaign to make the school and its surroundings a healthful and happy place.

#### 3. Education:

Make some of the things the Indian boys and girls were taught to make such as bows and arrows, rugs, pottery, and gardens.



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 3. Education (Cont'd)

Dramatize Indian father teaching his sons, and the mother teaching the daughters.  
Get clay from the hills and prepare it for making pottery.  
Make a bowl out of clay.  
Extract dyes from plants and dye a scarf or handkerchief.  
Construct a loom and weave a small rug.  
Discuss the colonial schools and compare it with schools today in regard to building, equipment, curriculum, teachers, salaries of teachers, type of schools, methods, etc.  
Draw a scene depicting the interior of a colonial school.  
Make a hornbook by using cellophane.  
Make samplers.  
Impersonate a colonial schoolmaster.  
Dramatize a scene that might have happened in a colonial school.  
Find pictures of colonial and pioneer schools and compare them with pictures of a modern school.  
Read stories about schools in the colonies and on the frontier.  
Make a "whispering stick" and "dunce cap."  
Use if necessary.  
Learn the song "School Days".

#### 4. Religion

Carve miniature totem poles.  
Discuss the religious beliefs of the Indian.  
Dramatize an Indian burning offering to the spirits.  
Participate in an Indian festival.  
Dance a ceremonial dance.  
Read about the work of the Medicine Men.  
Discuss the reasons why the Pilgrims came to America.  
Discuss the meaning of "freedom of religion".  
Draw a frieze showing Pilgrims going to church.  
Write a list of Sabbath Day Laws and the punishments for law-breakers.  
Make a tithing rod.  
Construct a metal fire-box to take to church.  
Dramatize a church scene with a preacher delivering a long sermon people sleeping, and the tithing man at work with his rod.  
Draw a picture of a circuit rider.



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 4. Religion (Cont'd)

Discuss the differences between the colonial and frontier churches.  
Dramatize a camp meeting.

#### 5. Recreation

Pretend you are a story-teller and tell tales to children about the fire place. (Stories may be read from books such as Wigwam Tales)

Play guessing games using sticks and stones.

Play games with plum stones as did the Indians (One side of the plum stone was burned black. Seven plum stones were placed with the black side down in a wooden bowl; the stones were tossed into the air and caught in the bowl as they came down. The game was to see who could catch the greatest number of plum stones with the black side up.)

Make lacrosse equipment and play the game.

Make Indian dolls and dress.

Play "wela". (Wela was a hoop made from many strands of corn husks wound together until the rim was about two inches wide across the rim. The wela was set rolling and each player tried to throw a dart into the rim. The player whose dart stuck into the rim won the game.)

Play war.

Wrestle.

Have running contests.

Learn Indian dances.

Knit mittens and stockings. (Girls' activity)

Knit suspenders. (Boys' activity)

Play tag games.

Play some singing games as "Mulberry Bush", "Ring Around the Rosy", and "London Bridge."

Whittle toys out of wood.

Dramatize a corn husking bee, quilting and harvesting bee.

Mock a pioneer wedding.

Play "Deer and Hounds."

Shoot at marks with bow and arrows.

Conduct a spelling match.

Participate in a "singing school."

Draw quilt designs.

Give a pioneer party and have square dancing and singing games.



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### ACTIVITIES

#### 6. Community Welfare

Make Indian charms to cure the sick.  
Set up an Indian community and elect a chief.  
Draw a diagram of a village showing the Peace Town and the War Town.  
Dramatize an Indian council deciding community matters.  
Make a model of a stockade.  
Write a play showing the work of a town crier.  
Organize the class as a New England town meeting and conduct a discussion of problems that they might have had.  
Draw pictures illustrating the different forms of punishment.  
Make models of pillories and ducking stools.  
Discuss how the idea of justice prevailed on the frontier.  
Settle disputes or problems by appointing men to decide on the cases.

#### Red Cross

Read and discuss the life of Clara Barton.  
Report to the class the history of the American Red Cross and the Junior Red Cross.  
Discuss the activities undertaken by the Red Cross.  
Cooperate with the Red Cross in its campaign for safety --  
    a. by checking and eliminating hazards at home, school, and community.  
    b. by enlisting in a first aid course or by learning the basic facts of first aid at home.  
Make a safety booklet illustrating it with pictures and containing articles, poems, stories written by the pupils.  
Make scrap books, murals, cards, favors, etc. for the sick.  
Present programs using Red Cross activity themes.  
Write to children in other countries or in other parts of our country.  
Sponsor a bazaar to raise funds for the Red Cross.  
Sell T. B. Christmas seals.  
Enroll in the Junior Red Cross.  
Use the Junior Red Cross Magazine in class.  
Learn the Red Cross pledge.



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## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

1. Conserving Soil: What is the salt we see on the ground? How can we make the soil more fertile so that it will grow food better? What did the Indians do to make their land more fertile? How did they prevent the wind and rain from washing it away? How did the pioneers make their soil more fertile? What did they do to protect it from the wind and rain?

How can we make the soil more fertile so that it will produce more?

Why do plants not thrive in alkaline soil?

How can we tell whether or not the soil is alkaline?

What damage can the wind do to soil?

What has happened to some parts of the United States where the wind has blown the top soil away?

What can we do to keep the soil from blowing away?

What are the different kinds of soil?

How can we tell what kind of soil is best for certain crops?

Does digging the top soil away between barracks make the soil less fertile?

What do dead leaves and plants do to make the soil more fertile?

What is meant by conservation?

How do we make the soil more fertile so that it will grow food better?

Why do we try to take care of the soil?

How do we take care of the soil?

Why must we conserve on water?

2. Conserving Plant and Animal Life: Why should we not pull out desert plants by the roots or pick too many flowers? Which are the desert animals help us and which are harmful? How can we protect the helpful ones? What animals and plants did the Indians use to help them? What animals and plants did the Pioneers use to help them?

What sort of plants grow on the desert?

What sort of animals are found in the desert near Poston?

Why should we not pick too many desert plants or flowers?

What laws are there in Arizona for conserving plants as cacti?

What fine is there for taking desert holly out of Arizona?

Why should we not pull out plants by the roots?

How can flowers and leaves be picked without injuring the plant?



B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

2. Conserving Plant and Animal Life: (Cont'd)

What insects and pests destroy crops in Poston?  
How can we control insect pests?  
What diseases are likely to infect our hogs and poultry?  
What care should be given hogs and poultry?  
What plants were used by the Indians and pioneers for food?  
Did they think of plant conservation?

3. Conserving Minerals: What important minerals does the United States need badly and why? What can we save that will be helpful to the government?

What use do people of Poston make of the beautiful rocks found near the mountains?  
What causes the varied colors in the rocks?  
How are minerals removed from the places of deposit?  
What effect did the finding of gold have on the history of our country?  
What has the United States government done to conserve minerals?  
Why should we save tin cans?

4. Security and Safety:

On which side of the street or road should we walk?  
Why is the street the wrong place on which to play or walk?  
What do we do before we cross the street?  
If a ball or toy rolls into the street, what should we do?  
Why should we never jump off a moving car?  
What are the dangers of running after cars?  
Why is hitchhiking a dangerous thing to do?  
Who has the right of way on the road?  
Where is the right place for bicycle riders?  
Where do we have traffic rules?  
Are traffic rules and regulations the same for all cities and states? Why should they be the same?  
Why should we never run from behind parked cars?  
Why does the doctor boil the needle when he is giving an injection?  
Why should we never pull a chair out from under another person or take another child's chair?  
Why should we keep our feet out of the aisles?  
Why should we keep marbles off the floor?  
Why should we keep pencils out of our mouths?



## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

### 4. Security and Safety: (Cont'd)

- Why should we never run or play while eating popsi-  
cles or eskimo pies?
- Why should we not rock on our chairs?
- How must we handle scissors?
- Why should we never play with guns?
- Why should we not throw rubbish, bottles, nails,  
etc. into the street?
- Why shouldn't we run on slippery floors?
- Why should we look both ways even when the traf-  
fic signal tells us to go?
- Why should we be careful when working with knives?
- What should we do when we cut ourselves?
- What is the safe way of holding a knife?
- What should we do when we are through with any tool?
- Why should we be especially careful after a knife  
is sharpened?
- Is a dull or sharp knife more dangerous?
- Why are rusty nails and tools dangerous?
- What is the best way to handle tools?
- Is it safe to use tools we have not learned to  
handle?
- What are the dangers of running or playing with  
sharp tools or sticks?
- How should sharp tools be carried?
- Where should all tools be put even in a hurry?
- Why do we not leave toys in the doorway?
- Why should we put our playthings away?
- Why do we not leave opened knives or sharp toys  
around?
- Why should we not play with broken toys with sharp  
edges?
- Why should we not leave scissors and needles  
around?
- Why should we not play close by an electric fan?
- Why should we always walk in the classroom?
- Why should we always walk up and down steps?
- Why should we keep our shoe laces tied?
- Why should we never use metal wire strings for  
our kites?
- Why should we keep out kite strings away from  
electric wires?
- What should we do if we see a broken electric wire?
- Why should we always dry our hands before touching  
electric wires?
- How should we remove the plugs of electric fixtures?
- Is it safe for boys to run on the top of a big sewer  
pipe?



## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

### 4. Security and Safety: (Cont'd)

Why should we never hang on the back of trucks?  
What is the reason for keeping off roofs?  
What danger is there in throwing rocks?  
Why don't we play with dry ice?  
Why should we read the sign on the faucets?  
Why don't we pull switches with wet hands?

4a. Fire Department: How do the firemen protect us and how can we help them? How did the Indians make fires and use them? Did the pioneers and early settlers have firemen and fire departments? Why is fire important to us?

Why is playing with matches dangerous?  
What do we do in case of fire?  
Where is the fire station?  
Why do we not play near our stoves?  
What are the dangers of having coal burning in the barrack? (Hot coals in a box)  
What are the fire extinguishers for?  
Why should we not play with them?  
How do we use them?  
Where are the fire extinguishers in your barrack?  
What are the fire signals for your district?  
How do you notify the Fire Station? Is there a fire box or other means?  
How do the firemen protect us?  
How can we help the firemen?  
How do the simple communities protect themselves from fire?  
Why pays the expenses of the fire department?  
Why is a fire department necessary for every city and town?  
What different things can be used to put out fires?  
Why must traffic give fire departments the right of way?  
How do we act in a fire drill? Why?  
Why must every city have a fire department?  
Where are fire houses in a city?  
Why are there many?  
Do small towns and villages have fire departments?  
How many fire houses do we have?  
Who owns the fire department?  
Why do we never turn in "false alarms"?  
Do firemen teach us how to prevent fires?



## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

4b. Police Department: How does the police department protect us? Why do we have laws and why do we need policemen? What can we do to help the police? Did the Indians have policemen? Did the pioneers have policemen? How can we make Boston a safe place in which to live?

Who can be a policeman?  
What are the qualifications?  
What is the work of the police?  
Why do we need policemen?  
How do they protect us?  
How do they protect our homes? our city?  
Why can policemen give citations or arrest people?  
Can policemen go into our houses?  
What is a warrant?  
Who makes the laws?  
How can we help the policemen?  
Why do we see policemen at a fire?  
How does a policeman help us by guiding traffic?  
How can we tell who is a policeman?  
How can we tell a police car from other cars?  
Why do we have jails and prisons?  
Why do we have laws and why do we need policemen?

4c. Public Health and Sanitation: Why is it important to have the garbage collected and who does this work for us? How can we help the garbage man? How is the sewage disposed of and protected so that we will not catch disease. What can we do to keep flies and mosquitoes from bringing disease to us? How did the Indians keep their hands clean and free from disease? How did the pioneers accomplish this?

What does quarantine mean?  
Why don't we visit in a quarantined apartment?  
Why are we quarantined?  
How long may we be quarantined?  
What can we do to keep from getting diseases?  
How can we build resistance?  
What are the contagious diseases?  
What can we do if we catch cold?  
Why do we sleep long hours?  
How is our food kept clean?  
What are some precautions in going barefooted?  
Is the water in the canal safe to drink?  
Where does the canal water come from?  
Where does our drinking water come from?



B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

4c. Public Health and Sanitation: (Cont'd)

- Why shouldn't we throw bottles and other things into the pool of water?
- Should we not play near the canal and swimming pool alone?
- Why are flies and mosquitoes harmful?
- Why is it dangerous to play with insects we do not recognize?
- Why do we get tired in summer? (Heat exhaustion, fainting)
- What can we do to keep well and to prevent sun-stroke in hot weather?
- Why don't we put our fingers, books, pencils in our mouths?
- Why do we wear "getas" to the shower?
- Why should we keep fish in garden ponds?
- Why must we keep the pond clean?
- Why should we keep garbage cans covered?
- Why do we use soap when we bathe or wash our hands?
- Why do we cover our mouths when we sneeze?
- Why shouldn't we use another person's cup, tooth brush, comb, etc?
- Why should we wash our hands before eating and after toilet?
- Why should we wash fruits before eating them?
- How do we know our water in Poston is pure?
- Is all water pure?
- Who helps people in cities to keep well?
- Who makes the health laws?
- Why can't each person take care of his own health?
- Why must we have public health departments?
- Why is the health of each person important to the whole city?
- Why does the Health Department need the help of a Sanitation Department?
- How can this department help the Board of Health?
- Does Poston have health and sanitation departments?
- How can we help the sanitation departments?
- How do people in Poston know what to do?
- When do we receive public health bulletins?
- Do we have dangerous wild animals in Poston?
- Why are insects dangerous?
- Why is it hard to protect ourselves from insects?
- How should we fight flies and mosquitoes?
- How fast do flies multiply?
- Why do the men put oil on still water?
- Why do we want to stop the mosquitoes from hatching and to kill them?
- Why are flies and mosquitoes a menace to our health?



B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

4c. Public Health and Sanitation: (Cont'd)

What can we do to keep mosquitoes from hatching?

Why should water not be allowed to run under the barracks from the hydrant?

How and when should we use a handkerchief?

How is water made fit for us to drink?

Why should our policemen, firemen, and cooks practice health rules?

Do animals practice health rules?

Why do roads need to be sprinkled and kept free of stones, glass, and nails?



## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

### ACTIVITIES

- Interview the soil analyst of the Agriculture Department in Poston to find out about the types of soil found in Poston.
- Read government pamphlets on soil which are obtainable at the Agriculture Department Library.
- Observe soil survey officials analyze soil.
- Take a field trip around Poston and near the mountains to find samples of different kinds of soil.
- Discuss the effect of wind on Poston soil.
- Discuss the effect of rain upon the soil.
- Demonstrate the effect of wind and rain upon soil by using a flat box with loose dirt in it.
  - (1) Blow to show the dust storm that may result from a strong wind.
  - (2) Cover loose dirt with grass and blow. Note that less dust is caused with the presence of vegetation.
  - (3) Sprinkle water on dirt and blow. Note that rain lessens the dust by forming a moist covering which prevents wind from blowing up the dirt.
- Visit the nursery. Find out how soil is made more fertile.
- Plant corn and bury fish to fertilize the soil as the Indians did.
- Put fertilizer in one pot of plants and none in another and note the difference in growth.
- Discuss raising plants by chemicals.
- Discuss what forest fires have done to plants and animals.
- Describe the work of our government in preventing forest fires.
- Read to find out the work of forest rangers. Find out what training is required.
- Discuss the importance of trees in preventing floods.
- Discuss the importance of game laws in protecting animals and birds.
- Write to the Game Commission to find out about protecting animals.
- Discuss what has happened to the buffaloes.
- Discuss the work of the fish hatchery in conserving fish.
- Conduct a campaign to salvage tin cans.
- Discuss the importance of eliminating unnecessary driving to save gasoline and oil.
- Discuss need for safety precautions in walking on and crossing streets.



## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

### ACTIVITIES (Cont'd)

- Discuss correct side of street to walk on and need of staying on walks when such are provided.
- Dramatize the precautions which should be taken by a child crossing the street.
- Set up an intersection of a city street crossing (miniature with toy or full size) using stop and go signs and a policeman to observe traffic and enforce regulations.
- Discuss correct side of side walk for walking and for passing others.
- Read about and discuss blazing of trails in pioneering times.
- Read about and discuss Indian methods of making paths through the forests.
- Read about pioneer roads such as the corduroy.
- Read about dangers encountered on Indian and pioneer trails.
- Make posters showing correct traffic procedures for children and people driving cars.
- Make booklets illustrating various safety rules.
- Make scrap books of pictures cut from magazines to illustrate safety.
- Write to the principal or supervisor requesting free or inexpensive safety material from insurance and other companies. Be sure to include cost, if any, and address of publisher.
- Before an excursion, take the class on a practice trip around two or three blocks to practice proper crossing of streets and other safety habits.
- If any important safety problems arise, invite a policeman in to discuss problems with the children.
- Learn safety songs.
- Secure movies on safety when these can be shared by other children.
- Write a story about obeying safety rules in traffic.
- Make a movie taking important scenes from the story.
- Dramatize, by means of puppets, safety stories either written by the children or found in a book.
- Construct stop and go signs to be used in dramatization of safety rules.
- Make a sign, perhaps using a figure as a background, to warn motorists approaching school grounds.
- Make scrap books cutting pictures from magazines.
- Read stories which stress the importance of children's playing playgrounds or other safe places and emphasizing staying off the street.



## B. PROTECTING, CONSERVING, AND USING RESOURCES

### ACTIVITIES (Cont'd)

Discuss the reasons why children should not play on the street.

Tell experiences which illustrates these reasons.  
Discuss the reasons why a child should look both ways before crossing the street.

Discuss the dangers of running after cars and hanging on the rear end of trucks.

Discuss the danger of hitch-hiking.

Write to another city, the same size of Boston to find the number and types of accidents that have occurred during the year.

Make a graph comparing the number of accidents in another city to the number of same types of accidents which have occurred in Boston.

Make a diagram of the intersection of a street to show the proper place for children to cross and the proper place for cars to cross.

Discuss the hand signals used by motorists. Make posters of hand signals.

Dramatize the driver of a car using hand signals while a child is trying to get across the intersection.

Discuss the right-a-way of the pedestrians and motorists.

Write to the supervisor or principal to request traffic regulations for the State of Arizona and for any other states in which a child in the class might be inclined to relocate.

Read and discuss certain parts of traffic regulations.

Discuss and draw charts to show proper traffic procedures for bicycle riders.

Compare traffic in early times with modern times and discuss the need of rules in each case.

Compare traffic rules and regulations in several states to see if they are the same.

Discuss whether or not you think they should be the same and give your reasons.

Dramatize what might happen to pedestrians who walk or run into a street from behind a parked car.

Read about germs.

Find out what they are; find out where they live; find out which ones are harmful and if any are not harmful. (Emphasize the fact that they cannot crawl.)

Discuss what is meant by sterilization.

Discuss why the doctor boils the needle when he is giving an injection.

If a child gets a sliver in his finger, discuss why it should never be taken out with a dirty pin.



## B. PROTECTING, CONSERVING, AND USING RESOURCES

### ACTIVITIES (Cont'd)

Let the children watch the teacher apply disinfectants.  
Discuss the dangers of pulling a chair out from under another person.

Recall accidents that have occurred by pulling out chairs from under another person.

Discuss why we should keep our feet out of the aisle.

Make a poster showing what might happen upon tripping over a projecting foot.

Discuss why we should keep objects off the floor and put in their proper places.

Make a moving picture showing how an accident, due to careless leaving around of toys, was caused and what happens.

Discuss safety problems in the pioneer home.

Discuss why we should not rock in our chairs.

Draw a "Before" and "After" picture showing what may happen to a person rocking in a chair.

Discuss the proper handling of scissors.

Practice handing scissors to one another.

Construct a container for the storing of scissors.

Write a story as narrated by a knife or scissor telling how it has been mistreated and the care it desires.

Have a Scout demonstrate how to whittle properly.

Read and discuss how the early pioneers used and cared for their knives.

Demonstrate how to sharpen a dull knife.

Have a first-aidster tell and demonstrate the proper treatment for cuts.

Discuss the dangers of handling guns and their proper care and use. Describe different kinds of guns and tell of gun collections.

Find pictures and stories of famous guns of different types. Make a scrap book. Construct wooden guns.

Discuss the importance of guns in Indian and pioneer life.

Note: Do not stress the murderous aspect of the fire arm but the ingenuity of man in the acquisition of food.

Discuss the dangers of rubbish, nails, bottles in the street.

Participate in or sponsor a Clean-Up Week.

Discuss why we should not run on slippery roads, floors, or in a classroom.

Discuss what can be done to make muddy or wet roads safer.



## B. PROTECTING, CONSERVING, AND USING RESOURCES

### ACTIVITIES (Cont'd)

- Discuss the proper care of tools.
- Demonstrate the proper way to saw, hammer, and plane.
- Discuss the dangers of working with rusty tools.
- Demonstrate the correct way to leave tools when not in use.
- Construct a tool box for keeping tools.
- Read about the tools of the early pioneer family and how they took care of them.
- Demonstrate how to carry sharp tools.
- Discuss the reasons why we should not turn on any electric equipment or appliance with wet hands.
- Read to discover the conductors of electricity.
- Dramatize someone receiving a burn from electricity and receiving first aid treatment.
- Make posters cautioning people to exercise more care in the use of electric appliances.
- Discuss what one should do upon seeing a broken electric wire.
- Discuss the proper places for flying kites.
- Read about Benjamin Franklin and his kite.
- Discuss the dangers of throwing rocks or directing a sling shot at anyone.
- Discuss the uses of dry ice and why we should not play with it.
- Demonstrate the effect of dry ice by placing it against an object or putting some in a glass of water.
- Discuss the importance of reading signs on faucets before turning.
- Discuss the importance of reading signs on bottles of medicine.
- Have children check at home to see if things that should be labeled are labeled.
- Make a chart to check safety hazards at home, at school, and in the camp.
- Conduct an Accident Prevention Week.
- Make a list of safety hazards during the early pioneer period or in primitive society to see whether hazards have increased, and discuss what precautions they could have taken and that we could take.
- Present pantomimes and have other children guess what accident has occurred and tell how it could have been prevented.
- Discuss why playing with matches is dangerous.
- Collect different kinds of matches and note the difference between safety matches and others.
- Discuss the precautions that should be taken in striking matches.



## B. PROTECTING, CONSERVING, AND USING RESOURCES

### ACTIVITIES (Cont'd)

- Read how the Indians or early pioneers started fires.
- Discuss when we should turn in a fire alarm and the reasons for not turning in a false alarm.
- Write a letter asking the principal or supervisor to write for information as to the cost of false fire alarms in a city similar to size to Poston.
- Construct a fire alarm after reading how the alarm system works.
- Use it in dramatizing what to do in case of a fire.
- Write a story telling why we should not turn in a fire alarm.
- Secure a speaker from the fire department.
- Visit the fire department and look out tower to learn how a fire alarm is spread in Poston.
- Obtain from the fire station the regulations regarding fire building in Poston.
- Interview the block managers in various blocks to see what regulations have been made for fire emergency.
- Read about some big fires (Chicago, San Francisco, Japan) and report the cause loss and whether it could have been prevented.
- Write a safety or fire prevention story or poem.
- Learn a song about fires, firemen and the like.
- Discuss what we should do in case of fire at school, home, or in our blocks.
- Dramatize or practice what we should do in case of fire at school.
- Discuss what each one can do to prevent fires and how we can cooperate with the fire department.
- Discuss the dangers of burning mesquite beans to war off mosquitoes.
- Make a map of Poston showing the location of the fire department.
- Make a map of Poston showing the quickest route from school and home to the fire department.
- Pretend you are a stranger in Poston, ask a pupil the direction to the fire department.
- Take an excursion to the Fire Department.
- Discuss the need of a Fire department.
- Construct a miniature scene of Poston showing the location of the fire department.
- Read to find out about the pioneer fire station and fire equipment and compare them with those of today.



## B. PROTECTING, CONSERVING, AND USING RESOURCES

### ACTIVITIES (Cont'd)

- Discuss the dangers of kerosene and oil stoves and the reason why we should not play near them.
- Demonstrate in a clear open space the difficulty in putting out an oil fire.
- Discuss the dangers of having coal burning in the barracks.
- Discuss the precautions necessary if coal boxes must be used.
- Have pupils relate some accidents that they are familiar with, which was the result of burning coals.
- Invite a fireman to tell about and demonstrate the use of different types of extinguishers.
- Make a diagram of the school building noting the places where extinguishers are kept.
- Make a diagram of your barrack showing where the extinguishers are.
- Have members of the class demonstrate putting out a fire with a pump extinguisher.
- Discuss the care and use of extinguishers.
- Read and discuss the work of the fire brigade.
- Carry on an experiment to determine what materials will burn and what will not and decide which are useful in putting out fires.
- Make a chart comparing the cost of upkeep of a fire department in several cities the size of Boston.
- Have a fireman tell about his work.
- Discuss how we can help the fireman.
- Choose a committee of firemen to clean up around the school any fire hazards. Have them act as fire drill monitors.
- Read in the vehicle code of several states and relate to the class what cars should do upon hearing a siren.
- Dramatize cars on a busy city street upon hearing the approach of a fire engine.
- Interview a policeman to find out who can be a police and what qualifications are necessary.
- Invite a police to tell of his work.
- Discuss why we need policemen.
- Read and discuss how the pioneers protected themselves.
- Discuss what police may do and may not. Discuss what a warrant is and when it may be used.



## B. PROTECTING, CONSERVING, AND USING RESOURCES

### ACTIVITIES (Cont'd)

Read and discuss who makes the laws.  
Have class set up standards.  
Dramatize a policeman at a fire.  
Dramatize a policeman guiding traffic.  
Discuss different types of offenses and the reasons for jails and prisons.  
Discuss how we can tell a police car from others.  
Draw pictures of a police car.  
Interview a police to find out what traffic and parking regulations there are in Poston.  
Read to find out whether there were any traffic problems in the pioneer period.  
Discuss what quarantine means and why it is essential.  
Go to the public health office or interview a doctor or nurse to find out how long one must be quarantined for certain diseases.  
Read about the prevention of contagious diseases.  
Ask the principal or supervisor to write to Metropolitan Life Insurance for health pamphlets.  
Dramatize a child approaching a quarantined home.  
Obtain from the public health department a quarantine sign and bring it to class so every child may become familiar with it.  
Invite a public health officer or school nurse to speak to the class.  
Make an individual health chart and keep a record for a month.  
Dramatize a doctor examining the school children.  
Read about plagues and epidemics that have occurred.  
Write a health story and dramatize it.  
Read a health story to the class such as "Journey to Health Land."  
Discuss the causes, dangers, and treatment of colds.  
Have certain children demonstrate what to do upon sneezing or coughing.  
Discuss why we need to sleep.  
Compare our body with a furnace burning fuel.  
Conduct a rest period in the classroom.  
Make a scrapbook of pictures on sleep.  
Discuss why cellophane bags are used for some foods.  
Visit a store to see what measures are taken to keep food clean.  
Have a food inspector talk to the class about food regulations.  
Discuss the source of our water supply.  
Visit the public health office when water is being tested.



## B. PROTECTING, CONSERVING, AND USING OUR RESOURCES

### ACTIVITIES (Cont'd)

Discuss what should be done when the purity of water is doubted.

Discuss the dangers of throwing bottles and other things into a pool of water.

Discuss why we should not play near the canal or swimming pool alone or go in swimming alone.

Post on the bulletin board rules regarding swimming.

Ask a life-saver to speak to the class.

Discuss the dangers of flies and mosquitoes.

Breed flies and mosquitoes to acquaint pupils with the different stages in their lives of the insects.

Make a fly trap.

Discuss the disposal of garbage.

Have a speaker from the public health department talk on insect control.

Observe a fly's leg under microscope.

Discuss the dangers of playing with insects we do not recognize.

Discuss why we keep fish in garden ponds and the necessity of keeping it clean.

Make a poster showing the rapidity with which flies multiply.

Read about diseases flies and mosquitoes may cause.

Draw the life cycle of a fly and mosquito so pupils will recognize and destroy the insects in their various stages.

Discuss what we could be doing to prevent sun-stroke and heat exhaustion.

Discuss why we should wear getas to showers.

Discuss why we should use soap, when we bathe or wash our hands.

Discuss why we should wash our hands before we eat.

Develop a bacterial culture.

Observe bacterial or germ under a microscope.

Discuss why we should not use another's cup, tooth brush, comb, etc.

Demonstrate the proper use of handkerchief in blowing one's nose.



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## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

1. Growing and Harvesting Food: How did the primitive and pioneer people get their land ready for planting? What were some of the foods planted? What are some precautions to be taken when harvesting crops? What are some of the plant pests?

What do Mexicans eat?

What are tortillas, frijoles, tamales, and chili con carne?

How is it made?

What is their most important food crop?

How, why, and where is corn planted?

What other food crops grow in Mexico?

What is chili?

How, why, and where is it planted?

Why is it an important food crop?

What kinds of fruits are raised?

How is the harvesting done? Who does it? What kinds of machinery are used?

What are the three kinds of climate found in Mexico?

How do they affect the food crop? How do they affect the people?

Is Mexico a mountainous country?

In what parts of Mexico is dry farming carried on?

What kinds of machinery are used on Mexican farms?

Do all Mexican farmers favor the use of machinery on their farms?

Why do some of them object to using steel plows for plowing?

What kind of tools are used for farming in Poston?

What important animal food crop is Mexico noted for producing?

Where do Mexicans get their meats?

What is dairying?

Is much dairying done in Mexico? Why not?

Did the hunter pioneers grow crops?

What pioneers were interested in planting and growing their crops?

What were some of the foods planted or grown by the pioneers?

How did the pioneers learn of these foods?

What were some of the tools the pioneers used in caring for their fields?

Did the pioneers know about crop rotation?

Why do we rotate our crops?

Did the pioneers know of ways in which to enrich the soil? How did they do it?

How did the pioneers get their land ready for planting?



C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

1. Growing and Harvesting Food: (Cont'd)

What animals were used to help them in their work?  
How did they get these animals?  
How was wheat harvested in pioneer days?  
What tools were used in the harvesting of wheat?  
How is wheat harvested today?  
Who did the work out in the fields?  
During what season was planting done? Why?  
How were the explorers and early traders able to  
grow plants from other lands in their homeland?  
What is transplanting?  
Why didn't some of the things survive?  
What were some of the wild edible plants growing  
in this area?  
What are the chief agricultural products of these  
regions today?  
Why are we able to harvest and plant our crops so  
much easier today?  
Name some of the things which help us?  
How is land prepared for planting today? (Seed Bed  
Preparation)  
How did the pioneer children help in the fields?  
Why don't the boys and girls of today do the work  
that the pioneer boys and girls do?  
What are some of the things which have taken the  
place of human labor?  
What is plowing?  
What is discing?  
What is harrowing?  
What is cultivation?  
In what ways may seed be planted?  
What is harvesting?  
What are some precautions which one must take when  
helping to harvest crops?  
What are some of the insects which help the farmers?  
How do they help?  
What plant pests do we find in Poston?  
Why do they injure plants?  
How can we get rid of these insects?

2. Soil and Water: How does soil help plants to  
grow? What kinds of soil are there? What kind of  
soil holds water the longest? How does water help  
in growing food? Why is water necessary to life?

What is soil?  
What does the word "fertile" mean?  
Is there much "fertile soil" in Mexico?  
Where are the most fertile soils found?



C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

2. Soil and Water: (Cont'd)

What is meant by fertilizing?  
Is there much need for fertilizing in Mexico?  
How does fertilizing help the food crop?  
What is meant by crop rotation?  
Is crop rotation practiced in Mexico? Why?  
What is water?  
In what three forms do we get water?  
What is meant by "hard water"?  
What is meant by "soft water"?  
Where is "hard water" found chiefly?  
Where is "soft water" found chiefly?  
What does "pure water" mean?  
What is contaminated water?  
How do we know whether our drinking water in Poston  
is pure or not?  
What is done to keep it clean?  
Do Mexicans know whether their water is safe to  
drink or not?  
Where do they get their water to put in the jugs?  
How and where do the Mexicans get their drinking  
water? Where do we get ours in Poston?  
What are "gourds"?  
Do we have any gourds in Poston?  
What is a sewer?  
How do the Mexicans get rid of their waste water?  
How do we get rid of our sewer water in Poston?  
How do other big cities get rid of their sewer water?  
What is "irrigation"?  
Are most of the farms in Mexico irrigated? Why?  
What is "dry farming"?  
How does water reach our farms in Poston?  
Where does our irrigation water come from?  
How is our irrigation water controlled?  
Where do the farmers in Mexico get their water?  
What are some sources?  
How do they get the irrigation water to their farms?  
Can we dry farm in Poston? Why?  
What kind of climate is most suitable for successful  
dry farming?  
  
Why did the farmer settlers choose certain sections  
on which to farm?  
What were the "salt licks"?  
What kinds of soil did they have in this area?  
How were the fields watered?  
What were some of the best grown food plants in  
these areas?  
What kinds of soil do we have in Poston?



C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

2. Soil and Water: (Cont'd)

What kind of soil is able to hold water the longest?  
How does water help plants grow?  
How does soil help plants to grow?  
What is "rich soil"?  
In what ways might the soil be made richer?  
Why do we get good healthy plants in rich soil?  
Where did the pioneers get their drinking water?  
How were the wells dug?  
What did these wells look like?  
Why can't we grow certain vegetables in Poston?  
What is alkaline soil?  
Why is it so harmful?  
How can we get rid of alkali in the soil?  
How can we tell whether the soil is alkaline or not?  
Why does sand hold less water than clay soil?  
Of what is water composed?  
Why is water necessary to life?  
How can we tell if water is soft or hard?  
What kind of water do we have in Poston?  
What is "evaporation"?  
What happens to water when it evaporates?

3. Buying and Selling: How did the primitive and pioneer people get the necessities? What did they use for money? What things did the pioneers get in exchange in trading with the Indians? How did the pioneers get their food?

What is a market?  
What is sold at the market in Mexico?  
Where do the Mexican farmers buy and sell their goods?  
Do they use money like ours?  
What is wampum?  
Do the Mexicans have grocery stores and dry good stores?  
How do the Mexican weigh their goods?  
Did the pioneers know about grocery stores and markets? Why?  
How did the pioneers get their food?  
What was the favorite substitute for candy for the pioneer children?  
Where did they get the maple sugar? How was it collected and prepared?  
Did the pioneers have money to spend as we have today? What was used?



## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

### 3. Buying and Selling: (Cont'd)

What is "bartering"?  
How did money come into use?  
With whom did the pioneers do their trading and bartering?  
How were the things weighed and measured?  
What things did the pioneers get in exchange in trading with the Indians?  
How did the pioneers store their food?  
Did the pioneers know how to preserve food?  
What are some ways in which food is preserved today?  
How are fruits and vegetables prepared for market?  
Did the Indians know of maple sugar? How did they prepare their maple sugar candy?  
What are bacteria?  
Where are they found?  
How do they grow?

### 4. Transportation: What does "transporting food" mean? What means of transportation were used by the primitive and pioneer people?

How do Mexicans take their goods to the market?  
What is transportation?  
What kinds of transportation do they have in Mexico?  
Describe their country roads?  
Is it easy for the Mexican farmers to take their crop to the market? Why?  
What animals do they use on the farm and for packing purposes?  
How does a good road help every one?  
Are there any railroads in Mexico?  
What do the trains carry in Mexico besides people?  
How does the railroad help the farmers?  
Can fruits and vegetables be sent on airplanes?  
What are brown beans called in Mexico?  
How are they cooked?  
What corn dish do Mexicans eat every day?  
How is it made?  
How is chili pepper used?  
What do Mexicans eat for dessert?  
What are Mangoes?  
What do they taste like?  
How do Mexicans get foods they cannot raise on their own farms?  
Are the rivers used for transportation?  
What kind of boats are used?  
What are the most common methods of carrying supplies?  
How do the women carry water jugs and baskets?  
What does it mean "to transport" food?



## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

### 4. Transportation: (Cont'd)

How were harvested crops brought from the fields?  
What were the means of transportation used by the pioneers?  
How did this differ from the way the Indians carried their food and belongings from place to place?  
What animals were used in transporting food from one place to another?  
From where and how does food get to Poston?  
How is food transported in Poston?  
How does milk get to our mess halls? Where does it come from?  
Why isn't it spoiled by the time it reaches us?

### 5. Health and Growth: What are "growth helpers"? What are some "growth helpers" found in the more common foods? What is pasteurization?

Who does the work on the Mexican farms?  
How do the farmers and workers keep healthy?  
Do they wear clean clothes every day?  
Do they bathe every day?  
Where do they bathe and wash clothes?  
How do they dress?  
Why do they wear big hats?  
What is a siesta?  
Why do they take a siesta every afternoon?  
Is resting good for us too?  
What kind of homes do they live in? Why?  
What usual fixture is missing from some of the Mexican homes? Why?  
Do they eat healthful, wholesome food?  
Do they have good doctors and hospitals?  
What are vitamins?  
In what foods is each kind of vitamin found?  
What is a "well-balanced diet"?  
What is "malnutrition"?  
If a person is too thin and underweight, what should he do?  
If a person is too fat and overweight, what should he do?

How did the pioneers keep clean?  
Why did so many of the pioneer people die when they became sick?  
Did they have medicine and doctors in pioneer days?  
Did the pioneers know about soap?  
How is soap made? Why do we use soap?  
Did the pioneers know about milk?



## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

### 5. Health and Growth: (Cont'd)

Why is milk good for us?

What are "growth helpers"?

What are some "growth helpers" found in the more common pioneer foods?

What is chlorine?

In what other ways is chlorine used?

What might happen if we drink impure water?

What is "typhoid fever"?

How can we fight the typhoid fever germs?

How did the pioneers protect themselves from the cold?

Did the hunter pioneers dress like the farmer settlers?

In what ways did they differ?

Were the pioneer children allowed much time for play?

What were some of the games played by the pioneer children?

In what ways were the pioneers more sanitary in their cooking than the primitive Indians?

What were some of the chores of the pioneer children?

What is pasteurized milk?

Who was Pasteur?

Who was the person to find out about typhoid immunization?



## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

### ACTIVITIES

#### 1. Growing and Harvesting Food

Read, write stories, or give oral reports on the various phases of producing, distributing, and using food the Mexicans eat.

Find pictures or draw pictures pertaining to farm life in Mexico.

Make scrapbooks, murals, paintings, clay models, movies, maps, charts, weather charts, spatter and ink-prints.

Collect pictures of typical Mexican food or bring to class some Mexican food.

Prepare a Mexican dinner and have a party, inviting parents.

Sing harvest songs.

Participate in a Mexican dance.

Take a trip to Poston farms, nursery, water pump, irrigation ditch, tank, Colorado River, moyashi factory, and park.

Secure a speaker who has visited Mexico.

Grow some brown beans or chili pepper. Measure out a piece of open land near school and start a vegetable garden. Keep a day by day record of the growth of the plants, from the seeds to full growth.

Make murals of planting, growing, and harvesting crop.

Make a map of Mexico and indicate where the most important food crops are grown.

Discuss pioneer farming in general - how they prepared the ground, tools used watering, harvesting, enriching the soil, storing food.

Visit the nearby fields.

Invite a speaker from the Agriculture Department.

Discuss modern farming in general - plowing, preparing seed bed, planting, cultivating, irrigation, machinery used, animals used, fertilizer, preparation for market, crop rotation, transplanting.

Make a pioneer garden.

Visit the nursery to find out more about the care of plants and transplanting plants.

Transplant native young trees and shrubs.

Draw pictures of some of the pioneer foods.

Have corn-popping party.



## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

### ACTIVITIES

#### 1. Growing and Harvesting Food (Cont'd)

- Collect pictures of pioneer farming.
- Make pictures of any aspect of pioneer farming.
- Read stories about wheat and how it is made into bread.
- Draw pictures relating to any aspect of wheat production.
- Learn songs about harvest.
- Make graphs showing production decreases or increases in corn and wheat production in certain states.
- Write stories about growing and harvesting wheat today and yesterday.
- Read about and make lists of uses of corn.
- Read and discuss seed dissemination.
- Take a trip to gather various kinds of seeds, put in envelope and label.
- Write jingles about seed.
- Watch seed sprout - use ragdoll testers.
- Take trip to the moyashi factory.
- Make a terrarium for ants.
- Take a trip to an ant hill to observe the way in which the ants work, their cooperation and natural habitat.
- Make oral reports on observations of the trip.
- Discuss helpful and non-helpful insects.
- Make an insect collection. Mount them.
- Visit the bee hive.
- Draw diagrams, show life cycle of different insects (ant, fly, butterfly, etc.)
- Make a list of insects found in Boston.
- Write stories about insects.
- Look at different parts of insect through magnifying glass or microscope.
- Write poems and riddles about insects.
- Observe changes in insect life - possibly a caterpillar turning into a moth.
- Discuss measures of pest control.
- Dramatize corn husking in pioneer days.
- Make diagrams showing growth of plants (from seedling to a full grown plant)
- Dramatize use of simple pioneer tools in a form of a guessing game.
- Grind corn with stones.
- Discuss and read about parts of a flower.



## C. PRODUCING, DISTRIBUTING, AND USING OUR RESOURCES

### ACTIVITIES

#### 2. Soil and Water

Discuss the necessity of water for growing plants.  
Make friezes showing the dry farming areas in Mexico.

Write stories, jingles and rhymes about water and soil.

Test alkalinity and acidity of soil with litmus paper.

Plant corn in alkaline soil and another in non-alkaline soil to see the effect of alkalinity.

Test water absorption of various types of soil found in Poston using a filter.

Write stories on results of experiments undertaken.

Keep records on progress of the experiments.

Draw pictures of springs and wells.

Draw pictures of water wheels.

Make a filter.

Purify water by boiling, sunning, and airing.

Discuss ways in which water is so vital in our daily living.

Look at water from various sources through microscope.

Read stories about dams to find out what they are for.

Visit the water department to see where the water supply comes from and also to see water chlorination.

#### 3. Buying and Selling

Visit the canteen to see how goods are sold.

Read about and discuss Mexican markets.

Make a scrapbook of markets and transportation.

Make a movie showing how food is transported to the markets.

Make a model market in the classroom.

Take a trip to the Poston warehouse and see how our supplies come in.

Make puppets and dramatize a market scene of farm life.

Make pig banks out of clay.

Make a collection of sombreros, chili pepper, corn, pottery, etc. to display at a play market.

Make books of creative stories and information pertaining to the unit.



## C. PRODUCING, DISTRIBUTING AND USING OUR RESOURCES

### ACTIVITIES

#### 3. Buying and Selling (Cont'd)

Dramatize bartering among the pioneers.  
Play games in making change. (Money)  
Make paper bills and coins.  
Weigh things.  
Measure articles.  
Have a peanut sale.  
Read stories on early trade and development of money.  
Dry vegetables.

#### 4. Transportation

Make a road and railroad map of Mexico.  
Make clay wagons and burros.  
Make model of different means of transportation in Mexico.  
Secure a speaker who has been in Mexico if possible.  
Discuss the modern means of transportation.  
Make a travois.  
Make miniature carts and covered wagons.  
Make collection of pictures on transportation.  
Make a movie on transportation.  
Discuss how milk gets to our mess halls.  
Read about the inventors of the steam engine, airplane and cars.

#### 5. Health and Growth

Find pictures about health and make scrapbooks.  
Dramatize a typical Mexican family at dinner and siesta. Prepare a meal.  
Make a mural of health scenes.  
Draw pictures.  
Construct a Mexican kitchen.  
Compare similarities and differences of American and Mexican food.  
Make tortillas if corn is available.  
Make health charts for the class room.  
Make charts with pictures of food that are healthful.  
Find out about vitamins by reading in health books.  
Make a chart of a well-balanced meal for each meal.

Soak corn grains in large jar of lime and hot water.  
Put bursting grains between two flat stones and rub until skins come off, and the inside of the grain is a smooth paste. Make as much as you need. Add water to make a soft dough. Take a



## C. PRODUCING, DISTRIBUTING AND USING OUR RESOURCES

### ACTIVITIES

#### 5. Health and Growth (Cont'd)

bit of the dough - pat into cake between hands, put into a hot iron pan over a charcoal fire. Bake long enough, but never let one of them get brown.

Play pioneer games.

Collect pictures of growth helpers.

Make pioneer costumes.

Dress dolls as pioneer characters.

Make scrapbook on health and growth with particular emphasis on food.

Make individual health charts.

Read stories of growth helpers.

Secure speaker on health.

Read pioneer recipes.

Make a booklet of recipes. (Simple)

Make a diagram showing food value of milk.

Learn health songs.

Read and discuss Pasteur and his contribution to the world.

Read and write stories about typhoid fever.

Make health posters.

Discuss and read about the care of the sick in pioneer days.

Make a pioneer menu.

Make a menu with diet in mind.

Discuss the importance of plenty of water to keep the body clean.

Make a poster showing use of water for better health.



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D. MANPOWER AND PRODUCING FOR SALE AND USES

1. Work Problems: How did the Pueblo Indians make their houses? What types of jobs did the 49ers and Pilgrims have?

Of what materials did the Indians make their houses?  
Where did they get these materials?

How was the framework of the house made?

Why did the Indians have small doors and windows?

Where did the Indians get wood for their roof  
beams and their ladders?

How did the Pueblo Indians get their houses built?

Who built them?

How did they pay the laborers?

Why didn't they hire the carpenters and pay with  
money?

Why did the neighbors help others build the houses?

What furniture did the Indians use?

What was the Pilgrims' first job?

Where did the Pilgrims live until a house was  
built?

Of what was his home built?

Did they have large houses? Why?

What kind of tools did they have?

Did cutting trees help in any other way?

Why didn't they buy lumber?

Did they use nails? Why?

Did it take long to build a house?

Why did each man help his neighbor?

Did the men work together on other work?

Why did they build a stockade?

Why did they build a fort?

What is a stockade? a fort?

Who built the fort?

How were fields cleared?

What animals were used?

Where did they get those animals?

Where did the family's clothing come from?

Where did their blankets and bedding come from?

What furniture did the family bring with them?

Where did they get the rest of their furniture?

What did they use for bed springs?

Of what were their mattresses made?

Were Pilgrims happy in their work? Why?

What were some of the things which brought the  
Pilgrims to America?

How were needed homes provided quickly for the  
49ers?

How did they enlarge their grocery stores?



D. MANPOWER AND PRODUCING FOR SALE AND USES

1. Work Problems: (Cont'd)

Why were such things as food, shelter and equipment so high priced?

Were all the people in 1849 gold seekers?

Were the cities close to the gold field sanitary? Why?

Were laws enforced? Why?

Would it take many officers to enforce laws in the mining cities of that time?

What was the favorite way the 49ers had of settling disputes during the gold rush?

2. Industry: What kinds of vegetables did the Indians and Pilgrims have? What animals did they raise?

What animals did the Indians raise?

What animals did the Indians hunt?

What weapons did the Indians use for hunting?

What did the chief do on the hunt?

Out of what were moccasins made?

How did the Indians cure the leather?

Where do we get hides and skin to make the leathers today?

How did the Indians make belts?

What were they made out of?

What kind of vegetables did the Indians raise?

How did the Indians plant the corn?

Why did the Indian tribes drop a fish or a crab in the soil when planting?

How did the Pueblo Indians grind their corn?

How did the Indians make their cornmeal?

How do we grind our corn today?

How do we prepare corn for meals?

What implements did the Indians use in harvesting and planting?

What did the Pueblo Indians weave?

Why did the Pilgrims have limited kinds of business?

How were their homes lighted?

Where did they get their candles?

Of what did they make their candles?

Did making candles require any other industry?

How did they make their candles last long?

Did candle making ever become an industry?

Where did the Pilgrims get their clothes?

Where did they get their implements for farming?

Was there a blacksmith shop in every community? Why?

Why was the wagon maker business a busy one?



## D. MANPOWER AND PRODUCING FOR SALE AND USES

### 2. Industry: (Cont'd)

Why was the wagon maker shop close to the blacksmith shop?  
Why was a spinning wheel important to each household?  
Who did the spinning and weaving?  
What kind of schools did the Pilgrim children attend?  
How were the teachers paid and how did they live?  
How did the grocery business grow in 1849?  
Could they get carpenters to enlarge buildings?  
With what did they enlarge their stores?  
Was the tent as good as a frame building? Why?  
Were there as many men engaged in the business as carpenters, laundry helpers, furniture store clerks, police, firemen, in 1849 as several years before?  
Could they make as much money in other work as by panning gold?  
Why did people go to the saloons?  
How were the 49ers entertained?  
What sort of entertainment did they have?  
Were they permanent settlers?  
What kind of houses did they have? Why?  
Was panning gold an industry?  
What do we mean by panning gold?  
Why were men interested when they got so little from such hard work?

### 3. Canteens, Stores, Markets, Cooperatives: What is a trading post? What types of stores did the Pilgrims have?

Do we have canteens in Boston?  
Did the Indians have canteens?  
Who works in the canteen? How many hours?  
What is a "trading post"?  
What did the Indians trade at the post?  
How does the cooperative store operate?  
How did the Pueblo Indians operate the farm?  
When did the Pueblo Indians clean the ditch? How did they clean it?  
Why didn't the laborers get paid?  
Why did a general store at the crossroads serve the Pilgrims?  
Why didn't they have furniture stores?  
Why didn't they have clothing stores?  
Did many stores mean the advancement of a community and progress of the people?  
What other occupation could the Pilgrim store-keepers have?  
What things were found in the stores? Why?



## B. MANPOWER AND PRODUCING FOR SALE AND USES

### 3. Canteens, Stores, Markets, Cooperatives: (Cont'd)

Could they have electric coffee grinders? Why?  
Were things put up in cellophane bags? Why?  
Was as much sugar sold as salt? Why?  
When a large village had grown up with many stores  
this shows something has happened to the  
Pioneer village. What has happened?  
Did the store have everything with which to grub-  
stake a miner?  
Where did the store get its supplies?  
Was it hard for the store when many people came  
to the town where there were few supplies?  
What happened to prices when the population  
increased?  
If all the sailors left their ships to look for  
gold would that make it hard for the merchant?  
If all the help in the store went to pan gold  
would that make a labor shortage?  
Why could fire destroy the stores so easily?  
Could a tent town be destroyed by fire easily?

### 4. Arts and Crafts: How is Indian pottery made? What arts did the Pilgrims bring with them?

What do the Indians look for first in making  
pottery?  
Where do they go to look for it?  
How did the Indians fire their pottery?  
For what did the Indians use the pottery?  
What did the Indians use to paint the designs on  
the pottery?  
What kind of baskets did the Indians use?  
Of what were the baskets made?  
For what did the Indians use the baskets?  
What kind of jewelry did the Pueblo Indians use?  
Of what were they made?  
Did the 49ers have time to develop arts and crafts?  
Were they interested in making homes?  
Did they use their money to beautify their surround-  
ings?  
Were the saloons made attractive? Why?  
Was there much to appreciate in the life of the  
miner?  
Was the influence of the churches very pleasing to  
the rough miners?  
Did the Pilgrims bring any arts and crafts with  
them? What kind?  
How would the fact that they came to stay and make  
homes help develop art and crafts?



## D. MANPOWER AND PRODUCING FOR SALE AND USES

### 4. Arts and Crafts: (Cont'd)

Was building their homes a sort of art? Why?  
Was art displayed in their wall hangings? Why?  
Was art displayed in their floor coverings? Why?  
Did these people improve their ability in crafts  
by building houses?  
Did they improve by building furniture and dishes?  
Were they more artistic when they first built their  
furniture or when they replaced it? Why?  
Did the people take pride in building for a new  
family or a married couple?

5. Public Services: How did the Pueblo Indians  
construct their roads? Did the Indians have  
churches? Was bartering a method of trade during  
the time of the Pilgrims?

How did the Pueblo Indians construct their roads?  
Did the laborers get paid? If not, why didn't  
they get paid?  
How did the Indians make fire for a ceremony?  
How did the Indians put out fire?  
How did the Indians construct their bridges? What  
did they use to construct it?  
Did the Indians have churches?  
What did the medicine man do to help the sick  
people?  
Where do we go today if we get sick?  
How do the doctors and the nurses help us today?  
When the Pilgrim family produced a surplus of  
candles what did it do with them?  
Was there ever a surplus of food and clothing?  
If so, what did they do with it?  
Did the Pilgrims barter for what they needed?  
What do we mean by barter?  
Among the forty niners, was the public interested  
in making their living better?  
When they panned gold, did they stay in one place?  
Was it Public Utilities that kept the 49ers on the  
job?  
Was the water from the streams piped into their  
houses? Why?

6. Personal Services: Did the Indian and Pilgrim  
families have much use for personal services out-  
side of the home?

How did the Pueblo Indians bathe themselves?  
Where do we bathe ourselves now?  
How did the Indians brush their teeth?



D. MANPOWER AND PRODUCING FOR SALE AND USES

6. Personal Services: (Cont'd)

How do we make use of soap?  
How is soap made?  
Do you think the Pilgrims had barbers?  
Who kept the men's hair trimmed?  
Did the women and children have their hair cut?  
Did the Pilgrims have maids?  
Did the Pilgrim families have servants of any kind?  
Did the Pilgrims go to the Beauty Shop?  
Were the Pilgrims clean in their dress and person?  
Were the 49ers able to pay for personal service?  
Could the 49ers always get a hair cut or shave if they needed it?  
Could they always get their laundry done?  
Were they clean in their dress and person?  
Did the 49ers have servants?

7. Supplies and transportation: How did the Indians and Pilgrims carry their supplies from place to place? How has transportation brought countries and parts of our country together?

How did the Indians carry their supplies?  
What means did the Pueblo Indians use for hauling?  
for traveling?  
Did the Pueblo Indians pay for their transportation?  
How do we carry our supplies today?  
Were many supplies of the Pilgrims brought to the crossroads store?  
How were they brought?  
What supplies were necessary for the Pilgrims to buy?  
Why did people need salt?  
Did every Pilgrim family need to buy sugar?  
What did they use as a sweet?  
Why do they need to buy gunpowder?  
Did they buy shells? Why?  
How did they get their supplies?  
Why did they settle on the coast or a river?  
When transportation became more common and more supplies were brought to the community did the community still remain Pioneer?  
What was a flatboat?  
Why was a flatboat so important to the people on the westward movement?  
Were there large cargo ships from England?  
With what did the Pilgrims buy needed supplies?  
Was it possible to supply all the demands of the 49ers? why?  
Did prices remain the same?



D. MANPOWER AND PRODUCING FOR SALE AND USES

7. Supplies and Transportation: (Cont'd)

If there were only one pack mule and 20 men wanted it, what happened to the price?

If there were only a few picks and pans would the price be great or small?

Was it easy for the 49ers to get transportation to the West where the gold was?

What type of transportation did they have?

What are some of the ways we travel today?

How has transportation brought countries and parts of our country closer together?

How are the elevated trains and street cars operated?

Who are the people who aid in airplane travel?

What are taxi-cabs?

What is the cheapest way to travel?

What is the fastest way to travel? Why?

How does the government participate in safe guarding water transportation?



## D. MANPOWER AND PRODUCING FOR SALE AND USES

### ACTIVITIES

- Read about and discuss the Pueblo house.
- Divide the class into different groups and construct an the adobe house out an adobe house out of cardboard and crate boxes.
- Learn the use of tools such as hammers, saws, rulers, etc.
- Construct doors, windows, and ladders.
- Make furnitures, fireplace, and chimneys.
- Plaster the house.
- String the corn and chile.
- Make mats for bedding and floor covering.
- Learn housekeeping by sweeping and dusting.
- Write stories about the workmen, activities, or materials studied.
- Collect pictures of the different kinds of houses in which Indians live.
- Make a scrap book using the picture of the houses.
- Write a poem about building the first house.
- Write a story as if you were a Pilgrim child going to the fort for protection.
- Make a sampler for the cabin.
- Make a latch for the door that can be locked by drawing a string inside.
- Knit a scarf.
- Make a silhouette of a child to hang in the long cabin.
- Make a movie of the settlement of a colony.
- Make Pilgrim spatter and ink prints.
- Make a frieze of Pilgrim life.
- Build a vocabulary with its meaning and usage of words typical of Pilgrims (as courtesy, cooperation, honesty, obedience, orderliness, responsibility, self-control, thrift.)
- Build a miniature farm including houses, well, fence, cleared land and woods.
- Build a long house with oiled paper windows.
- Build rail fences.
- Build the following pieces of furniture: Stools, benches, tables, beds with rope spring, and crane for cooking. Make a weaving and spinning wheel.
- Make a straw mattress, piece quilts, and knit a spread for the bed.
- Mold or carve pots and pans, knives, forks, spoons, candle sticks, and guns of wood.
- Make lye from wood ashes and use in making soap.
- Dip candles.



## D. MANPOWER AND PRODUCING FOR SALE AND USES

### ACTIVITIES (Cont'd)

Grind corn.  
Dress china dolls and clothes pin dolls in colonial costume.  
Make a leather water bucket.  
Make a water spring using a tin can.  
Pantomime work activities of the Pilgrims.  
Sing Pioneer songs.

Discuss the Indian trading post.  
Dramatize bartering, using beads, pottery, baskets, etc.  
Visit the canteen and list the things which are sold there.  
Construct a canteen out of a large box.  
Make things to be sold at the canteen. (Some of these can be the activities in Arts and Crafts.)  
Make signs for the canteen.  
Make Indian money wampum belts, beads of bone, and bear claws.  
Draw pictures of vegetables found in colonial days.  
Write reports on different vegetables.  
Make a class notebook about vegetables using the reports and pictures made.  
Discuss the proper place for a vegetable garden.  
Secure a speaker from the agriculture department to talk about planting a garden.  
Write a letter of appreciation to the speaker.  
Experiment with the soils.  
Select and plant seeds.  
Discuss weeding, watering, hoeing, and harvesting a garden.  
Build a fence (measure and mark places for the posts, cut and smooth the posts, measure the space for wire, stretch the wire, and brace corner posts.)  
Harvest the vegetables.  
Cook, can, preserve, and bake the vegetables.  
Make bed warmers.  
Make Tithing man's rod.  
Build a trading post and post office.  
Make a quill pen.  
Make a scrapbook of the pioneer store and write articles (illustrating it).  
Use pictures on the bulletin board showing what a pioneer store looked like.

Study the Indian design and discuss the meaning of symbols.  
Make designs on booklet covers, scrap books, belts, etc. using Indian symbols.



## D. MANPOWER AND PRODUCING FOR SALE AND USES

### ACTIVITIES (Cont'd)

- Discuss the ways in which we can use clay.
- Make pottery.
- Gather weeds and (or out of crepe paper) make baskets.
- Make and embroider moccasins.
- Make jewelry (necklace, bracelets of beads, coin and bone).
- Make drums (cottonwood and hides).
- Weave rugs.
- Have an exhibit of articles made for the unit of study.
- Label the articles.
- Make silhouettes of children in Pilgrim hats for log cabin.
- Make samplers of piece quilts.
- Knit bed spreads for the log house.
- Make collars, capes, hats, aprons, and buckles for shoes.
- Discuss why roads are important.
- Organize Indian council to plan needed road work.
- Make council plans for cleaning of irrigation ditches.
- Harvest of community crops and fruits.
- Demonstrate medicine man making sand painting to cure a sick person.
- Construct a hospital out of crates or boxes.
- Play doctor and nurse.
- Draw a picture of children playing on the playground.
- Discuss ways in which we use soap every day, why saving soap is important, and how soap is made.
- Collect different kinds of soap wrappers.
- Make soap.
- Make a list of different soap manufacturers and their addresses.
- Make a poster which will encourage people to save soap.
- Discuss why bathing is important.
- Make a booklet of different kinds of soap. (Pictures and story)
- Make Pony Express with card board head for horse and string tail and cardboard body.
- Build a stage coach.
- Build a dugout canoe with paddles.
- Build a flat boat.



D. MANPOWER AND PRODUCING FOR SALE AND USES

ACTIVITIES (cont'd)

Make a scrap book on Transportation on Pioneers.

Prepare a pioneer "Hall of Fame" including the famous Pony Express riders.

Make a map of the U. S. either with salt and flour or on the ground space between buildings showing the mountains, rivers, forest, etc. Mark the different places of the Pioneers and showing their advancement across the country. Make pack mules that the 49ers used.

Make a frieze of the 49ers showing how they arrived in the country where gold was found.

Visit the warehouse to see how food is brought into Poston.

Make a transportation book.

Construct models of boats - wood or clay.

Write verses about traveling.

Construct models of primitive and modern means of transportation.

Make a chart or a graph showing the difference of speed in travel by foot, car, airplane, train, etc.

Make individual cloth wall hangings, depicting a colonial or pioneer scene.

Collect airway literature and time tables.

Model out of soap the type of vehicles used from 2000 B. C. to the present.

Make "slide" program illustrating the development of transportation.



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Section D: Manpower and Producing for Sale and Uses

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## E. CONSUMING GOODS

1. Food: What wild foods did the Indians and pioneers find? How did they preserve their vegetables? How do our farming methods differ from those of the pioneer and the Indian?

What foods do the Indians have?

How does the food of the Navajos differ from other tribes?

How does it differ from our food?

Why do all Indians not eat the same foods?

How did they obtain their food?

What foods did they find growing wild?

What foods were grown by the Indians?

How did they preserve their foods for winter use?

Where did they get their meat?

What different kinds of meat did they have?

What meat do the Navajos use other than mutton?

Who cooks their meat?

What kind of stoves do they use?

How do they cook their meat?

What foods do they buy at the stores?

What kind of gardens do the Indians have?

Who works in the garden?

Do the Indians irrigate their gardens?

What vegetables are grown by Indians?

How do they preserve their vegetables for winter use?

What foods are eaten fresh?

What foods are dried?

What sweet foods do the Indians have?

Where do they get their sweet foods?

What kind of bread do they eat?

Where do they get the corn meal?

How do they grind their meal?

Why is a sheepskin placed under the stones?

What do they use to sift their meal through?

Would this be a clean and sanitary way to make meal?

What kinds of bread do they make?

How is the bread baked?

Is the cooking done inside of the hogan?

What kind of milk is used to make bread?

Where do they get baking powder?

How is the bread mixed?

What do they stir it with?

What is fried bread?

Where do they get grease to fry bread?

Do they buy bread at stores?

Do they drink milk?

In what do they store milk?

Do they make butter and cheese?



## E. CONSUMING GOODS

### 1. Food: (Cont'd)

- What kind of dishes do they have?
- Where do they get dishes?
- Do they eat at a table?
- How do they serve their food?
- What beverages do Navajos drink?
- Where do they get water?
- Why is water from streams not safe for drinking?
- Why should they boil this water before drinking?
- How is water purified today?
- How did they carry water from lakes and streams?
- What did they use for drinking cups?
- Where did they get fruit juices?
- Was their milk pasteurized?
- Why did they not use ice to keep their food in the summer?
- Did they serve dessert at their meals?
- What sweet foods do they have?
- What kind of jam do they have?
- How is the jam made?
- What do they do with the seed of the cactus?
- How do they cook the prickly pear?
- What kinds of food did the Middle West Pioneers have?
- What kinds of meat did they have?
- Where did they obtain meat?
- How did they get different kinds of meat?
- How did they cook meat?
- How did they keep food from spoiling?
- How did they dry meat?
- Why did they salt it?
- What kinds of fish did they eat?
- How did they catch fish?
- What kinds of game were there?
- How did they kill game?
- What weapons did they use?
- What kind of animals did the pioneers raise?
- What kinds of traps did the pioneers make?
- How did taming animals improve their way of living?
- How did animals help the pioneers?
- What kinds of food did they raise?
- How did they raise food?
- Did they buy at stores?
- Did they sell any of the food they raised?
- Did they barter for food?
- Were there bakeries or groceries stores?
- Where did they get supplies which they could not grow or make?
- How did they bake bread?



## E. CONSUMING GOODS

### 1. Food: (Cont'd)

- How did they grind corn?
- How did the pioneers cook their food?
- How did they bake or steam food?
- How did they preserve food?
- How did they keep vegetables from spoiling?
- Did they make flour from grain?
- What kinds of grains did they raise?
- Were there flour mills?
- For what else did they use the grain? Cereals?
- How do our farming methods differ from those of the Pioneer farmers?
- How different are our farming tools?
- Did the pioneers have wells? pumps?
- Where did they get water? How did they carry it to their homes?
- Why was it important to live near a stream?
- Did they know how to purify water?
- Did they have anything else to drink?
- Did they raise cows? goats?
- Did they have coffee, tea, soda water?
- Where did they get it?
- What did the pioneers drink that we don't have today?
- Did they use herbs? How?
- Were there any natural springs? (hot springs, soda springs)
- How did they harness water?
- How did this improve their way of living?
- Did they have candy?
- How did they get it?
- Did they keep beehives?
- How did they use the sap from trees?
- What barks are sweet?
- How did they dry sweet fruits?
- How did they preserve fruits?
- Where did they get sugar?
- How do we make sugar?
- How did they use molasses, maple sugar, brown sugar?
- What foods did they find in nature?
- What poisonous foods did they encounter? What are the antidotes and precautions?
- What did the pioneers do in the winter?
- Could they raise any kind of food in the winter?
- What natural foods were found in winter? in summer?
- What did the pioneers do when they could not obtain fresh food?



## E. CONSUMING GOODS

### 1. Food: (Cont'd)

Where did the pioneers get their seeds?  
How did they care for their seeds?  
Why was salt so important to the pioneers?  
How did they store food for the winter?  
How did they use this food?  
Where did they store it?  
How did the pioneers discover new ways of getting food?

### 2. Clothing: What kind of clothing did the pioneer and Indian wear? Where did they obtain it? How does clothing manufacture differ today?

What kind of clothing do the Navajos wear?  
What kind do members of other Indian tribes wear?  
Where do they get their clothing?  
What clothes do they buy?  
Which garments do they make?  
How does their clothing differ in summer and winter?  
Can they wash their clothing?  
How did they mend their clothing?  
Where do they get materials to make their clothes?  
What kind of materials are the skirts made of?  
What is the blouse made of?  
How did they dye their clothing?  
How did the women's and men's dress differ?  
How are the women's skirts made?  
What colors are they?  
How much material is in one skirt?  
How do the women wear their hair?  
What jewelry does she wear?  
How do the men dress?  
How do the older men wear their hair?  
Do the men wear jewelry?  
What kind of shoes do they wear?  
What are their shoes made of?  
What types of clothes did the pioneers wear?  
What kinds of materials did they use?  
Where did they get it?  
How did they spin wool? Where did they get the wool?  
How did they weave?  
Where did they obtain dyes?  
How did they prepare and use the dye?  
What did they use for rugs?  
Where did they get cotton, silk, and other materials?  
Did they have stores?  
How did they make clothes?  
Did they have needles? scissors? etc.?  
How did the weather affect their dress?  
Did they buy any of their clothing? Where?



## E. CONSUMING GOODS

### 2. Clothing: (Cont'd)

What kind of shoes did they have?  
Did they need snowshoes?  
How did they make shoes?  
What material was used in making shoes?  
What tools did they need?  
Were there cobblers?  
What kinds of hats did they wear?  
What did they do when it rained?  
Did they have raincoats? Umbrellas?  
What did they use?  
What are some similarities in the pioneer dress  
and the dress of today? Are there any carry  
overs?  
What did they use to mend clothes?  
What kind of ornaments did they have?  
From what were they made?  
Did they buy or trade ornaments?  
How did they wash clothes?  
How did they make soap? Where did they get it?  
What did they need to make soap?  
Did they use leather for clothing?  
How did they prepare the leather?  
For what did they use furs?  
What kinds of furs did they use?  
What kind of articles did the pioneers knit?  
What were used for knitting needles?  
Where did they get buttons for their clothes?  
How did they make laces?  
Where did they get the materials to use?  
What kinds of gloves did the pioneers wear?  
How did weaving and spinning add to the comforts  
of life?

### 3. Shelter: How are pioneer and Indian homes built? What type of heat and light do they have?

What is an Indian reservation?  
In what states are there reservations?  
Where is the Navajo reservation?  
Is this reservation a desert or mountainous region?  
What colors are found in the soils there?  
How high are the mountains? How high are the mesas?  
Does it rain on the desert?  
Does it ever snow?  
What kind of plants grow on the desert?  
What kind of trees grow there?  
Where does the cactus get its water?  
Where do the Indians live in the winter?  
Where do they live in the summer?



## E. CONSUMING GOODS

### 3. Shelter: (Cont'd)

Why do they have summer and winter homes?  
What is their home called? How do they build their winter homes?  
How do the Navajo' homes differ from that of other Indians?  
What materials are used in making their summer homes?  
How are the logs fastened together?  
What do they use for the roof?  
What tools do they use in building the hogans?  
How many rooms are there in a hogan?  
What do they use for a bathtub?  
Why does the door of the hogan always face the east?  
Why is a hole left in the top of the hogan?  
Where is the fire in the hogan?  
How long does it take to build the hogan?  
Who builds it?  
What type of light and heat do they have?  
How were their homes made attractive?  
What kind of floors do hogans have?  
Why do they sometimes burn or destroy their homes?  
What kind of furniture do they have?  
Why do they not have furniture?  
Where do they sleep?  
What do they use for their bed clothes?  
What do they do with the skins in the mornings?  
Why do they air the skins every day?  
How does this help to keep them clean?  
What kinds of houses did the pioneers have?  
What did they use to build their houses?  
Where did they get materials?  
How did they use the natural resources?  
What kind of windows and doors did they have?  
What was their floor like?  
How did they heat their home in the winter?  
How was the fireplace built?  
How did they keep cool in summer?  
What provisions were made for ventilation?  
How did they fix the roof to keep out rain?  
What did they do to make the home attractive?  
What kind of furniture did they have?  
Where did they sleep?  
Where did they get lumber?  
Was there a lumber mill? Did they have a saw mill?  
How did they chop down trees?  
How did they fill up the cracks?  
How was the pioneer home protected?  
How did they put the parts of the houses together?  
Did they have separate rooms?



## E. CONSUMING GOODS

### 3. Shelter: (Cont'd)

How did they partition rooms?  
What tools did they use?  
Who built the houses?  
How do their houses compare with ours today?

### 4. The Arts: How was art used in the ordinary living of the pioneers and the Indians? How do Navajo arts differ from those of other tribes?

What kind of jewelry do the Navajos make?  
Where do they get the silver?  
Where do they get their turquoise stones?  
What do they do with their jewelry?  
What kind of baskets do some Indian tribes make?  
What do they make the baskets of?  
How do they color the baskets?  
Are they colored before weaving?  
Where do they get the reeds?  
What are the blankets made of?  
Where do they get the wool?  
When do they shear the sheep?  
Why are the fleece of wool shaken and beaten?  
How are twigs and burs removed from the wool?  
How is the wool washed?  
What do they use for soap?  
How is the wool made into yarn?  
When is it dyed?  
Where do they get their dye?  
How is the loom made?  
What are warp threads?  
What do they do with the finished rugs and blankets?  
What kind of designs are used in their blankets?  
What kind of pottery do the Indians make?  
How is it made today?  
What kind of vessels were made?  
How did they shape them?  
How were they made smooth?  
When did they paint them?  
How were they baked?  
What are kachina dolls?  
What are they made of?  
What do they do with the dolls?  
What other carving was done?  
How did they use leather?  
What kind of art did the pioneers have?  
What art mediums did they use in painting?  
What art was brought from their home country?



## E. CONSUMING GOODS

### 4. The Arts: (Cont'd)

How did they make their bowls?  
What kinds of pottery did they make?  
What kinds of tinware did they make?  
What kinds of brassware did they make?  
What kinds of pewter ware did they make?  
What did they use for designs?  
Did they do any other metalcraft?  
What handwork did the women and girls do? (lace?  
embroidery? samplers? knit? crochet?)  
What kinds of furniture did they make (benches,  
chairs, bedposts, clocks, etc.)  
Could they buy trinkets at stores?  
What kind of leatherwork did they do?  
How did they spin and weave?  
What did they use for a loom?  
Where did they get wool?  
How did they use iron? What kinds of weathervanes  
and lamphooks did they make?  
What did they model or carve? What did they use?  
How was stone used as art?  
What were patchwork quilts used for? How did they  
make them?  
Tell about pioneer architecture.  
Where did they get glass to make glassware?  
How did they make use of wood? (furniture, musical,  
instruments)  
What art did pioneers find in nature?  
What kind of lettering and figures did the pioneers  
master?  
Were there any cartoonists? or caricaturists?  
Where did they get jewelry?  
Did they bring jewelry with them?  
What use did they make of their trinkets and  
jewelry?



## E. CONSUMING GOODS

### ACTIVITIES

#### 1. Food

Grind corn on metate.  
Make dried bread and cook it outside.  
Roast potatoes in ashes.  
Collect cactus fruit and make a glass of jelly.  
Make a list of foods eaten by the Indians and compare with that of ours.  
Plant a garden and grow the vegetables used by the Indians.  
Save vegetable seeds and label for next year.  
Have an Indian pow-wow with dances, races, games contest and end with a feast.  
Plant food as the pioneers did.  
Make some simple farm equipment.  
Take a trip to the Poston gardens.  
Make a mural of early phases of agriculture.  
Make a chart comparing the pioneers' food to our today.  
Grind corn.  
Cook over an open fire.  
Make some pots and pans.  
Cook some pioneer foods.  
Make scrap books on food values.  
Make a booklet showing how the Pioneers get their food, raised their food.  
Take an excursion to the beehives.  
Secure a speaker to discuss bees and the making of honey.  
  
Analyze water.  
Read about typhoid fever in connection with water.  
Take a trip to the water plant.  
Make designs of baking ovens and utensils used.  
Make utensils, trenches, spoons, forks, johnnt cake board.  
Discuss the importance of salt.  
Keep a weather chart.  
Gather, mount and label seeds acollected.

#### 2. Clothing

Make Indian clothing.  
Make stick puppets and dress them as the Navajo.  
Make vegetable dyes and dye yarn and materials.  
Make a loom and weave in the class room.  
Dig yucca roots and use for soap in washing hair.



## E. CONSUMING GOODS

### ACTIVITIES

#### 2. Clothing (Cont'd)

Make pioneer costumes for a play.  
Dramatize some episodes in Poston life.  
Make a puppet show dressing stick puppets in colonial costumes.  
Make soap (recipe)  
Test soap on fabrics.  
Make vegetable dyes.  
Make a loom.  
Weave a rug.  
Discuss types of clothes worn, materials used and styles.  
Collect and mount pictures.  
Make a booklet comparing styles of pioneer and modern dress.  
Knit some simple piece of clothing.  
Crochet collars, laces.  
Embroider scarves, aprons.  
Discuss the working tools the pioneers had for sewing.  
Make a chart showing needles, scissors, and other sewing equipment the pioneers used.  
Compare pioneer day sewing with today's.  
Take a trip to 229 to see a home made spinning wheel.  
Draw and mount pictures of the pioneer bonnets and hats.  
Collect pictures of the pioneer hair style.  
Collect, draw, and mount the types of shoes worn.  
Make a mural showing how the women washed.

#### 3. Shelter

Construct a hogan and make the articles the Navajos would have in it.  
Dramatize daily living of Navajo.  
Make a scrap book of trees that are used for buildings and shade ramadas.  
Make a map of Arizona showing the Indian reservations.  
Write letters to Indian children living on reservations.  
Discuss Indian life.  
  
Discuss steps taken to build a cabin.  
Discuss labor, heating, ventilation, and lighting problems involved in building a cabin.  
Take an excursion to 227 to see cabin.  
Build a log cabin.



## E. CONSUMING GOODS

### ACTIVITIES

#### 3. Shelter (Cont'd)

Build a fireplace.  
Decorate the fireplace.  
Draw different kinds of fireplaces.  
Furnish a cabin.  
Compare our homes with the pioneers home.  
Make pioneer furnitures.  
Make models of the different kinds of pioneer homes  
(sod, stone, cattle shelters and barns)  
Make a picture book showing types of building and  
furnishings.

#### 4. The Arts

Make Indian pottery to use in hogan.  
Make tom-toms for the dance.  
Make Indian jewelry.  
Make baskets using willow twigs.  
Sing songs related to Indian life.  
Dance simple Indian dances.  
Play Indian games.  
Write creative poems of Indian life.  
Make a scrap book of Indian designs and symbols.  
Make Indian scrap book.  
Keep a record of the weather at Poston and compare  
with other parts of the state.  
Draw pictures representing the Indian life.  
Make murals and frieze showing Indian life.  
Write a class movie representing Indian life.  
Make class booklets with stories and illustrations  
about the Indians.  
Find pictures and mount for the class room.  
Construct a trading post in the classroom. This may  
have a display of materials which were made  
such as clay pottery, rugs, blanket, jewelry,  
charms and also colored corn and vegetable  
seed. A small post office may be a part of  
the trading post.  
  
Dip candle.  
Learn some songs (My Old Kentucky Home, Little Gray  
Home in the West)  
Write stories about pioneer life.  
Make samplers.  
Whittle dishes, spoons.  
Carve fancy designs in wood.  
Make an autograph or motto booklets using fancy lettering.  
Crochet laces.  
Knit simple scarves.  
Embroider and cross-stitch sampler.  
Make various kinds of fences and walls.  
Make models of relics.  
Find natural resources which contribute to art in Poston.



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Section E: Consuming Goods

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## F. PLANNING & GOVERNING

1. Cooperative Enterprises
2. Cooperative Procedures
3. Administration

Where did the Indians, Mexicans, and colonists get their water? From where do we get our water?

Did the pioneers have electricity or telephone systems?  
What were some of the first needs of transportation?  
What were some of the early trails blazed by the Indians and pioneers? How were some of the early bridges made?  
Did the colonists have public schools?

How can children cooperate in clubwork?

How did the colonists and pioneers govern themselves?  
Who are our community helpers?

Where do we get our water?  
Why do we pump air into our water in camp?  
How did the Pilgrims, Indians, and Mexicans get their water?  
How did they carry water?  
Why do they have windmills?  
Why do cattle often die on the desert?  
What does the camel do for water on a long trip?  
Could you live long without water?  
What does 'irrigate' mean?  
Where does our irrigation water come from?  
How did they irrigate in colonial days?  
How did the Mexicans irrigate their crops?  
How did Hopi Indians irrigate their crops?

What three things become water when they melt? Do little Mexican children see ice, snow and hail? What makes water out of ice, snow and hail?  
How can we sometimes tell it is going to rain or snow by looking at the sky?  
What did the Hopi Indians do when they needed rain?  
What are some of the uses of water?  
What happens to the rivers when we have long heavy rains?  
What are dams?  
Why do we have dams?  
How do we store up our water to prevent flooding and serve large areas with water?

Where did the colonists and pioneers get their water?  
How did the colonists and pioneers transport the water to their homes?  
Name all the uses colonists and pioneers made of water.  
What did the colonists and pioneers do to make water pure?  
Is our water supply pure?  
Who takes care of these matters for Boston?



## I. PLANNING AND GOVERNING

1. Cooperative Enterprises; 2. Cooperative Procedures;
3. Administration: (Cont'd)

From where does our water come?  
Is the canal water pure?

Where did people get light before the discovery of fire  
and artificial lights?

How far away is the sun?

What would happen to plants that had no light or sun?

What is coal?

How is coal mined? How is coal used?

What kinds of coal are there?

When do you think the tree dwellers went to bed? Why?

How did the cave dwellers protect themselves?

Who learned how to make fire first?

What did cave men use to light the caves?

How did they carry fire?

What other types of lamps did early people use?

What kinds of oil did the early people burn?

How did they get the oil?

What did early Americans use for light and heat?

What did they burn in the lamps?

Who were the first to make candles?

Of what were the first candles made?

What took place of reed pith wicks?

Why was it warmer than an old fireplace?

How do we heat our houses now?

What do we mean by public utilities?

Which ones do we have in Poston?

Did the pioneers have electricity? gas? telephone?

How were the homes of the pioneers heated?

How did the pioneer boys and girls study at night? Did  
they have lamps?

How did the pioneers send messages to each other?

What does the word transportation mean?

How many things do we raise in Poston?

How do we get them to our mess halls?

Where do our fruits and meats come from and how are they  
brought to us?

By what means of transportation do sugar and bananas reach us?

How are ice cream and milk brought to us?

What four means of transportation are used in carrying mail  
to us?

What ways of transportation were used in securing the materi-  
als that goes into rubber tires - erasers and hot water  
bags?

Why did we develop travel in America?

Why didn't the Pilgrims and Mexicans carry loads before days  
of horses and mules?

What animal is used in the desert today? What animals are  
used in rice culture in Hawaii, in Mexico?



## PLANNING AND GOVERNING

1. Cooperative Enterprises;
2. Cooperative Procedures;
3. Administration: (Cont'd)

What brought need of roads and bridges in the pioneering days?

What did the covered wagon do when it came to a stream?

What are blazes?

What was the Wilderness Road?

What was the Oregon Trail?

What was the Santa Fe Trail?

What route did Lewis and Clark follow?

What is a library?

Where do we get books?

How are books made?

Did the Indian children have books?

How were books written before we had printing presses?

On what were the first books written?

What invention beside the printing press made writing easier?

Why didn't we have public libraries in the early days?

Why do we have public libraries now?

What did our little Indian and Mexican children do for stories, when there were no books?

What is a horn book?

Did the pioneers have libraries?

What type of books did the pioneers have?

How did the cave boy and girl learn if he didn't go to school?

How did the father learn?

What were some of the important lessons he had to learn?

Do you think he studied ways of getting foods, shelter, and clothes?

What did the early people in Mexico study a long time ago?

Why didn't electric lights come to be used by man sooner?

Who were the first teachers of agriculture?

What were our first books?

What do you think we would be using today if the ancient people had not learned to make crude lights and stoves?

How is your school different from the cave?

Did our discoverers study hard to be able to give the world vaccines, etc. that save lives?

Did the pioneers and colonists have public schools?

What three subjects were taught the pioneer and colonial students?

How did the pioneer and colonial school room compare with our school room?

How did their equipment compare with ours?

Did they attend school regularly?

Did both boys and girls attend school?

What kind of paper and pencils did the pioneers use?



## F. PLANNING AND GOVERNING

1. Cooperative Enterprises;
2. Cooperative Procedures
3. Administration: (Cont'd)

How did primitive people carry babies?

Could small children care for a baby on the cradle board?

Why?

How did the cave man make packs to carry over his shoulders?

How was fire carried by early man?

What were some of the first needs of transportation?

What did the Indians who followed the buffalo invent to store their food?

What is a travois?

Who used the travois?

Name the types of transportation used by the pioneers.

What types of colonial transportation do we use in improved forms?

Name the different types of transportation used in Poston.

How were methods of traveling and sending goods affected by the surrounding of the people?

What were the good points and hardships of colonial travel?

Did methods of transportation improve with better roads?

Why did we build roads in Poston?

How do the roads cross our canal?

Why do we need good roads and bridges?

Why didn't primitive Mexicans, Pilgrims, and Indians need strong bridges and paved roads?

Was there a reason why the Indians did not build bridges or roads?

What did primitive engineers use to build for crossing streams?

How did the Mexican charcoal maker get his load to market?

What kind of road did the burro need?

Do you know the name of the country whose roads and bridges were built hundreds of years ago?

Why were they built?

Are they used today?

Why do we need broad paved roads and heavy steel bridges?

Why did living on water edge determined the kind of transportation they had?

How did railroads help merchants?

How have auto, buses, and trucks helped transportation?

In what ways do airplanes contribute world's need?

Why did early man learn to swim?

So you know why rivers has bridges?

What type of roads did the pioneers and colonists have?

Did the pioneers and colonists use Indian trails for travel?

What kind of bridges did the pioneers and colonists have?

Do you think they had engineers? Why do you think so?

Of what were their roads made?

Of what are modern roads made?

What various types do we have in and near Poston?



## F. PLANNING AND GOVERNING

1. Cooperative Enterprises;
2. Cooperative Procedures;
2. Administration: (Cont'd)

When a problem arises in your home, to whom do you go?

Who helps make the decision?

Who made decisions in the Mexican home and in the Indian family?

When a problem comes up about supplies, etc. in our school room, to whom do we go to inquire about it? If Miss Breeze can't act upon it, to whom does she go to find out about it?

If your Block Manager can do nothing about it, to whom does he inquire?

If Mr. Head can't help, to whom does he go to inquire?

Who is at the head of our nation?

Did the Colonists have community discussions?

What do you think the colonists discussed at their meetings?

Why do we have community meetings?

Is discussion necessary in any community?

What were the community discussions called by the colonists?

Did the pioneers have community discussions?

What did they do?

How did the early people of Mexico choose their leaders?

If we lived on a lonely island by ourselves, would we need laws? Why?

Why do you think we need rules at school?

Why do we need laws like traffic laws?

Who made the laws in the settlements?

How were the laws enforced?

Do we have laws today? Why?

How are the laws enforced?

Is it necessary to obey laws?

What type of punishment did the pioneers have for law breakers?

Do we have some type of punishment for people who break laws today?

How are rules and regulations made in Poston?

Who makes laws for the State?

Where do they make them?

Who makes laws for U.S.?

In what city do they make them?

Do we vote in Poston?

What do we vote for?

How is the Block Manager appointed here in Poston?

Who is allowed to vote for the officers of our community?

What is the Poston Community Council?

How does Poston dispose of its garbage?

What official is at the head of this department?

How does Poston dispose of its waste water and sewage?

What official is at the head of this department?

What provision is made to keep Poston free from disease?



F. PLANNING AND GOVERNING

1. Cooperative Enterprises;
2. Cooperative Procedures;
3. Administration: (Cont'd)

Who are some of the people who help us in Boston?  
In what ways do they help?



## F. PLANNING AND GOVERNING

### ACTIVITIES:

#### 1. Cooperative Enterprise:

##### a. Water Supply

Discuss how the Mexicans transported water to their homes.  
Discuss how we get our drinking water supply.  
Discuss where we get water for the fields.  
Take a trip to the water tank.  
Read stories about water.  
Discuss the importance of water.  
Make pictures of the water tank, wells, pumps, etc.  
Discuss how the Colonists and pioneers transported water to their homes.  
Draw pictures of water being hauled to their homes.  
Discuss the way to dig wells cooperatively.  
Discuss the way we transport water in Poston.  
Draw or paint pictures of rain, springs. Collect pictures of breakers and falls.  
Learn poems of rain, brooks.  
Sing songs about rain and water.  
Write original poems.  
Make booklet for poems.  
Make a spring by sinking a tin can with hole in side into a mountain of earth and pour water in it.  
Illustrate falls, rivers by using hose.  
Dip up stagnant water from one of our ponds and examine and filter.  
Write a letter to the head of the water department asking permission to visit a well in camp.  
Appoint committees to gather information by taking notes of the trip.  
Write reports on the trip.  
Write cooperative story of how our water system works.  
Illustrate interesting phases or incidents for water booklet.  
Discuss ways of purifying water.  
List new words used for vocabulary list.  
Write cooperative story (after assigned reading in groups) on:  
Methods of securing and transporting water to their homes.  
Illustrate in water booklets.  
Collect pictures showing:  
Storage tanks  
Wells  
Windmills  
Mexicans carrying water  
Mexicans washing clothes  
Springs  
Dams  
Reservoirs



## F. PLANNING AND GOVERNING

### ACTIVITIES

#### 1. Cooperative Enterprise: (Cont'd)

##### a. Water Supply:

Learn poems and songs about the snow man.  
Make a weather chart and keep it daily, using your original code.  
Make charts showing uses of water and illustrate where possible.  
Discuss how the swift streams were of use to the mills of early days before electricity.  
Collect pictures of flooded areas.  
Make dams and reservoirs in school year.  
Tell of water accidents.  
Make water safety posters.  
Culminate activity with an original play about water.

##### b. Public Utilities:

Visit our power plant.  
Invite a speaker to explain how we get our light here.  
Make a small chart showing things used by us in our homes that were used by ancient peoples.  
Make small models of different lights for museum.  
Read story of Thomas A. Edison. Tell in class things that interested you.  
List uses of electricity.  
Make frieze illustrating story of light.  
Give broadcasts explaining the frieze.  
Appoint committees to work on broadcast.

- a. Lights of Tree Dweller
- b. Lights of Cave Dwellers
- c. The first candles
- d. The smokeless lamp
- e. Our lights today.

Carry on experiment showing effect of heat on growing seed.  
Demonstrate why earth cools after sun goes down, and why we have northern lights.  
Make chart showing story of stoves and heating.  
Draw a picture and describe the most interesting way the early people heated homes.  
Make the cave man's fire box.  
Broil bacon over a grill over fire.  
Collect pictures of the methods for heating used today.

##### c. Transportation:

Write letter to head of transportation office asking for permission to visit the warehouse.



## F. PLANNING AND GOVERNING

### ACTIVITIES:

#### 1. Cooperative Enterprise: (Cont'd)

##### a. Water Supply:

Collect pictures showing:

Streams  
Rivers

Construct:

Wells  
Windmills  
Dams  
Mexican water containers  
Pilgrim water containers

Prepare cooperative chart showing a safe place for boring a well, unsafe place for boring well, and unsafe places to drink water.

Write poems

Learn "Old Oaken Bucket" and illustrate or construct the well with pulley.

Sing Mexican songs.

Dance simple square dances and Mexican dances.

Tell story with the rain, ocean water, sun, lightning, thunder, hail, snow and rainbow as characters.

Illustrate some of these water booklet.

Write cooperative movie of the watercycle.

Read or learn poems on snow, sun, winter, spring, flowers.

Collect pictures of snow covered mountains, Mexican snow covered mountains, springs, falls, and oceans

Experiment with boiling water and show how evaporation takes place.

Plant seeds; water some and do not water others.

Put flowers in a vase with water in it; put flowers in empty vase.

Keep reports of experiments

Tell stories showing how we cannot live without water.

Make a word list.

Visit irrigation canal.

Make a ground plan to show irrigation system.

Draw an air view map.

Read accounts or little stories about Mexican and primitive ways of irrigation.

Write and illustrate stories of primitive irrigation.

Irrigate in school garden

Discuss the causes of typhoid fever.

Prepare a broadcast on the contrast of modern and primitive water problems.

Experiment by melting ice in sun and shade.



## 7. PLANNING AND GOVERNING

### ACTIVITIES

#### 1. Cooperative Enterprise: (Cont'd)

##### c. Transportation:

Visit and gather information

Write a thank you letter for kindness shown to the class.

Make models or draw pictures of the 4 ways mail can be carried to us.

Learn poems of trains, ships, trucks and airplanes.

Write letters to railroad companies, air lines, bus lines, ship co. for information pamphlets, pictures and maps.

Write creative stories such as: "How I Became an Auto-tire". "How the Mexican Got His Charcoal to Market".

Illustrate and dramatize some phases of story.

Read stories about the growth of transportation.

Appoint committees to work on a mural or wall hanging, showing the growth of transportation.

Write cooperative stories for books, telling the needs that brought about the development of transportation.

Make riddles about forms of travel.

Appoint committees to read and report on What We Grow and

Make in Our Mexican and Pilgrim Villages and How We Trade in Primitive Villages.

Read about canoe making.

Make models of log canoes, bark canoes.

Make model of early rafts.

Make model of Eskimo boat.

Make models of the different animals used in burden bearing.

Make cradles of skin used by the cave man.

Learn selections from Hiawatha and illustrate the cradle song.

Make model of Mexican methods of carrying the baby.

Learn the Mexican lullaby.

Dramatize cave scene--showing daily life experiences.

Appoint committee to prepare broadcast on: "We Travel For Food", "Our First Store Houses", "Our Harvest is Needed in California and How Will It Reach California?".

Plan and prepare a program for parents centered about transportation.

Discuss plans for moving one group of Colonists or pioneers to another area, mentioning means, hardships, source of food.

Make posters on colonial travel.

Make miniature covered wagons.

Map out some of the chief trails used by the pioneers.

Give stick puppet show showing means of transportation, cooking the food, care of the sick, religious services, camping at night.



## F. PLANNING AND GOVERNING

### ACTIVITIES

#### 1. Cooperative Enterprise! (Cont'd)

##### d. Roads and Bridges:

Read stories about early ways of crossing water.  
Collect pictures of roads and bridges.  
Make mural of earliest bridges and roads.  
Give illustrated broadcasts of our modern bridges and highways.  
Learn songs about bridges.  
Learn poem about bridges.  
Write stories about bridges.  
    a. The Covered Path  
    b. Ships that pass under my bridge  
Make models of types that interest child and put into museum.  
Write cooperative story and illustrate.  
    The March of Bridges  
Make vocabulary booklet on bridges  
Discuss making needed bridges and roads.  
Make friezes.  
Compare early roads with ours.  
Build a corduroy road.  
Build a floating bridge.  
Make maps showing the early roads and routes taken by pioneers.

##### e. Education-Schools, Libraries

Make chart of the contributions to education made by cave dwellers, Indians, Mexican, Indians, and pioneers.  
Make a health chart of discoveries that benefited humanity.  
Learn Indian songs and dances.  
Read about Indian sand painted and sweat houses.  
Read about the Mexican ways of healing the sick.  
Give party and use the Mexican contribution to present day.  
Pop corn.  
Make pop corn balls.  
Make a log cabin school buildings with tables and benches.  
Discuss at meetings plans for building a school; vote at meetings.  
Bring pictures of a horn book.  
Make a quill pen.  
Plan and dramatize a scene in a colonial or pioneer school room.  
Make a horn book.



## F. PLANNING AND GOVERNING

### ACTIVITIES

#### 1. Cooperative Enterprise: (Cont'd)

##### e. Education-Libraries

Write a note to librarian making appointment for a visit by the class.

Note questions that we wish answered.

Write a thank you note after visit.

Write cooperative story about the trip for Library Booklet.

Organize a Library Corner and appoint a librarian and helper.

Make rules to be followed in the library procedure.

Collect pictures and read stories about book making today; the development of the printing press; old handwriting.

Make model of clay tablet.

Make paper scroll.

Make chart showing development of a few letters from picture writing to the alphabet.

Discuss why libraries are needed today.

Read and tell some old Indian or Mexican legends.

Make a scroll including:

Stories of inventions of paper, alphabet, printing--a chart of progress of writing and a few short legends.

Give programs.

a. Dramatize original play: "From Clay Tablets to Books".

b. Poems and songs about books

c. Book games

#### 2. Cooperative Procedures:

##### a. Discussing and Deciding

List services of Block Manager

Visit Administration Building and list names of departments there.

Write about duties of each department

Make administration chart

##### b. Voting; c. Appointing; d. Regulating and Law Making

Have member of council speak to children.

Elect a council at school. Dramatize one phase of council.

Dramatize Roger Williams go to War;-- Indians to buy land - and the chief calling his council to make decision.

Form citizenship club - Elect officers and form a code.

Read some of our Poston Penal Code

Discuss and write up some of the traffic laws

List ways in which we might help improve the community



F. PLANNING AND GOVERNING

ACTIVITIES

2. Cooperative Procedures: (Cont'd)

- b. Voting    c. Appointing:    d. Regulating and Law Making

List laws to prevent fires

Appoint committees

Compile certain rules and regulations for the classroom.

Discuss some of the officers who take care of the government business.

Elect officers and decide on duties.

Practice voting.

Conduct meetings.

Hold regular meetings.

Practice taking notes.

3. Administration

- b. Officials & other workers

Illustrate and write cooperative stories on 'Valuable services of the Garbage Men.'

List uses of garbage.

Appoint or elect a police department.

Appoint clean up committees.

Make murals of helpers in Boston.

Learn names of some of the officials



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## G. COMMUNICATING

1. The Mail: What are some ways in which the Indians communicated? How did the Overland Mail and the Pony Express help communication? How is the present postal system operated?

What is meant by "communication"?

What are some ways in which people communicate with each other?

What are "sound signals" and "sight signals"?

By whom is sign language used today?

How did the development of the alphabet help man?

How did spoken language develop?

What are some methods the Indians used in sending messages?

What is a beacon fire?

How did the Indians use beacon fires in sending messages?

How did the Indians make smoke puffs used in signaling?

How did they send messages at night when smoke could not be seen readily?

What is picture writing and what use did the Indians make of it?

What materials did they need for their picture writing?

What Indians recorded their history and sent messages by making belts woven with beads or shells?

What are these belts called?

How did the Indians use gestures in conveying ideas?  
(Indian sign language)

When did the Indians send messages by drum beats?

How did the American Indians leave messages on the trail?

What are some trail signs still used today?

By what means could a message be sent to a friend in the early colonial days?

Were there any post offices or mail carriers at that time?

Who helped to improve the early postal system?

Was it expensive to send letters after a postal system was established?

What determined the amount of postage to be paid on a letter?

Were there any stamps?

How was postage paid?

How long did it take to carry mail from Boston to New York?

What were the colonial letters like?

What is meant by the Overland Mail?

What routes did the Overland Mail coaches take?

How long did it take for the coaches to travel from St. Louis to California?

What was the Pony Express?

What kind of men and horses were needed for the Pony Express?

What famous man was a Pony Express rider?

Why was the Pony Express established?

How did it operate?



## G. COMMUNICATING

### 1. The Mail (cont'd)

- Who are the post or post riders?
- What pledge did the Pony Express riders have to take?
- What were the "way stations" and "home stations"?
- What kind of mail bags were used?
- How long did it take the Pony Express to go from St. Joseph, Missouri to California?
- How much did it cost to send a letter from New York to San Francisco?
- What dangers did the Post riders meet?
- When did the last rider make his run?
- What took the place of the Pony Express when it was abandoned?
- Who owns the Post Office?
- Where are post offices established?
- Where is the post office in Poston?
- What kind of services are offered in the Post Office?
- Who are the helpers employed in postal service?
- How should letters be mailed?
- How should envelopes be addressed?
- What kind of stamps are used for the following:
  - Picture postal cards
  - Local letters weighing one ounce or less
  - Out-of-city letters
  - Third-class letters
  - Special delivery
  - Air Mail
- When did the adhesive postage stamp come into use in the United States?
- Why do the size, color, and design of stamps change?
- How are stamps cancelled?
- What is a postmark and what does it tell?
- What department of the government prints stamps?
- How is mail collected?
- What happens to letters after they reach the Post office?
- How is mail taken from one city to another?
- What is a railway post office?
- What work is done in a railway post office?
- How is mail picked up at stations where the trains do not stop?
- When was the first air mail service begun?
- How much does an air mail stamp cost?
- What is air mail stationery like?
- Is there a limit in weight of air mail?
- To what countries can one send air mail letters?
- How much faster will air mail from the Pacific Coast states reach the Eastern states than ordinary mail?
- What form of air mail service began as far back as 3000 B.C. and is still in use today?
- How do carrier pigeons help communication today?
- What does R.F. D. stand for?
- When was free delivery extended to rural districts?
- What is special delivery?



## C. COMMUNICATING

### 1. The Mail (cont'd)

How much does a special delivery stamp cost? An air mail special delivery?  
What does C.O.D. mean?  
How does one send for goods C.O.D. and what are the charges?  
What does it mean to register a letter or package?  
When should mail be registered?  
How much does it cost to register a letter?  
How can one be sure that a person has received a registered letter?  
What is a postal money order?  
Why is it safe to send money orders?  
What fees are charged?  
How can a person cash a money order?  
How does one proceed to buy a money order?  
How much does it cost to mail letters to a foreign country?  
Can letters be sent to foreign countries by air mail?  
What postal regulations are there regarding foreign correspondence?  
What is the International Postal Union and what does it do?  
What is a dead letter?  
What is done with a dead letter?  
Where is the dead letter office?  
How can we avoid sending dead letters?  
What is V-mail?  
How is it sent overseas?  
What is the size of V-Mail stationery?  
What is the postal savings system?  
How are deposits made?  
How much interest does one get on postal savings?  
How should parcels be prepared for mailing?  
How is postage on a package determined?  
How many postal zones are there and how are they determined?  
How can we safeguard valuable packages?  
What are the insurance rates?  
How should packages containing breakable contents be marked and packed?  
Can parcels be sent by post, air mail, registered mail or special delivery?  
What are the regulations concerning writing in parcels?  
How long have we had parcel post service?

### 2. Telephone: Who invented the telephone and how did he come upon the idea? How has the telephone influenced our way of living? How does sound travel? How should we telephone?

What is a telephone?  
What kinds of telephone instruments are there?  
Why do people use telephone?



## G. COMMUNICATING

### 2. Telephone (cont'd)

How do people use telephones? For Local calls? For long distances?  
How does sound travel over a phone?  
What workers have made it possible for us to have telephones?  
Who invented the telephone?  
What way did the studies of Alexander Graham Bell prepare him for the invention of the telephone?  
How has his invention affected millions of people?  
What was the first telephone like?  
What changes did the telephone bring about in our way of living?  
What countries are connected with the United States by telephone?  
Is it cheaper to phone long distance at night or day?  
How are telephone rates determined?  
How can we help the telephone operators when we phone?  
How does a pay phone work?  
Why do we not see many telephone wires over a busy city street?

3. Telegraph, Teletype, Cable: How have the telegraph, teletype, and cable made the world a smaller place in which to live? How and by whom was the telegraph invented? Of what importance is the teletype? What countries are connected by cable?

What is telegraph?  
Who invented it?  
How did Samuel Morse come upon his idea of a telegraph?  
When was the first telegraph wire completed?  
What was the first message sent?  
What is the Morse Code?  
What are some ways the code may be used?  
What does the telegraph look like?  
In what ways has the telegraph helped us?  
How does it help the nation keep identical time?  
Besides messages what other things can be sent by telegraph?  
Who invented the wireless telegraph?  
Of what value has the wireless been?  
To what other valuable scientific findings has the invention of the wireless led?

What are telegrams?  
How are telegrams sent?  
What kinds of telegrams are there?  
When should one send a telegram?  
What are the rates for sending telegrams?  
What does a telegram form look like?  
How are telegrams delivered?  
Who are the workers who make it possible for us to send telegrams?



3. Telegraph, Teletype, Cable (cont'd)

How does an automatic telegraph work?

How has this instrument helped people to send telegram without going to a telegraph office?

What is a teletype and how is it operated?

What does it look like?

Must someone be present to send or receive a message?

What is a Simplex machine? A Multiplex machine?

In how many different directions can a single message be sent over a Multiplex machine?

How has the teletype helped the police? The stock exchange? Business offices?

Who made it possible to use electric telegraph across the ocean?

What difficulties did Field have in laying the submarine cables across the Atlantic?

How many cables are now laid?

To what points in the world can we cable today?

What was the first cablegram from Great Britain to the United States?

4. Radio and Televisions: How did the wireless lead to the development of the radio? How has radio-telephone and radio-telegraph helped communication? What effect will television have on various forms of entertainment?

What is radio?

How does radio help us?

Who found out that telegraph messages could be sent without wires?

Who were responsible for the perfection of the radio?

How does sound travel?

What is a broadcasting studio?

What people work in a broadcasting studio?

What kinds of programs may be heard over the radio?

Why do we have advertising sponsors?

How is the cost of transmission covered in some European countries where there are no sponsors?

Why was it necessary for the national government to assign definite wave lengths to each station?

How did Admiral Byrd keep in communication with the United States during his trip to the Antarctic in 1934?

Of what importance is radio-telegraph and radio-telephone?

What is television?

How does it work?

Has it been developed to the point where scene as well as sound can be transmitted?

If television becomes common in the home do you think it will cause drastic changes in the present form of radio programs?

What effect will it have on other forms of entertainment?



## G. COMMUNICATING

5. Press: What were the colonial newspapers like? What types of printing presses are there? How is news collected and published? How does the linotype work?

How was news spread in colonial days?

What invention helped the newspaper?

What was a colonial printing press like?

How did Benjamin Franklin help the newspaper business?

What was a colonial newspaper like?

What was the first newspaper in America called?

Why did the English Parliament pass a law prohibiting printing press in the colonies?

How is a newspaper of help to people?

What kind of information may be found?

How is news secured?

How is news printed?

What kinds of printing presses are there?

What is a linotype? How does it work?

What are the different kinds of printing types?

How do newspapers get pictures?

How are colored pictures printed?

What are colored pictures called?

What are lithographic presses?

How are newspapers folded, counted, and tied into bundles?

How are newspapers delivered?

How much does it cost to mail a newspaper?

How is paper made?

How many daily papers are there in the United States?

What workers make it possible for us to have a daily newspaper?

What is meant by freedom of the press?

61. Motion Pictures: How did the motion picture industry develop? What use is made of the motion pictures in spreading ideas, news, and information? How are motion pictures made?

What famous inventor helped to start the motion pictures industry?

What men improved the moving picture?

How are movies made?

What kinds of moving pictures are there?

How recent is the talkie?

What are technicolor pictures?

How has the moving pictures helped communication?



## G. COMMUNICATION

### ACTIVITIES

- Plan a radio program on Communication tracing the progress made from primitive times to the present. Have a narrator read the stories written by class members.
- Prepare a time line for inventions and inventors who have helped communication.
- Make a "Who's Who in Improving Communication."
- Make a home-made movie showing progress in the methods of communication.
- Draw a large mural or frieze tracing the evolution of communication from ancient signal fires to modern wireless methods.
- Make a large class booklet containing poems, stories, pictures, and clippings from newspapers, charts showing the development of communication through inventions, and other materials pertaining to communication.
- Discuss the different kinds of signals-sight, sound, and light.
- Read and discuss Paul Revere's Ride as a means of spreading news.
- Have a boy or girl scout demonstrate the sending of messages by semaphore.
- Read to find out different ways the Indians sent messages.
- Invite an Indian speaker or one familiar or interested in Indians to talk to the class about Indian methods of communication.
- Draw a picture or mural showing the ways messages were sent.
- Draw an Indian sending a message through the use of a beacon fire.
- Read some stories that can be told in sign language.
- List some Indian hand signs found in a scout book.
- Use them in telling a story and let the class interpret the story.
- Discuss Indian picture writing.
- Make a skin (like that of some animal) and draw pictures on it to convey messages or to tell happenings in history.
- Sew beads or shells on a cloth belt to express ideas as was done by the Iroquois.
- Secure a camp leader to tell and demonstrate trail signs.
- Make a chart of trail signs.
- Go on a treasure hunt in which trail signs are used as clues to the treasure.
- Dramatize an Indian following the trail marks left by other Indians.
- Make a smoky fire with wet wood or leaves cover with a wet blanket and remove it to make puffs as the Indians did for signals.
- Collect pictures of Indians sending messages to be placed on the bulletin board.
- Discuss how messages were delivered before postal routes were established.



## G. COMMUNICATION

### ACTIVITIES (cont'd)

- Construct a colonial post office.
- Dramatize a colonial post office scene.
- Write a letter such as you think a child might write in the colonial days, folding and sealing it as it was done then.
- Impersonate a Pony Express rider. Tell the class about some of the thrilling adventures you have had in carrying mail.
- Read stories of Pony Express riders as Buffalo Bill.
- Make a map of the U. S. and mark the trails of the Pony Express and Overland mail.
- Sew mail bags and use them in dramatizing the Pony Express.
- Play a Pony Express relay game using "way stations" and "home stations" where runners will be changed.
- Draw pictures or make clay models of the Pony Express riders.
- Dramatize the story play about the Pony Express, "The Mail Goes Through."  
(Baker and Baker, Our World and Others pp. 46-56.)
- Visit the post office to see how it is operated.
- Draw a diagram of the Poston post office showing the different windows where service may be obtained for mail orders, c.o.d., registered mail, stamps, parcel post, bonds, etc.
- Read and/or discuss how the government operates post offices.
- Interview a post office worker to find out about services offered in a post office.
- Discuss how letters should be addressed.
- Write a letter to an absent member of the class, to a speaker, or to parents, addressing it properly. Go to the post office to buy a stamp and mail it.
- Have a committee find the cost of stamps for a picture postal card, local letters, out-of-city letters, third class letters, special delivery letters, air mail, through an interview with a post office worker.
- Start a stamp collection (U.S. & Foreign).
- Collect postmarks.
- Write to the principal or supervisor asking them to request the U.S. Treasury Department, Bureau of Printing and Engraving for information about the printing of stamps.
- Make a chart of postal rates of the various kinds of letters for U.S. and abroad.
- Make an American postage map of the world. Indicate the places where we can send a letter for three cents and for five cents.
- Make a class post office. Conduct a letter writing activity within the class and with classes in other cities.
- Write a story of what goes on inside of a Railway Poston Office.
- Draw a picture of the interior of a mail car.



## G. COMMUNICATION

### ACTIVITIES (cont'd)

If possible have a worker in a mail car tell of his experiences and his work.

Read about the Railway Post Office.

Make a map of the U.S. Air Mail routes and (Barker, Commager, Webb, "The Building of our Nation," pp. 445) of foreign mail routes. (Waddell & Bush, "How We Have Conquered Distance," pp. 147).

Have the teacher read or tell Rudyard Kipling's story "With the Night Mail".

Write an air mail letter on air mail stationery.

Read about the work of mail planes.

Read the story of the carrier pigeon Cher Ami.

Discuss the importance of carrier pigeons in the present war.

Invite a member of the U.S. Signal Corps, if possible, to tell about the training for homing pigeons and other means of communication.

Make a pictorial chart of various means of travel and compare it with the airplane in the speed of carrying mail.

Tell the class the story "The First Dawn to Dusk Flight" (How a letter was delivered from New York to San Francisco in the same way) Baker, Our World and Others, pp. 59 - 72.

Discuss how rural mail is delivered.

Bring a cancelled special delivery stamp to school and discuss its use.

Get from the post office a return card for a registered letter and fill it. Discuss what assurance it brings the sender.

Ask the worker at the registered mail window what things may be registered. List them.

Go to the Post office, if possible, when some one receives a notice for a C.O.D. package. Note what he must do in order to get his parcel.

Obtain money order applications from the post office. Order something for the class through mail order and fill out the blank. Get the money order and mail it.

Discuss the fees charged.

Read about the International Postal Union and find out how it regulates mail among countries.

Invite a postal worker to the classroom to tell about V-Mail.

Write a V-mail letter to a friend or relative overseas.

Obtain information at the Post Office about opening Postal savings account and about the amount of interest paid.

Learn some knots used in tying packages.

Wrap, tie, and address a package for mailing.



## G. COMMUNICATION

### ACTIVITIES (cont'd)

- Figure the postage for a mail order. Learn to use the postal rate chart.
- Draw a map of the U.S. showing postal zones.
- Learn songs about the postman, airplane, etc.
- Bring to class pictures of different telephone instruments for the bulletin board.
- Make an alphabetized telephone book using names of pupils and imaginary phone numbers. Use this in practicing telephone calls.
- Discuss the proper way to call long distance.
- Collect several telephone books from nearby towns.
- Discuss the information contained in them.
- Observation - To see how sound is produced, try to speak without using the lips, without moving the teeth, and without moving the tongue. Also hold fingers on the larynx and pronounce vowels.
- Discussion - Clear speech requires the speech making parts of the body. Note also the muscular changes in the larynx in producing sound.
- Invite a representative from a telephone company or a switchboard operator to speak to the class.
- Make a toy telephone to be used in dramatization.
- Draw a picture contrasting a city with overhead telephone wires with a city with underground wires.
- Read and dramatize the story Alexander Graham Bell.
- Demonstrate how a pay phone works.
- Make a graph showing how the use of the telephone has increased from 1876.
- Write the principal or supervisor to obtain from the Bell Telephone Company charts and literature about the telephone.
- Secure a science teacher to speak and demonstrate to the class how the telephone works.
- Visit the telephone switchboard in the Administration building.
- Read about Samuel Morse and how he came upon the idea of telegraph.
- Dramatize the invention or make a homemade moving picture showing the invention and progress in the development of the telegraph.
- Learn the Morse code and send messages to other members of the class.
- Send messages by code using bells, whistles, flags, or mirrors.
- Visit an office that has a Simplex and Multiplex machine. Find out how they are operated.
- If possible, visit a newspaper plant to see how pictures are sent by telegraph.
- Make a chart showing the many ways in which telegraph helps us.



## G. COMMUNICATION

### ACTIVITIES (cont'd)

- Read about Marconi and the invention of the wireless.
- Make a map showing where the principal telegraph cables of the world are laid (Rugg, Men at Work, pp 431).
- Get telegram blanks and practice writing 10-word telegrams.
- Visit a telegraph office to find out how a telegram is sent.
- Read or interview to find out about the different types of telegram.
- Set up a telegraph office in the classroom and use in dramatization.
- Make a chart showing rates for the different kinds of telegrams.
- Bring in pictures of teletypes for the bulletin board.
- Find out how a teletype works by visiting an office that has one.
- Make a pictorial chart showing instances where teletype has helped.
- Read the story of Cyrus Field and the difficulties encountered in laying the Atlantic Cable.
- Draw a chart showing the breaking of the Atlantic cable.
- Pretend you are a reporter at the time of Cyrus Field.
- Write a news article telling about the success of laying the cable and the message to Queen Victoria.
- Make a frieze tracing the evolution of printing from setting type by hand to the modern printing press.
- Read about Benjamin Franklin and his work with the colonial newspaper.
- Select some one to act as a town crier for the class and have him announce news to the class as the occasion arises.
- Draw a picture of the colonial printing press or make a small model of one.
- Publish a class newspaper and print news with a hand printing set or hectograph.
- Read about the Zenger case and discuss the meaning of "freedom of the press."
- Visit the local press office to see how a newspaper is published.
- Look through a newspaper and list the different kinds of information that it contains.
- Discuss how the large newspaper companies get their news and pictures.
- Visit the Press Office. Find out the work of the different members of the newspaper staff. Find out what machines are used and how they are operated.
- Publish a daily or weekly class newspaper. Choose an editor and reporters.
- Mimeograph or hectograph the news and distribute the news.
- Make a collection of different types of printing found in newspapers.



G. COMMUNICATION

ACTIVITIES: (Cont'd)

Look through a newspaper and list the agencies that help to gather for the paper.

Discuss the important inventions that help newspapers get "up to the minute" news.

Construct a microphone to be used in broadcasting a program to the class.

Secure the Public Address system to be used in a program for parents.

Make a toy radio. Have the sound effect men and script readers behind a screen and dramatize a play.

Listen to a radioprogram at school and discuss how radio works.

Listen to the radio at home and list the different types of programs heard.

Find a radio log in a newspaper. Discuss the programs listed.

If possible, visit a broadcasting station or have pupils who have visited one tell of their experience.

Make an outline map of the world showing how the countries are connected by radio, (Hartman-Machines, p. 232)

Demonstrate how radio waves work by dropping different size stones in a pan of water and observing the size of the ripples and the way they move.

Read about Admiral Byrd's expedition to the Antarctic and how he kept in contact with the rest of the world.

Write to Radio City, N.Y. for information regarding the progress of television.

Bring pictures of television to class for the bulletin board.

Present a program, pretending it is seen through television.

Enact a scene from a play or story. Pretend it is to be filmed. Have a director, camera men, script girl, etc.

Go to a movie and note the different kinds of information that can be obtained.

Invite someone who has worked in the movie industry to tell how movies are made.

Ask a cartoonist to tell how cartoons are made.

Take a moving picture of the class presenting play or working on an activity.



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