

J2.42:1

1 of 5

67/14

C

LEARNING TO LIVE IN OUR HOME

SV

I. Aims

- A. To teach habits of courtesy, helpfulness and responsibility in the home.
- B. To develop right personal and social habits in the home, such as those relating to health, safety, courtesy, kindness and cooperation.
- C. To stimulate an appreciation of the services rendered by various members of the home, of the duties and responsibilities of each.
- D. To give acquaintance with the fundamental facts about the home and the house, such as the uses of the room, heating and lighting, furnishing, and pleasures in the home.
- E. To provide activity closely related to child's life.
- F. To permit child's all-around development.
- G. To give opportunity for many kinds of endeavor such as solve problems, explore, investigate, express themselves, create.
- H. To provide social contact and promote social adjustment -- adjust to others -- cooperate -- learn to lead as well as follow.

II. Problems and Questions

A. Exterior of House

1. What materials are needed?
2. Where to get the materials?
3. How many windows and where to put them?
4. Where to put the door?

B. Interior of the House

1. What kind of furniture?
2. Where to get the furniture?

Where to get the material for upholstering,
cushions, rugs, curtains, etc.?

- C. What does mother do?
- D. What does father do?
- E. How can we help at home?
- F. What does home mean, and what do we learn at home?
- G. What is a house for; who uses the house?
- H. What do we have in the house (furniture, number of rooms, etc.)

III. Launching the Unit

- A. Janet Sasaki brought a doll to school one day. The children liked it. Many others said they had dolls at home or at their homes in California. A number of the children described their dolls for the class. Someone mentioned he made a doll house in the Kindergarten; others also said they had made doll houses.

- 1. During story telling hour I read a little story about a six year old boy and his twin sister who made a playhouse "large enough so both could get in". The word "playhouse" suddenly became popular with the children, and due to some who did not know the difference between doll house and playhouse, one of the boys voluntarily offered an explanation. This led to further discussion that making a playhouse would be much more fun than making a doll house because "you can get inside" said one child, and others gave other reasons. The children dramatized this little story, and in doing so, the class found it necessary to measure roughly how wide and how high the house should be. During lunch period a number of the boys returned early to school and when I came in the classroom they had barricaded the entrance with orange and apple boxes found in the classroom. I asked, "What is this supposed to be?" One boy answered, "This is out, you know--the house you read to us this morning." at which another boy yelled out, "This is a playhouse and Jimmie, Kenny, Yashiro, Keigo and I live in it."

One other story was read to them about another boy and girl who were building a playhouse. An illus-

trated picture was shown with an incomplete house containing three walls, two windows, a table and a chair. For the first time, mention was made by a boy that we could make a playhouse. He said, "We could make one right here" pointing to the partitioned corner of the room. "Then we don't need to make too many walls, teacher. This (the partition) will be one wall." Thus, this was the launching of our initial discussion on building a playhouse.

IV. Subject Matter Needed.

A. Industrial Arts

1. Constructing the house.
2. Constructing the furnitures.
 - a. bed
 - b. table
 - c. chairs
 - d. bookshelves
3. Making clay dishes.
4. Making rug
5. Making curtains, tablecloth, Napkins, doll clothes.
6. Making toys.
7. Making the mailbox and house numbers.
8. Window boxes.
9. Plant flowers.
10. Prepare food
11. Booklets

B. Reading

1. Bulletins made on common experience.
 - a. Reading readiness: Enlarge vocabulary. develop clear enunciation and pronunciation through conversation, planning, etc.
2. Bulletins containing information about homes, clothes, what mothers and fathers do, how we can help at home.
3. Class progress story on building of house.
4. Stories, records, letters.
5. Individual records and stories

- a. Booklets made with pictures cut from magazines under which captions are placed.
6. Recipes for cooking.
7. Directions for planting seeds.
8. Vocabulary chart -- paste picture with words underneath.
9. Reading games -- matching, finding.
10. Charts -- chart stories such as:
 - a. What my Mother Does
 - (1) My mother sews.
 - (2) My mother cooks.
 - (3) My mother washes the dishes.
 - (4) My mother washes the clothes.
 - (5) My mother scrubs the floors.
 - (6) My mother takes care of the baby.
 - b. What My Father Does.
 - (1) My father goes fishing.
 - (2) My father takes care of the garden.
 - (3) My father works in the kitchen.
 - (4) My father works to make money.
 - c. How Can We Help At Home.
 - (1) We can sweep the floors.
 - (2) We can help mother scrub the floors.
 - (3) We can watch baby.
 - (4) We can wash our face and hands.
 - (5) We can bring in some water.
 - (6) We can play quietly.
 - (7) We can hang up our clothes.

V. Activities

- A. The children drew pictures first of houses they wanted.
- B. Drew pictures of what they wanted in the house.
- C. Planning of the house.
- D. Construction of our playhouse.
- E. Construction of furnitures (make table, chairs, bookshelves, bed).
 1. Use of lettuce, apple, orange and egg boxes for construction of furnitures.

2. Use of large wood and cardboard boxes for walls.
- F. Paper tearing of houses, trees and put on board.
- G. Make clay dishes and vases or figures.
- H. Rug (tearing and sewing rags for rugs.)
- I. Making curtains, table cloth, napkins.
- J. Making mailbox, house numbers.
- K. Making window boxes.
- L. Planting flower seeds and bulbs.
- M. Prepare simple food (milk dish, vegetable soup)
- N. Make toys.
- O. Make individual or class home booklet.
- P. Taking trips (saw coyote, saw turkey)
- Q. Carry on real housekeeping
 1. Put materials used back in place.
 2. Clean up.
 3. Keep wraps and belongs in right place.
 4. Arrange flowers, books, etc.
- R. Make simple doll clothes, cushions.
- S. Dramatize story of family life or read.
- T. Make booklets.
- U. Cutting and pasting for our book.
- V. Having little program.
- W. Having holidays and special day program.

VI. Subject Matter.

- A. Language.
 1. Exchange of ideas.
 2. Fluency in oral expression.
 3. Develop self-confidence.
 4. Vocabulary enlarged.
 5. Informal conversations.

6. Stories told for pure enjoyment.
7. Working out original stories.
8. Poems presented.
9. Present pictures that appeal to children -- often calls forth happy spontaneous expression.
10. Planning work period
 - a. Check-up on work period.

B. Dramatic play.

1. Dramatize own experience or experience around home or environment.
2. Dramatize stories read.
3. Dramatize stories about fairies, brownies, tradesman, etc.

C. Composition

1. Original verse and songs.
2. Dictation of group stories.
3. Accounts of findings through experiment -- record of experience.
4. Letter of thanks.

D. Fine Arts

1. Illustrations for charts, individual books, covers for class book.
2. Use of different medium for art
 - a. paper cutting
 - b. crayola
 - c. colored chalk
 - d. paint
 - e. clay
3. Choosing and arranging colors for walls, furniture, picture, flowers, etc.
4. Simple color study.

E. Music

1. Learning rote songs about home, family -- The Cradle Song.
2. Developing opportunity to sing for "pure joy and singing".
3. Listening to songs and records related to activity.

4. Solos and work with monotones.
5. Original songs.
6. Simple rhythm work
 - a. Appreciation for both instrumental music and vocal through listening to good composition.

F. Numbers

1. Measuring construction of house.
2. Measuring construction of the furnitures.
3. Telling time (only hour hand)
4. Tell time by calendar.
5. Number pages in own books.
6. Value of money.
7. Understand terms
 - a. round
 - b. square
 - c. circle
 - d. larger than
 - e. smaller than
 - f. heavier
 - g. lighter
 - h. broad
 - i. narrow
 - j. feet
 - k. yard
 - l. inches
8. Knowledge of term and meaning such as:
 - a. dozen
 - b. pound
 - c. quart
 - d. cup
9. Feeling for meaning of fraction of $\frac{1}{2}$.
10. Spacing seeds in planting garden.
11. Counting numbers in family, workers, etc.

G. Health.

1. Every opportunity utilized to lead children to an understanding and appreciation of better health conditions.

2. Establish definite personal habits.

a. Clean hands

- (1) to handle books
- (2) before eating
- (3) after using toilet

B. Use of Handkerchief

- (1) Cover mouth and nose when coughing or sneezing.

c. Proper use of drinking faucet.

d. Keep anything not clean out of mouth.

E. Mental hygiene

- (1) Importance of cheerfulness.
- (2) Kindness.
- (3) Courtesy.

f. Muscular Development

- (1) Free play
- (2) Game (indoor and out)
- (3) Dramatic play.

3. Attitude toward health which would carry over into the home.

- a. Cleanliness in the home.
- b. Desire for proper food -- good breakfast, good lunch.
- c. Desire for proper habits of rest.
- d. Good ventilation in the home.

H. Nature Study

1. First hand information of vegetable plants and flowers.
2. Learn how ground must be prepared for germination.
3. Simple germination process facts.
4. Cultivation and harvest of vegetables.

I. Citizenship

1. Service by schools and community.
2. Proper care of parks and yards.
 - a. Do not pick flowers, vegetables.

- b. Do not throw paper.
- 3. Cooperation and fair play when building play-house and furniture, etc.
- 4. Social or class approval and disapproval.
- 5. Willingness to accept group decisions on problems pertaining to the group.
- 6. Willingness to help others and to receive help.
- 7. Ability to receive and give criticism.

b.

PRINCIPAL PROCEDURES
In the Development of a Unit of Work
in
POSTON I ELEMENTARY SCHOOL

UNIT

"OUR HOME"

Katherine Weiler
Grade 1, 53-C

"OUR HOME"

I.2 Originated through class discussions and interest stimulated through a series of pictures, representing activities of the home through the week.

- A. There developed discussions about their former homes.
 - 1. They drew pictures of their former homes.
- B. Children asked if Teacher lived in one of the white houses.
- C. The boys won their point in having a house in the school house rather than making a home for two dolls.

II. Aims

- A. To lead child from the individual field of "my and mine", into the group spirit of "we and ours"
- B. To begin with a child's experience and to lead him, step by step into larger fields
- C. To instill desirable habits and attitudes through practice
- D. To overcome language difficulties through free expression
- E. To habituate health habits
- F. To habituate safety habits in use of tools
- G. To give a "joyful fearlessness" as the heritage of every child

III. Problems

- A. What kind of house shall we make?
- B. Where shall we build it?
(Our really great problem is how to have any degree of permanency. We have to rebuild and replace after each week-end. We recognize the fact that after all we are using the young peoples recreation hall and are grateful for the privilege, but building a house every week is tough you will admit).
- C. Where to find materials?
 - 1. Boxes, nails, hammers, saws
- D. Shall we make wall paper or use paint for the interior?
- E. The garden - What shall we plant?
 - 1. Where can we get the best soil?
- F. What shall we plant seeds in ?

IV. Activities

- A. Building house and furniture
- B. Booklet of different kinds of houses
- C. Drawing pictures of former homes
- D. Visiting neighborhood to look at houses and gardens
- E. Visit to first grade - to join in games, songs and folk dances
- F. Gathering milk containers, cutting for proper size, washing containers for planting seeds
- G. Talks on where to find best soil
- H. Walks to search for soil
- I. Filled containers - each planted seeds
- J. Learned stories and songs of seeds and plants as "Little Roots" and "Little Winged Seeds"
- K. Discussion of the proper pets for home
(This led into the whole animal kingdom, wild and domestic)
- L. Paper tearing of cats, dogs, rabbits
- M. Learning "Mother Goose" in order to teach baby brother or sister at home
- M2 Making original designs for wall paper
- O. Study and practice of health rules through play nurse and visiting doctor
- P. Practice in safety through handling of tools
- Q. Dramatization - going to store for mother
 - 1. Buying several articles - bringing home correct change (very simple number work)
- R. Committees for cleaning surroundings for watering and putting plants in sun
- S. Committee for checking weather chart
- T. Committee for caring for books in home

V. Subject Matter

- A. Picture books
- B. Songs

- C. Rhythms
- D. Collecting pictures
- E. Language games
- F. Stories (many of them)

VI. Objectives

- A. to carry all aims through to a happy conclusion as far as possible.
- B. Appreciation of the interdependence of the family group.
- C. Appreciation of the dependence of the family upon the community, community workers and upon the world of nature about them.
- D. Learning to share with others.
- E. Development of courtesy in treatment of others
- F. Development of respect for the rights and opinions of others

VII. Courtesy and Good Citizenship Stressed

- A. We made our own rules and had few of them.
 - 1. "One at a time"
 - 2. "Wait your turn"
 - 3. "Girls first"
 - 4. "Hands off"
 - a. Children were inclined to talk at any and all times. They have made improvement and if any one forgets, children themselves say "One at a time".
 - b. Children were a heaving, shoving bunch of humanity at the drinking "fountain." They now wait turns.
 - c. Boys have made marked marked improvement in standing quietly while girls pass or drink.
 - d. Hands off was really a safety measure. Children were prone to shove or push the children in front. They now try to keep distance and are learning rapidly to respect another's person.

Schedule of Year's Work
First Grade - Room 43-C
Teacher - Lucille Reed
Prepared by Himeko Sugimura
Lucille Reed

Fitted into Wrightstone's chart as it appears in the "Stanford Curriculum Procedures for Japanese Relocation Centers".

OBJECTIVES

The following units are prepared with the idea of helping the first grade child to adjust himself to school life and his immediate environment enabling him to find his rightful place in the recreation and work of the family, school and community.

UNIT I - FUN

Purpose: To help the child to live happily in his immediate environment and gain a genuine appreciation of his family, friends, school and community as it relates to his recreational and spiritual life.

1. Fun with Games and toys.
2. Family Fun
 - a. With mother
 - b. With father
 - c. With brothers and sisters
3. Fun with books.
4. Fun with friends

Holiday Fun

6. Fun with music
7. Out door Fun

UNIT II - WORK

Purpose: To help child to appreciate the value of work as it contributes to home, school and community well-being.

1. Father's work - with appreciation of father as wage earner.
2. Mother's work.
3. Children's work.
4. Work at school
5. Work in community.

UNIT III - HELPERS

Purpose: Help child to realize his dependence on those who help him and create within him a desire to become a helper.

1. Those who help us get Food.
2. Those who help us get Shelter.
3. Those who help us get Clothing.
4. Those who help us to be Safe.
5. Those who help us to Learn.

UNIT I - FAMILY FUN

I. Stimulation or Identification of Interests.

A. Sources of Stimuli

1. Excursions

- a. Toy department.
- b. Block 19 Garden
- c. Plastic arts.
- d. Music department
- e. Park
- f. Library
- g. Canteen.

2. Pictures

- a. Toys and pets
- b. Family fun
- c. Use of masterpieces.

- (1) Baby's First Step - Millet
- (2) Boy and Rabbit - Raeburn
- (3) Can't you Talk - Holmes

3. Books

- a. Reading to children and showing illustration of family fun. Also for them to examine.

4. Stories

- a. To fire imagination

5. Dramatization

- a. Dress up as mother, father etc.
- b. Act out fun activities of family

- (1) Going to a good show.
- (2) Going to canteen.
- (3) Going to the library, etc.

6. Conversation

- a. Converse with them talking to them freely about family fun; also group discussion.

7. Poston County Fair

8. Posters attractively decorated about toys and pets.

9. Songs.

II Formulation of Aims, Activities and Methods.

A. Problems -- Adjusting the beginning first grader to school and immediate environment.

B. Question -- How can I as a teacher help the pupil to lead a normal life and learn the value of family, school and community life and its fun.

C. Aims.

- 1. To teach the child to live happily in his immediate environment through --
 - a. An appreciation of --

- (1) Home

- (a) Parents

- (b) Brothers and sisters

- (2) Friendship

- (3) School

- (a) Teacher

- (b) Classmates

- (4) Toys and games

- 2. Cooperation

- a. Social responsibility

- (1) In home and in school

- (2) Obedience to

- (a) Parents

- (b) Elders

- (c) Teachers

3. Appreciation of values

a. In the classroom

- (1) Books
- (2) Papers (What is work well done)
- (3) School property

b. In the Home

- (1) Clothing
- (2) Household Articles

4. Courtesy

- a. to parents
- b. to his friends
- c. to elders

5. Health

a. "Standards to be met in being ready to come to school.

- (1) Clean
- (2) Rested
- (3) Fed
- (4) Well
- (5) Neat

- (a) Hair combed
- (b) Buttons sewed on
- (c) Shoe laces tied
- (d) Clothing mended
- (e) Teeth brushed

Quoted from "Guide in
Health Education for"
Gila River Pima-Maricopa
Indian Community".

6. Appreciation of Holidays as a means of fun

- a. Hollowe'en
- b. Tanksgiving
- c. Christmas
- d. New Years

7. Appreciation of Fine Arts.

a. To observe beauty

- (1) Sound
- (2) Sight
- (3) Touch - smoothness

D. Activities

1. Construction

- a. Playhouse in which to dramatize fun and work activities.

2. Games for classroom purpose

a. Number Games

- (1) Quaits
- (2) Target
- (3) Bean Bag
- (4) Toy Store
- (5) Bingo

b. Reading games

- (1) Vocabulary Bingo
- (2) Picture Puzzles

c. Language Games

- (1) Anagrams

d. Science

- (1) Pinwheels to teach direction.

3. Games and folk dances.

Making reading charts and letting children illustrate them.

5. Drawing

6. Visiting other first grade classes and sharing games.

7. Health Habits practiced; morning inspection.

8 8. Story hour with both teacher and pupil participation

9. Pupil committees each week for distribution of materials.

E. Materials

1. Games -- outdoor games, folk dances.

2. Parties

a. Hallowe'en

- (1) Make napkins of paper towels

- (2) Nutcup modelled of flour and salt.
- (3) Placards made with black and orange paper.
- (4) Favors - marshmellow ghosts.
- (5) Refreshments -- jello, cookies.

b. Thanksgiving

- (1) Indian Headbands.
- (2) Napkins
- (3) Placards

c. Christmas

- (1) Invitations to parents
- (2) Oil cloth - stick horses
- (3) Chains of cranberries and pop corn
- (4) Dolls - paper, cloth, paint
- (5) Binding twine hair
- (6) Christmas decoration

3. Construction

a. Flour and salt modeling

b. Playhouse

- (1) Apple boxes
- (2) Nails
- (3) Material for upholstering

c. Blocks

- (1) Blocks of wood, sandpapered, painted.

d. Number Games

- (1) Loops from braided binding twine for quoits.
- (2) Bean bags -- cloth and beans.
- (3) Store -- table, signs, money, toys made by children.
- (4) Tartet and shuffle board (paper, cartons and paint.
- (5) Toys (Stick horses for boys, dolls for girls)

e. Making charts

- (1) 18 x 24 manila drawing paper.

f. Story Hour

- (1) Books from public library, school libe, home.

F. Methods

1. Personal experience reports by the child of the problem at hand.
2. Excursion to stimulate interest.
3. Report of excursion.
4. Examine books and collect pictures.
5. Report of this found in book and read by the teacher.
6. Make records of observations through charts.
7. Organize committees for reproducing experience through construction of some detail.
8. Actual construction.
9. Organize materials into classroom books.

III. Investigation and Collection of Data

A. Sources

1. Interviews
 - a. At point of excursion.
2. Lecturers
 - a. Librarian
 - b. Music teacher
 - c. Physical Ed. Teacher
3. Library
4. Picture collection
5. Magazine
6. County Fair
 - a. Talk about fair this year, plan for next.

IV. Integration and Correlation of Data

A. Arithmetic

1. Number Games
 - a. Bean bag games -- teach numbers to ten.
 - b. Dart board -- teach tens.

- c. Keeping score -- number concept.
- d. Calendar - days of week and months of the year
- e. Store - teaching money concept.
- f. Monitor duties -- counting
- g. Linear measure -- inches, feet, yards through construction activities.
- h. Toy clock for playhouse -- time concept.

B. Dramatization

- 1. Unit based on fun activities.
- 2. Health -- dramatizing stories which have health lesson.

C. Fine Arts

- 1. In drawing stressing stroke and drawing to large scale.
- 2. In drawing stressing good points of pictures and praising good work in this way developing an appreciation of beauty to promote good standards.
- 3. Listening for musical sounds in environment.

D. Health

- 1. Actual practice of rest and cleanliness.
- 2. Dramatizing health lessons.
- 3. Stressing physical education, outdoor games.
- 4. Reading stories which promote health lessons.

E. Language

- 1. Oral discussion pertaining to subject matter of unit with the idea of getting the child to speak in complete sentences.
- 2. Class composition for chart allowing each child an opportunity to contribute praising good sentences contributed.
- 3. Creative dramatization of experiences.
- 4. Language games

F. Reports

- 1. Excursions
- 3. Materials Found
- 3. Previous days experiences.

G. Scrapbooks

1. Each phase of unit made into a book

H. Stories

1. Creative stories and poems in relation to unit.

V. Evaluation of Outcome

A. Reading

1. Learning simple reading techniques.

- a. Left to right progression across the page
- b. Top to bottom.
- c. Left side read and then right side.
- d. Use of table of contents developed through building one for book.

G.

B. Arithmetic

1. Number concept 1-10
2. Recognition of number to 20
3. Money concept
 - a. Penny
 - b. Nickel
 - d. Dime
4. Introduction to telling time.
5. Learn October, November December through holidays involved.

C. Language

1. Sentence concept.
2. Cultivation of good oral speech.
3. Capitals and small letters through ABC books and anagrams.

D. Science

1. Weather observations.
 - a. Sunny
 - b. Windy
 - c. Rainy, etc.
2. Directions
 - a. North, East, South, West

E. Health

1. Knowledge of benefit of exercise, fresh air, sunshine to one's health.
2. Health habits observed.

F. Attitudes

1. Idea of sharing ones toys and taking turns in games and activities.
2. Golden rule as a guide for happy play and class-room activities.
3. Courtesy to ones parents, friends and elder people.
4. Incentive for learning in order to be able to play games.

UNIT II - WORK

I. Stimulation or Identification of interest

A. Source of Stimuli

1. Excursions

- a. Agriculture department
- b. Shoe department
- c. Toy factory
- d. Adobe works
- e. Sewing department
- f. Cooking department
- g. Warehouse

2. Pictures

- a. Work activities of parents and children
3. Stories of work of members of family also work at school.
 4. Conversation about work in departments visited during excursion.

II. Formulation of Aims, Activities and Methods.

- A. Problem: to teach child the value of work as it effects family, school and community well-being
Particularly to adjust himself to work of the class-room.
- B. Question: How can I as a teacher help the child to appreciate the value of work in family, school and community and take his rightful place in it.

1. Aims

a. Appreciation of work in

(1) Home - special contribution of

- (a) Mother's work
- (b) Father's work
- (c) Each child's work to well-being of the family.

(2) School - special contribution of

- (a) Pupil's work
- (b) Janitor's work
- (c) Teacher's
- (d) Principal's
- (e) Director of Education's work to well-being of school.

(3) Community - work required to promote

- (a) Health
- (b) Community cleanliness in
 - (1) Mess Hall
 - (2) Shower
 - (3) Laundry
 - (4) School Ground
- (c) Observing quarantine
- (d) Safety
 - (1) Traffic
 - (2) Fire prevention
- (e) Social responsibility
 - (1) Child's part in helping to promote the above.

C. Activities

1. Construction

- a. Further work on playhouse making aprons for work of newspaper.
- b. Clay modelling
- c. Construction with blocks.
- d. Making a movie picture of work of fathers and Mothers and children's activities.

2. School garden -- making garden tools and makers.

3. Dramatization

- a. Dramatization in playhouse work activities of home.
- b. Dramatize health activities of family.

4. Reading charts

- a. Each child's story of his family's work with pictures to represent his family -- charts about activities in garden.

5. Scrapbook - work activities.

6. Observing holidays

- a. Lincoln's birthday
- b. Washington's birthday

D. Materials

1. Construction

- a. Old boxes and cartons for playhouse
- b. Newspapers for carpenters aprons for boys and aprons for girls.
- c. Paint for furniture
- d. Brown wrapping paper for covers and paste board cartons.
- e. Seed for garden
- f. Sticks, tin cans, nails to make garden tools.

2. Dramatization

- a. Dress up clothes
- b. Playhouse which children have constructed.

3. Reading charts

- a. 18 x 24 manila paper
- b. Colors
- c. Scissors
- d. Magazine pictures

4. Scrapbooks

- a. Magazine pictures

5. Observing holidays

- a. Lincoln's birthday

- (1) Twigs to make log house
- (2) Paper towels for napkins
- (3) Colored construction paper for placards
- (4) Simple refreshments.

E. Methods

1. Personal experience reports by pupil of problem at hand.
2. Excursions to stimulate interest.
3. Report of excursions.
4. Examine books and collect pictures.
5. Report of things found in books and read to the class.
6. Make records of observations through charts.
7. Organize committees for reproducing experience through construction of some detail.
8. Actual construction
9. Organize materials into classroom book--Prepare table of contents.

III. Investigation and Collection of Data

A. Interviews

1. Some child's mother
 - a. What work mother's do for children.
 - b. How children can help
2. Some child's father
 - a. What work father's do for children.
 - b. How children can help
3. Principal
 - a. What work is being done so children can have school.
4. Janitor
 - a. What do janitors do to help children have school.
 - b. How children can help

Books - selecting stories about work.

C. Excursions to watch work activities.

IV. Integration and Correlation of Data.

A. Arithmetic.

1. Building an arithmetic vocabulary such as linear measure--inches, feet, yards, etc.
2. Liquid measure -- pints, quarts, gallons.
3. Number concept through counting how many places to set the table, etc.
4. Money concept through play activities of shopping for family.
5. Days of week- calendar
6. Months of the year - Jan., Feb., March, etc. through holiday activities.

B. B. Dramatization

1. Work activities and health activities dramatized in playhouse.
2. Simple dramatizations for parties.

C. Fine Arts

1. Music - lullabies to rock baby to sleep.
2. Art - child appraising own work according to standards set up in unit one --

a. Master pieces

- (1) Feeding Her Birds
- (2) Song of Lark - Breton

D. Reading

1. Developing vocabulary of words relating to occupations and work activities also comprehension of subject matter relating to same.

E. Science

1. How things grow.
2. Effect of proper care on plants -- sunshine, correct supply of water with parallels drawn in case of people.

V. Culmination of Activities

- A. Creative stories and poems regarding unit.
- B. Frieze - depicting work activities of families.
- C. Assembly program for 2nd and 4th grades to display.

VI. Evaluation of Outcomes

A. Intellectual factors

1. Recall and recognition of facts and skills in

a. reading

- (1) Increased vocabulary through excursions
- (2) Vocabulary relating to work activities
- (3) Comprehension of subject matter related to simple work experiences.
- (4) Reading for pleasure

b. Arithmetic

- (1) Buying developed through toys store.
- (2) Measurements -- inches, feet, yards.
- (3) Introduction of simple combinations.
- (4) Learning months - January, February March, etc. through holidays involved.

c. Language

- (1) Good oral speech
- (2) Writing of simple sentence, invitations to party, thank you letters.

d. Science

- (1) Knowledge of requirements for growth of plants also individuals knowledge of balanced diets.
- (2) Names of flowers which were planted.
- (3) Parts of a plant.

3. Attitudes

- (1) Appreciation of value of work as it contributes to family, school and community well-being.
- (2) Orderliness, proper care of tools.
- (3) Carefulness with scissors, sharp pointed objects in order to promote safety
- (4) Desire to do one's share in order that work of home, school and community might run smoothly.

UNIT III - FAMILY HELPER

I. Stimulation or Identification of Interests.

A. Sources of Stimuli

1. Excursions

- a. Mess Hall
- b. Canteen
- c. Housing Department
- d. Some place where building is taking place.
- e. Fire department
- f. Police department
- g. Principal's Office

2. Books

- a. Selecting stories about family helpers.

3. Pictures

- a. Milkman
- b. Policeman
- c. Fireman
- d. Doctor
- e. Nurse, etc.

4. Talks and Interviews

- a. Mess Hall Chef
- b. Fireman
- c. Policeman
- d. Principal

II. Formulation of Aims, Activities and Methods

- A. Problem: Help child to adjust to the school room and appreciate his immediate environment.
- B. Question: How can I as a teacher help the child to realize his dependence on those who help him and create a desire within him to become a community helper?

1. Aims -- To teach:

- a. Importance of proper food, clothing and shelter to family well-being.
- b. Knowledge of how goods and services are obtained for the family.
- c. An appreciation of the family helpers by whom they are obtained.
- d. Create a desire on the part of the pupil to take his place as a family, school and community helper

2. Activities

a. Construction

- (a) Fire Engine
- (2) Post Office
- (3) Police truck

b. Reading Charts

(1) Our Helpers

- (a) Those who help us to get food --
Mess Hall Chef
Warehouse
Farmers

- (b) Those who help us get clothing --
Store man (canteen)
Mail Order House (catalogue)

- (c) Those who help us have safety --
Fireman
Policeman
Doctors and nurses

- (d) Those who help us learn
Principal
Curriculum director
Director of Education

c. Drawing things seen on excursions

d. Story-hour -- finding stories of helpers.

e. Use of masterpiece in art.

(1) Helping Hand - Relief

- (a) Allow children to pose living picture.

f. Dramatization through playhouse activities

- (1) Ordering groceries.
- (2) Milkmen delivering milk.
- (3) Postman
- (4) Imaginary fire, calling fire department.
- (5) Policeman bring home lost child.
- f. (6) Playing doctor.

3. Materials

a. Construction -- materials

- (1) Apple boxes
- (2) Nails
- (3) Paint
- (4) Hammers
- (5) Saws
- (6) Paint brushes
- (7) Pasteboard cartons
- (8) Brown wrapping paper
- (9) Colored chalk

b. Reading charts

- (1) 18 x 24 manila paper
- (2) India Ink
- (3) Poster Pins

c. Parties

- (1) Napkins
- (2) Colored construction paper - green nutcap placards.

4. Methods

- a. Personal experience reports by child of problem at hand.
- b. Excursion to stimulate interest and collect data
- c. Report of excursion.
- d. Examine books and collect pictures for father information.
- e. Report of things found in book or read by teacher
- f. Make records of observations.
- g. Organize committees for constructing or reproducing things seen.
- h. Actual construction and reproduction
- i. Organize materials into classroom book.

III. Investigation and Collection of Data

A. Interviews

1. Mess Chef
2. Transportation
3. Police Department
4. Fire Department
5. Principal

B. Collection of pictures from magazines and classifying them in scrapbook.

C. Use of library both school and public to find stories relating to unit.

IV. Integration and Correlation of Data

A. Arithmetic

1. Simple measurement into construction.
2. Money concepts through ordering groceries from canteen.
3. Toy store.

B. Dramatization

- a. Through imitation of findings during excursions.

C. Fine Arts

1. Art

- a. Drawing of experiences
- b. Developing frieze
- c. Study of masterpiece

(1) Helping Hand - Renouf

2. Music

- a. Songs about helpers

D. Health

1. Helpers who keep us well
2. Helpers who keep our town clean and safe.
3. How can I help to keep the town clean.

E. Language

1. Oral, through report of excursions.
2. Telling stories in connection with unit.
3. Creative stories and poems.
4. Dramatic Play
5. Written Language -- writing letters for postman to deliver.

F. Reading

1. Building a rich background of experience thus broadening child's comprehension.
2. Labeling pictures which child brings.
3. Story-telling and reading on part of teacher.
4. Actual reading of stories connected with unit itself.

V. Culmination of Activities

- A. Decoration of room with frieze of family helpers.
- B. Open house for mothers with display of work and reports.

VI. Evaluation of Outcome.

A. Reading

1. Reading for information
2. Comprehension of subject matter relating to simple occupations.

B. Arithmetic

1. Counting by 2's, 5's and 10's.
2. Telling time
3. Linear measurements--inch, foot, yard
4. Liquid measure -- pint, quart, gallon
5. Simple combinations with sums not to exceed 10.
6. Also subtraction combination.

C. Language

1. Able to listen to and reproduce stories.
2. Converse freely
3. Able to compose and write simple sentences.

D. Music

1. Rote songs

E. Art

1. Knowledge of primary colors.
2. Knowledge of groupings - 3, 5, 7
3. Center of Interest.

F. Health

1. Mental Hygiene

- (a) Kindness
- (b) Courtesy
- (c) Loyalty
- (d) Fairness
- (e) Justice

2. Establish proper health habits.

G. Attitudes

1. Desire to learn in order to be a helper.
2. Development of feeling of responsibility toward family, class, community.
3. Development of initiative.
4. Development of respect for rights of others.
5. Development of feeling of justice within immediate environment.
6. Development of desire to be helpful.

H. Habits

1. Learning to share in use of tools.
2. Development of orderliness.
3. Sharing ideas and experiences.
4. Courtesy toward others.
5. Learning to be helpful.
6. Develop ability to classify and organize materials.
7. Ability to plan and execute plan.

HOME AND FAMILY LIFE: PART I

UNIT: Family Fun!

I. Stimulation or Identification of Interests

A. Sources of stimuli:

a. Excursions:

- | | |
|---------------------|-------------------|
| 1. Toy Dept. | 5. Wade Head Park |
| 2. Block 19 gardens | 6. Library |
| 3. Plastic arts. | 7. Dancing Dept. |
| 4. Music Dept. | |

b. Pictures:

1. Toys and pets
2. Family fun

c. Books

1. Reading it to the children and showing the illustrations of family fun.

d. Stories:

1. Tell stories to fire the imagination

e. Dramatization of :

1. Pets--cows, dogs, cats, etc.
2. Toys--train, wagon, etc.
3. Family--the members

f. Conversations:

1. Converse with them about toys and pets. Also about family fun and lead a discussion period.

g. Poston County Fair:

1. Discussion about what one saw there

h. Posters (attractively decorated about toys and pets)

i. Songs

II. Formulation of Aims, activities and methods

- A. Problem: Adjusting the beginning first graders to school and the immediate environment.
- B. Question: How can I as a teacher help our pupils lead a normal life and to learn the value of family life and its fun?
- C. Aims:
 - a. To teach child to live happily in his own immediate environment through:
 - 1. Appreciation of:
 - (a) Home--parents, brothers and sisters
 - (b) Friendship
 - (c) School-teacher, classmates
 - (d) Its immediate government
 - (e) Toys and other articles of fun
 - b. Cooperation:
 - 1. Social Responsibility:
 - (a) In home and in school
 - (1) Obedience to: parents, elders, teachers
 - (2) Appreciation of values in classroom: (a). books, papers, etc.; in home: (b) clothings, household articles, etc.
 - (3) Courtesy among his immediate friends and to his elders
 - c. Important factors of health and have the children learn for what reason.
 - 1. Rest
 - 2. Cleanliness
 - 3. Food
 - 4. Exercise
 - d. Appreciation of Holidays
 - 1. Hallowe'en
 - 2. Thanksgiving
 - 3. Christmas
 - 4. New Year
 - e. Appreciation of fine arts
 - 1. To know what is beautiful and to observe it. (Music and art work)
- D. Activities:
 - a. Construction of:
 - 1. Playhouse

2. Clay modeling
3. Blocks and toys
4. Games:

- (a) Number games: Quota, bean bags, paper money for store, blocks
- (b) Color games: Bingo
- (c) Language Games: Blocks, anagram
- (d) Science: Pinwheels

B. Parties:

1. Halloween
2. Christmas (letting each member prepare for it prior to the date)

C. Making Charts

1. Letting pupils illustrate it
- d. Drawing
- e. "Health Habits"--actual practice in class and also through dramatization
- f. Story period
- g. Electing "Block Managers" for monitor duties for each group for each week
- h. Games

E. Materials:

a. Construction

1. Playhouse

- | | |
|--------------------|------------------------|
| (a). Cartons | (d) Nails |
| (b) Paint | (e) Materials (muslin) |
| (c) Wrapping paper | (f) Woods |

2. Clay Modeling

- | | |
|-----------|-----------|
| (a) Flour | (c) Water |
| (b) Salt | |

3/ Blocks

- | | |
|--------------------|------------------------------------|
| (a). Chopped woods | (d) Boxes--pen and cornflake boxes |
| (b). Sandpaper | |
| (c). Paint | |

4. Toys: (about Christmas)

- | |
|---|
| (a) Riding horse: oil cloth, thread, sticks, yarn |
| (b) Dolls, cloth, sticks, yarn thread |

5. Games:

- (a). Number Games: Quoits (twine), bean bags, (muslin, beans), store, (paper money, popsicle sticks)
- (b) Colon Game: Bingo--crayola, matchsticks, Manila paper
- (c) Language Games: Blocks (described above); anagram--cardboard
- (d) Pinwheels--Manila paper, sticks, pins

b. Parties:

1. Hallowe'en

- (a) Refreshments: Jello, cookies, marshmallow ghosts
- (b) Decorations: Napkins made from paper towels, manila paper masks, pumpkins made from clay.

2. Christmas

- (a) Refreshment: Candies
- (b) Decorations: Desert Holley, mesquites painted, arrow weed, cranberries chained if possible.

c. Making charts

- 1. Letting pupils illustrate it by drawing (18x24)

d. Health Habits

- 1. Actual practice through usage of soap and towel

e. Story period

- 1. Reading books from home and library

f. Methods:

- a. Activities involving the actual construction of the above articles through the participation of the whole class.

b. Health practices each day:

- 1. Rest after dinner
- 2. Exercise
- 3. Dramatize
- 4. Outdoor fun

c. Social Activities:

1. Teaching children the practice of courtesy through little parties involving the spirit of a holiday.

d. Social Responsibility

1. Appointing "Block Manager" each week enabling each one to learn the value of responsibility and also to help his classmates.

G. Committees:

a. Appointing committees for any construction or social activity such as:

1. Writing a letter of thanks
2. For obtaining permission for excursions and for use of any articles such as from the block managers

H. Report

- a. Have a direct report of the activity of each committee
- b. To dramatize a report
- c. Have a group report
- d. Representative for Red Cross to make a report to the class

III. Investigation and Collection of Data

A. Sources:

a. Interviews:

1. Under family fun:

- (a) at the excursion point
- (b) with the parents

b. Lectures

1. Health--Miss Jean
2. Librarian
3. Music teacher
4. Physical Education teacher

c. Library:

1. Books

- (a) Have children examine books at the library and discuss it

d. Pictures:

1. Collection of it for discussion

e. Magazines -- For teacher's source

1. Hygeia

2. Metropolitan Life Insurance materials

f. County Fair:

1. Discussing to formulate data of what children saw there

IV. Integration or Correlation of Data

a. Arithmetic:

1. Number games

2. Block Manager's duties
(Monitor)

3. Time

(promptness)

4. The week and the months

b. Dramatization of:

1. Unit based on family fun

2. Health

c. Fine Arts:

1. Stressing children the stroke and drawing it in a large scale

2. Learn what beauty is by actually practicing it through art. Also to higher the class standard by praising the best.

d. Health:

1. Actual practice of rest and cleanliness

2. Dramatization

3. Stressing the importance of Physical Education as a part of family fun.

4. Reading a story for a lesson in health

e. Industrial Arts:

1. Construction of a playhouse as a means of industrial arts

f. Language:

1. Oral discussion about our unit
2. Dramatization
3. Writing for a chart

g. Reports:

1. Urging participation of each member of a class

h. Scrap-books:

1. Each phase of the unit made into scrap-books

i. Stories

j. Science

V. Evaluation of Outcome

A. Intellectual Outcomes:

- a. Recalling and recognizing facts and skills in reading, arithmetic, language, science, music and art.

1. Reading

- (a) Ability to read from left to right.
- (b) Gradual improvement of eye span
- (c) Knowledge of table of contents
- (d) Reading vocabulary knowledge of toys (common), and pets. Also members of a family.

- b. 2. Language

- (a) Know a simple sentence
- (b) Phonics
- (c) Capitals and small letters (why and where)

3. Arithmetic

- (a) Knowledge of time
- (b) Number up to ten (concepts)
- (c) Ability to count to 20
- (d) To be able to count pennies up to 20

4. Science:

- (a) To know a little about sun, moon, stars, wind, etc.

5. Music:

- (a) To be able to sing "America"
- (b) To be able to sing common nursery songs relative to our unit

6. Art:

- (a) Knowledge of far and near
- (b) Knowledge of color
- (c) Knowledge of sky and earth

- b. Daily examination of work accomplished with class discussion and suggestions for improvement where improvement and commendations of work well done.

c. Habits:

- 1. Development of a sense of orderliness and system.
- 2. Development of courtesy in treatment of others.
- 3. Sharing of ideas and experience

d. Skills:

- 1. Development of skill in the careful planning of constructional and art work
- 2. Caring for the school room and its equipment

e. Attitudes:

- 1. Development of interest in class activities
- 2. Development of a feeling of helpfulness toward others

#####

HOME AND FAMILY LIFE: PART II

UNIT: Family Work!

I. Stimulation or Identification of Interests

(I) Sources of Stimuli:

A. Excursions:

1. Agricultural Dept.

a. Hog

b. Nursery

c. Bean Sprouts

2. Shoe Department

3. Noodle Factory

3. Sewing Department

5. Toy Department

B. Pictures of:

1. Work

2. Family at work at home

C. Books:

1. Reading it to the children about work

2. Letting children read it

D. Stories:

1. To tell stories about work and discuss it

E. Dramatization:

1. Letting the children act as workers

F. Conversation about work and what a child can do about his participation in his work

G. Posters

H. Songs

II. Formulation of Aims, Activities, and Methods

(I) Problem: Same as Part I

- (I+) Question: How can I as a teacher help our pupils lead a normal life and to learn the value of family life and its work:

(III) Aims:

A. To teach child to live happily in his own immediate environment through:

1. Appreciation of:

- a. To know what part each member of his family may contribute through work for throughout the community: His father's work, his mother's work, his brother's and sister's work, and his work as a pupil -

2. His family:

- a. What he may do to help at his home

3. School:

- a. To know that promptness is a part of his work as a pupil
b. Also to teach him the following phrases as a part of his work in school and out:

- (a) Social responsibility: cooperation
cleanliness, courtesy

4. Community

- a. Working for his community at large through:

- (a) Observing all rules and regulations such as: Safety--traffic, fire prevention; health--(Sanitation)--in the block--observing quarantine signs, showers, mess halls, school grounds, laundry -

B. Appreciation of work of our country's heroes through the celebration of:

1. Lincoln's Birthday
2. Washington's Birthday

C. Appreciation of Fine Arts:

1. Of our community artists and gardeners etc., at work -
2. Also, at the same time, weaving into our three units the work of our famous artists

3. Gardens:

- a. Seeds
- b. Shovel
- c. Hoe

4. Games:

a. Number Games:

- (1) Horseshoe: Cardboard, Nails
- (2) Target: Sticks, cardboard, pins, feathers

b. Color games:

- (1) Treasure hunts: colored paper, box

c. Language game:

- (1) Flash card: Manila paper, crayolas

d. Science games:

- (1) Balloon: paper

B. Party:

1. Valentine:

a. Refreshments

- (1) Candies

B. Decorations:

- (1) Frills
- (2) Hearts
- (3) Placards
- (4) Banners

C. Making Charts:

- 1. Discussion made into charts on Manila paper 18 x 24

D. Health Habits:

- 1. Actual practice through usage of soap and water.
- 2. Scrapbooks:

- a. Cover - Cardboard
- b. Pictures - Magazine

E. Story Period

- 1. Reading books to the class

(VII) Methods

- A. Letting the children make the articles
- B. Health practice each day:
 - 1. Rest after dinner
 - 2. Exercise
 - 3. Dramatization
 - 4. Games
 - 5. To take turns caring for the play house
- C. Social Activities:
 - 1. To teach cooperation and self-independence by monitor duties.
 - 2. Practice of courtesy at any entertainment and parties. Folk dancing would help develop courtesy -
- D. Social Responsibility:
 - 1. Each member of the class is to have responsibility through:
 - a. Monitor duties
 - b. Committee members
 - c/ Chairman duties
 - d. Representative duties

(VIII) Committees:

- A. Appointing committees for any construction or social activity such as:
 - 1. Writing a letter of thanks
 - 2. For obtaining permission for excursions and for use of any articles such as from the block managers -

(IX) Report:

- A. Have a direct report of the activity of each committee
- B. In form of an assembly program after the completion of each committee work -

III. Investigation and Collection of Data

(I) Sources:

- A. Interviews:
 - 1. To interview friends and folks about their work
 - 2. Also at the excursion points

B. Lectures:

1. Health -- Miss Jean

C. Library:

1. Bulletin board for classroom information
2. Use of the library here in Poston at large by the children

D. Magazines:

1. Hygeia
2. Metropolitan Life Insurance materials

E. Pictures:

1. Collection of it for discussion -

IV. Integration or Correlation of Data

A. Arithmetic:

- | | |
|---------------------------|-----------------------------|
| 1. Number games | 3. Time |
| 2. Block Manager's duties | 4. The weeks and the months |

B. DramatizationL

1. Unit based on family work
2. Health

C. Fine Arts:

1. Stressing children the stroke and drawing it in a large scale
2. Learn what beauty is by actually practicing it through art. Also to higher the class standard by praising the best.

D. Health:

1. Practice of health program in connection with our play house project.
2. Dramstization

E. Industrial Arts:

1. Construction of the playhouse
2. Construction of articles for family work

F. Language:

G. 1. Oral discussion about work

H. Sciences:

1. To grow plants (through this to observe the weather, sun, etc.)

V. Evaluation of Outcomes

(I) Intellectual outcomes:

A. Recalling and recognizing of facts and skills in:

1. Reading:

- a. Increased vocabulary knowledge
- b. They should enjoy having read to them stories and informational content which they are not yet able to read independently -
- c. They should realize that reading is a means of gaining information or pleasure -

2. Language:

- a. The children must show growth in use of the common forms of courtesy, show consciousness of the complete sentence, and the ability to make oneself clearly heard -

3. Arithmetic:

- a. Through the construction of play house they should learn simple measurements as foot, inches, and yards -
- b. They should be able to count to sixty -
- c. They should understand such relative terms as; large-small, near-far, today-tomorrow -

4. Science:

- a. To know the value of nature through planting as:
 - (1). The weather
 - (2). Rain
 - (3). Sun

5. Music

- a. Songs related to our unit
- b. Also improvement of enjoyment of many short songs, individually as well as in group

6. Art:

- a. Gradual improvement acquiring the right habits of caring for the tools and materials -
- b. Development of a growing interest in color, and the ability to use it as an aid to expression, recognizing and naming the standard colors -
- c. Acquiring the desire for further adventures in art.

B. Daily examination of work accomplished, with class discussions

#

UNIT: STORY OF FOODS

I. Aims

1. To familiarize, to learn more about their environment, their community and be able to adapt themselves as well as they can-
2. To be able to adapt themselves to the outside world--post-war-world--and be able to meet problems and questions and solve them sensibly -
3. To be able to cooperate and play together at school and away from school -

II. How the Unit Started

1. Discussions on health -
2. Looking at vegetables growing around the school building, around their own blocks, and on the way to school -
3. Conversations -
4. Pictures -
5. Trip to Poston Park--pupils saw fish in the creek; traced the creek back as a branch of the Colorado River; discussed importance of river water to Poston and surrounding areas as a means for irrigating vegetables and plants -
6. Stories -
7. Spelling pictures of fruits, vegetables, etc., on blackboard -

III. Problems and Questions

1. Why is food needed for the human body? -
2. What is a "well-balanced diet"? -
3. What are the kinds of food? Classify -
4. Name some fruits: How do they grow? Where do they come from? Name some by-products? Its uses? -
5. Name some vegetables:
 - a. Where and how do they grow? -
 - b. Why are they important to us? -
 - c. Name some by-products -

- 6 6. Name some grains --
- a. Where and how do they grow? -
 - b. Tell the story of wheat -
 - c. Name some important by-products of grains -
7. Meats:
- a. Name the different kinds -
 - b. Where do they come from -
 - c. Name some by-products --
8. Milk:
- a. Where does it come from? -
 - b. Name some by-products -
9. Water:
- a. Where do we get our drinking water? -
 - b. Why is water important to us? -
10. Do all living things need food and water? -
11. How to build a canteen -
12. Where and how does the kitchen come from? -

IV. Activities

- 1. Building a canteen -
- 2. Talk to people at own mess hall -
- 3. Visit the warehouse or have a speaker -
- 4. Making scrapbooks -
- 5. Drawing murals -
- 6. Hand - drawn books -
- 7. Visiting canteen or have speaker -
- 8. Dramatizing buying at the canteen -
- 9. Have Public School Health Nurse come and speak -
- 10/ Committees -

V. Source of Information

- 1. Poston Agriculture Dept. -
- 2. Poston warehouse -
- 3. Poston kitchen -
- 4. Magazines -
- 5. Newspapers -
- 6. Pictures -
- 7. Library (home--school) -
- 8. Interviews -
- 9. Maps -
- 10. References -
- 11. Ice-cream factory in Poston II -
- 12. Movies -
- 13. Lectures -
- 14. Poston stockyards -
- 15. Poston Nursery -
- 16. Poston farms -

VI. Subject Matter Needed

1. Arithmetics:
 - a. Building canteen: measuring, counting nails, boxes, boards, buying and selling at canteen -
 - b. Building Library: Measuring -- counting boxes -
 - c. Games - Number
 - d. Problems -
2. Social Science:
 - a. Where do we get our food in Boston? -
 - b. Where do we get our water in Boston? -
3. Language arts:
 - a. Stories
 - b. Spelling
 - c. Reading
4. Arts
 - a. Scrapbooks
 - b. Murals
 - c. Arranging and decorating room -
 - d. A book of drawings on foods -
5. Science and Health:
 - a. How do plants grow? - Watching beans sprout -
 - b. Weather - its effect on plants and animals -
 - c. Why do we need food? -
 - d. Why must we be clean? -

VII. Culmination of Activities

1. Notebooks -
2. Scrap books -
3. Book of pupil's drawings -
4. Dramatization of some foods, such as bread, milk, and inviting families or classes -
5. Reports (group and individual) -
6. Stories -
7. Drawings -
8. Murals -
9. Canteen-building--Dramatization of buying and selling -

#####

WHERE OUR FOOD COMES FROM

I. How the Unit Started

1. Pictures of food from magazines
2. Discussion
3. Encourage a. Farms from which they came
b. Farms as they are in Poston
3. Encourage students to bring pictures and articles of
4. Attend current happenings concerning food
 - a. Fair
 - b. Open houses--- Agriculture Department, etc.
5. Talks given by agricultural experts, cooks, transportation department, subsistence department, etc.
6. Trips
 - a. Agricultural administrative office
 - b. Various fields
 - c. Poultry and swine department
 - d. Apiary at Camp II
 - e. Subsistence warehouses
 - f. Kitchens
 - g. Food factories---noodle, bean sprouts, ice cream, etc.
7. Read stories about farms, marketing and transportation
8. Write experience stories concerning the unit

II. Problems and Questions Suggested

1. Desire for knowledge of food; follow it from "seed to the mouth"
2. Can living things grow without food, light, or water?
3. How do seeds, flowers and leaves differ?
4. What vegetables are seeds, roots, stems, or leaves?
5. What effect has weather on plant and animal life?
6. Where does food come from? Example: milk, butter, eggs, sugar, etc.
7. What insects are pests, and what insects are friends of the plant?
8. How can we raise a good crop? What must we know to raise plants?
9. What are the classifications of the food we eat as: vegetable, fruit, meat, grain, etc?
10. Where is our food kept? How is it distributed? How does it come to Parker? Who goes after it?

III. Formulation of Aims

1. Knowledge of what is good to eat and what is not to develop a good, healthy mind and body.
2. Knowledge of how much labor and scientific work is required for planting and growing comes from
3. Knowledge of marketing and distribution
4. The importance of food for living
5. Stimulate the child's thinking for further knowledge
6. Learn to work cooperatively and also independently
7. A chance for creative work
8. To increase knowledge of the "3 R's"

IV. Activities and Methods

1. Experiment with heat, light, and water (its effect on plants)
2. Plant radishes, bermuda grass and possibly beets
3. Keep a daily record of the weather
4. Make a mural on foods
5. Make clay dishes
6. Construct warehouses, trucks, kitchens, and barracks
7. Make maps and charts as to where our radishes are planted and the progress of growth
8. Have a party when our radishes are ready to eat
9. Classify different pictures of food into vegetable, fruit, meat, grain, etc, (scrap-book)
10. Write experience stories
11. Experiment on the destructiveness of insects and bugs to plant life.

V. Committees

1. Committee for keeping a weather report
2. Committee for planting and taking care of radishes and the bermuda grass
3. Committee for the experiments on heat, light, and water
4. Committee to experiment on the destructiveness of insects
5. Committee for giving a party (social value)
6. Committee for drawing of a mural

VI. Reports

1. On growth of radishes and bermuda grass
2. On the result of experiments
3. On the value of a weather chart
4. On the trips taken by the class

VII. Investigation and Collectim of Data through--

1. Interviews
2. Guest speakers
3. Library
4. Magazines--pictures
5. Field trips

VIII. Integration or Correlation of Data

1. Number work
 - a. Measure distance between rows and plants
 - b. Counting the days before maturity of the radishes
 - c. Counting the amount produced
 - d. Comparing the sizes of radishes
 - e. Comparing the shapes of radishes
 - f. Counting the days before the seeds sprout
 - g. Counting the number of fruits, vegetables, manufactured foods, meats, etc., we eat during the day
2. Dramatization
 - a. Party to celebrate our production
 - b. Dramatization on health habits
3. Fine Arts
 - a. Make clay dishes in which to serve the food
 - b. Make a mural of gardens and growth of vegetable
 - c. Make drawings on the unit--trips, experiences, etc.
 - d. Make charts and maps
4. Health -- Physical Education
 - a. Discuss the importance of food for growth and health
 - b. Discuss forming of good health habits
 - c. Discuss the importance of sleep and rest
5. Construct
 - a. Barracks
 - b. Warehouses
 - c. Kitchens
 - d. Trucks
6. Language
 - a. Giving reports orally and written on experiments
 - b. Writing experience stories
 - c. Making scrap-books
 - d. Writing on trips, visits, lectures, etc.
 - e. Planning and checking progress on activities

7. Music
 - a. Learning songs about health habits
 - b. Learning songs about food
 - c. Learning songs about transportation--train, trucks, etc.
8. Reading
 - a. From books in school and library
 - b. From experience charts
 - c. From each other's stories
 - d. From written reports
 - e. From scrap-books
9. Science
 - a. Study of plants
 - b. Study of insects
 - c. Experiments based on heat, light, and water
 - d. Weather charts
10. Social Science
 - a. Production Division
 1. Agricultural products
 - (a). Knowledge of nutritional needs of the children as compared to farm laborers
 - (1). Knowledge of what we eat at the mess halls
 - (2). Knowledge of health centers their purpose
 - (3). Visit by the hospital dietitian
 - (b). To know the history of vegetables from "seed to mouth"
 - (1). Actual planting experience
 - (2). Trips and excursions to various agricultural activities
 - (3). Talks given by agricultural experts
 - (c). Knowledge of farm production
 - (1). Idea of how much we have to grow to feed Camps I, II, III
 - (2). Correlation of manual and scientific labor
 2. Manufacturing of food
 - (a). Visit to noodle factory (now in kitchen)
 - (b). Visit bean sprout factory
 - (c). Visit the ice cream factory (to be built)
 - b. Public Works Division
 1. Knowledge of what institutes effective irrigation methods
 - (a). Visit to farms to observe the different methods and why they were used
 - (b). Leveling the ground

2. Materials for classroom activities
 - a. Pictures from magazines
 - b. Ice cream and popsicle sticks
 - c. Wood
 - d. Spools
 - e. Clay
 - f. Insects
 - g. Seed
3. Highway--roads in Poston
 - a. Making of maps
 - b. Making of charts
- C. Community Service
 1. Physical Education--Recreation
 - a. Learn to play together
 - b. Feeling of responsibility in contributing to games
 2. Hospital--improvement of community health through good health habits
 3. Improved training for gracious living
 - a. Better our school, community and home
 - b. Cleaning the yard (beautification of the school, community and home)
 4. Community living
 - a. Location and numbering of barracks
 - b. Placement of community services
 - d. Transportation, Communication and Supply
 1. Visit to warehouses--How food is handled
 2. Transportation
 - a. Food and men
 - b. Safety measures for driver and children
 3. Method of communication
 - a. Paper
 - b. Telephone
 - c. Messengers
 - d. Mail
 4. Visit the supply room in kitchens
 - e. Maintenance and operation Division
 1. Understanding of the garage in relation to the community needs
 2. Importance of public utilities
 3. Construction of warehouses
 4. Janitor--keeping the ground clean
 - f. Community Subjugation Division
 1. Committee for leveling ground, irrigation, planting, upkeep, harvesting and marketing
 2. Where foods come from--outside
 - g. Placement and Labor Relations
 1. How to work together--relationship between leader and group
 2. Appreciation of family life
 3. Supervision of leisure activities
 4. All work for the good of the community

- h. Administrative Division--Appreciation for their help
- 11. Geography
 - a. Study location of Poston
 - b. Make map of blocks
 - c. Make map of roads in Poston
 - d. Learn where the school and other community centers are located in Poston

IX. Culmination of Activities

- 1. Scrap-books
- 2. Murals
- 3. Reports
- 4. Creative stories

X. Evaluation of Outcome

- 1. Tests every few weeks to see how much was accomplished
- 2. Evaluation by the group after every social study period
- 3. Did they enjoy the unit?
- 4. Have they learned to take responsibilities?
- 5. Can they work by themselves or as a group?
- 6. Was their interest aroused enough for further study?
- 7. Did they learn social etiquette?
- 8. Have they a better knowledge and understanding for food?

#####

HOW WE LIVE IN OUR BLOCK

Outline of a Unit of Study
for a Second Grade Class

I. Reasons for selecting the Unit

1. The children are yet very young and inexperienced, not having ventured very far from their homes so that they do not comprehend the larger community of Poston as a whole.
2. Because many of them had not spent a full year in the first grade, and because of a language handicap on the part of source, this unit must be one that does not involve too wide a vocabulary range at the beginning.
3. Because of family upsets and unhappy home situations (fathers interned or otherwise separated from the mother and children) the topic of family life is a sensitive one with this group. Hence home life as such was not chose, but it will be touched upon as a part of the life in the block.
4. Living in the block parallels in many ways a simple community life, including a fairly broad range of subject matter and areas of knowledge, yet much of it is understandable to young children.
5. The key to a happy and successful block life is, essentially, cooperation. At an early age children can learn to help, to cooperate and work with others. In learning to accept and appreciate their place as part of a larger scheme, they are developing the groundwork for democratic living.

II. Initiation and Presentation of the Unit

1. The class takes a census of members from each block

2. We make a rough map of the blocks we come from-
3. We tell each other about our blocks; something different each block has, etc.-
4. We try to answer a questionnaire such as:
 - a. "What Do We Know About Our Blocks?" (things we have noticed if we have been observant)-
5. We visit each block and make observations-
6. We make pictures of barracks, tanks, ponds, etc.
7. The teacher brings sketches of camp (through cooperation of art department)-
8. In classroom conversation we constantly include block terms and happenings in our blocks-
9. In our class newspaper we mention happenings in our blocks, too-

III. Development of the Unit

1. The mess hall will provide the most material for study. It is the logical center of interest in each block as well as offering the greatest range of study possibilities; such as:
 - a. Study of foods--what we get, where it comes from, how we get it-
 - b. The health aspect--diet, kitchen sanitation -
 - c. Social aspects--manners and courtesy, promptness to meals, appreciation of work involved in preparation of food -
 - d. Number experiences--tables, noting arrangements, number of dishes and utensils, food supply amounts, number of workers; also time concepts--hour for meals, etc. -
 - e. Aesthetic--mess hall decoration, arrangement, orderliness; color of foods -
 - f. Music and rhythms--kitchen band, songs about food and its preparation -
2. The latrines and laundry will provide material for emphasis on health habits and need for co-operation to maintain sanitary conditions -

3. The block office and laundry and ironing rooms suggest study of cooperativeness in using property used in common by members of the block - again the social aspect -
4. Live in our family units--how we can help make it easier and pleasanter -
5. Beauty spots in blocks--home improvements, gardens, flowers -
6. Management of the block--block managers, custodians, etc. -- What they do to help us, etc. -
7. Council representative--What he does -

IV. Possibilities for Experiences Through This Unit

A. Creative

1. Construction--Build a very simple model of a block with emphasis on relative placement of buildings and points of interest than on skill in execution -
2. Crafts--Make small articles (of waste material) that could be used in our homes or classroom; ex. mats, table runners, pot holders, lamp-shades, vases, etc. -
3. Clay--Dishes and receptacles we might use at home: Figurines--people, animals, things we have seen
4. Graphic art--Drawings, paintings, murals of things we see (and thing about) -
5. Music and rhythms--Kitchen band, using washboard and other local utensils usable for rhythmical or unusual instruments -
Songs about eating, working, daily habits, gardens, weather, flowers, etc. -
6. Camp fire folklore--(possibility of developing a fire ritual and dance?)
6. Language Arts--Our school paper, writing about block, what we have seen things that happen, etc.-
Letters to friends in communities from which we came about our life here-
Writing stories about our daily life -
Poems and songs, too, if possible -

7. Dramatic play:

- a. Dealing with family life, eating, working; health routine, cooking, waiting on tables; washing and ironing; gardening, loading and unloading trucks: getting the mail -
- b. What we do in case of fire (and fire prevention) -

B. Appreciation

1. Trips to different blocks to observe points of interest and spots of beauty -
2. Visits to homes that are especially attractively arranged -
3. Observation of ingenious devices -
4. Studying pictures of camp (secured from Art Dept.)
5. Exhibit of things made by people in camp -
6. Stories about children in camp (written by children, some by teacher)

C. Research

1. Visit to steward in a mess hall to find out about our food, where it comes from, how it is cooked; problems of mess hall management and how we can help -
2. Inspection of health facilities, observations and comparisons. Suggestions for improvement, ways we can help -
3. Science
 - a. Weather observations
 - b. Where our water comes from, how it is purified -
 - c. Gardens: how soil is prepared, where and how to plant different crops and plants
 - d. Irrigation: the principle of irrigation and how it is done -

D. Related Drill--Specific Learnings

1. Written expression--enlarging of vocabulary and facility in use of written language--spelling and writing--Regular testing on their skills to check on progress
2. Oral expression--in group discussion, in conversation and planning of construction, excursions, evaluation and in dramatic play -

3. Use of Books--in reading our books and in making our own scrap-books, spelling books and dictionary -
4. Reading Experiences--in reading our newspaper, our books, the stories we have written -
5. Numbers experiences
 - (a) Numbers experiences can be had in counting number of buildings in each block, equipments, supplies, tables in mess halls, dishes, food supplies -
 - (b) Time concepts - hours for meals, for reporting for work -
 - (c) Counting members of families, number of workers
 - (d) Measuring size of barracks, rooms, area of block
6. Craftsmanship skills in clay work, handicrafts, drawing and painting, carpentry (how to use tools) -

V. Culmination of the Unit

1. Exhibit of work done by children, inviting parents and interested townspeople -
2. A short program in addition to the exhibition, consist- of songs, a poem written and recited by a child, a story read (written by children) -

VI. Anticipated Outcomes of Unit

1. Knowledge and appreciation of blocks
2. Acquaintance with people of the blocks
3. Development of attitudes--Realization of need for cooperation and understanding of responsibilities of each member -
4. Development of good habits of work, health, getting along with each other -
5. Appreciation of some of the possibilities for im-
provement of local conditions and for beautification -
6. Our attitude of tolerance in seeing similar problems met in different ways -
7. Increase in skills of reading, spelling, language usage, arithmetic, singing, rhythmical sense, social behavior -- working with others, craftsmanship -

VII. Sources of Information

1. First-hand information available to the children as a group:
 - a. Excursions
 - b. Visits to steward of mess hall
 - c. Visit to block office, amanager, custodian, gardener, etc.
2. Information gathered by individual children about their blocks and presented to class
3. Information gathered by teacher from W.R.A. bulletins available (that could be re-interpreted to children) from mess hall staff, block office, from council offices, administration office -
4. Information from cooperative parents who can help us -
5. Art department of Poston -

VIII. Suggested Ways of Continuing the Study if Additional Time Remains:

1. We could acquaint ourselves with the important functions performed outside the block but closely related to it:

a. school	f. Fire Dept
b. Post Office	g. Hospital
c. Store	h. Warehouses
d. Library	i. Motor pool
e. Police Dept.	

KIYOKO NISHIKAWA
CAMP I
SECOND GRADE
REC. HALL. 43-B

OUR COMMUNITY

UNIT: How We in Poston Communicate With Other People

I. Initiation of Unit

A. Exploratory trips

1. Canteen
2. Fire Station
3. The Fair
4. Adobe Shed
5. Post Office

B. A Study of Community Helpers in the Post Office

1. Postmaster
2. Delivery Truck 22
3. Driver of Truck
4. Clerks
5. Sorters
6. Carriers

C. Sources of stimuli--

1. Arranged environment with toy trucks, airplanes, boxes, blocks, pictures, books.
2. Conversations, discussions
3. Movies
4. Newspapers
5. Talk by mail truck driver, mail clerks

II. Development of Unit

A. Making airplanes

1. Kinds

2

- a. Sea plane
- b. China Clipper

2. Parts:

- a. Wings
- b. Fuselage
- c. Propeller
- d. Landing gear
- e. Rudder
- f. Tail
- g. Cabin

B. Uses:

1. Carrying mail
2. Passenger service

C. Crews:

1. Pilots
2. Mechanics

D. Use of radio for:

1. Weather report
2. Radio control

E. Airport

1. Layout

- a. Buildings
- b. Hangers
- c. Radio Station
- d. Post office
- e. Lights and signals
- f. Flood lights
- g. Stop and Go
- h. Wind socks

F. Trucks

1. Kinds

- a. Mail as distinguished from gas and other types

2. Uses of mail truck

- a. Transportation of mail from street boxes to Post Office
- b. From Post Office to airport
- c. From Post Office to harbor

G. Airport Post Office

1. Location

2. Uses

- a. Receiving
- b. Delivering air mail

H. City Post Office

1. Kinds

- a. Central
- b. Branches

(3)

- c. R.R. depot
- d. R.R. Post Office
- e. Airport Post Office

2. Location

- a. Center of city
- b. Outlying districts
- c. R.R. Depot
- d. On trains

3. Uses of City Post Office

- a. To serve as a distributing center for all incoming and outgoing mail
- b. Receiving and delivery center for local districts

4. R.R. Depot Post Office

- a. To increase speed of delivery

5. R.R. mail car

- a. Trains that carry mail car

6. Airport Post Office

- a. Used in connection with air mail

I. City Post Office

1. Employees

- a. Postmaster
- b. Ass't postmaster
- c. Clerks
- d. Sorters
- e. Carriers
- f. Truck drivers

J. Harbor

- 1. Landing place for China Clipper
- 2. Channels
- 3. Signals
- 4. Docks for Boats

K. Boats

1. Kinds

- a. Freighters
- b. Liners
- c. Ferries

2. Uses:

- a. Carrying Mail
- b. Passenger service
- c. Freight service

3. Parts of Boats:

- a. Hull
- b. Bow
- c. Stern
- d. Decks
- e. Pilot House
- f. Derricks booms

Crew:

- a. Seapost mail
- b. Clerk
- c. Captain
- d. Radio Operator
- e. Pilot
- f. Officers
- g. Sailors
- h. Mechanics

L. Trains

1. Railway Post Office

- a. Train that carries mail car

2. Uses:

- a. Means of transporting bulk of mail
- b. Interior of car a small post office
- c. Sorting racks

3. Crews

- a. Clerks

4. Method of delivery

- a. Mechanical devices for depositing the mail at depots when trains do not stop.
- b. Removed on handcarts to trucks or to R.R. Depot

M. R.R. Depot Post Office

- 1. Located at R. R. Station
- 2. May be only local postoffice or may take the place of central post office

III. Experiences Children and Teach May Engage

A. Creative Experiences

1. Construction experiences

- a. Build:
 - 1. Airplanes
 - 2. Mail truck
 - 3. Boats
 - 4. Clothes for mailman
- b. Construct a large post office

2. Art experiences

- a. Crayola work
- b. Easel painting
- c. Clay work
- d. Paper tearing
- e. Calcimine painting

3. Music and rhythms

- a. Composing songs
- b. Singing songs pertaining to the certain activity
- c. Creating rhythms

4. Language expressions

- a. Composing individual stories both written and verbal
- b. Composing letters
- c. Composing group stories
- d. Participation in group discussion
- e. Evaluation after each days activity period

B. Appreciation experiences

- 1. Enjoying stories told by teacher and read by children
- 2. Enjoying verses read by teacher and children
- 3. Enjoying pictures about carrying mail
- 4. Enjoying songs about mail

C. Research activities

1. Excursions

- a. Local Post Office

2. Reading to find out information about:

- a. Stamps
- b. Registry
- c. Parcel Post
- d. Money order
- e. Cancellation
- f. Sorting

3. Looking at maps

- a. Find air mail routes
- b. Find train, boat, and highway routes

4. Looking at pictures

- a. Clarify structures of airplanes, boats, and trains.

5. Holding discussions

- a. Mail and construction problems

D. Related drill or specific learning experiences

- 1. Learn to use correctly all tools in constructing airplanes, trucks, trains, boats
- 2. Learning to measure in doing construction work
- 3. Learning to use correctly easel and woodwork paint, brushes.
- 4. Learning correct techniques of handling clay
- 5. Learning money values in connection with buying and selling of stamps
- 6. Writing and spelling individual stories
- 7. Reading charts, stories, books
- 8. Singing songs
- 9. Improving fundamental rhythms
 - a. Running, skipping, hopping

E. Clumination experiences

- 1. Giving dramatization of play-time incidents
- 2. Singing songs
- 3. Reading original verse
- 4. Reading to class from individual story books
- 5. Relating experiences of excursions
- 6. Drawings and paintings
 - a. Murals
 - b. Portfolios

7. Giving reports
 - a. Group
 - b. Individuals
8. Keeping notebooks
9. Keeping scrap-books

IV. Anticipated Outcomes of Unit

A. Basic understandings

1. Better understanding of the great part mail plays in our everyday life
2. The great service mail clerks and carriers render to society
3. Understanding how people are brought closer together through mail delivery

B. Basic knowledge

1. Handling of air mail
2. The work of the local Post Office
3. Duties of the post man
4. Divisions of the Post Office
5. How mail is handled on trains
6. How mail is delivered by boats

C. Habits

1. Learning to take turns with tools and other equipments
2. Learning to take care of tools materials and equipments
3. Learning to share ideas and experiences

D. Skills

1. Using tools correctly
2. Learning better ways of painting
3. Using clay and crayola correctly
4. Writing words needed for letters and stories
5. Building better trucks, trains, boats, airplanes
6. Practicing fundamental steps needed in rhythms

E. Attitudes

1. Interest and willingness to participate in the life of the school
2. Showing initiative in making choices
3. Willingness to share ideas and materials

4. Showing willingness to work
5. Assisting to care of room; cleaning up
6. Respecting the rights and opinions of others
7. Respecting property of others
8. Helping others when the need arises
9. Taking turns willingly in play, discussions,
with the class time
10. Acting upon conclusions reached through responsible
Thinking

Mrs. Gladys Robinson
Block 28-13-C

COMMUNITY LIFE CENTERED AROUND
POSTON, ARIZONA, W. R. A. CENTER

It is hoped this study will give opportunity of valuating the efforts made by our Government toward a happier life during the war. I also hope to bring out that by being good citizens in our community, we are doing our part through service to the great needs of America through co-operation from within.

I. Stimulation

- A. The Fair
- B. A picture map of California.
- C. Desire to write about new home to friends outside.
- D. Carl volunteered to start a map. He chose a couple in his block to help him. His father took him to the mountains to see Poston. He described it to us. His father cooperated.
- E. Reading stories of children in home and community.

II. Objectives

- A. Create interest in community and show how we all in Poston are dependent upon each other for happiness.
- B. Learn to appreciate services of every one who contributes to our daily welfare.
 - 1. Transportation.
 - 2. Farmers.
 - 3. Factory.
 - 4. Lighting.
 - 5. Water.
 - 6. Food
 - 7. Protection

8. Clothing
9. Housing and the like.

C. Find ways children can improve community life.

D. Appreciate heritage handed down to us by our

1. Government
2. Parenthood
 - a. Thriftiness
 - b. Courtesy
 - c. Fine Arts
 - d. Steadfastness
 - e. Sense of responsibility
 - f. Honesty

E. Duties we owe to the community.

1. Responsibility we should shoulder.
2. Part we play in the U. S. Today.
3. Try to appreciate the great effort the government is making in war time to bring good food, protection to Poston.
4. How can we help?

III. Aims

A. Social Development

1. Organizing committees
2. Assuming responsibility
3. Group work carried on without friction.
4. Sharing and courtesy.

B. Problems

1. Discuss materials needed for maps, fire-house, store, etc.
2. Reading assignments and reports.
3. To plan excursions.

4. To cover important activities of our community before and of school year.
5. Appointment of children as heads of activities.
6. Lack of space for storing and displaying things.
7. Inability to secure enough reference materials.

IV. Creative Experiences -- Activities

A. Construction "ork

1. Canteen
2. Fire House
3. Barrack
4. Block Plan
5. Map, Pictorial
6. Police Station
7. Post Office
8. Truck
9. Pig Farm
10. Chicken Farm
11. Defense Factory
12. Talent Show
13. Clay Work

B. Art

1. Painting of scenes in Poston.
2. Illustrating poems about:
 - a. Home
 - b. Fire Engine
 - c. Postman

V. Integration of Subject Matter

A. Health

1. Care of home, etc.

B. Writing

1. Writing letter of thanks.
2. Writing about community to outside schools.
3. Writing for information.
4. Making dictionaries of new words.

C. Music

1. Song of industries.

D. Language

1. Making plans
2. Giving reports.
3. Writing stories.
4. Writing short biographies of "Who's Who's" in Poston.
5. Planning excursions.
6. Dramatizing community life.
7. Listening to talks given by visitors and give reports on talks.

E. Reading

1. Reference work
2. Browsing
3. Report technique or oral reading.

F. Arithmetic -- Money (play)

1. Measuring -- use of ruler.
2. Grocer sale tags -- addition.
3. Cost of goods.
4. Fire engine number game.
5. Block game.
6. Cost of food per day in Poston for 10,000
 - a. Ability to read numbers.
7. Cost of various activities.
8. Pig farm problems.

9. Canteen problems.

G. Geography

1. Our location

2. Nature of area

3. Comparison to former communities, etc.

H. Social Studies understandings.

1. Understanding of important contributions in community life. Study health rules in relation to family and community life.

2. Habits and Skills

a. Care of public property.

b. Lawful habits.

c. Skill and safety measures

(1) Use of tools.

d. Using books

e. Sharing -- cooperating

f. Courtesy -- respect for others.

g. Orderliness.

h. Appreciation of beauty.

i. Cleanliness.

j. Respect opinions and rights of others in group.

k. Stimulate willingness to do ones part in activity.

l. Awareness of contributions made by science and inventions.

3. Roads

4. Lights

5. Housing

6. Water

7. Comparison to primitive communities.

a. Self-sufficiency of Pilgrims v.s. interdependence of communities of today.

VI. Culminating Experiences

A. Oral broadcasting

B. Story and accomplishments of Poston.

C. Reports on Who's Who.

D. Each group presents his donation (In art, notebook

and constructive work.)

E. Written -- Notebooks

F. Dramatization (Children will suggest how this is to be done.)

1. May want to put on a fair of some of work done.
2. May want to make up a play of Little Boys and Girls of Poston. This will have to come from the group.

BIBLIOGRAPHY

next page

BIBLIOGRAPHY

Brandeis

Little Mexican Donkey Boy 1931
Little Swiss Woodcarver

BIBLIOGRAPHY

(on hand)

Hardwich, Marjory Taylor

On the Road - E. M. Hale & Co. 1939
A Story of Milk - E. M. Hale & Co. 1936

Read, Helen S.

Jip and the Fireman -- Scribners
An Airplane Ride "
Mary and the Policeman "
A Story of Big Trees "
Billy's Letter "

Miller, Jane

Jimmy, the Grocerymen -- Houghton Mifflin Co.
Dean and Dan at the Dairy -- Houghton Mifflin Co.

Carey, M. C.

The Postman -- J. M. Dent and Sons, Ltd. 1937

Kuh, Charlotte

The Fireman -- N. Y. Macmillan Co. 1934
Engineer " " " "
Policeman " " " "

Miller, Jane

To Market We Go -- NY Houghton Mifflin Co. 1935

Siegal, William

Around the World in a Mail Bag

Baruch, Dorothy W.

I Live Machinery -- NY Harpers Bros. 1933

Tippett

The Busy Carpenter -- Yonkers on Hudson World Book 1927

Webster-Hanson-Hart

The Worlds Messengers -- NY Houghton Mifflin

George, Marian (Library of Travel Series - Chicago - A.
Flanagan Co.)

Little Journey to Hawaii
Little Journey to Mexico

Petersham, Maud-Miska

Story of Houses
Story of Food

Waddell, J. F.

Home 1-2 Macmillan 1936
Helpers 2-3 " 1937

Zirbes-Laura-Wesley

Workers Keystone View Co. 1928

Music -- Some Fireman, Truck, Tram Man

Magazines -- Building America Vol. I Special on Housing

Poetry -- Field, Rachel -- Taxis and Toadstools -- NY Doubleday-
Doran 1926

Hubbard, Alice -- Golden Flute -- NY John Day 1932

Huffard, Grace -- My Poetry Bood -- Winston 1934

Folleet Publishing Company

Homes of Long Ago
Cave Castle Cottage

ADDITIONAL NOTES

These are some of the things we have been thinking through in our little groups.

In talking over a Citizenship Club, it was decided that to be a good citizen of a community, we had to start building with good habits -- by doing things.

They have suggested the foundation bricks of their Citizenship Pyramid and finally decided to take five. In their way, they are putting into practice the things they talk about as the situation arises in work and reminded by stories read.

They have laid five bricks for the foundation.

1. Health

- a. Clean up committee
- b. Health Practices

2. Good Character Habits

- | | |
|-----------------|-----------------------------------|
| a. Honesty | e. Saving for U. S. Xmas stocking |
| b. Friendliness | f. Not cheating |
| c. Courage | g. Sticking to job better |
| d. Etc. | h. Wait turn |
| | i. Help neighbor |

3. Sportsmanship

- a. Sharing in group work
- b. Being "it" with a smile
- c. Obey rules

4. Service Habits

- a. Good deeds each day in the home, school and community

5. Scholarship

- a. Keeping on the job.
- b. Effort to succeed.
- c. Obey rules.
- d. Group work.

In talking over the habits many things came out from the group which points out ways of social living such as some of the school rules.

- | | |
|---------------|--------------------------|
| 1. Obey Rules | 4. Wait your turn |
| 2. Keep Busy | 5. Do not disturb others |
| 3. Be Polite | 6. Be helpful |
| | 7. Be neat |

Fred Ritchie suggested we ought to go to church to be a good citizen.

When the Citizenship Pyramid is completed, it will be built by them and help keep things in mind. It may be changed many times before we accept it for good.

Illustration of Citizenship Pyramid on
the next page....

Miss Lorene Satterwhite
Room 60-B Grade 3

THE COMMUNITY AT POSTON

Introduction

This unit may be introduced through some child's telling of something he has seen at the camp or by various visits made by the class to the industrial centers in the community. The group may be guided into a discussion of the various activities of the community. These visits may be so arranged as to introduce the activity.

Development of Unit

In the development of the unit, any particular subject or skill for a given period of time cannot be placed definitely but all skills function throughout the day. Opportunities occur frequently for using English, for writing and spelling, for some use of numbers, and construction. When there is a felt need of drill, a special period should be given for it at the time it is needed.

Plans may be made for the construction of the Post Office and the mail truck. A good plan is for the boys to do the work in the construction of the building and girls to work on the individual boxes, signs, etc. There should be a discussion of the materials needed and a list of these made on the blackboard. The children may decide what materials are needed and what each can contribute.

It may be necessary to discuss certain rules for working during the floor construction period and to explain the need for observing such rules. The rules should be centered chiefly with the rights of other workers, such as speaking in a natural tone of voice, listening when other talk, and putting away materials after the construction period.

Each morning a plan may be printed on the blackboard telling the most important things that were done the day before, and of the activities that are planned for that particular day. A discussion period may follow the reading of the story on the blackboard.

The children's ideas in regard to the construction of building, making stamps, and other manipulative activities should be carried out, if possible. The children should be guided in the development of their number concepts by making their experience real.

Miss Lorene Satterwhite
Room 60-B Grade 3

THE COMMUNITY AT POSTON

I. Aims

- A. Making Possible growth in: -- --
1. Ability to meet effectively the situations involved in community life at Poston? -- --
 2. Understanding of the interdependence of the various groups in a neighborhood.
 3. Appreciation of the many ways in which various occupations renders service to everyone.
 4. Knowledge of the different methods of transportation and communication which serve our community.
 5. Ability to cooperate with others in controlling and protecting the neighborhood.
 6. Appreciation of gardens as a source of food and as means of saving or making money.
 7. Skill in using tool subjects.

II. Problems

- A. How do the firemen protect our homes?
- B. What can we do to help the firemen?
- C. Where do we get our food in Poston?
- D. How is our food prepared?
- E. Why do we have vegetable gardens?
- F. How may we help in saving food in Poston?
- G. How is our mail brought to Poston?
- H. What can we do to help the mailman?
- I. Where do we get our mail?
- J. Why do we use postage stamps on letters and packages?
- K. Where do we get our water at Poston?
- L. How is our drinking water made safe?
- M. Why do we have canals at Poston?
- N. Who takes care of the canals and streets?
- O. Who are the other people in the community that help us ?
- P. What can we do to help these people?

III. Activities

A. Make

1. Booklets on excursions
2. Map of neighborhood
3. Drawings or illustrations of activities of Poston
4. Collection of flowers or plants grown at Poston
5. A post office and miniture mail truck
 - a. Envelopes and stamps (1¢ 2¢, 3¢, 6¢, air mail and special delivery)
 - b. Collection of stamps and post marks.
6. Newspaper

B. Make visit to

- | | |
|--------------------|------------|
| 1. Post Office | 5. Canals |
| 2. Fire Department | 6. Library |
| 3. Mess Hall | 7. Press |
| 4. Canteen | 8. Schools |

- C. Talk about other people in the community who help us.
- D. Find out the different kind of communication that serve our community
- E. Find out about the protection offered the different community helpers.
- F. Sing songs descriptive of community activities and community helpers.
- G. Write letters to children outside or in other states.

IV. Sources of Information

- A. Reading Stories
- B. Visits to various place in Poston
- C. Reading magazines and newspapers.
- D. Use of Textbooks.

E. Conversation with people.

F. Pictures

G. Radio

V. Subject matter needed

A. Social Studies

1. Provision for shelter

a. Home

b. School

c. Store

d. Fire Station

e. Post Office

2. Provisions and Preparation of foods.

a. Gardens

b. Cold Storage

c. Mess Halls

3. Preparation of Clothing

a. Clothing Store

b. Laundry

c. Shoe shop

4. Community Helper

a. Postmaster

b. Firemen

c. Policeman

d. Doctor

e. Dentist

f. Builders

5. Provisions for Recreations

a. Fair

b. Picture Show

- c. Playgrounds or Park
 - d. Fishing
 - e. Hunting and Hiking.
- 6. Weather
 - a. Sunshine
 - b. Rain and snow elsewhere
 - c. Temperature
- 7. Transportation and communication
 - a. Truck
 - c. Car
 - c. Telephone
 - d. Newspaper
 - e. Letter
 - f. Magazine
 - g. Radio
- 8. Plants
 - a. Flowers
 - b. Trees
 - c. Shrubs
 - d. Grass
- 9. Animals
 - a. Local wild animals
 - b. Pets
- B. Reading
 - 1. Experience Store is
 - 2. Reference books
 - 3. Newspapers and magazines
 - 4. Textbooks
- C. Arithmetic

C. Arithmetic

1. Measurements used in construction.
2. Making changes (at post office.)
3. Reading and writing large numbers of addresses on mail.
4. Telling time and recording temperatures in weather chart.
5. Drill in multiplying, division, addition and subtraction problems that came from unit.

D. Language Arts

1. Spelling

- a. Words arising from unit which will be needed in order to meet desire for written expression.

2. Writing

- a. Writing account of trips in connection with unit.
- b. Writing original stories, plays and paragraphs.
- c. Writing letters.

PRINCIPAL PROCEDURES
In the Development of a Unit of Work
in
POSTON I ELEMENTARY SCHOOL

UNIT

"OUR FATHERS HELPING IN POSTON"

Myrtle B. Hunt
Grade 3, 170

"OUR FATHERS HELPING IN POSTON"

(Following those parts of J. W. Wrightston's chart of Development procedure applicable to this unit).

- I. Stimulation of interests was made by readers and story books on the topic of community activities. Conversations and discussions followed bringing the desire and request for excursions. The first trip made was to the Fire Department around which the unit will center for about a month and references on how it is expected to work will be on this activity. So far, at least thirty-five community helpers have been listed by the pupils. They will visit many of them at their work.

II. Aims

- A. To help the children to become happier at Poston through a better understanding of how we live here.
- B. To give the children a knowledge of the various types of contributions made by the workers in their projects.
- C. To help the children to be more understanding and sympathetic with the frustrations faced by the workers (when the children are deprived of some convenience.)
- D. To help the children to learn to share with others, to take responsibility and to play fair.
- E. To help the children to do their share in preventing fires and carrying out other safety measures.

III. Problems and Questions

- A. Fire -- prevention, firemen's equipment, firemen's methods.
- B. Water -- where it comes from, treatment before using it, where the ditches go.
- C. Food -- where it comes from, that produced in Poston.
- D. Furniture -- where it comes from, who made it, various kinds of lumber.
- E. Red Cross Organization -- what it is, what it does, how members of a Junior organization can be of service.

III. Problems and Questions (cont'd)

- F. Mess Hall -- menus, duties and responsibilities of helpers.
- G. Toy Shop -- tools in operation, where the finished articles go.
- H. Poultry and Hog Projects -- how land prepared and fenced, feed and water supply, flock or heard management.
- I. Fish Farm -- preparation of artificial ponds and lakes, hatchery, starting basins, deep water basins, seining of Colorado River for breeding stock.

IV. Activities (for first month)

- A. Make fire truck.
- B. ~~Make~~
- B. Make fire hat.
- C. Color individual fireman posters
- D. Large wall poster
- E. Dramatization

V. Sources of data

- A. Trips made to points of interest.
- B. Interviews.
- C. Library, magazines, newspapers, books
- D. Bulletin Board
- E. Maps of Poston

VI. Samples of subject matter needed.

- A. Arithmetic -- measuring of dimensions for fire truck to be constructed.
- B. Dramatization -- ~~a rescue trip in answer to a fire alarm.~~
- C. Fine Arts -- a wall poster of fire scene.
- D. Health and Safety -- listing rules of safety and first aid procedures.

VI. Samples of subject matter needed (cont'd)

- E. Language -- writing an experience story of our trip to the fire station.
- F. Reading -- a story on the subject in the "Jack and Jane" Reader; the instructions to learn how to make fire hats and truck.
- G. Science -- an experiment with soda and acid (vinegar) to demonstrate how pressure is created in a fire extinguisher; discussion of the type of extinguisher used in the room (filled with carbon-tetrachloride).
- H. Social Studies -- a study of the duties and responsibilities of the firemen.
- I. Music -- the song "False Alarm" in Progressive Music Series.

VII. Culmination of Activities

- A. Assembly programs to which other classes will be invited.
- B. Dramatizations (a fire truck enroute to a fire).
- C. Creative stories and poems.
- D. Talks by committee chairman on how our class can help in fire prevention.
- E. Individual scrap book -- language papers, science experiment.
- F. Original short stories.
- G. Reports by groups and individuals.

IX. Evaluation of outcome.

- A. For the present, I have in mind only the intellectual factor (that of recall and recognition of facts and skills in the various subject matter); later it will be hoped that to some degree the dynamic and performance factors, as listed in Wrightston's chart, will have been gained.

TOPIC OR UNIT: Learning about Departments that Help
Us to Live in Poston, Especially the CANTEEN

I. Stimulation or Identification of Interests:

- a. Books--Stories about milk, apples, mail, farm life, etc.
- b. Conversation--after reading stories about foods
- c. Pictures--brought in by children and teacher
- d. Magazines
- e. Newspaper--through clippings
- f. Stories--children's own experience stories
- g. Trips--to different blocks to see animals, gardens, etc.
- h. Talks--have planned to have speakers from Community Enterprise Department

II. AIMS

A. General Aims:

- a. Give children better understanding of how Canteen operates
- b. Relation of Canteen to Community (show interdependence)
- c. To apply learnings and skills to every day life
- d. Develop traits of cooperation, initiative, responsibility among the people
- e. Stimulate thinking and the opportunity for creative work

B. Problems and Questions:

- a. How does Canteen get it's goods?
 - 1. Transportation involved
 - 2. Communication involved
- b. Where do the goods come from?
- c. How is Canteen built?
 - 1. Structural form
 - 2. Furniture needed--How made or gotten
- d. Cooperative system
- e. Advertising--How carried out and why
- f. Prices--How set and why
- g. Canteen compared with other canteen stores

C. Activities:

- a. Building miniature canteen
- b. Playing store
- c. Taking inventory
- d. Making and pasting labels
- e. Making cereal chart
- f. Making vegetable chart
- g. Map of farming region
- h. Map of mining region

D Materials:

- a. Boxes
- b. Tin cans
- c. Empty cartons

E. Committes:

- A. Plan to have about 4 committees composed of mixed group of boys and girls, with each committee taking care of its own advertising, arranging, setting prices, and making its own money

F. Methods:

G. Reports:

- a. All committees shall report each day what has been done, the sales made, and the plans for the following day. Reports are to be made by different child each day.

III. Investigation and Collection of Data

A. Interviews:

- a. Planned several with Community Enterprise Department

BB Library -- obtaining books and magazines

- a. Bulletins and reports

C Magazines

D. Maps--showing location

E Movies (if possible)

F Newspaper

- a. Clippings from local and outside papers

G. Pictures

IV. Subject Matter Needed

A. Arithmetic:

- a. Measure for construction purposes
- b. Estimating cost of building store
- c. Solving problems involving fundamental operations--
cost, labor, lighting, etc.
- d. Learning cost of goods
- e. Finding cost of Insurance, taxes, heating, etc.
- f. Measuring for maps
- g. Doing simple problems using pupils names
- h. Making money
- i. Making maps of various kinds

B. Dramatization:

- a. Play store
- b. Taking inventory

C. Fine Arts:

- a. Paintings of store, etc.

D. Health:

- a. Games of food
- b. Pure food laws
- c. Government inspection
- d. Government regulation
- e. Diet suitable for children
- f. Spray
- g. Care in handling milk

E. Industrial Arts:

- a. Building play canteen

F. Language:

- a. Oral--reports by Committees
- b. Written--very little and simple
 - 1. Writing orders
 - 2. Writing letters
 - 3. Printing labels

G. Music:

- a. Have songs picked out that are suitable--about candies, grocery, carpentering, bakery, etc.

H. Reading:

- a. Stories from books

IV. Subject Matter Needed

A. Arithmetic:

- a. Measure for construction purposes
- b.

b. Written stories dictated by children

I. Science:

- a. Care of store to keep it tidy and attractive
- b. Care for health and safety
 - 1. Fire hazards
 - 2. Lighting and heating
- c. How science has helped us have better things through inventions of tools, techniques, and methods
- d. How science has helped us have better things here faster through modern transportation
- e. Communication
- f. Foods produced by Burbank
- g. Why certain foods cost more
- h. Composition of foods
- i. Compare bread making of today with olden times

J. Social Studies

- a. History
 - 1. Early Indian system of barter
- b. Geography
 - 1. Locating areas from where goods come from
 - 2. Making maps and charts
 - 3. Locating hot and cold areas
 - 4. Early Indian trading posts

V. Culminating of Activities

- A. Creative stories or poems
- B. Dramatization
- C. Drawings
- D. Notebooks
- E. Reports
- F. Scrap-books

Masako Hirata
Third Grade
Rec. Hall 15-C

HOW CAN WE MAKE THE MOST OF OUR HOMES IN POSTON

(A comparative study of shelters in different localities, from colonial times to the present, with our homes in Poston)

I. Initiation of the Unit

- a. One reading group had read the story, "The Little House", in which the animals lived in a jar.
- b. Dramatization of the story for the class followed.
- c. Discussion of the jar as a "queer house" resulted in a class discussion of "queer houses" in other countries, as the grass huts of Africa, igloos in Alaska, tents of Arabia, pueblos of the Indians, junks of China, and in our own country of the increasing number living in trailers.
- d. During the week of Thanksgiving, a study of the colonial home was launched in connection with the discussion of the pilgrims coming to America to build a new home.

II. General Problems and Questions

- a. What are the houses called in different countries?
- b. How are the houses built?
- c. What materials are used?
- d. From where and how are the materials obtained?
- e. What affect does the climate have upon the type of shelter?
- f. What part does the geographical environment play in determining the type of shelter built?
- g. Does the occupation of the people affect the home?
- h. What are the customs, habits, and temperament of the people?

Masako Hirata
Third Grade
Rec. Hall 159C

III. Aims

A. General aim

1. By making a comparative study of shelters and how people made and are making the most of their environmental conditions and circumstances, to show the pupils that they too, can make the most of the present situation and make their barracks a real home for the duration.

B. Specific aim

1. Knowledge and understanding

- a. Understanding why there are different types of shelters
- b. Realization of the labor involved in building
- c. Sensing the effect of the type of shelter upon human lives
- d. Understanding the necessity for shelters
- e. Understanding the importance of shelter to family welfare
- f. Realization that the home is the foundation of civilization
- g. Knowledge of geography and climate and their influence upon man's manner of living
- h. Knowledge of the evolution of man's shelter and his constant attempt toward improvement
- i. Knowledge of inventions that have improved our homes
- j. Knowledge of the sources of building materials

2. Better habits and skills

- a. Cooperating in getting information to solve problems
- b. Cooperating in construction and in class discussions
- c. Learning to share tools and equipment
- d. Developing a sense of responsibility and eagerness to do a task to the best of one's ability
- e. Learning to complete a task begun
- f. Showing initiative in working out problems
- g. Being thrifty in the use of materials and in the use of time

- h. Sharing information
 - i. Learning to ask for information and help when needed
 - j. Giving reports
 - k. Planning work before beginning
 - l. Evaluating work when finished--give and take helpful criticism
 - m. Expressing courtesy
 - n. Developing interest in new things
 - o. Ability to select material for a given purpose
 - p. Skill in the use and care of tools
3. Attitudes and appreciation
- a. Appreciation of the home
 - b. Appreciation of the time and energy required in building
 - c. Appreciation of the comforts and conveniences of the home
 - d. Appreciation of orderliness and cleanliness in work
 - e. Development of respect for other's opinion

IV. Activities

A. Creative Experiences

- 1. Construction in miniature of different houses
 - a. Homes of the pioneers--log cabins
 - b. Homes of evacuees--barracks
 - c. Homes in hot wet lands--grass huts of Africa
 - d. Homes in hot dry lands--tents of Arabs, pueblos
 - e. Homes in cold lands--igloos of the Eskimos
- 2. Map-making
 - a. Pictorial maps
 - b. Relief maps
 - c. Plans for a house

3. Art Experiences

- a. Murals depicting homes of country studied
- b. Drawings of the people
- c. Paintings or drawings of homes for individual books
- d. Pictures to illustrate chart work
- e. Making book covers

4. Music and dancing

- a. Folk songs
- b. Folk dancing
- c. Original songs
- d. Rhythms suited to study

5. Appreciation experiences

- a. Listening and telling stories
- b. Collecting and reading poetry
- c. Enjoying pictures related to the unit
- d. Appreciating still films on the building of Boston
- e. Talks by experts

6. Language arts

- a. Planning
- b. Story writing
- c. Giving reports
- d. Writing letters (for information, invitations, thank you)
- e. Participation in group evaluation
- f. Dramatization

B. Study activities

1. Excursions

- a. To see improved barracks
- b. To the nursery and other points of interest which might have bearing on improving barracks

2. Use of library reference books, magazines

3. Use of maps and globes

V. Investigation And Collection Of Data

A. Interviews with the head of the housing department

B. Interviews with architects and contractors

C. Lectures

D. School library

E. Public library

F. Still film showing the building of Poston

G. Geographical magazines

H. Encyclopedias

I. Booklets on housing or housing materials

VI. Integration Or Correlation of Data

A. Arithmetic

1. Measuring for construction

2. Drawing plans

3. Measuring for maps

4. Study of proportions

B. Dramatization

1. Life of the people (plays or pageants)

a. Customs

b. Special occasions

2. Dramatization of story read or told

3. Original plays centering around unit

4. Folk dances

C. Reading

1. Informational--in encyclopedias, geographies, books related to the unit

2. Material prepared by the teacher

3. Reports prepared by the class
4. Bulletins containing information about shelters
5. Class newspaper
6. Charts
7. Use of dictionary

D. Language (written or oral)

1. Making plans for excursions
2. Participation in class discussion
3. Asking questions pertaining to work and reading
4. Oral reports
5. Participation in committee
6. Dramatization
7. Telling first-hand experiences
8. Evaluating work completed
9. Keeping records
10. Writing letters and reports
11. Making labels and caption for articles on exhibit
12. Learning to spell new words for story writing and reports
13. Writing experience stories on excursions
14. Making a dictionary of new words

E. Social Studies (Geography and History)

1. Studying items of historical importance in countries concerned
2. Locating places on the map
3. Studying about the climate and topography of countries
4. Reading maps as well as making maps
5. Locating areas where materials for building is produced
6. Studying about the life and customs of people
7. Tracing the development of certain industries in a given place

F. Art

1. Fine arts

- a. Murals
- b. Paintings
- c. Arrangement of homes
- d. Backgrounds for the houses
- e. Book covers
- f. Illustrations for the newspaper and buletin
- g. Illustrations for individual books
- h. Dressing dolls

2. Industrial arts

- a. Construction of houses
- b. Construction of window boxes
- c. Planting seeds

G. Music

- 1. Folk songs and dances
- 2. Original songs
- 3. Rhythms

H. Physical education

- 1. Games of different countries

I. Science and Health

- 1. Conditions in the countries studied and the affect on health
- 2. Contribution of science to home comfort
- 3. Study of better and safer building materials
- 4. Importance of aesthetic surroundings
- 5. Improved tools for building
- 6. Health and safety measures in the homes

VII. Culmination

- A. Exhibit with a tea for parents (or)

(8)

B. Program and open house (or)

C. Dramatization for another grade

#####

Alice L. Goodluck
Room 53-B
Fourth Grade

HOW CAN WE LIVE BETTER AT POSTON

This is one of the questions that all of us are facing at Poston. It is up to us as teachers and leaders of groups of children to encourage them to make the best of everything, regardless of the crude things we have to do with. "History Repeats Itself". Our forefathers had to make their own tools and housekeeping devices. In so many parts of the country, they had to depend on rainfall to get water for their farms. They hauled drinking water for miles. Here, we have the water brought to us by the use of ditches, and we are sure of getting it. Our drinking water is piped right to the corners of the barracks.

Necessity is the Mother Invention. Therefore, we must make the best of everything, always trying to improve on things.

Before one can accomplish anything with a child, he must appeal to the child's interest. He can compare his way of living with what the civilized world has come through, and not feel too sorry for himself by not having a modern home, luxuries, relatives and friends near that he has been used to. We, as teachers, must have the confidence of the class. Then we can get his cooperation, in the central unit, to the fullest extent.

HEALTH -- We are bringing in Health through the use of posters, excursions, conversation, and last but not least, putting into practice some of the things we talk about and observe.

Health plays an important part in this unit, as all use the same bath-house, and there should be certain things that are stressed for cleanliness and sanitation.

EXCURSIONS -- The observation or field trips are very important. It is through these excursions that we find out what is going on in Poston. In this way, we know how we can improve on different things.

LANGUAGE ARTS -- These all lead right into Language. We first have our oral work on trips, then we write compositions on what we have seen. We have a check-up or test every three weeks through the use of multiple choice, filling in blanks and matching. Then we keep records of the misspelled words in compositions. This is individual help for pupils as we use these in spelling.

ARITHMETIC -- Arithmetic is brought about by measuring garden space, and distance for rows, ditches and also to find how deep seed should be planted. Our lessons go right into the home by trips to the canteen and pricing different things and talking over how to spend money wisely for good soap, tooth-paste and fresh fruit or fruit juice. We use mostly practical problems in Arithmetic.

Social STUDIES -- Our social studies such as Geography and History are learned through the use of trips or experiences and stories I read to them from the library because textbooks have not been available. I bring in resource work for them to find the origin of different things. Take for instance, the lead pencil. We have found that so much of our lumber comes from Minnesota, therefore, we imagine that the wood came

from there. We referred to the map to get the location of the above named state. We then learn that lead comes from mines which are large holes dug in the ground. We go into detail about these things as most of these children have never had a chance to visit a mine. Our unit starts from Pioneer days and comes right on up to the present time.

ACTIVITIES -- Our activities consist of posters, map drawing and making notebooks. We have committees and reports. In our room we have a group of five to keep room clean each week. Red Cross work is also brought about. We select a representative and alternate to represent class at meetings. We made a box, chart and all contributed more than was required. We made Thanksgiving Greeting Cards for patients in the hospital. Our representatives took these to the Red Cross meeting to be taken to the hospital.

To live better at Poston, we must be careful to always be cheerful around and considerate of others. In doing this, our Red Cross work blends right into the picture. Where our schools are so widely scattered, we will get temporary First Aid Kits.

SOURCE OF LEARNING MATERIAL--Our source of learning material are from trips, magazines such as "Child Life" and "Farm and Home" that I bring for them. We also get books from the library. I tell them of some happenings I hear over the radio. Example: The Boston Fire where so many lives were lost, because of someone's carelessness with a match. There was only one exit and people ran over one another trying to get out. This brought in quite a discussion as most of the children have

had fire drills. This was followed with a lesson on Safety First. I read them a story which called "fire" a strong and greedy giant. He can be shut up in a tiny box, but if set free he finds something to feed on. Then he can eat up a house, a street or a whole city. With frame buildings in Boston and cold weather on, we must be careful of bon-fires. When our stoves come we can't be too careful of fires. In this, and many other ways, that I have mentioned, We can live better at Boston.

Florence Neuhart
Room 43A

NEW COMMUNITIES

Similarity of situations applied to Poston, Plymouth, other communities in Westward expansion such as Boonesboro and St. Louis.

Similarity of situations applied to the State of California-- Missions (Pueblos and Presidios); Gold Rush (Mining Camps) and Farming Communities.

I. How the Activity Began

A. Books

1. I read and discussed "Beginnings of Our Country" by Burnham and Jack.
2. First Settlers
3. Poem--"The Land of the Pilgrims" by Hemans.
4. The Spirit of the People was discussed.
5. Also discussed the picture presented by the poem.
6. What was the need of people in a new situation?
7. Booklet of pictures shown.
8. Lesson on corn and its products.

II. Aims

- A. To find how new communities met their needs.
- B. To know materials at hand.
- C. Were these the same or different from Poston?
- D. How was the land subjugated.
- E. To learn how they faced their problems.
- F. To become acquainted with the founders of our country.
- G. To read with understanding.
- H. To stimulate thinking.
- I. To develop creative expression in handcraft, literature, art and language.

III. Investigation or Collection of Data.

A. Books

Florence Neuhart
Room 43A

NEW COMMUNITIES

Similarity of situations applied to Poston, Plymouth, other

B. Lesson on Library (References)

C. Trips

1. Food

- a. Gardens
- b. Nursery
- c. Block 19

2. Adobe Factory

3. Fire Department

4. Water System

5. Carpenter

IV. Interviews or Questioning

A. Food

1. Preparation

2. Kitchen

B. Protection

1. Police

2. Fire

C. Travel

1. Horseback

2. Stage Coach

3. Covered Wagon

4. Bus

5. Truck

6. Highways

V. Problems

A. Food

1. Food Raised

2. Food Preservation

3. Food Preparation

B. Clothing

1. Appropriate to climate.
2. Wool - sheep
3. Cotton
4. Spinning
5. Weaving

C. Shelter

1. Log Cabins
2. Lighting contrast
3. Adobe Houses
4. Heating - Fuel

D. Health

1. How could sickness have been prevented and how does this apply to us?

E. Sanitation

1. Cleanliness prevents epidemics

F. Physical Education

1. Games
 - a. What games did the children play?

G. Recreation

1. Barn raisings.
2. Husking Bees.
 - a. How do these compare to what we have?

H. Education

1. Schools
 - a. Equipment
2. Horn Book
 - a. New England Primer
 - (1) How do these compare with ours?

I. Industrial Arts.

1. What toys did children have?

2. Sandtable

- a. Miniature
- b. Boonesboro
- c. California missions
- d. Covered Wagon
- e. A farm (miniature)

(1) Irrigated (if materials are obtainable)

VI. Integration

A. Social Sciences

1. History

- a. Beginnings
- b. First Settlers

2. Geography

- a. Maps of sections studied.
- b. Sections settled located on map.

B. Art

1. Posters

2. Individual Pictures

3. Booklets

C. Language

1. Reports

D. Health

1. Prevention of sickness

2. Warm clothing for winter

3. Proper Food

4. Proper Habits

5. Cleanliness and tidiness

E. Science

1. Animals -- Turkey, chicken, geese, horse.

2. Plants -- Corn, wheat, dates, poppies.

PIONEER LIFE AS COMPARED TO LIFE IN POSTON

I. Aims:

1. To help children to better understand life in Poston and to realize that other people have undergone -
2. To help children become better able to cooperate in their work-
3. To help children share materials in a good-natured way -
4. To develop initiative within the children -
5. To develop friendliness among the children -

II. Activities

1. Whittling spoons -
2. Mapping out the wilderness trails -
3. Writing and presenting a play concerning pioneer life -
4. Sail experimentation -
5. Making a scrapbook on wool, cotton and flax and corn -
6. Making properties for the play -
7. Grinding corn into meal by rocks -
8. Making models of log cabins, wind-mills and agricultural implements. -
9. Making looms -
10. Taking field trips -
11. Free reading -
12. Making costumes and scenery -
13. Making collections of pictures -
14. Doing embroidery work (for the girls) -
15. Reading stories and acting them out -
16. Writing stories about Poston -

17. Making maps of Poston -
18. Making maps of the individual blocks in which the children live -
19. Making a notebook on Poston -
20. Making a miniature settlement of the pioneers (in a sand box) with models of things representing life in those days -
21. Making miniature log cabins from sage brush -

III. Language

1. Writing stories about pioneer life in the wilderness -
2. Writing stories about cotton, wool, flax, and corn -
3. Spelling words studied and learned (those needed for writing these stories) -
4. Writing group stories about excursion -
5. Writing stories about Poston and life in Poston -
6. Giving oral reports and making evaluation on stories and reports -

IV. Reading

1. Reading the children's own stories -
2. History material (simplified) -
3. Reference material from Library -

V. Arithmetic

1. Checking records of the pioneer trail -
2. Making miniature pioneer furniture -
3. Studying modern methods of measuring -
4. Measuring sizes of barracks, rooms -
5. Solving thought problems concerning unit -

VI. History

1. Reading source material on pioneers and simplified facts supplied-

2. Keeping a note-book on things learned about the pioneers -
3. Making a book about cotton, corn, flax, and wool -
4. Writing a play -
5. Looking up information needed in the play -
6. Studying sheep -
7. Discussion of blazing trails, and comparing to life in Poston -
8. Stories and discussion about corn and its importance to the pioneers - as contribution from Indians -
9. Study of Poston :
 - a. How Poston is served by various means of transportation -
 - b. Study of Poston Poston Office, warehouses, library, and Press Bulletin -
 - c. How is beauty expressed in Poston -
 - d. How do children play -
 - e. How can we keep our community clean -

VII. Geography

1. Orientation in relation to other blocks -
2. Discussion of rivers, homes, pioneer countries, United States and this World -
3. Discussion of conditions for raising flax, corn, cotton, and wool -
4. Making map of pioneer country -
5. Studying the Colorado River -
6. Studying the things that grow in Poston -
7. How do things grown in Poston help us? -

VIII. Science

1. Experiments to show why rich soil is best for plants -
2. Planting flax, gourd and corn -

IX. Art

1. Painting pictures of watermills, log cabins, pioneer life, sheep, corn, flax, life in Poston, mesquite trees, barracks, the creek, park, animals, mountains, deserts, fields -

X. Materials: Stimulation of Interests

1. Books
2. Conversation
3. Discussion
4. Magazines
5. Pictures
6. Stories

XI. Collection of Data Through:

1. Reference material
2. Interviews
3. Maps
4. Library
5. Pictures
6. Stories

The Child and His Curriculum
Leva E. Penn
Grade V - Room 4-B
October 31, 1942

THE CHILD AND HIS CURRICULUM

I. Integrative Theme

- A. Adaptation of our regulatory arrangements to the control
and direction of technological development.

II. Specific Theme for Elementary Grades

- A. How modern man uses Science and Inventions.

III. Center of interest for Fifth Grade.

- A. Subject chosen to develop Agriculture.

1. Resources
2. Producing
3. Marketing

- I. Stimulation or identification of interests. Classroom and social stimuli which are identified and chosen for group enterprises.

- A. Sources of stimuli include:

1. Books
 - a. Our world and Science -- Ginn and Co.
 - b. Geography Texts
 - c. Available literature and bulletins from the State Agriculture Department.
2. Conversation
 - a. Pupils
 - b. Local Gardeners
 - c. Division Leaders
 - d. Camp Dieticians
 - e. Nursery Heads
 - f. Laborers

3. Excursions

- a. To gardens and farm areas.
- b. Local nursery

(1) This is very interesting and worthwhile.

- c. Cotton Fields near Poston

(1) I have picked cotton here and will be able to help.

4. Exhibits

- a. Poston Fair

- (1) Vegetables
- (2) Live Stock
- (3) Flowers
- (4) Poultry
- (5) Hogs

5. Magazines -- available materials

6. Pictures

- a. From newspapers
- b. Geography Texts
- c. Magazines

- (1) Fruit
- (2) Trees
- (3) Vegetables

- d. Irrigated areas in Poston -- natural.

B. Planning by means of suggested:

1. Problems

2. Questions

- a. Develop good work habits.
- b. Develop leadership and self-confidence.
- c. Ability to work with others.
- d. Willingness to accept responsibility.

C. Formulating and Combining Scope of Work to be covered.

1. Aims

- a. Scope of work to be covered by stimulation of interest in farming.
- b. Scientific study of the soil
- c. Possibilities of farming.

2. Activities

- a. School garden planted and tended by the children.
- b. This might arouse interest in the study of flowers and plants. At least, it would be something tangible.
- c. Organization of Committees.

3. Reports

- a. On visits to local points of interest of organized farming projects.
- b. From agricultural magazines and textbooks.
- c. Children's farmer homes in various sections of California, Arizona, etc.

II. Formulation of Aims Activities and Methods -- Pupil-Teacher planning.

A. Problems

1. Resources
2. Production
3. Marketing

1. Resources

- a. Soil
- b. Water
 - (1) Natural
 - (2) Artificial
- c. Climate
- d. Fertilizer
 - (1) Natural
 - (2) Artificial
- e. Equipment
 - (1) Tractors
 - (2) Trucks
 - (3) Hoes, rakes, spades, etc.

2. Production

- a. Conservation of soil by rotation of crops.
- b. Cooperative working relations and methods.

2. Production (cont'd)

- (1) In the fields
- (2) Poultry farms

c. Scientific study of farming methods suitable to the locality.

d. Knowledge of geological formation.

3. Marketing

a. Distribution centers.

b. Wholesale.

c. Retail or local.

d. Roadside stands.

e. Food in various forms.

- (1) Dehydrated
- (2) Dried
- (3) Canned

f. Transportation

- (1) Railroads
- (2) Roads
- (3) Rivers
- (4) Shipping in boats

III. Investigation and Collection of Data obtaining facts from such sources as:

A. Interviews

1. Local Farmers.

a. Prevention against pests.

- (1) Sprays -- nikko dust -- frequency every 10 days.

b. Preparation of soil.

- (1) Break
- (2) Opening up canals.

c. Planting

- (1) Depth

d. Arrangement

e. Harvest

- (1) Time
- (2) Manner

f. Marketing or Disposal

- (1) Local -- mess halls, etc.

B. Bulletins

1. State
2. National
 - a. Available local material.
3. Maps
 - a. Poston
 - b. County
 - c. State
 - d. United States
4. Topography of Arizona
5. Climate
 - a. Rainfall
 - b. Temperature

IV Integration or Correlation of Data -- Unitary Acquisition and Organization of Data Usually Organized in Subjects like:

A. Arithmetic.

1. Finding area of plots.
2. Number of plants in a nursery
 - a. Box 18" by 18"
3. Utilization of tables in Linear Measure
 - a. Square measure
 - b. Cubic measure -- cubic ft., cubic in., etc.
 - c. Dry measure -- bushels, pecks, qts., etc.
 - d. Weight -- oz., lbs., ton.

B. Dramatization.

1. Children love to play store.
2. A list of articles from the grocery store with prices-- find totals.
3. Vegetables to be sold
4. Grain -- so many sacks, pecks, etc. Make believe.

C. Fine Arts

1. Drawings

F. Music

1. Thanksgiving
2. Early American Songs -- Patriotic
3. Folk Songs -- "Oh, Susanna"
4. Western, Spanish for California
5. Christmas Carols

G. Arithmetic

1. Measure and arithmetic problems --
 - a. Land
 - b. Lumber
 - c. Gardens
 - d. Rooms
 - e. Furniture

H. Arts and Crafts

1. Miniatures using adobe, arrow weed.
2. Making miniatures with obtainable materials.

VII. Culmination of Activities

A. Poster

B. Questions on Work Covered:

1. How did the people of Poston meet a new situation?
2. Was the climate what they thought?
3. Did they meet hardships bravely?
4. Did they learn to put what they had to new uses?
5. What shows Poston will improve?

C. Booklet

1. Out Trip to Poston
2. Nursery with Compositions

D. Red Cross Drive and American Education Weed.

E. Cards and Christmas Designs at Christmas; Easter Designs at Easter.

F. If John had 15 rows of corn and Patience had 7, how many more rows had John than Patience?

- G. Priscilla spun 19 yards of wool yarn and Faith spun 7. How many did both spin? How many more yards did Priscilla spin than Faith?
- H. If George made 9 boats and John made twice as many, how many did John make?
- I. Bill's Garden had 7 rows and his father's garden had three times as many. How many rows had his father's garden?

VIII. Map making of the U. S. and California

- A. Construction of miniature Boonesboro.

IX. Our Country as it grew.

BIBLIOGRAPHY

Beginnings of Our Country -- Burnham and Jack
Making America -- Baker and Baker
The Earth We Live On
Source Book (Corn)
Our California Home -- Richards

A Fifth Grade Activity

I. Agriculture -- a general study as to meaning and necessity.

- A. Development -- primitive times and progress down to modern times.
- B. "Supply and Demand".
- C. Agricultural Centers of the World -- influenced by location and natural resources.

II. Development of Transportation

- A. Horse and Wagon
- B. Ship
- C. Rail
- D. Auto trucks
- E. Airplanes

III. Development of Inventions.

IV. Problems of soil -- tilling, irrigation, fertilizing, conservation.

V. Agriculture

- A. In our state.
- B. In our community.

1. Kinds of food supplied here.

- a. Soil -- preparation, irrigation, etc.
- b. Harvesting -- how, when.
- c. Climate -- influence of.

2. Foods from outside served in mess halls.

- | | |
|------------------|-------------------|
| a. Where grown. | a. Bread |
| b. How prepared. | b. Cereals |
| c. How shipped. | c. Fruits |
| | d. Vegetables |
| | e. Meat |
| | f. Dairy products |

3. Food values and Nutrition related to health.

VI. Activities and Acquiring of Information.

A. Field trips to local gardens, farm areas, nursery.

- 1. Interviews with leaders regarding pest, soil preparation, canals, planting, harvesting.

- B. Visits to library for references.
- C. Scrap books--information from daily papers, magazine pictures.
- D. Reports from available geography texts and other reference books.
- E. Newspaper.

VII. Correlation

A. Arithmetic

- 1. Imaginary purchases using newspaper references for current prices.
- 2. Bills made and receipted.
- 3. Measuring
 - a. Linear (gardens, fields)
 - b. Square (" ")
 - c. Weight (pounds, bushels, ton)

B. Language - Spelling

- 1. Letters written for State and National Bulletins
- 2. Written and oral reports of field trips and references.
- 3. Reading reference materials, newspaper articles.
- 4. Health and Nutrition
 - a. Value of various foods in our diet.
 - b. Energy building.
 - c. Muscle building.
 - d. Sanitation -- care of foods.
- 5. Science
 - a. Soil -- kinds
 - b. Food preservation--cooking, drying, dehydrating.
 - c. Water
 - d. Machinery--modern (sanitary) v.s. old methods.

VIII. Evaluation

- A. Appreciation of food and labor involved to obtain it.
- B. Ability to recognize and assemble facts.
- C. Development of good work habits and self-confidence.

(These children need much encouragement in oral expression.)

HOW WE GET OUR FOOD AND CLOTHES

(Production, Processing, Marketing, Consumption)

Production and consumption of foodstuff and clothes on a large scale is of primary importance in the world of today, especially with interdependence of men. The child should learn the advances made by man in production, the continual improvements made in processing, and marketing.

I believe this unit is socially acceptable and significant to his community. Most of the children in the class have an agricultural background in dry, desert region (Imperial Valley). The emphasis will be on farming in Poston, specifically, the adaptability and possibilities of crops.

I. Cotton

A. Problems anticipated.

1. How discovered and first used.
2. How it spread.
3. Where it was first grown and how.
4. Where it is best grown.
5. Where it is raised most in the world.
6. Why is it suitable to Arizona.
7. Kinds of cotton.
 - a. Which is best.
 - (1) Uses of each type.
8. Pest Control.
9. Improvements in kind and methods of processing.
10. Significance of cotton in the world today.
11. Consumption.
 - a. Farms
 - b. Markets
12. By-products
 - a. Cellulose.

II. Silk (Treat similarly as cotton)

- A. How and where discovered.
- B. How it spread.
- C. How it is grown.
- D. Problems encountered in industry.
- E. Selection for best.
- F. World markets.
- G. Uses.
- H. Why expensive
- I. Substitutions
 - a. Rayons (nylon)
 - b. How they compare in quality, price.

III. Rubber

- A. Problems similar as to sources, history, uses.
- B. Best growing conditions, sources now, world markets.
- C. Stress continual improvements in processing.
- D. Substitute
 - 1. Guayule and Eastern milkweed, soya.
- E. Special problems now confronting research workers.
- F. Why are we so dependent on rubber?

IV. Rice

- A. History, primitive culture.
- B. Methods of farming
 - 1. Paddy fields, terraces, by machinery.
- C. Food value of rice (brown and white)
- D. Uses by-products.

V. Wheat

- A. Why it has become important.
- B. Where best and most grown.

- C. Storage and transportation.
- D. How it is grown on large scale.
- E. Pest control.
- F. "Enriched flour" --importance, what it is.
- G. Problems due to excessive refinement.
- H. By-products

VI. Corn

- A. Very little stress in unit.
- B. Kinds of corn, how grown and harvested.
- C. How used.
- D. Mention of Indian maize.

VII. Sugar

- A. History of sugar.
- B. First sweets, how the use spread.
- C. Sources
 - 1. Cane
 - 2. Beet
 - 3. Maple
- D. Where grown and cared for.
- E. Why precious formerly and why now.
 - 1. Rationing.
- F. Health problems due to over-refinement, excessive use in diet.
- G. Uses of sugar--of its by-product.

VIII. Vegetable (truck crop)

- A. Importance of vegetable in diet.
- B. Food constituents
 - 1. Best Diet.
 - 2. What are essentials.
 - 3. Comparative study of mess hall menus.

4. Seed dispersal.

5. Important factors in Poston.

a. If we had no truck farming where would we get our
get vegetables?

b. Transportation problem.

c. Fertilizers.

d. Soil reclamation--alkali.

e. Pest control.

f. How strain is improved and adapted.

g. Dry farming.

(1) Adaptations made by man.

(2) Which most suitable to Poston.

C. Irrigation

1. How water is obtained for Poston.

2. Why necessary.

3. Changes due to man's improvement on nature--

a. Pump

b. Dykes

c. Drainage

d. Canals

e. Dams

4. Animal life in stagnant water.

5. Uses of water for power and electricity.

6. Colorado River water is hard.

a. How to soften it.

b. Effects of hard and soft water.

c. Why it is hard.

d. Where do we get water.

7. Study of weather and climate.

IX. Hog or Cattle Industry.

A. Contrast of methods used in small scale and large scale
farming.

B. Uses of by-products.

C. Processing of hides, food, etc.

- D. Control of pest.
- E. Improvement of breed, diet.
- F. Selection for climate.
- G. Meat rationing.
- H. Importance of milk
 - 1. Dairy industry (cheese, etc.)

X. Food Preservation. (Vegetable and fruit)

- A. Methods
 - 1. Freezing
 - 2. Canning
 - 3. Preserving
 - 4. Dehydration
- B. Loss of food values.
- C. Storage effects.

XI. Interview

- A. Truck crop division in A.g. Department.
- B. Farmer-fathers of children.
- C. Livestock division in Poston Ag. Dept.
- D. Plant pathologist--Dr. Takahashi.
- E. Nursery division.
- F. Water and Irrigation--Rupkey.
- G. Cotton grower, gin operator around Poston.
- H. Soil science division (Nieschmidt) for soil reclamation, formation.
- I. Warehouse--Wickersham
 - 1. Where we get food
 - 2. How much
- J. Transportation--Potter.
- K. Food factory division in Poston--what is done, problems.
- L. Weather Bureau at Parker or through Ag. Dept. in Poston.

XII. Diagrams, Maps, Charts, Graphs.

- A. Consumption of cotton, sugar, wheat, etc. in the United States from decade from decade.
- B. Mass and percapita in other countries.
- C. Comparison of same.
- D. Layout of hog, vegetable farms, irrigation systems in Poston.
- E. Types of soil.
 - 1. How to make profile studies of soil
- F. Regions where cotton, silk, etc. are grown. United States and world.
- G. Processes (basic principles) Involved in machinery, processing refining.
- H. Graphic drawing of cotton, rice, etc. plants showing parts and stages of growth.

XIII. Information

- A. U. S. Rubber Co.
Rockefeller Center
New York City
- B. B. F. Goodrich Company (rubber and guayule)
Akron, Ohio
- C. General Tire and Rubber Company
Akron, Ohio
- D. Swiss Colony (cheese and dairy product)
Monroe, Wisconsin
- E. Golden State Dairy (dairy industry)
El Centro, California
- F. Cannon Mills (cotton)
New York City
- G. Scrapbooks
- H. Educational movies
- I. Visual aid -- pictureless magazines, newspaper, slides.
- J. Use library books and reference, magazine.
- K. Bulletins from U. of A., Dept. of Ag., Washington, D. C. and Poston.
- L. Maps M. Radio(?)

XIX. Creative Expressions

- A. Rote songs of wool, cotton, etc.
- B. Write music for poems.
- C. Write music for own poems.
- D. Stories -- Write and read.
- E. Letters to request literature, information from firms, school, etc.
- F. Poems -- read and write.
- G. Mural based on unit.
- H. Graphic art:--plants, fields, parts of plants, how grown.
- I. Dramatize plays and stories, original and written, based on units
- J. Rhythmic play -- growing and raising, processing of materials
- K. Dancing -- folk dancing, history, ceremonial.
- L. Clay modeling of plants, animals.
- M. Knitting and crocheting.

XX. Experiment

- A. Cotton growing in plot after vegetable is cleared.
- B. Cotton ginning by hand ~~and~~ crude machinery(?)
- C. Guayule plants from nursery.
- D. A pet hog from hog division
 - 1. Garbage from Mess Hall #60.
 - 2. Feed how much for weight.
 - 3. Problems of sanitation involved.
- E. Vegetable plot
 - 1. Dependent on advice of truck crop as to time and kinds care, improvement.
 - 2. Test soil here -- how to reclaim it--methods --analysis.
- F. Seed -- germination

- G. Animal life in stagnant water.
- H. Hard water.
- I. Silk culture.
 - 1. Eggs obtainable from McFarland Elementary School through Mrs. Hamada.
 - 2. Mulberry leaves -- fire station.
 - 3. Crude loom for weaving rug, doily, etc.
 - 4. Spindle -- carding wool or cotton.
- J. Knitting or crocheting.
- K. Dehydration of vegetables -- when best, how.
- L. Dyeing material -- native dye.

XXI. Studies, Plants, Reports

- A. Work in groups and report.
- B. Independent research - reports orally and written.

XXII. Construction.

- A. Flumes - check boxes for irrigation - cotton field, vegetable plot.
- B. Trays for silkworm
- C. Looms for weaving.
- D. Cotton gin.
- E. Spindles
- F. Sty for pig.
- G. Whatever necessary to get rubber for guayule
- H. Lantern slides
- I. Costumes for plays.

XXIII. Culminate

- A. Notebooks - written and illustrated.
- B. Exhibits of models made, graphs, types of seed dispersal, reclamation.
- C. Program - dramatic play, rhythmic expression.

HOW TRANSPORTATION, COMMUNICATION AND
INVENTION HELP US LIVE IN POSTON

I. Stimulation of Identification of Interest

A. Sources of interest:

1. Books

- a. Reading on part of students
- b. Teacher reading to the class

2. Pictures of

- a. Transportation
- b. Communication
- c. Invention

3. Conversation on

- a. Children's own experience
- b. What children read

4. Excursions

- a. Dispatcher's office
- b. Warehouse
- c. Post Office

5. Discussion on

- a. Children's own personal experiences
- b. What students have read

6. Newspapers

- a. Press Bulletin (Poston)
- b. Church Bulletin (Poston)
- c. Outside Newspapers

7. Pictures

- a. Draw their own
- b. Bring clippings from magazines and newspapers
- c. Study pictures

8. Stories of

- a. Inventions in early times
- b. Inventions in modern times

9. Posters of Inventions useful in Poston

- a. Inventions useful in Poston
- b. Transportation useful in Poston
- c. Communication useful in Poston

II. Problems

- A. How does communication, transportation and invention affect the people of Poston and outside world, past and present?
- B. How did transportation, communication and invention serve our community?
- C. How did transportation, communication and invention help us develop our country and community?
- D. How does transportation, communication and invention help me as an individual to live in Poston?

III. Aims

- A. To bring the outside world closer to Poston by means of Transportation, Communication and Invention

1. Appreciating the value of:

- a. Transportation
- b. Communication
- c. Invention
- d. Science
- e. People that participated in making possible, transportation, communication and invention
- f. Towns and villages that sprung up
- g. Poston's present government
- h. How it helped build our community here

2. Appreciating the Holidays

- a. Christmas
- b. New Year
- c. Washington's Birthday
- d. Lincoln's Birthday
- e. Easter

- B. Develop individual personality through:

- a. Self expression
- b. Leadership
- c. Character

IV. Activities

A. Games

B. Dramatization

1. Ticket office agency

- a. Transportation
- b. Buses
- c. Boats

2. Post-Office Agency

3. Telegraph Agency

4. Telephone Agency

C. Construction of:

- 1. Models of wood
- 2. Models of abobe (clay)
- 3. Ticket agency in class room

- a. Money
- b. Tickets
- c. Signs

D. Drawing pictures

E. Helath practice

F. Maps

G. Charts

H. Dramatization

I. Notebooks

J. Excursions:

- 1. Press Bulletin
- 2. Fire Department
- 3. Administration Building
- 4. Express Office
- 5. Agriculture Department
- 6. Community Enterprise Department
- 7. Library

K. Discussions on:

- 1. What children have read
- 2. Children's own personal experiences

V. Materials

A. For construction:

1. Paste board paper
2. Wood
3. Tools
4. Nails
5. Clay
6. Paint

B. Art:

1. Paper
2. Crayons
3. Water color
4. Brushes

VI. Methods

A. Reading

B. Excursions

C. Construction

D. Scientific experiments

E. Drawing

F. Music

G. Committee work:

1. Divided according to their interests
2. Each carrying responsibility
3. Developing team work

H. Discussions

VII. Source of Informations

A. Library

B. Interviews

C. Bulletins

D. Magazines

- E. Maps
- F. Newspapers
- G. Information Bureau
- H. Experiments to be performed
- I. Speakers

VIII. Subject Matter Needed

A. Arithmetic:

- 1. Map making to scale
- 2. Ticket agency
- 3. Reading mileage

B. Language:

- 1. Oral reports
- 2. Spelling
- 3. Writing simple sentences
- 4. Self-expression in writing
- 5. Oral discussion (participated)

C. Reading:

- 1. Locating main idea
- 2. Simple directions and following
- 3. Silently

D. Fine Arts:

- 1. Making posters
- 2. Drawing pictures
- 3. Making maps
- 4. Making charts

E. Science:

- 1. To answer the whys
- 2. To learn the facts
- 3. To use the scientific method

F. Social Studies:

- 1. History
- 2. Geography

G. Health

IX. Culmination of Activities

A. As group:

- | | |
|---------------------|-----------------|
| 1. Dramatization | 3. Construction |
| 2. Program to class | 4. Discussion |

B. As individual:

1. Report--oral
2. Scrap-book
3. Pictures
 - a. Drawn
 - b. Cut out of magazines or newspapers
4. Creative
 - a. Stories
 - b. Poems

X. Evaluation of Outcome

A. Reading:

1. Better, both silently and orally
2. Learn to pronounce words
3. To be able to locate the main idea
4. Simple directions and following
5. Using index

B. Arithmetic:

1. Time concept through historical data
2. Learning to tell time by clock
3. To be able to read maps and graphs
4. Linear measures
5. Be able to do simple every day problems
6. Know fundamentals of addition, subtractions, multiplications and division.

C. Language Arts:

1. Able to alphabetize
2. Able to write letters
 - a. of appreciation
 - b. for information
 - c. to friends

3. Compositions

- a. Self-expression
- b. Creative
- c. Descriptive

4. Spelling

- a. Words of everyday use
- b. Few proper nouns

5. Penmanship

- a. Free movement
- b. Legibly written

6. Written

- a. Simple sentences
- b. Able to write paragraphs

D. Science:

- 1. Learn facts
- 2. Learn the whys
- 3. Learn the scientific methods

E. Art:

- 1. Self-expression
- 2. Value of art

F. Music:

- 1. Self-expression
- 2. Rhythm
- 3. Time
- 4. Expressing appreciation

G. Skills:

- 1. Learning better ways of self-expression
 - a. Art
 - b. Writing
 - c. Oral-talk
- 2. Ability to use tools correctly
- 3. Ability to express thoughts and feeling
 - a. Drawing
 - b. Dramatization
- 4. To read with understanding and enjoyment
- 5. Spelling words needed

6. To speak with good English
 - a. Pronounce words correctly
 - b. Use simple sentence
 - c. Speak clearly and thoughtfully
7. Thinking
8. Value of money
9. Organizing material
10. Applying facts for the solution of problems

H. Attitude:

1. Respect for rights and opinion of others
2. Interest in planning and sharing with the group
3. Of friendliness and happiness in working and playing together
4. Appreciation of good work accomplished by members of the group
5. Improve self-control when not under teacher's supervision
6. Co-operation
7. Active interest and willingness to participate in the activities of the class and school
8. Willingness to share ideas and materials
9. Respecting property of others
10. Willingness to use what is available in the surrounding
11. Willingness to be governed by the decision of the group

I. Habits of:

1. Learning to take care of tools, materials and equipment
2. Persistence on a chosen task until it is finished
3. Assuming responsibility of the care of room and material
4. Taking part in oral expression and regard to other person's opinion
5. Thinking independently and clearly
6. Courtesy
7. Working well together
8. Going to source of information
9. Solve own problem independently
10. Ask and accept aid when needed
11. Work thriftily
12. Using scientific method
13. Honesty
14. Using initiative

J. Health:

1. Appreciation of its value to the individual and to the community

2. Acquiring habits of healthful living
3. Desire to keep things neat and clean

K. Complet unit:

1. Tests
2. Attitude
3. Reports
4. Individual development
5. Social adjustment
6. Self-expression

Mrs. Ada Fishburn
Room 13-B
6th grade

IRRIGATION FARMING

The sixth grade class wanted to plan something in which they could all work together. In their discussion, it was revealed that a number of them did not like farm life, though they realized that the farm was responsible for the food and clothing that they needed daily. I felt that a study of irrigation in their own community and state and comparison with other parts of the world might contribute to better attitude and a keener appreciation of the activities in Poston.

The children are interested in making a study of irrigation. They have discussed the difference in the land where dry farming and irrigation is carried on and preparation of land for irrigation. After a brief outline of the activities we might complete during the unit, the group responded enthusiastically. The subject is of vital interest to each pupil because it is closely related to his life and has grown out of his experience in Poston.

AIMS

1. To develop an appreciation of the work done in Poston and the important part it plays in our lives.
2. To give pupils some understanding of the development and progress made in irrigation through the centuries.
3. To become familiar with the historical background of irrigation.
4. To establish the habit of reading widely to gain information.
5. To develop initiative in English work through oral and written reports and through writing letters.
6. To interest pupils in learning to spell words used in the unit.

AIMS

7. To build worthwhile problems in arithmetic based upon the irrigation report and upkeep of Poston system.

OUTLINE OF THE UNIT

Review climate and rainfall in relation to the irrigation --

I. Development of irrigation in Arizona.

A. Prehistoric irrigation projects.

1. Along the Salt and Gila Rivers.

B. The Pima Indian farmers.

1. The flood plain and terraces of the Gila River as related to Pima farm lands and villages.
2. How they irrigate.
3. How they suffered from water shortage in late years.

C. The Salt River Valley irrigation project.

1. It's setting -- the Plains and the Mountains.
 - a. How the plain was built up.
2. The Salt River and underground drainage.
3. Colorado River and drainage in Poston.
4. The soils
 - a. Soil in Poston Project.
5. The irrigation systems.
 - a. Prior to Roosevelt Dam.
 - b. The dams and reservoirs.
 - c. How the water is distributed on the land.
 - d. Water power development.
6. Agricultural products, relative importance and how farmed.
 - a. Cotton, alfalfa and animal industries.
 - b. Grains, citrus and other fruits.

c. Melons, lettuce and garden truck.

D. The San Carlos Irrigation Project.

a. Coolidge Dam and San Carlos Lake.

b. Benefits to the Pima Indians.

c. Florence, Coolidge and Casa Grande districts.

E. Irrigation on the flats of the Colorado River.

a. The Yuma project.

b. Mohave Indian Reservation

c. Boulder Dam.

(1) Description

F. Parker Project

a. Products of Parker Valley irrigation.

b. ~~Products~~ and possibilities as a result of irrigation.

G. Minor Irrigation Districts.

a. Along the Santa Cruz River.

b. Upper Gila Valley.

c. Along the lower Gila River.

d. Along the San Pedro and Aravaipa Valleys.

II. Dry Farming (for comparison)

III. Make a list of the irrigation projects in the Southwest.

IV. History of irrigation developments (ancient)

A. Egypt

1. The Assuan Dam, 1902.

B.. The Tigris and Euphrates valleys.

C. India and China

D. Aztec Irrigation

E. Irrigation by the Incas.

F. Systems of irrigation in India.

- a. Persian wheel
- b. Mote
- c. Doon
- d. Canal Systems of India.

V. Irrigation in Mexico, Central and South America and Canada.

VI. Questions and Problems (briefly)

- A. Who was responsible for the prehistoric irrigation systems in Arizona?
- B. Why did the Pima Indians suffer from water shortage of late years?
- C. How many crops of hay can be harvested from a well irrigated field?
- D. How many different kinds of farming is carried on in this state?
- E. Where is the principal center of irrigation in the state?
- F. Why is irrigation carried on in the Great Plains?
- G. What was done here to store water for irrigation?
- H. How did the early farmers in Egypt get the water on their land?
- I. Who were the first people to learn the advantage of irrigation?
- J. How many crops yearly were taken from the fields when ancient methods of irrigation were used?
- K. How does this compare with modern methods?
- L. What crops were raised in ancient times?
- M. What things do the irrigated lands have in common?
- N. Why does the salt rise on Poston soil?
- O. What would be suitable material for homes in Poston.

VII. Materials available.

- A. Magazines
- B. Newspaper.

- C. Maps
- D. Globe
- E. Pictures
- F. Crayons
- G. Pictures and Clippings for bulletin board.
- H. Outline maps
- I. Books
- J. Encyclopedias
- K. Bulletins
- L. Paste
- M. Old Papers

VIII. Suggested Activities

- A. On an outline map of Arizona show the United States Government, Private and proposed irrigation projects. Use three colors.
- B. Plan and build a miniature Parker Dam showing how the water gets into it and how it reaches Poston.
- C. On muslin with crayons make a frieze showing a section of well irrigated farm and livestock.
- D. Tell about a trip to Boulder Dam. Show pictures.
- E. Make an outdoor experiment showing how the Roosevelt Lake has filled with sand and salt.
- F. Construct a graph showing the capacity of the different reservoirs.
- G. Make original problems in arithmetic developed from the irrigation reports and the irrigation system in Poston.
- H. Excursion to Parker Dam.
- I. Excursion to discuss adaptability of the new land to irrigation.
- J. Construct miniature adobes and build small home.

IX. Arithmetic -- develops from experiences gained through research and definite need of ability to solve problems

that arise through work within the unit.

A. Find the average (addition and division)

1. Height of dams.
2. Capacities of dams.

B. Find total number of acre feet of water stored.

C. Find differences---

1. Contents of reservior in Acre feet.
2. Loss at different dams in 24 hour period.

D. Construction

1. Cu. ft. of earth to be removed for ditches.
2. Fence for gardens.
3. Area of gardens.
4. Number of rows, plants per row, etc.
5. Size of adobe bricks.
 - a. Number for one wall of building.
 - b. Estimate number for building.
 - c. Subtract for door and windows.

F. Solution to problems that will arise will furnish practice and drill in addition, subtraction, multiplication, and division, fractions, reading of numbers, etc.

X. Irrigation Reports

A. Salt River Project (Observation taken at 6 A.M.)

1. Roosevelt Reservior

a. Height of dam, linear feet	234.00
b. Elevation of water, linear feet	209.25
c. Capacity of reservior, ac. feet	1,398,430
d. Contents of reservior, acre feet	994,530
e. Loss in 24 hours, acre feet	149

2. Horse Mesa Reservior

a. Height of dam, lin ear feet	264.00
b. Elevation of water, linear feet	241.50
c. Capacity of reservior, acre feet	245,138
d. Contents of reservior, acre feet	1 9,261
e. Loss in 24 hours, acre feet	462

3. Morman Flat Reservoir

a. Height of dam, linear feet	141.50
b. Elevation of water, linear feet	107.95
c. Capacity of reservoir, acre feet	57,852
d. Contents of reservoir, acre feet	30,056
e. Loss in 24 hours, acre feet	274

4. Stewart Mt. Reservoir

a. Height of dam, linear feet	119.00
b. Elevation of water, linear feet	60.25
c. Capacity of reservoir, acre feet	69,765
d. Contents of reservoir, acre feet	16,041
e. Loss in 24 hours, acre feet	58

5. Bartlett Reservoir

a. Height of dam, linear feet	188.00
b. Elevation of water, linear feet	44.56
c. Capacity of reservoir, acre feet	182,608
d. Contents of reservoir, acre feet	5,054
e. Loss in 24 hours, acre feet	326

6. Total Stored Water

a. Total capacity of reservoirs, a. ft.	1,955,793
b. Total stored water, acre feet	1,234,942
c. Total net stores water, acre feet	1,193,231
d. Total net stores water, year ago	
e. Net loss in 24 hours, acre feet	1,212

7. Water Diverted

a. Southside use, miner's inches	18,360
b. Northside use, miner's inches	17,120
c. At Granite Reef, acre feet	1,751
d. At Joint Head, acre feet	13
e. Water pumped, acre feet	961

8. Normal Flow

- a. From 6 pm Nov. 24 to 6pm Dec. 2, 1942, for use on lands in cultivation in or before 1878. Short variations in rivers entitle lands in cultivation in or before the following years to a portion of full period accumulation as follows:

(1) Year	Pct.
1879	25

9. Lake Pleasant Reservoir

a. Height of dam, linear feet	170.00
b. Capacity of reservoir, acre feet	178,000
c. Elevation of water, linear feet	65.00

d. Contents of reservoir, acre feet	1,285
e. Reservoir--net loss, acre feet	44
f. Diverted in 24 hours, acre feet	1,285,067
g. Water pumped, acre feet	128

B. San Carlos Project

1. San Carlos Reservoir

a. Capacity, acre feet	1,285,000
b. Available storage	538,410
c. Water discharging 24-hour period, acre feet	670
d. Reservoir loss, acre-feet	460

XI. Spelling -- Word study and vocabulary building will be important -- a knowledge of meanings and use of such words as reservoir, linear feet, acre feet, capacity, elevation, miner's inch, stored water, diverted water, accumulation, variation, cultivation and many others will grow out of work on the unit. Keep word list.

XII. Language

- A. Make an envelope or folder in which to keep stories and written reports about excursions and experiences gained through the development of our unit.
- B. Create original poems about home, flowers and birds.
- C. Create and dramatize a story of the development of irrigation in different countries.
- D. Written stories and oral reports will reveal necessity for written or oral drill for correct usage.

XIII. Science

- A. Make a collection of insects that destroy plants.
- B. Collect insects that are beneficial to the farmer.
- C. Talk about birds that are helpful or harmful in our community.
- D. Study wild flowers that are to be found along ditches, canals and in fields.

XIV. Art

- A. Make drawing of wild flowers or birds to be found here.
- B. Draw gardens to scale.
- C. Make attractive folders to be used for keeping stories or reports.

D. Construct a water wheel.

XX. Music

A. Write original song

B. Learn "Down by the Old Mill Stream"

C. Learn "Moonlight on the River Colorado"

D. "Arizona"

BIBLIOGRAPHY - Grade 5

The Growth of the American People and Nation
The Farm of the New Day Pages 488-495
The Plant Wizard 496-496
Saving Our Natural Resources 501-508

Kelty

The Americas

Pages

Thomas Atwood

Irrigation in the Great Plains 159-160
Rocky Mountain Region 167
Columbia Plateau 175-176
Roosevelt and Boulder Dam 179-180
Central California 187-188
Imperial Valley 194

The Book of Knowledge

3553-3559 and
7374-7375

Crolier Society

History of Irrigation
Methods of Irrigation

Windmill

7791-7792

Pump

5880-5881

Effects of Irrigation in Ariz.

209

Pathways in Science Learning

220-237

Graig and Condry

Waterless Mountain

Book

Armer, Laura Adams

A Discussion of Certain Colorado River Problems
Bulletin 100, University of Arizona

Smith

BIBLIOGRAPHY - Grade 6

Pages

Old Europe and Our Nation

30, 32, 34, and 261

Barker, Duncal, &
Bacon

Geography of Arizona

28-37

Hoover, J. W.

Nations Beyond the Sea

Atwood, T. H.

Farming in Africa

58

Egypt

65

Palestine

73

Australia

213

Spain

228

Pathways in Science, Our Earth and its Story

397-403

Graig and Johnson

GENNERAL REFERENCES

Elson Basic Reader - Grade 6

Elson Gray

 Our Country by Margaret Sangster

Page 245

 All Nations are Neighbors

Page 245

Compton's Pictured Encyclopedia

OUR IRRIGATED LAND

A Study of Conservation Through Irrigation

A. Aims:

1. To learn what irrigation means to the people of the United States. (Poston)-
2. What part our Government has in this work-
3. The probable future of irrigation -

B. Creating the Situation:

In order that the United States of America may support its increasing population, agriculture must be of outstanding importance, because people are dependent upon agriculture for a variety of foodstuff and raw materials for manufacture -

Successful agriculture is dependent upon the following:

1. Rainfall must be plentiful and well distributed throughout the growing season -
2. The climate must be temperate; the growing season long enough for crops to mature -
3. The surface should be sufficiently level and smooth to admit tillage. The best agricultural lands are rolling plains -
4. The soil must be rich in plant food. Loam soil is best -
 - a. Compare rainfall and population maps -
 - b. Compare as to location:
 - (1). Areas having dense population with areas having abundant rainfall -
 - (2). Areas having sparse population with areas having light rainfall -
 - c. Compare relief map of U.S. with rainfall and population maps -

C. Conclusion:

That while much of the western land is unsuitable for agriculture because of its mountainous character and because in many places the soil contains an excess of alkali and salt that are injurious to vegetation, there are never-the-less, millions of acres that could be cultivated to advantage if sufficient water were available.

PROBLEM I

Account for the lack of rainfall in the sparsely settled areas.

1. What states are included in the arid and semi-arid areas?
2. Reason for opening to settlement -

A. Topics for study:

1. How the United States acquired the territory West of the 100th Meridian of Longitude -
2. The Fur Trade of the West -
3. The Gold Rush of '49 and the Subsequent Mining Centers -
4. The Coming of the Railroads:
 - a. Union Pacific
 - b. A. T. & S. F.
5. Famous Trails:
 - a. Oregon Trail
 - b. Santa Fe Trail
6. Great Deserts of the World (If time permits)

PROBLEM II

How irrigation meets the need disclosed in Problem I. What is the source of water supply? How is the water made available?

A. Study:

1. Rivers west of the 100th Meridian of Longitude -
2. Principal dams and reservoirs -

B. Suggested topics for Reports:

1. Early irrigation in Egypt, Assyria, Babylonia, India, China -
2. Early irrigation practiced by the Pueblo Indians of Arizona and New Mexico -
3. Building of dams and storage reservoirs by the Spaniards -

C. Suggested Activity:

1. Construct an irrigation project -

PROBLEM III

Locate the chief irrigated areas of our country, and consider those areas with reference to water supply.

1. Determine the facts affecting and affected by irrigation-
2. Trace the main river from source to mouth; beginning with the Colorado -
3. What are its chief tributaries -
4. From what does the system draw its water supply? -
5. Into what body of water does the river empty? -
6. What states are wholly or partly in the river basin? -
7. What of the rainfall of the region; the climate; the surface; the soil? -
8. With water provided, what crops are grown? -
9. In the course of such a study locate the principal irrigation projects and learn some of the interesting facts about these projects -

A. Suggested Topics for Report:

1. The necessity of state co-operation in the handling of irrigation projects -
2. The work of the Departments of Commerce and the Interior -
3. The value of irrigation projects from the standpoint of flood protection -

4. Present day irrigation in other countries:

- | | |
|-----------------|-----------|
| a. Canada | g. Persia |
| b. India | h. France |
| c. South Africa | i. Italy |
| d. Turkestan | j. Spain |
| e. Mesopotamia | k. Japan |
| f. Palestine | |

B. Suggested Activities:

1. Make a collection of pictures of irrigated projects; of crops raised by irrigation -
2. Make a comparison of farming by irrigation and dry farming -
3. Make an irrigation product map of the western part of our country -

PROBLEM IV

How are these irrigation projects developed and handled? What part has our government in this work? -

1. Projects built by individual and partnership enterprise; co-operative; commercial -
2. Projects built by our Government under the Reclamation and Indian Service, and the Cary Act. -
3. Expense of building -
4. Distribution of water -
5. Water rights -
6. Who decides where and how projects may be constructed; how the reclaimed land shall be sold? -

A. Suggested topics for Report:

1. The Reclamation Act of 1902 -
2. The Cary Act -
3. A report of the Dispute with Mexico over the Use of the
4. Contrasting reclamation by irrigation and drainage -

PROBLEM V

What are some of the results of this work of reclamation as to:

1. Land and its crop values-
2. Settlement -
3. Re-distribution of population -

A. Great American Cities:

1. Name
2. Location
3. Altitude and Climate
4. Population
5. Industries
6. Commerce
7. People
8. Institutions

#####

Outline of Unit of work for the sixth grade, section in room 6D

STATEMENT OF UNIT: Inventions that help us to live better in Poston.

I. AIMS:

- a. That all participating in the unit, teachers and pupils, may have a better understanding and appreciations of the "inventions that help us live better in Poston.
- b. That the lives back of these inventions may make an impact upon the young life of today, inspiring and stimulating them to useful, worthwhile living--maybe leading to a higher plane of living through new and better inventions.
- c. That pupils may be led to discriminate between the constructive and the destructive inventions being used by modern men, stressing the constructive for the world of tomorrow.
- d. That the natural desire in the sixth grade pupil to "see how things go, and make them go," may be rightfully satisfied through helpful study and interesting and experimental activities.
- e. Sources of stimuli include those listed by Wrightstone's chart:

Books	Pictures
Discussions	Stories
Excursions	Magazines
Exhibits	Movies
Newspapers	Lectures

II. PROBLEMS:

- a. Task of trying to accomplish Ia to Ie to both teachers and children's satisfaction.
- b. What are the inventions that help us live better in Poston?
 1. Transportation and communication involve the following:

Automobile	Train	Telegraph
Truck	Telegraph	
Telephone	Postal system	
Rubber	Gas and oil	
Road	Steamship, etc.	
Bicycle		
 2. Shelter and clothing
Heat (stoves, etc.)
Electricity

Light	Iron
Hot plate	Radio
Boiler	Washing machine
Hot pad	Refrigerator
Clothing	Furniture
Food	Living quarters

Pasteurized milk
pure food laws
 3. Medical supply, including study of clinic
Hospital, Red Cross, Etc.

III. ACTIVITIES:

- a. Miniature representation of communications such as telephone or postal system. (On small scale installed in the classroom)
- b. Transportation.
 - 1. visiting warehouses where trucks unload vital supplies.
 - 2. Study of roads and places trucks just travel on and through.
 - 3. construction of sand table project showing miniature cars bringing food, etc., to Boston.
 - 4. Study of possible substitutes for articles now needed in defense or for things strictly rationed, i.e; sugar, coffee, oil, etc.

IV. MATERIALS AND METHODS:

- a. Materials
 - Tin cans Paint
 - Milk cartons Wire
 - Buttons Sand
 - Boxes Batteries, etc.
 - Paper String
- b. Discussion periods
- c. Research
 - History Biography
 - Geography Arithmetic
- d. Visual education
- e. Music
- f. Dramatization
- g. Posters, maps, reports, etc.

/s/ Mary D. Finch
/s/ Mari Matsumoto