T

IN CITY, TOWN, AND COUNTRY

THE BASIC SOCIAL STUDIES PROGRAM

TEACHER'S EDITION

In City, Town, and Country



ROLLING GREEN ELEMENTARY SCHOOL

Some suggestions for getting acquainted with the teaching program in

IN CITY, TOWN, AND COUNTRY

A New Social Studies Book for Grade 3
The Basic Social Studies Program; Curriculum Foundation Series

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THOMAS D. BAILEY
State Superintendent of Public Instruction

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What does IN CITY, TOWN, AND COUNTRY do about geography?

Lessons in *In City, Town, and Country* show how geography affects the way people live and work together in a local community. Children are encouraged in the study pages to find out about the land, water, weather, natural resources, and conservation practices in their local community. They are helped to think about places in geographic relation to each other; to understand, make, and read maps. Here are some notes and page references to help you examine the geography program:

- **Natural Resources of Your Local Community,** Golden Section pages 30-31. A guide to help you teach local geography.
- **"How Floods Happen" and "Working Together to Stop Floods,"** Pupils' Text pages 74-79 and Guidebook pages 145-152. Two selections about land, water, and weather.
- **Aerial Views and Maps.** See Pupils' Text pages 6, 50, 64, 80, and 194 for some examples. The map program progresses in easy stages from aerial views and simple picture maps of one local community to a map of the United States (pages 192-193, 194-195) on which children are to locate their own county and local community. There is a complete lesson plan in the Guidebook for each map page.
- **Making and Reading Maps,** Golden Section pages 63-66. Three kinds of maps you can make to use for classroom projects are described.

What does IN CITY, TOWN, AND COUNTRY do about history?

Lessons in *In City, Town, and Country* emphasize how local communities are constantly changing, how local traditions have their roots in the past. Through the study pages children can be led to investigate the changes that have taken place in their community through the years, and to think about changes that are under way now. For a glimpse of the history program, look at some of these pages.

- **People, Traditions, and Values in Your Local Community,** Golden Section pages 31-32. A guide to help you teach local history.
- **"Long Ago in Middletown" and "Long Ago Where You Live,"** Pupils' Text pages 56-61 and Guidebook pages 135-139. A story selection and study page about Indians and early settlers.
- **"Transportation Brings Communities Together,"** Pupils' Text pages 167-170 and Guidebook pages 210-211. A selection on the history of transportation, emphasizing how modern transportation has brought local communities closer together.
- **Making a Time Line,** Golden Section page 74. A classroom project to help children realize that what happens today becomes tomorrow's history.

How does IN CITY, TOWN, AND COUNTRY contribute to teaching democratic values?

In City, Town, and Country continually stresses an appreciation of the ideals that underlie our democratic way of life, and of the rights and responsibilities of citizens in their local communities. For some examples, check these pages:

- **Your Goal—Responsible Citizenship,** Golden Section pages 92-96. A discussion of ways to help your children develop desirable behavior in your classroom and in your local community.
- **"Parades and Festivals,"** Pupils' Text page 41 and Guidebook pages 124-126. A study page to help children appreciate what different groups contribute to the cultural heritage of their local community.
- **"Getting a New School" and "Schools and Taxes,"** Pupils' Text pages 82-87 and Guidebook pages 154-158. A story that shows the people in a growing community voting on whether to build a new school. The study page helps children realize how their local community supports their school.
- **"The Farmington Community Club,"** Pupils' Text pages 121-126 and Guidebook pages 179-183. A story selection that shows children how adult committees work together to improve their local community.
- **Working in Committees,** Golden Section pages 56-58. Methods you can use to help your children work more effectively in classroom committees.

Capitalizing on the resources of the Pupils' Text, the Teacher's Guidebook, and the Golden Section should make for a good year in social studies for Grade 3.

Joe Minicozzi

THE BASIC SOCIAL STUDIES PROGRAM

CURRICULUM FOUNDATION SERIES
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At Home (Primer)
The family community

At School
The school community

In the Neighborhood
The neighborhood community

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In City, Town, and Country
The local, metropolitan area, and county communities

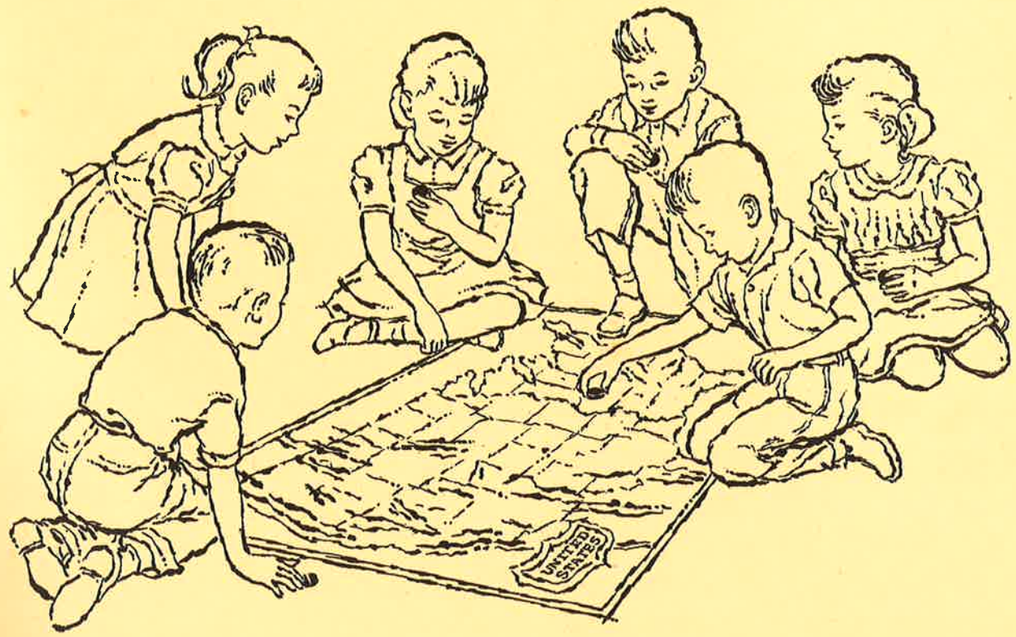
In All Our States
The state community and regions of states

In the Americas
The national and inter-American communities

Beyond the Americas
Nations and regions of nations across the Atlantic and across the Pacific

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Living and Learning in Third Grade
and
Guidebook to accompany IN CITY, TOWN, AND COUNTRY



by Paul R. Hanna, Genevieve Anderson Hoyt,
and Clyde F. Kohn

William S. Gray, *Reading Advisor*

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TO THE TEACHERS WHO USE THIS BOOK:

This Teacher's Edition of *In City, Town, and Country* contains three parts—*Living and Learning in Third Grade,* the *Guidebook* to accompany *In City, Town, and Country,* and the teacher's edition of the text.

Living and Learning in Third Grade, which follows this letter, is what we call the book's "Golden Section." You will want to read it before you begin using *In City, Town, and Country.* The Golden Section is really a book in itself, containing ideas and procedures that third-grade teachers have used and are using successfully. It is designed to help you utilize the daily living in the classroom as a vital part of your social-studies program.

The *Guidebook* to accompany *In City, Town, and Country,* which follows the Golden Section, is designed to help you make the best possible use of the content of the text and of the Golden Section.

On the pages of the teacher's edition of the text, each new word is underlined in blue. Questions designed to promote the thinking abilities, develop the understandings, and stress the values and behavior traits inherent in the content are also printed in blue.

In developing the materials included in this Teacher's Edition, we enlisted the help of many people.

We turned to you, the teachers, to learn the kinds of problems you face and the kinds of help you want in teaching social studies in third grade. We visited schools in many kinds of rural and urban local communities. We talked with many of you in your third-grade classrooms.

We turned to specialists in child growth and development and child psychology for help in identifying the characteristics of eight- and nine-year-olds and for help in gaining new insights as to how these characteristics are related to the social development of third-graders and to the way in which they learn.

We turned to social-science scholars for help in identifying the essential generalizations in each of the social sciences and the understandings inherent in these generalizations. From these understandings, we selected and coördinated those appropriate for third-graders and those that relate to the way the nine basic human activities are carried on in the local community, the county, and the metropolitan area.

Then, we began to write *In City, Town, and Country* and to prepare the Golden Section and *Guidebook.* We selected experiences representative of living in one kind of rural local community and two kinds of urban local communities. These three local communities and the county in which two of them are located gave us the settings for the true-to-life accounts in the first three sections of *In City, Town, and Country.* The study pages were planned to extend the children's experiences and to help them relate their new learnings to a growing understanding of the way people carry on the basic human activities in their own and in other local and county communities today and in other times.

We made the first three sections of *In City, Town, and Country* independent of each other in order that children might begin their year's work by studying the kind of local community most like their own. Each section has a controlled vocabulary built upon the vocabularies of *At Home, At School,* and *In the Neighborhood,* the preceding books of The Basic Social Studies Program of the Curriculum Foundation Series.

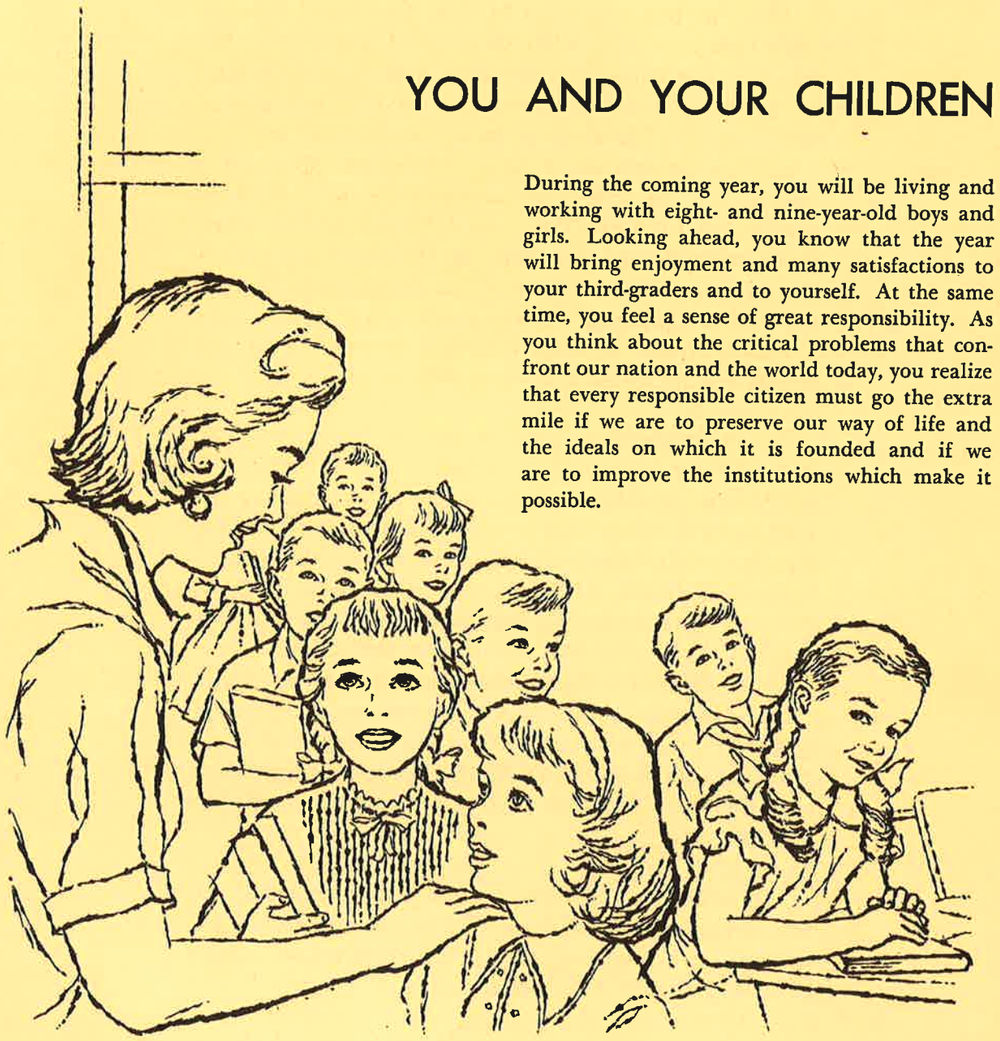
We followed the three local community sections with "All Together," a section that focuses on the interdependence of local communities. "In Your Local Community," the last section of the book, helps children organize and summarize all that they have learned during the year.

We hope the third-grade social-studies program, for which *In City, Town, and Country* is the basic text, will make a truly significant contribution to today's children—tomorrow's citizens.

The Authors and Editors

Living and Learning in Third Grade

YOU AND YOUR CHILDREN



During the coming year, you will be living and working with eight- and nine-year-old boys and girls. Looking ahead, you know that the year will bring enjoyment and many satisfactions to your third-graders and to yourself. At the same time, you feel a sense of great responsibility. As you think about the critical problems that confront our nation and the world today, you realize that every responsible citizen must go the extra mile if we are to preserve our way of life and the ideals on which it is founded and if we are to improve the institutions which make it possible.

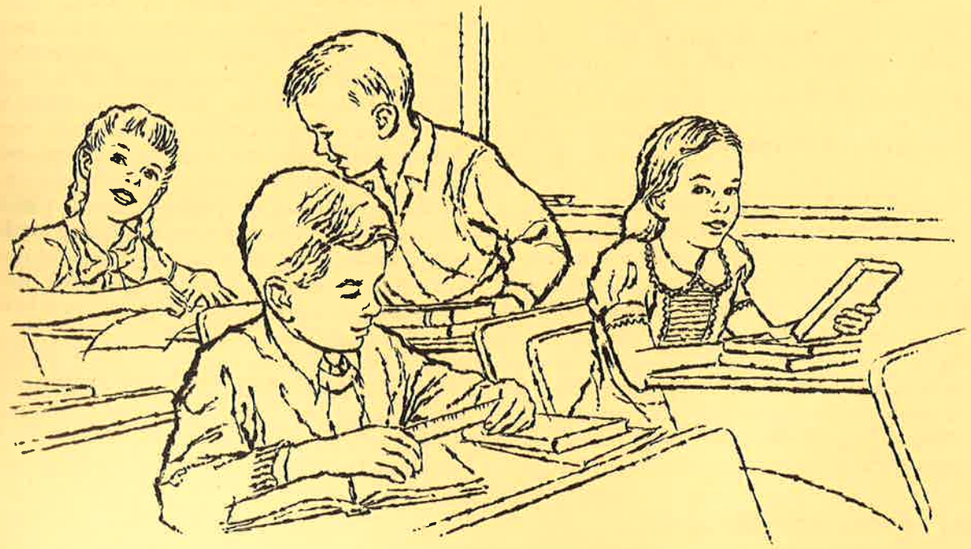
Just what is the way of life that we believe to be so important? It is a way of living in which people are curious, questioning, and analytical as they work toward definite goals—some of which they have determined themselves and some which have been determined by the groups to which they belong. While this way of life makes it possible for each person to work toward those goals that will give him inner satisfaction, it also means that he has to be concerned with the feelings and interests of others and must work to promote the common good.

What makes people prize so highly this way of living? What causes them to try to live according to its ideals? People prize this way of living because they are free to choose and to strive for their personal goals as long as they do not interfere with the right of others to achieve their own goals. People try to live by the ideals that characterize this way of living because of their convictions—because they truly believe these are the best ideals toward which to strive. People behave as they do because of what they have learned to feel, think, and do through their accumulating experiences.

As a third-grade teacher, you have a responsibility to promote our American way of life and you have a rare opportunity to do so. The experiences which you make possible for your boys and girls this year can go far toward developing in them the feelings, the understandings, the values, and the actions which are so important to responsible citizenship.

True, your children have already had eight or nine years of accumulated experiences in their homes, in their neighborhoods, and in school. As they come to you, they will be living what they have already learned, and not any two will have learned exactly the same things nor will any two behave in exactly the same way. If your children, however, have used The Basic Social Studies Program of the Curriculum Foundation Series, they will have much in common in their understanding of living in the family, school, and neighborhood communities. It is upon the accumulated experiences of each child that you will build, and what he feels, thinks, and does in the future will depend to a marked degree on what he learns as he lives with you and the children in his school group this year.

Eight- and nine-year-olds possess certain characteristics which will partially determine the kinds of teaching-learning experiences you will provide for them. These characteristics will enable them to gain maximum profit from such experiences. Now, let us look at the children.



YOUR CHILDREN

As they come trooping into your classroom, tall or short, plump or thin, noisy or quiet, aggressive or shy, each child is an individual because of his natural endowments, his pattern and rate of growth, and his accumulated experiences.

SO MUCH ALIKE

Beneath their exteriors, however, you will find that these youngsters of yours have many things in common. They live in the same neighborhood; they probably come from families with more or less the same social and economic background. The majority of them have been in school together for two or three years. Even more important, practically all of them will be eight or nine years old.

Most children follow an essentially similar sequence of growth and, at this age level, have certain clearly defined characteristics. Naturally, these characteristics may not be equally strong in every one of your youngsters, for not all children reach "eight- or nine-year-oldness" at the same time. Some will be exhibiting the characteristics of younger children and others the characteristics of older children. But the growth they make toward their real potential this year will depend in some measure on how you coöperate with, and build upon, these characteristics.

Going at high speed

One of the first things that you notice about third-graders is their enthusiasm and their quickness. They have a certain robustness and tend to talk, to write, to do everything in high gear. They are full of spirit and are more argumentative than in previous years. They are ready to tackle anything, and often they show more enthusiasm than wisdom in what they try. They are often reckless and heedless of safety precautions. For these reasons, they are not so easy to guide as second-graders.

Remember that your youngsters are on the dividing line between early childhood and the more mature middle years. Because they look and seem so "grown-up," it is easy to become impatient when their actions seem so very immature. Remember, too, that third-graders are extremely sensitive. While they very much want your guidance and help, they are not able to accept too much criticism. They resent being "bossed," and tears are near the surface if criticism is too harsh. *It may take some doing, but if you can coöperate wisely with their stage of growth, you will find it a wonderful asset to learning.*

Wanting new experiences

One authority calls this an expansive age,[1] another an eager age.[2] You know full well how eagerly these youngsters expand into their environment in their desire for new experiences. Alert to the world around them, interested in people generally, they are full of curiosity and the desire to know. They want to try things out, to see how they work, to know how they are made. They watch every change that takes place in the natural environment of their neighborhood and, where people are involved, ask innumerable questions. They are eager to take trips to museums, zoos, and other places of interest.

They collect anything and everything. Their pockets, as well as their desks at school, seem to be full of odds and ends, but third-graders are also beginning to be interested in real collections. They may vary from match packets to stones, from bottle caps to stamps, from baseball cards to bugs, but they are one more evidence of the desire to know.

While children at this age are more capable than younger children of learning through words, their behavior clearly shows that they are constantly seeking direct images to satisfy their curiosity and support their ideas. This may have

[1] Gesell, Arnold, and Ilg, Frances. *The Child from Five to Ten*, New York: Harper and Brothers, 1946.

[2] Jenkins, Gladys Gardner, Shacter, Helen, and Bauer, William W. *These Are Your Children*, Chicago: Scott, Foresman and Company, 1953.

something to do with the keen interest of eight- and nine-year-olds in TV, movies, and comics, for to them these pictured experiences may seem next best to the real thing. At any rate, TV has become so important by this time that children will neglect play to watch programs. While they still cling to adventure programs, they now sample everything, and many regularly listen to the news.

Looking ahead, you cannot but see the value of this compelling drive of third-graders to find out about everybody and everything in their world. *If you channel this curiosity, you can help your youngsters acquire, at their level, many of the basic understandings that every responsible citizen must have. You can help them gain accurate understandings about their local community—its geography, its history, its current events and changes, its values, its traditions, its problems, and the relation of all these to how the basic human activities are carried on in the community.*

Looking beyond here and now

Eight- and nine-year-olds are trying to reach beyond their immediate environment in space and pierce the limitations of the present. But what they learn as they do this reaching out and their attitudes toward people and the problems faced by people in other places and times will be affected by what they know and their attitudes toward the places and people and the problems that exist in their own local community.

In space, the thinking of third-graders stretches far beyond their local community. They know that there are children living in other parts of the United States and in other parts of the world. Some of these children live much as they do and some very differently. They are curious about these children—what they play, what they eat, where they go to school, and what kinds of clothes they wear. With absorbed interest, they listen to stories and pore over pictures telling how people live in other places. *Because they identify themselves with the characters portrayed, third-graders assimilate information about different ways of life, not as bare facts but as human values. You can build upon this characteristic to help your youngsters gain accurate understandings of how living goes on in communities unlike their own.*

Eight- and nine-year-olds are interested in, and can begin to make and use, simple maps. They are ready and eager to learn the meaning and use of colors and symbols on maps and globes. *This is the time to build a solid foundation for interpreting and using maps as an aid to understanding how people in other places live.*

Third-graders can usually tell time and understand about days, months, and years, and they are continuously trying to relate themselves to the past, to the present, and to the future. They like to hear about things that happened "long ago" and "when our country was new"; they are interested in explorers and settlers and even in primitive man. They are intrigued with the tools and machines used in earlier days and like to compare them with those of today.

At the same time, these youngsters are confused about just when things happened. They may think that their own grandmothers used spinning wheels and lived in the time of the Indians or first settlers.

Third-graders, however, can study a given period of the past and can compare and contrast the conditions and happenings with those in the present. *While chronological history may still be beyond the grasp of your youngsters, you can build a realization that your local community has a past in which people lived and did things, and you can increase your third-graders' eagerness to know about the happenings of that past. They can also begin to project themselves into the future and begin to think of how their local community may be different next year or when they are grown-up.*

Liking school

It may be that you enjoy teaching third-graders because eight- and nine-year-olds so thoroughly enjoy school. At this age, a youngster hates to stay at home, particularly if he will miss a special event. When he is absent for a day, he is thinking of his school group and what the group is doing. He is conscious of belonging to a group to which he owes something.

You may not be so important to his adjustment as were his previous teachers, and he may even take you more or less for granted, but he will accept you if he can see you as a member of this group with which he identifies himself. *This is the ideal year to help every child recognize the importance of the school to himself and to the community. It is time to help each child begin to understand how this school, which he likes, is paid for and supported.*

The eight- or nine-year-old shows his liking for school by continuously bringing things to the classroom which are related to school activities or to his own personal experiences. He shows it, too, by talking about school at home, and *this provides an unusual opportunity for you to develop desirable home-school relationships.*

While the third-grader's eagerness and enthusiasm cause him to enter whole-heartedly into the school experiences you provide, these same traits result in behavior with which you need to deal wisely and patiently. In classroom situations, the eight- or nine-year-old is eager to talk and wants to answer every question. Even though he tries to be patient while another child is answering a question, he will answer the question himself if the other child happens to be slow in responding.

He finds it difficult to wait until given directions but dashes ahead, seemingly understanding exactly what he is to do. All too soon, the directions will need to be repeated. Often he attempts more than he can accomplish, and then the results disappoint him, or he is unable to complete the undertaking. *But these are the normal behavior patterns of third-graders in or out of school, and their genuine liking for school makes this a year during which, with your guidance, their growth and development can be great.*

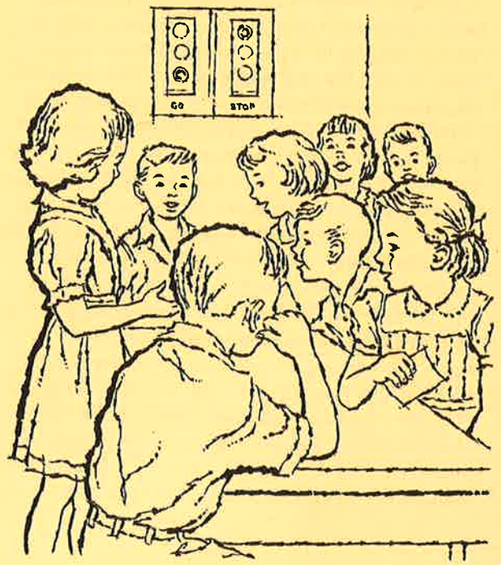
Participating in group activities

You will find third-graders associating with their peers in three ways: as best friends, in clubs or gangs, and in the school group. You will want to help your youngsters learn how to live coöperatively with one another in their school group and relate themselves to their peers in other associations.

Every third-grader wants a "best friend." There may be many quarrels and much arguing between best friends at this age, but a sense of loyalty to each other is beginning to develop. Throughout the year, there are likely to be many shifts in these friendships.

At this time, boys and girls are definitely pulling apart in their interests and activities, and the period of the club and the gang is beginning. The club may be sketchy in organization, and the purpose and membership may change frequently, but for third-graders, these clubs are important because they satisfy the desire to belong to the gang—a desire that will become stronger during the next few years.

Peer clubs or gangs may be of value because they provide opportunities for the youngster to identify with others of his age and sex and the opportunity to make plans and rules not determined by adults. He also learns lessons in coöperation better in such groups than in any other way. There is usually much bickering and disputing, for third-graders do not give up and quit as do younger children. Instead, they generally muddle through, noisily and with much wrangling, which can have great educational value. No adult-supervised group can possibly provide the same learning experiences.



At eight or nine, it is beginning to be very important to a child to be like the others in his group, and so he feels he must follow the pattern of the group rather than your direction, in case the two do not coincide. At nine, he may exhibit an almost distorted sense of loyalty to his gang.

The school group can provide the security children need as gangs and clubs fluctuate. It can also offer unusual opportunities for third-graders to learn to live coöperatively with their peers.

The fact that eight- and nine-year-olds like school so much and do feel a strong sense of belonging to and owing something to their school group sets the stage for much learning. The fact that they want to consider you a member of this group rather than its dictator is all to the good, for even so, they expect you to assume the rôle of leadership. The added fact that eight- and nine-year-olds respond willingly to group activities of many kinds is also important. And so, day by day, you plan with your youngsters, always considering their suggestions. As you guide them in carrying out these plans, you stop now and then to talk about how things are going or changes that should be made. *Thus you can help your children make real strides in practicing, and so valuing, the democratic way of life.*

Again, remember that grown-up as they may talk and act, your third-graders are only one step away from being little children. Characteristically, they enter into planning eagerly and just as eagerly assume individual responsibilities. But at this age, a child needs frequent reminders of his responsibilities if he is to carry them through. Your efforts to promote democratic attitudes and behavior, however, are certain to be rewarded. *Life in your classroom can be a true experiment in democracy, for all the necessary elements are present if you will but capitalize on them.*

Evaluating their own rôles

Gesell[3] says that a dominant tendency of the third-grader is to appraise what happens to him and what he causes to happen. This he does in terms of his relationship to the adult world in which he is trying to find his place. Because he wants to behave in a grown-up way, he is constantly looking for any cue in his social environment that will help him establish his own position both at school and at home. In thinking about himself in relation to any situation, he is primarily concerned with his own status. For this reason, he resents being told directly what to do and prefers a cue or hint. For this reason, too, he expects and constantly asks for praise by asking such negative questions as, "This isn't good, is it?"

The third-grader realizes that different children excel in different activities, that some children do things better than he does, and that others are not so capable as he is. Concerned with his own status, he sets high standards for himself in things in which he knows he can excel and tries to live up to them. At the same time, he is not greatly concerned about his weak points, unless adults have shown themselves to be disturbed about his lack of achievement or ability. Even then, he alibis and makes excuses for himself.

Eight- and nine-year-olds are interested in dramatization; their play is frequently dramatic, and they actually seem to live the rôles they play. Gesell[4] suggests that this dramatic interest is partially due to the tendency of third-graders to evaluate themselves. He says that, through impersonation, a youngster can assume one rôle after another, appraising each rôle as to how he would or ought to feel under the circumstances.

This trait of self-appraisal can have great significance for what you will try to do this year. You will want to provide experiences which will help your children gain satisfaction from behaving in ways that are beneficial to the group. *Because each of your youngsters has begun to see himself as a person among persons—acting, participating, and enjoying—he can also be helped to see his responsibility for acting in terms of the common good.*

[3]Gesell, Arnold, and Ilg, Frances. op. *cit.*

[4]Gesell, Arnold, and Ilg, Frances. op. *cit.*

Wanting to do right

The ethical sense which any eight- or nine-year-old evidences is, like other behavior, the result of accumulated experiences. Youngsters of this age want to be "good." They are so aware of the two opposing forces of good and bad that they are likely to think of them as absolutes and to make little allowance for the seeming "badness" of a much younger child. Although they alibi, they are aware of when they are not behaving in the way they know to be desirable, and they are their own worst critics.

The third-grader wants his goodness to be appreciated. He wants to please, to be well thought of, to get a good report. He needs frequent confirmation of the fact that he is doing well.

Closely related to his desire to be good is the third-grader's sense of justice. Based as it is on a high regard for rules and precedents, this sense of justice causes eight- and nine-year-olds to try to live up to the standards which have been set by the adults around them.

As a part of "being good" and "doing right," the youngster at eight and nine has a higher regard for truth than he has had at any previous time. Even though he may alibi and make excuses for himself, this growing regard for truth shows itself in his eventual willingness to admit a wrongdoing and to take the consequences. The tall tales that he tells usually have in them a grain of truth. *This desire to be good, this sense of justice, and this regard for telling the truth are the germinal stages of a developing system of ethical values.*

At eight and nine, children have a strong sense of ownership. They hoard possessions and gloat over them, but their interest in acquiring them is usually well ahead of their interest in taking care of them. Because these children respect the ownership of property, they are not likely to take the property of others. This feeling about property is probably augmented by their desire to acquire and keep collections. Without doubt, it is strengthened by their intense interest in money. The third-grader seems to love money. In many instances, he has a small allowance, but if he has no allowance or if the allowance does not meet his needs, he will try to earn money. He has some conception of saving for a particular thing which he wishes to buy, but even though he plans ahead, he is frequently unrealistic and starts saving for unobtainable objects. Far more frequently, he spends his money unwisely. But he is beginning to learn the value and purpose of money, and this in turn strengthens his feelings about the ownership and the value of property.

This respect for property and interest in money indicates that third grade is an excellent time to stress economic education. It is the time to help children begin to understand the part business plays in the life of a local community and to develop a sense of loyalty to local business and a sense of business responsibility consistent with their level of maturity.

AND DIFFERENT, TOO

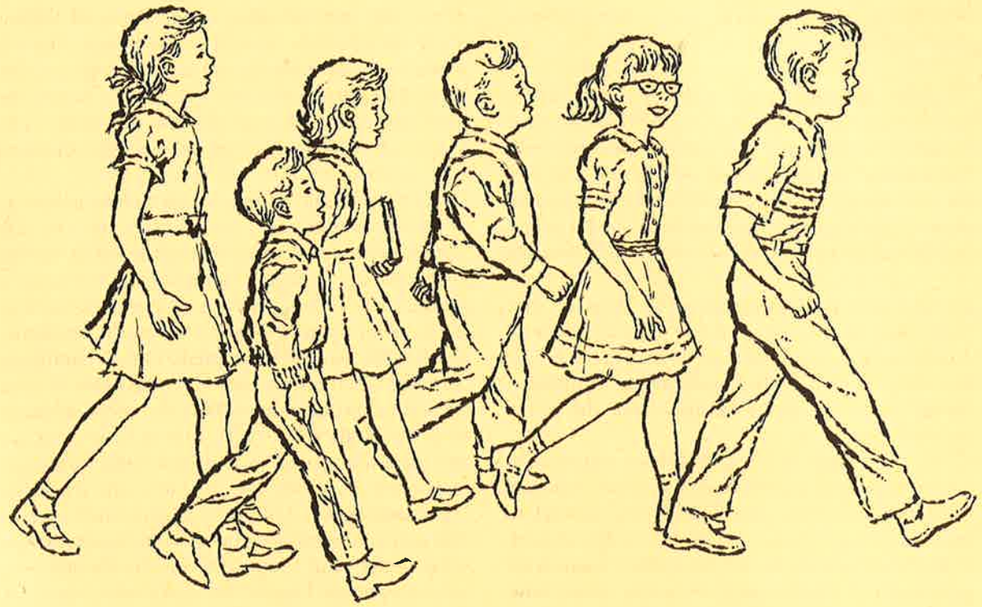
While your children display many common characteristics, it would be impossible for you to settle upon a single approach to teaching-learning experiences which would adequately serve all your children. This is because every child differs from every other child in certain ways that affect his learning.

Growing up at different rates

Physical factors, mental capacity, emotional maturity, and personality patterns all lead to differences in children of the same chronological age. All affect the children's responses to the learning experiences which you provide and their growth in understanding, thinking, and behaving.

Physical factors lead to differences: Think first of the ways in which your third-graders will differ physically. Many of your youngsters will have reached the maturity level normal for eight- or nine-year-olds, some will be months or even years below this level, and some will be just as much above.

You can expect to find differences in the energy output and endurance of your children, for such differences are normal in any group of healthy youngsters. There are almost certain to



be a few who seem to be constantly in motion or who seem tense, even when holding still. An equal number will be sluggish in movement and can remain relatively relaxed and inactive. Some will become fatigued quickly, while others will have boundless endurance. Your social-studies program must be flexible enough to allow for successful learning in spite of these differences.

The physical health of your children will differ, too. Good or poor, a child's health affects not only his learning but his attitude toward school, his feeling about himself, and his relationships with others. Similarly, a physical handicap, such as poor vision or hearing or any other physical limitation, can affect a child's basic attitudes.

Significant, too, are the differences which you will note among your third-graders in their abilities to handle their bodies well. Some will be unusually proficient in a large variety of activities, some will be outstanding in certain game skills, some will have a general grace of movement, and some will be able to attain but a small measure of success in physical activities of any type at this time.

Being able to manage his body well is a major asset to any third-grader as he seeks to establish himself in his group, and he may lack this ability because he is a "slow grower" or a "too-fast grower," or because he has not had the opportunity to develop these skills that other children of his age have. Possessing this ability or lacking it, however, affects a child's relationships with his peers, his feelings about himself, and his attitudes toward school.

The personal appearance and grooming of a youngster, too, may have an important influence upon the way a teacher and other children feel about him and the attitudes they express toward him.

Far too often, outward appearance is taken as an indication of the quality of an individual as a person and the quality of his family background. No doubt subconsciously, many teachers respond favorably or unfavorably to children on the basis of facial features, bodily form, clothing, general neatness, and cleanliness. Children are more apt to judge their classmates on whether they conform to the appearance of the rest of the group. Because a child senses these responses, he

attempts to compensate for them, and his learning at school is affected by them.

These, then, are some of the physical factors which will cause certain of your third-graders to differ from others. Just as they will markedly influence a child's concept of himself, the way he feels about himself, and his relationships with others, they will affect his readiness for the teaching-learning experiences which you will provide.

Endowments lead to differences: Most of your youngsters will fall within the normal range of intellectual endowments. In almost every group, however, you will find exceptional children—those who stand out noticeably from the group in some way.

Many children are endowed with unusual capacity in general intelligence. Many are endowed with special talents. Some have a potential to excel in many fields. Others are endowed with exceptional talents in art or music. Some have unusual mechanical aptitude, while others have outstanding potentialities for leadership and human relations.

Such differences have a great influence on whether a child has a positive or negative approach to his school work and to his relations with his age mates and the adults in his life.

Growing up in different families

Children differ, too, because each has learned to live with the behavior patterns of the members of his family. Since ours is a nation with many and varied acceptable patterns of living, different children are certain to come to school with different attitudes, ways of talking and acting, interests, and goals. The relationships within each child's family cause him to differ in some ways from every other child.

He may be a child in a home where his parents openly differ about his discipline or where he is so overprotected by one parent that he is lacking in many needed experiences. Or he may be a child whose parents, with high regard for him and for each other, have coöperatively provided those experiences most needed at each stage of his growth.

He may be the oldest in a family of several children where he feels that his parents show a preference for a younger child. Or he may be the oldest in a closely knit family where he feels loved and wanted and, at the same time, responsible for the welfare of younger brothers and sisters.

He may be the youngest in a family where he is petted and spoiled, the youngest in a family where he is unwanted and feels rejected, or the youngest in a family whose members have a mutual love and respect for each other. He may come from a home broken by death, desertion, or divorce, with a consequent loss of emotional security. Or he may come from a home broken in similar fashion, but where the close relationship which he shares with the remaining parent or a brother or sister provides the needed security.

He may live with grandparents who overstress the importance of school learning and success. He may live with grandparents or foster parents who understand him, want him to do his best, and encourage him to try again when he fails.

He may come from a home where his parents, preoccupied with their own affairs, give him little supervision, or from a home where several adults are inconsistent in what they expect of him, or from one where the father is unusually severe in his punishments in an effort to secure "right" behavior. On the other hand, his may be a home where wise adult guidance and consistently high standards of behavior help him grow in self-discipline.

These are but a few of the many relationships within families which have developed or strengthened in each of your youngsters the feelings he has about himself and about others. As these feelings differ, so will each child respond differently to the teaching-learning experiences in your third grade.

Growing up in different places

People who live in cities feel and act differently from people who live in the country, even though the differences are not nearly so great now as they were a generation ago. Country and city children are not the same in attitudes, language habits, patterns of courtesy, backgrounds of experiences, and interests.

Children growing up in different regions of the United States differ in certain ways, too. Each region has its own historical background, resources, climate, kinds of housing, traditions, and language patterns, and most of its people are loyal to the dominant ways of life in their own region. These their children learn.

But today, people are on the move from country to city or from one part of our nation to another. Children who have lived most of their eight or nine years in a region or in a rural or urban environment other than your own are likely to be among your third-graders.

The ethnic backgrounds of boys and girls can also cause them to differ. In various cities and regions of the United States, families from other nations have settled with other families from the same nation. Each such ethnic group may have its own way of worshiping, family patterns of bringing up children, language habits, attitudes, and values. Rivalry among such groups often exists. A child growing up in any such group will have the values and behavior patterns which he has learned in his environment, and these may differ markedly from those of other children in your group and from your own.

If you have grown up with attitudes and values that differ from those of the families of children in your third grade, you will want to make every effort to understand their attitudes, language habits, and behavior patterns. You may be justified in trying to change some of these values and behavior traits, but the essential dignity and worth of each child must be recognized. No child should feel rejected because he is growing up in a home environment different from yours.

Remember, too, that many children whether urban or rural, and regardless of region, are tragically limited in their knowledge of the world and that their world is largely that of the space in which they live and operate. So capitalize upon the experiences which they have had even as you try to broaden the children's understandings and guide their behavior.

These are some of the significant ways in which environmental factors influence the experiences of boys and girls, causing them to feel and act as they do, and so to differ. *In your particular third grade, each youngster will respond to every teaching-learning experience centering around his local community and county in terms of what he has learned in his family, his school, and his neighborhood.*

All through the coming year, you and your third-graders will engage in those teaching-learning experiences you believe to be right for your children. To their previously accumulated experiences, they will add whatever you help them learn. Remember always that it is in terms of these newly accumulated experiences that your third-graders will feel and act.

YOUR SCHOOL

The classroom you will share for nine or ten months with twenty-five or more third-graders will, like your home, reflect you. As you look about, ask yourself: "What will the boys and girls see as they step across the threshold? Is this room an inviting and stimulating one in which to live and learn? Will this room promote growth toward responsible citizenship? If I were an eight- or nine-year-old, would I feel at home? What evidence is there that this is a laboratory for learning?"

The attractiveness of your classroom—the plants in the window, gay touches of color, bright pictures, and other evidences of an inviting room—is part of your children's learning environment.

The social climate of your classroom—the way children are welcomed and helped to get acquainted, the way daily routines are carried on, the way you develop standards and teach observation of rules, and the way children's basic needs are met—is a part of your children's learning environment.

Whether you are in a new building or an old one, your task is to create an environment that invites learning. You begin the year with a recently cleaned, but bare, room. There is nothing on the walls, on the window sills, on the bookshelves, or in the corners. What you do to transform this room into an inviting learning environment depends on your skill and resources. The results reflect your teaching personality. If you set up interest centers, display books, hang gay pictures, and set flowerpots in the windows, then

your classroom becomes a cheerful and inviting place where children will come eagerly and willingly to live and learn.

A GOOD PLACE TO LEARN

Consider yourself lucky if you have movable desks and chairs. If you begin with the popular semicircular arrangement, you will start the year with youngsters in position to become acquainted with each other and engage in class discussions without twisting and turning in their seats. After your class is settled, you will probably make some shifts so that the daylight will come over the left shoulders of the right-handed children and over the right shoulders of the left-handed ones.

If you have stationary desks and chairs, make sure your shades can be adjusted to keep the sunlight out of the children's eyes. Later, you will be wise to secure a light meter through the principal or superintendent to make sure that your room has proper lighting.

Interest centers

A classroom equipped to meet the needs of third-graders should include interest centers where the youngsters can work on investigations and can follow their individual interests during a free period. Your interest centers should contain a wide range of materials to challenge children of varying abilities and aptitudes.

Interest centers require little besides a table and a few chairs but add much to the liveliness and attractiveness of the classroom. Six or seven centers are desirable, but limited space may permit you to have only two or three at any one time. If so, start the year with centers designed to stimulate interest in the topics you will pursue during the first week of school. Then alternate the subject matter of the centers from time to time during the year.

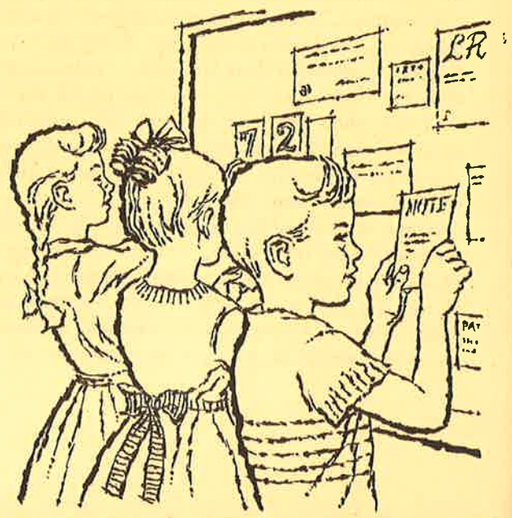
To begin the year, your social-studies interest center might exhibit children's maps of the local community as it is and as it might be, other map materials, a globe, the classbook, organized displays of "old" things and their "new" counterparts, and articles intended to stimulate interest in the initial story of the section of *In City, Town, and Country* you will use first.

You might also give thought to using your reading center to direct pupil interest to books that will reinforce your social-studies emphasis on the local community. Books that will contribute significantly to your social-studies program are suggested in your *Guidebook* under "Setting the Stage" for each section of *In City, Town, and Country*.

Bulletin boards

You may want to use the bulletin board also as a part of your planned environment for arousing interest in the study of your local community. If so, you might display on it photographs of buildings in your local community or a series of pictures showing improvements being made in the community.

You may find a flannel, stationary type of bulletin board very desirable for your social-studies program. A green felt or felt-covered asbestos table pad edged with red decorative tape is both colorful and practical for most exhibits. Materials can be attached to the flannel board without tacks or pins. You simply paste a small square of felt on the back of your display material and press the material on the board. It will stay until you remove it. You will find specific suggestions on pp. 72-73 and in the *Guidebook* for the use of the bulletin board in promoting your social-studies program.



A warm welcome

Most third-grade boys and girls remember school as a happy place where they realized success in earlier grades. Others, however, face the new year filled with uncertainty. They are afraid that the work will be too hard, they may not do the right thing, or other children or the teacher will not like them. Some fear that they will be "picked on" by older children. The newcomer to the community may feel alone and insecure.

You will want to take a few minutes on the first day to visit with the mothers accompanying the youngsters, for, like mothers everywhere, they want some assurance that the teacher is interested in their children. A brief, friendly chat can be the beginning of a coöperative relationship of primary importance in the social development of their children.

From the first, each child should have places that belong to him—a desk, a locker, a storage bin. After the children have selected their seats and arranged their belongings, tell them that the most important thing to do on opening day is to get acquainted with each other. Introduce yourself as "Miss James," or "Mrs. James," or "Mr. James," and print your name on the board, so that the children can visualize your name.

You might say that you know many of them because you have visited in their homes when an older sister or brother was in your class, or that you met them while they were in kindergarten or the first grade. But, there are a number of pupils you do not know, and you think now is a good time for each pupil to introduce himself. As each child gives his name, make sure he is heard by the other children in the room, so that they can establish a relationship between the child and his name.

If you have a large number of pupils who are not widely acquainted within the class, tell your youngsters that you think a good way to help others remember their names is to wear a name tag for a few days. As you distribute small white cards with safety pins attached, ask the pupils to print their first names on the card and then pin it on the right side of their blouses or shirts.

This period of getting acquainted sets the stage for the kind of interpersonal relationships you will be seeking to promote during the year. *The way you welcome each child, the provision you make for his seating, and your concern for remembering his name reflects your respect for his dignity and worth as an individual. What you do to help each child feel a sense of responsibility toward learning the names of others is a first step in promoting his respect for other individuals.*

AN ORDERLY PLACE TO LEARN

Very soon after school begins, you will want to familiarize the children with general school routines and the routines you have planned for their work each day. Routines eliminate the necessity for the children to repeatedly make minor decisions and foster a feeling of security. By taking time to explain to your pupils what they will do when school first begins in the morning, during recess, and when school begins for the afternoon, you eliminate many minor problems and questions. At the same time, you will need to raise the question of standards that are coöperatively planned by pupils and teacher. *Your youngsters thus begin the year with the understanding that yours is a classroom with standards—some set by the school as a whole, some set by you, and others which they share in establishing.*

Pledging allegiance

One matter that can contribute to the idea of routine is to include in your plans the morning pledge of allegiance to the flag. Explain to the children that the flag stands for our nation. When we see it, we think of this wonderful nation in which we live. When we pledge allegiance to the flag, we look at it and promise to be faithful and loyal to our nation. Establish an atmosphere of reverence, and attempt to instill in each child a love for his nation that will grow through the years.

Although many young children cannot grasp the full significance of the pledge of allegiance, this is an experience that promotes the *understanding that the flag represents our country and that pledging allegiance to the flag is one*

way that we show our love for our country. One of the values of this experience is the contribution it makes to *the basic understanding that people at any time in history and in any part of the world express spiritual impulses.*

As a result of your teaching, children should exhibit *the behavior trait of showing respect for our flag whenever and wherever they see it.*

Setting standards

If the boys and girls are to understand that *men have the capacity for self-government and that the individual has a right to participate in decisions affecting himself,* they must have opportunities, consistent with their level of maturity, to help in establishing standards of behavior and procedures.

During the first few days, you and your pupils will have to decide on acceptable procedures for going to the washroom and drinking fountain; entering and leaving the room; taking care of wraps, book bags, and lunches; disposing of waste paper; moving chairs; coming to the reading circle; checking attendance; securing and putting away books; handling tools and instructional materials; using the interest centers; and carrying on other class activities.

As standards and procedures are agreed upon, write them on the board and later transfer them to a permanent chart or the bulletin board. The chart will allow you and the children to review these standards before starting an activity and will allow the pupils to evaluate their behavior later. Since children often forget, you need to have regular evaluation periods to check their progress.

Be certain that you maintain a consistency in procedures and standards, for boys and girls must be able to depend on what was correct yesterday being correct today and tomorrow. If a change in procedures and standards is necessary, you will want to explain the reason for the change and to help the children make the adjustments involved.

Keep in mind that praise for those who live up to the standards and procedures encourages coöperation. Where youngsters willfully and persistently disregard the standards and procedures, they should be excluded from the privileges given to others until they can act responsibly.

As you help the children participate in making rules, learn why rules are necessary, and learn to carry out and obey their own rules and those made for their protection, you are *promoting the understanding that when people live and work in a group, there are rules which each member must observe.* This understanding underlies the democratic belief that people have the capacity for self-government—one of the most important values each child must acquire if he is to become a responsible and contributing American citizen.

In every society, individuals and groups have found that in order to live with other people, they must organize in certain ways, make rules which they deem important, and provide for the enforcement of these rules.

Organizing and governing have been important activities in the homes from which your children come. At school, however, a child has the opportunity to participate as a peer in formulating rules and establishing standards to guide his own behavior and that of the group as a whole.

In helping set standards for their own behavior, your third-graders will not only understand the standards better but will make a greater effort to live up to them. In guiding your pupils in establishing standards and procedures for themselves, you are contributing to *the basic understanding that organizing and governing are necessary to the living of people everywhere.*

Establishing routines

Fire and air-raid drills: You will want to establish general procedures for managing emergencies the first few days. In case of a fire, there will be no time to make alternate suggestions and decisions. The youngsters should know exactly where to line up when the signal comes; what exits to use going out of the building; why they should not run, push, or talk; and how far away from the building they should go.

In an air-raid drill, the pupils should know they are required to go to a particular place and line up facing an inner wall to protect themselves.

Washrooms and drinking fountains: Acquaint the new youngsters with the location of the washrooms and drinking fountains early in the day.

As third-graders, your boys and girls should understand that when a group goes to the washrooms or drinking fountain, each pupil must quietly wait his turn to use these facilities. They should be accustomed to, and understand the importance of, flushing the toilet after using it. Also, they should understand the need for establishing the habit of washing their hands afterwards and drying them on a paper towel which they should put in the receptacle provided.

It would be well, however, to ask the children to explain the procedure they followed the previous year in using these facilities. Throughout the discussion, make sure they understand the reason for each procedure.

Make sure that you acquaint your youngsters with the routine times for washroom and drinking fountain recesses during the day. Encourage them to take care of their needs without asking permission at other times. Most boys and girls are coöperative when they know that they may get a drink or go to the washroom without securing consent as long as they go quietly and return to the classroom promptly.

The discussion of these essential routines should *contribute to the children's growing understanding of ways the local community through the school provides for protecting and conserving health.* At the same time, *their share of responsibility for caring for public property and the need for consideration of others should be stressed.*

Recess: The children who attended your school last year should know its playground procedures and rules. A brief review of the procedures, however, will refresh their memories as well as inform the new pupils. Touch briefly on behavior in the halls, the entrance they are to use, the areas where they are to play, and the equipment they may use.

Unless the school has a rule that only teachers assigned to playground duty are to be on the playground during recess, you will find it beneficial to accompany your youngsters. After observing them at play, you may wish to discuss and organize some new playground activities and to introduce other games and ideas to help some of the youngsters participate more effectively.

You will find that some eight- and nine-year-olds need help in developing a certain amount of aggressiveness and the ability to hold their own. With your help, Johnny, who has been an outsider, might be able to teach the children a new game, or timid Susie might show the other girls how to run a Double Dutch.

Recess activities offer a good opportunity to lay the groundwork for many social understandings and to promote desirable behavior traits. Basic among these is the development of group participation and coöperation.

The lunch period: Sometimes, the noon lunch period is a problem for both the teacher and pupils, mainly because it seems less well organized than the other periods of the day. Before the first day that lunch is served at school, you will want to find out how many of the youngsters will eat at school and how many will go home. At this time, you might wish to discuss the location of the lunchroom and the regulations regarding the lunch hour.

Though the number of children staying or going home may vary from time to time, particularly during the cold weather, getting a rough idea the first day will enable you to plan things such as a place for lunch bags, the collecting of money for lunch tickets, and the like.

Though your youngsters have had at least two years in school, some will lack independence and self-reliance in this phase of their school life. It is inevitable that there will be problems and incidents. Lunches will be mixed and money and meal tickets will be lost. The group going home by trolley or bus will need you to wait with them at the stop more than two or three times. There will be days when a child will forget that he is to pick up a younger brother or sister. Though wanting to do right, eight- and nine-year-olds will often forget or neglect things.

They will need frequent reminders and kind reassurance to help them meet such situations.

The play period which follows lunch should be as well organized as a regular recess, whether the children go outside to play or return to the classroom because rain or snow interfere with outdoor activity.

The recess periods, the lunch period, and after-lunch playtime offer opportunities to reinforce understandings about the ways a local community, through the schools, provides recreation and other services. The behavior trait of assuming responsibility for making group undertakings go smoothly will also be reinforced.

Arranging furniture: From time to time, your children may need to carry their chairs or move their desks in order to participate in group discussions or committee work, a story hour, or some other activity. It is easy to overlook the fact that this seemingly simple procedure can result in pandemonium.

Since you know that children learn best when they have a real problem to solve, it might be well to make no suggestions when you ask the children to move their chairs. You will, no doubt, have noise and confusion as chairs are pushed along the floor and banged into each other, a scramble to get desired places, and finally a grouping of chairs that suits no one.

When everyone is settled, you might ask casually, "What do you think about the way we moved our chairs?" After the children have given their opinions, ask, "What might be a better way to move our chairs?" From the children's suggestions and your own experience, work out a plan that you and the group think may be desirable. Then have the children take their chairs back to their original places and try out the proposed plan immediately. If it does not work as the group anticipated, revise the plan and try again.

Once you have settled on a desirable procedure, the children may be guided in formulating a few simple rules that each person should observe when it is necessary to move chairs or other objects in the room. These might be the beginning of a list of "Our Own Rules."

Moving chairs affords an excellent opportunity for children to anticipate the consequences of behavior and to develop the understanding that when moving anything, some ways are safer and more effective than others. As you work out a plan for moving chairs, you are *promoting the basic understanding that all people at all times and in all places have created new tools and techniques to meet new demands.*

Cleaning up: At the beginning of clean-up time, review with the children where they are to put the things which they are using. Then observe closely to discover those who dawdle, those who have failed to understand, or those who have various reasons for not cleaning up as they should. You will need to help these children individually. Try to use a positive approach, for most children like responsibility and will make every effort to do a task well if they feel that they are really accomplishing something.

One teacher has a particularly successful plan for her classroom. About five minutes before it is time to clean up, she gets every child's attention and announces that in a few minutes it will be clean-up time. Five minutes later, she announces that it is clean-up time, and the children begin to put their things away. Those who finish first help those who have not yet finished. When the work is completed, she asks the children to look around the room to see how it could be made to look better. She asks those who take the poorest care of their things for suggestions. She then assigns children in groups of two, one child who is neat and careful and one who is not, to do whatever straightening up needs to be done.

In clean-up time, children should be led to see what happens if one child does not do his share of the work or if he puts things away in the wrong places. You may also find that the children will want to make some rules about clean-up time.

The experiences you provide to help your youngsters understand and participate in the establishment of routines and standards and behave in ways that are inwardly satisfying and, at the same time, acceptable in their school community should contribute to *the basic understandings that in every society people provide for protecting and conserving life and property and for organizing and governing.* These experiences should also *promote growth in the behavior traits of trying to anticipate the consequences of behavior before acting and of acting responsibly for the welfare of the group.*

A GOOD PLACE TO LIVE

A child cannot learn well or feel good about his teacher, his classmates, or his classwork unless he feels good about himself. This sense of well-being comes when a child feels that he is liked by the adults who guide his life, that he is accepted by the group of which he is a part, and that he is successful in the accomplishment of developmental tasks.

You can learn much about your boys and girls by observing their behavior and reactions at work and at play. Youngsters will evidence their lack of security in many ways—rejecting materials and ideas; showing lack of interest or attention; exhibiting restlessness, playfulness, and discouragement; avoiding group rules; disturbing and bullying others; disregarding safety rules; or paralyzing their own efforts in an attempt to reach perfection.

Continuous observation will give you valuable clues as to the children's relations with each other, the stability of their behavior, their aptitudes and interests, and their attitudes toward authority.

To know a youngster, however, you need to know and appreciate from "whence he comes"—his home and family, his previous experiences, his established behavior patterns, his values and loyalties. You also need to know his special needs, his limitations, his talents, and his abilities.

Meeting basic needs

There are many ways to foster a sense of security. Sometime during each day, try to say something to each child that will show him that you have real affection and respect for him and confidence in him. Avoid sarcasm, sharp reprimands in public, remarks designed to "cut them down to size"—anything which destroys self-respect.

You will want to accept your youngsters' feelings of hurt, anger, and disappointment and to help them find outlets for such feelings in ways that are inwardly satisfying and socially acceptable. Guide them in understanding that even when an individual is angry, he does not hurt others.

All you do every day to make your classroom a friendly, inviting place to live and all you do to promote growth in human relations contribute to the sense of security that comes from being accepted. Special recognition of birthdays brings the withdrawn, shy, friendless child into the group. Welcoming the newcomer warmly and many of the other suggestions found in *Living and Learning in Third Grade* foster the feeling of belonging and acceptance.

While the home plays the major rôle in meeting most of a child's basic emotional needs, the school carries a great part of the responsibility for fulfilling his need for successful achievement in group activity. You have the task of making sure each youngster leaves the classroom each day with a feeling of achievement and confidence in his own ability. Without this, no child can make a satisfying personal adjustment to school.

This does not mean that there must be no failures—only that failure should be balanced with success. The youngster who has difficulty with reading may do well in arithmetic. The child who does not sing well may be the one who can organize a holiday program. Ability in any type of productive or creative work is praiseworthy.

Meeting individual needs

As a result of your observations, you will be able to identify children who require special help to become productive members of the class group.

While there will be some children you can help, there will be others you cannot. The important thing is to recognize when and to what degree you can help and when it is necessary to refer a child to the school psychologist or to one of your community youth agencies.

Remember, in building up the hopes and confidence of individual children, you cannot afford to display special attention to the degree that

it will set them apart or disturb the class group. While you may understand the problems of these youngsters, the class as a group may not.

The normal child: Most of your children will be within the range of what is considered normal. The normal child will exhibit many of the general characteristics of eight- and nine-year-olds discussed under "Your Children."

During this school year, a child should progress a little closer toward accepting reality, move more from dependence and self-absorption toward independence and concern for others, take an active and coöperative part in the class group, and behave in a more acceptable and constructive way toward himself and others.

Normality, however, is highly relative. Your youngsters will be normal only in relation to other children in a similar social and cultural group. A youngster with an estimated I.Q. somewhere between 90 and 110 is considered of normal mentality in relation to children throughout the nation. But, in a classroom of thirty-five youngsters with estimated I.Q.'s ranging from 75 to 89, he is exceptional. He is also exceptional in a classroom of youngsters with estimated I.Q.'s starting at 120 and ranging higher.

Generally, deviations from the normal are neither so great nor so consistent in individuals that children who fall out of the normal range cannot adjust in a classroom group. In fact, there is no sharp dividing line between "normal" and "abnormal" or "exceptional." A child may function successfully or display unwholesome conflict depending upon the demands made on him or the opportunities given him.

In striving to provide security for all exceptional children and, particularly, in meeting the public pressure to take care of the needs of exceptionally able or gifted children, remember that most children are "just normal," but that normal children have problems they need help in solving.

The exceptionally able child: Studies indicate that exceptionally able youngsters may comprise from 15 to 20 per cent of the children in an average class. This means if you work with forty children, you may find that about six or eight will have the capacity to be among the outstanding thinkers, artists, athletes, and leaders of tomorrow.

Identifying these youngsters and helping them develop fully is an awesome responsibility. Standardized group tests and your observations must be used with caution.

Because of an emotional disturbance or an impoverished environment, a youngster may not evidence exceptional ability on a group intelligence test or exceptional achievement on a group achievement test. Group intelligence or achievement tests do not reveal special talents that are not totally dependent upon intellectual ability or unusual ability in specific areas of learning.

On the other hand, conclusions drawn from personal observations are often influenced by environmental and interpersonal factors. It is easy to think of the smiling, bright-eyed youngster who enters your classroom each morning with a sparkling "good morning" and a desire to learn and please as being exceptionally bright. The exceptionally able child is not always the model child with the good manners. In fact, he can be the youngster who does little work and is either fighting or is bored much of the time.

In considering all factors involving youngsters who seem to have a high potential for achievement, you cannot afford to give too much weight to the achievement, the conformity, the study habits, or the personality traits of the child. You will have to see through irrelevant personality factors to recognize a child's exceptional capacity. You will have to ask yourself many questions about some children with apparently average ability. You will have to be aware of the special talents and abilities a child does or does not possess.

The youngster with exceptional intellectual capacity learns rapidly and easily and reasons things out by recognizing relationships and making associations. He has a good memory and a good vocabulary and reads books one or more years in advance of the class. He consistently does work of the highest quality in his area of special ability—for consistent excellence is the hallmark of the gifted.

These are the youngsters you will want to discover, so that you may enrich their learnings to the full extent of their intellectual ability. You may feel that you have little to give extremely gifted children but in giving them your support, your understanding, and suggestions on ways to go about developing their talent, you are giving them much. Praise, appreciation, and friendly criticism will motivate them to work toward developing their abilities.

Individual research is considered the best enrichment for third-graders who are outstanding in general intelligence. After you have a conference with such a child, guide him in choosing a subject of special interest to him. He may wish to investigate how the police use radar, how machines operate, the origin of the circus, drainage in the local community, or the history of the school, the courthouse, police headquarters, or other community buildings. Suggestions for helping children secure data, organize them, and present information are given in "Learning for Oneself" in this Golden Section.



Be sure that the exceptionally able children work on some committees with average and slow learners, for children learn from each other.

You will have some youngsters especially gifted in leadership, art, music, creative writing, dancing, mechanical skills, or physical skills. While you cannot always enrich their program to the same degree as that of the youngsters who are exceptional in general intelligence, you can seek ways in which their special talents can be utilized in your social-studies program.

The slow-learning child: As with the exceptionally able youngsters, identifying the truly slow learners is far from easy. Poor school work does not necessarily indicate that a youngster has low mentality. His problem might involve emotional factors, a physical handicap, or a lack of motivation. Even a youngster who has had to repeat a grade is not necessarily a slow learner. Failure, on all levels, can break an individual's will to learn.

There are, however, children who are born with less than the average in mental capacity. These youngsters may be below average in most phases of development. The truly slow learner is unable to engage in abstract thinking on a third-grade level. He demonstrates through his actions and work that he is below the group in "common sense and reasoning." He is slow to understand and often is unconscious of breaking rules which tend to be a little complex. He is also easily confused.

By emphasizing his assets, such as his coöperativeness, or his helpfulness, or the fact that he is always on time for school, you will help the class group look on him more favorably and this in turn will help him feel more comfortable. By giving him a job like running errands, marking the weather calendar, or keeping a check on supplies, you will help him feel he is making a contribution to the welfare of the group.

A series of conferences with this youngster will help you become better acquainted. In order to plan academic work which he can successfully complete, you should know his mental age.

In encouraging the slow learner to read library books, you will want to show him interesting picture books and other easy books, but be sure to give him a chance to select any books he wants

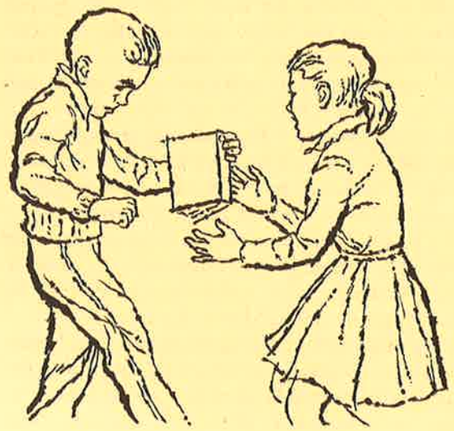
from the library table. Often, he will choose the most difficult one. But having gained a feeling of success through other activities, he will not so consistently try to use materials that are too difficult for him.

A slow-learning child cannot always be given only teaching-learning experiences which will guarantee him success. All children, sooner or later, must learn to face their limitations realistically. You can help make the slow learner's failures less damaging, however, by counterbalancing them with successful accomplishments in those areas where he can perform.

The overly aggressive child: Most teachers are familiar with the youngster who is always in trouble. He fights and quarrels, frequently lies, sometimes steals, occasionally damages property, and often refuses to participate in group activities. This is the traditional problem pupil—the overly aggressive child.

Sometimes, the child's overaggressiveness is rooted in his fast growth. Being larger and stronger than his age mates, he adopts a behavior pattern of running over them. More often, his overaggressiveness is the result of insecurity. He is a hurt child and displays his need for help by his hostility.

You will want to win his confidence by letting him know that you understand the way he feels. When he shows signs of being emotionally disturbed, try letting him work out his aggressive feelings on carpentry, clay modeling, or dusting the erasers. Once his disturbance has been "quieted," he can again give more attention to the learning task.



An overly aggressive child will improve only by stages. As he improves, he will become less destructive but still troublesome. He will interrupt you at inconvenient times or indulge in antics which will require your special attention. You will want to remember that this is still a very hurt child, and he may be testing you to see if you are really his friend. A flat "no" may undo all the work you have done. Try offering an alternative and follow through with it. You might say, "No, not now, but later." But be certain that there is a "later."

As this youngster develops a sense of security, much of his aggressiveness may disappear. You will want to keep in mind, however, that behavior patterns built up over a few years cannot be modified completely during one school term. But the destructive emotions can be channeled into productive outlets.

The withdrawn child: The withdrawn child is the left-out child. Generally, he has few friends and seldom plays with other children at home or at school. He may never participate in a discussion or volunteer to serve on a committee. He may have many fears and he may daydream excessively.

As with overaggressive behavior, there are varying degrees of withdrawal. Occasionally, youngsters who are quiet and shy at school are active and the center of their play group in their immediate neighborhood. While these children need to be observed and helped to become participating members of the class group, they may not be extreme cases.

Like the overaggressive child, the withdrawn one is disturbed. Fearful of being unacceptable to his parents and to others, he gradually gives up trying to please or get attention and gradually withdraws into a fantasy world where he can arrange things more pleasantly.

You will want to use every positive approach possible to help this youngster. Because of his deep-seated feeling of inadequacy, the really withdrawn child cannot stand having special attention directed toward him. Often, he will go further into his shell.

Many teachers have another child, who is well accepted by the class group, work with a withdrawn child in various activities. Often, a friendship develops between them which draws in other boys and girls. If the withdrawn child has an outstanding ability (many are exceptionally able), you will want to give the other youngsters an opportunity to recognize it. By placing him on committees and including him in situations which show him at his best, this child will develop a sense of adequacy and a feeling of security. Remember, each child can find his place in the group as he becomes a productive member of it.

The physically handicapped child: Children with physical handicaps in varying degrees are found in every classroom. Some may have speech disorders, hearing impairments, or poor vision, and others may be crippled. In some cases, the child's handicap is readily detectable, but in others identification is more difficult.

In working with all your youngsters, consider the possibility of an undetected handicap when you become aware of a personality maladjustment. Many children have gone through school plagued by a handicap without anyone discovering it.

Since these youngsters have the same basic social and emotional needs, the same general pattern of devlopment, and the same range of educational possibilities as the other children, you will want to think of them first as eight- and nine-year-olds and then as children with physical difficulties.

The handicapped child's problems are usually more serious if he is sensitive about his handicap. The sensitivity he may possess can be mild or severe, depending not on the severity of the disability but on the child's feelings toward it, his family's feelings toward it, and the way others react to it. For example, the child who is slightly near-sighted may be more seriously disturbed by his handicap than the one who is partially blind.

If a child's previous experiences have helped him face his handicap and accept his limitations in a way that helps him develop fully the capacities he has, he may be better adjusted than many of his peers.

Your foremost goal in helping the handicapped child is to guide him to develop a wholesome attitude toward his disability and to understand that all individuals have limitations as well as special abilities. In your classroom, there will be children who can achieve this feeling toward themselves and others who cannot. Certainly, the severely handicapped child has more limitations in the regular school program than other children, but he must be helped to live with them and to think of his disability as just another human limitation—one that he can adjust to and gradually overcome by using his other capabilities to their fullest. Third-graders usually accept handicapped children in a wholesome manner.

In general, the children in the classroom will imitate your attitude toward the handicapped child. If you feel too protective, show too much sympathy, or display a slight degree of impatience toward his inability to do this or that, the children will feel the same, and the handicapped child will react to these attitudes.

While severely handicapped children often need the provisions found in a specially equipped room, where they are with children of all ages, they also need experiences provided in a classroom of children their own age. Try to plan games which will include these children; give them opportunities to use their special capabilities in various projects and in special programs. In short, do everything you can to help these youngsters feel accepted and needed in your group.

WHERE YOU TEACH

The distinctive character of the local community in which you and your children live will have much to do with the teaching-learning experiences you provide this year.

The land, the bodies of water, the weather, the climate, and the kinds of plants and animals characteristic of the part of the United States in which you teach will influence what you will teach your children about such features this year.

The man-made features—buildings, streets, roads, and other evidence of the way natural features are being used in your local community—will also influence the content of the teaching-learning experiences you plan.

Whether yours is a rural or an urban community will make a difference in what and how much your children learn about living in city, town, and country. *Where people live makes a difference in the way the basic human activities are carried on in any community of men.*

The people, the history, the traditions, and the values of the community in which you teach will also be important factors in the teaching-learning experiences you provide. *When people live and what they believe (their values) make a difference in the way the basic human activities are carried on in any community of men.*

NATURAL FEATURES

The understandings your children will develop about the natural features and conditions characteristic of their area will depend on how you guide their observations of such features. Such understandings will also depend on how you help your children relate the man-made features found in your local community to their own lives and to the way the basic human activities are carried on in your local community.

LAND

The character and spatial distribution of the land forms in and around your local community will play a part in what and how much you will teach your third-graders about highlands and lowlands, about mountains and plateaus, about valleys and plains.

What characterizes the soil in your local community? Is it thin or rocky, hard-baked clay or rich black loam? Can you see marshes and swamps, great stretches of dry and sandy desert, or an ice-covered northern desert? The presence of minerals that are deep under or near the surface of the earth will influence what and how much you teach about these. Is there coal or oil, iron or copper, gold or silver, bauxite or uranium close by?

As you gaze out your classroom window, look from a car window while driving, or view your community and the land around it from the top of a high building, think about what children can learn about the surface of the earth this year. What relationships can they perceive between the character of the land and the way people are living in their local community?

WATER

The character and spatial distribution of the bodies of water in and around your local community will also influence what you teach. If you live in a river valley, beside a lake, or near an ocean, ask yourself how much children can learn by observing and discussing the relationships between these bodies of water and the economic structure of your local community. What can they understand about the relationship between the slope of the land and the direction of the flow of water in streams and rivers?

WEATHER AND CLIMATE

The weather and climate characteristic of your area will influence what and how much you can teach children about the relationship between weather and people's activities in your local community. Is there little or much rain? Are the winters long and cold or short and mild? Are the summers hot and long or warm and short? Or, is the weather much the same the year around? What relationships between climatic conditions and living in your local community can your pupils perceive?

PLANTS AND ANIMALS

What grows and lives on the land around you? Can you see majestic forests, scrub pines, sagebrush, cactus, or cultivated plants such as corn, wheat, rice, sugar cane, pineapples, cotton, peanuts, tobacco, potatoes, fruit trees, or truck crops? What animals roam the forests, graze in the pastures, or crowd the feeding pens? Do great flocks of ducks and geese fly north or south overhead or feed in the marshes nearby?

As you look at these features and their arrangement in the part of the earth in which your local community is located, ask yourself, "How can I guide my third-graders in the observation of these features so that they will begin to see the relationships between the land, water, weather, plants, and animals around them and the way people in this local community and county live?"

PEOPLE, TRADITIONS, AND VALUES

The democratic values that underlie our American way of life are the same wherever you teach, but the historical events, traditions, and values that are characteristic of your local community are also important.

The Indians, who once lived in your local community and those who still live there, the first settlers, and those of many nationalities who followed to make up the population today have all played a part, and still do, in the distinctive character of your community.

During the year, your third-graders will have occasion to explore the past and to find out about the Indians and about the immigrants who came to settle where they now live.

In order that you can guide your children in the investigation of other times so that they will develop a real appreciation of the part their heritage plays in the life of their local community today, it is important that you acquaint yourself with the traditions and values that are particularly characteristic of your area. For example, you will want to be alert to present-day traditions and values that have their roots in the past. The name of your local community may be of Indian origin or there may be streets named for pioneer residents of your area. As you point out such relationships, you will make your third-graders' exploration of the history of their local community much more meaningful.

If your local community is in New England, there may be festivals related to sailing, whaling, and fishing that were or are characteristic of your area. The traditions and values of the Pilgrims and Puritans, the traditions of the American Revolution, and later Irish and Jewish traditions and values will also be reflected in the activities of the people in your area.

If your local community is in New York, there will be evidence of the Indian, English, and Dutch traditions and values as well as those of the later immigrants.

If you teach in certain parts of Pennsylvania, it will be apparent that the Quaker traditions and values have left their mark, as have such groups as the Mennonites.

If you live in the South, the traditions and values reflected in your local community will depend on what part of the South your community is located. For example, along the Gulf Coast, the influence of the French will be obvious. In the mountain areas, you will observe the influence of the Scotch-Irish.

If you live in the West, you will be aware of such regional traditions as the opening of the West, the Gold Rush, and other historic events

that have put their stamp on many western local communities.

If you live in the North Central region, there are the customs, traditions, and values of Scandinavian, German, and other pioneer groups that are a part of the life of the local communities in this area.

The games, festivals, parades, places of worship, and many of the values held by the early settlers make a difference today in *how people carry on such basic human activities as providing recreation, providing education, and expressing spiritual impulses in your community today.*

KINDS OF LOCAL COMMUNITIES

The kind of a local community in which you teach is reflected in the concrete and observable man-made features found there and in their arrangement in relation to each other and to natural features. The understandings your children will develop about these man-made features will depend on how you guide their observation of the area around them.

The kind of local community in which you teach will also determine the sequence in which you teach how the basic human activities are carried on in your local community. It will also determine to some extent what you teach about products and processes. (See "Using *In City, Town, and Country.*")

If you teach in a very large city, you will be helping your third-graders compare and contrast the activities carried on by people who live in their city with similar activities carried on in a rural community and an urban community smaller than their own. If you teach in a rural community, you will help your youngsters compare and contrast the way activities are carried on by people living in their community with the way similar activities are carried on in a very large city and in a middle-sized city.

Since your local community is a part of your county—the next larger community emphasis—the children will look beyond their local community this year and examine its relationship to their county. If, however, your local community is the county seat or if yours is a rural community, your children may already be familiar with such relationships. Children in large urban communities, however, may be unaware that their city is the county seat or that the county plays a part in their lives.

It is somewhat difficult and always time-consuming to acquire the basic background information you will need to have about these different kinds of communities. You will find it helpful to have at your finger tips the basic information about rural and urban communities which follows.

RURAL COMMUNITIES

What is a rural community? Local communities are classified by the United States Census Bureau as rural or urban on the basis of population. All persons living on farms or ranches and those living in towns or villages of less than 2500 population fall in the rural classification. This rural population again is divided into two parts—farm and nonfarm. At present, the nonfarm category is larger than the farm population. It includes all persons who live in small towns, villages, or hamlets, or on farm acreage but who work in towns. This nonfarm population constitutes more than one fifth of the total population of our country. The towns and villages in which this nonfarm population lives play an important part in rural society.

In contrast to urban communities, rural communities deal more directly with the production of raw materials requiring extensive areas of land. Farming is one such activity. Lumbering, fishing, and to some extent, mining, are also productive activities that use extensive areas of the earth. Rural communities, therefore, do not have the concentration of people found in urban areas.

People who live in rural communities develop a way of life different from those in urban communities. It is less impersonal and, at the same time, more independent.

In our vast nation, there is no one sociological and economic pattern which can be used to describe the relationships of all farm and nonfarm groups. However, there are certain characteristics which the content of the "Farmington" section of *In City, Town, and Country* brings into focus. For example, this section shows how the physical spaciousness of rural life makes for lower density of population and so restricts the number of human contacts. At the same time, it shows how direct communication is relatively easy, thus making for greater depth in human relationships. It shows, too, how social, economic, and political organization within a rural community group is simpler and not nearly so specialized as in an urban community.

The seeming lack of unity between the people living in Farmington and those living on the surrounding farms is another common characteristic. While the people in these two rural groups do constitute a rural local community, such a community is not recognized in the legal and political structures of our day. Rather, the two groups come together informally and voluntarily because of their interdependence and their mutual need.

At the turn of the century, most small towns were the business and social centers of rural local communities. With the improvement of roads and improved communication and transportation facilities, this is not necessarily true today. Many small towns are losing business and population to larger towns and cities. Exceptions to this trend are the county seats, which are growing faster than other comparable centers of the same size.

It becomes apparent in the story development of "Farmington" that a small town can continue to play an important rôle in a rural community only to the extent that its businesses are supported by its own residents and by the farmers in the surrounding countryside.

What businesses are typically carried on in such towns? Manufacturing is high on the list, but this includes the work of such artisans as carpenters and masons. Industries connected with processing food, such as poultry plants, are becoming increasingly important. Food- and fiber-processing plants of every kind are tending to move into the larger villages and small towns. Larger canneries and dairy plants are replacing the neighborhood or small village unit. In addition to food-processing, small-town industries include lumber, textile, and paper mills and so indicate that small-town industries are directly associated with agriculture and forestry.

Trade or merchandising is also of basic importance in the business of a small town. It provides the townspeople and farmers with staple groceries, farm machinery, gasoline, hardware, and certain types of furniture and clothing. It also provides banking and marketing and such services as dry-cleaning establishments and beauty and barber shops. The weekly newspaper, the library, the schools, and some forms of recreation are also centered in the town.

What trade is carried on in agricultural cities and towns? A recent survey[5] indicates that nearly one third of all retail sales were made in towns and villages of less than 10,000 population. However, this same survey showed that one third of the purchases by farmers were made in cities of 50,000 population or over. This was particularly true in the case of specialized items such as ready-to-wear clothing.

What town and country relationships exist? Country people are not so dependent upon any one center for business and other services as they once were. The still-developing methods of transportation and communication, however, lead to a continuous intermingling of town and country relationships.

The country relies increasingly on the village or town for many services, such as merchandising, recreation, and education. The town is more and more dependent on the country for trade, raw materials, and patronage of its institutions. Because merchants and other people engaged in business in small towns recognize this, they organize "buy-at-home" campaigns and develop shopper service sheets which are mailed to every R.F.D. box in the area. As a result, the town-country community is evolving. Sociologists, however, emphasize the need for coördinated local action through volunteer organization in the development of such communities.

> Traditionally, the rural community had elements of individualism and of competitive independence. Under modern conditions it has an opportunity to work out another way of living....the opportunity is present for a greater awareness of local needs and for co-

[5] Kolb, John H., and Brunner, Edmund deS. *A Study of Rural Society*, Boston: Houghton Mifflin Company, 1952, p. 200.

ordinated efforts to meet them. To accomplish this, as Sanderson[6] says, a desire for unified action is imperative. The promotion of the common welfare can be made the goal of the community only as it becomes more self-conscious and gradually assumes self-direction.[7]

"Farmington" shows the action involved in the development of the town-country community. It should be remembered that the same type of cooperative effort is essential to the welfare of any local community, and every third-grader should be helped to understand how coöperative action is contributing to the welfare of his own local community and so to his own welfare and that of his family.

URBAN COMMUNITIES

What is an urban community? An urban community may be defined in terms of the concentration of population and of the productive activities and the services that are carried on within it. The productive activities are those that involve the processing of raw materials.

The goods to be processed have to be brought to a particular location. Services also have to be performed at specific locations. Thus, there is a centralization rather than a dispersion of all the basic human activities and a resulting concentration of population. Urban communities become larger as more and more people come together to produce goods and services at a given place.

As urban communities grow, areas of specialization develop. Commercial and governmental activities are carried on in one part of a city and industrial activities in other parts.

Different kinds of residential areas, such as apartment house and house-and-yard neighborhoods, develop and large concentrations of different ethnic groups are more likely to be found in urban communities than in rural communities.

In order for a city to function well there must be an adequate system of connected transportation and communication facilities.

In order to produce and exchange goods and services, urban communities must also be linked by transportation and communication with other places, both rural and urban, beyond the immediate urban complex.

METROPOLITAN AREAS

It is important in many types of social and economic analyses to consider as a unit the activities of a contiguous group of local communities which form an integrated social and economic system. So that needed statistical data for such units might be presented on a uniform basis, the Federal Committee on Standard Metropolitan Areas established the now well-known "standard metropolitan area." Definite criteria were adopted and used for this purpose. The map on page 103 identifies and locates the 168 standard metropolitan areas as determined by the committee on the basis of the 1950 census figures.

Except in New England, a standard metropolitan area is a county or a group of contiguous counties, metropolitan in character, which contain at least one central city of 50,000 inhabitants or more.

In New England, the standard metropolitan areas have been defined on a town rather than on a county basis, but essentially the same criteria have been applied.

The majority of the metropolitan areas also include from one to several additional cities which vary greatly in size. In such cases, the largest city is the principal central city. Then, in terms of the established criteria, as many as two others can be defined as central cities and their names included in the name of the area. San Francisco–Oakland in California and Albany–Schenectady–Troy in New York are cases in point.

Standard metropolitan areas can also cross state lines, as in the case of the Wheeling, West Virginia–Steubenville, Ohio area. The New York City–Northeastern New Jersey area is the only standard metropolitan area where the names of the smaller central cities, Jersey City and Newark, do not appear in the area's official name.

Just as local communities differ, these standard metropolitan areas likewise differ in land area, total population, density of population, and the number and size of the various cities, towns, and villages included. However, all standard metropolitan areas are likely to include three elements, namely, a large central city, one or more smaller municipalities, and patches of unincorporated territory. All such metropolitan areas are likely to have begun in much the same way, with the principal city establishing itself as a center for marketing, accompanied by rapid development of manufacturing and transportation. All such areas are also likely to be expanding, for commerce and industry continue to be of vital importance.

Other factors also contribute to the growth of standard metropolitan areas. For example, such centers provide unlimited opportunities for specialization and so attract leaders in the professions, in the arts, and in the sciences. At the same time, they make possible an endless variety of commercial amusements—the theater, the opera, the art gallery. The most rapid growth in these metropolitan areas usually takes place in the towns and cities surrounding the principal city.

While the principal city, as well as each of the other cities and towns in the area, comprises a local community, all these local communities are interrelated in a great many ways.

The many and varied local communities in a metropolitan area face countless common problems. As more and more people travel from one to another of these local communities, and particularly as they travel in and out of the principal city, the facilities for public transportation soon prove inadequate. Moreover, to accommodate the ever increasing number of cars and trucks used for private transportation, streets need to be improved, expressways need to be built, and additional parking space needs to be provided.

With the increasing population, water supply and sewage services need to be enlarged and changed as do the protective services, particularly those relating to police, fire-fighting, and health. In like manner, prevention and control of air pollution is a problem which no local community in a metropolitan area can solve alone.

If you live in a metropolitan area, you are aware of the efforts being made to solve some of its problems. Newspapers and magazines regularly report the plans and progress of committees, commissions, or other organizations which have been formed to solve these problems.

This has not always been so. Too often, residents of the principal city have resented the cost to their own local community of changes which they have felt the people living in the surrounding communities have made necessary. Moreover, because their own local community is very large and complex, they have felt little responsibility for the larger metropolitan area.

At the same time, people living in the smaller local communities have tended to isolate themselves from the problems and responsibilities of the central city while enjoying all the advantages of the metropolitan community, including the opportunities to work there. They have wanted also to be free from community problems viewed in metropolitan terms.

However, changes are taking place. More and more people living in the various local communities are coming to realize that it is impossible to avoid the problems and responsibilities of the larger metropolitan community. They are beginning to see that they can preserve the values associated with their local community and, at the same time, bring into being the organizations needed to cope with the problems of the larger metropolitan area.

If your local community is part of a large metropolitan area, you have noted, no doubt, that almost all the daily newspaper editorials and news items give some indication of the welding together of this emerging community.

YOUR COUNTY

In that series of communities between his neighborhood and his state, almost every child is part of a county community. (In Louisiana, the term *parish* is used rather than county.)

Studies show that the number of counties in the United States has stabilized at a little more than 3000. The studies also show an increase in, and concentration of, agencies at the county level —such as health services, agricultural extension services, and educational, library, and recreational services.

[6] Sanderson, Dwight. *The Rural Community*, Boston: Ginn and Company, 1932.
[7] Kolb and Brunner. *op. cit.*, p. 470-471.

Every county has a courthouse located in the county seat. Among the government responsibilities carried on by all counties, one finds provision for election machinery, the assessment and collection of taxes, the administration of justice through the courts, the protection of persons and property through law-enforcement agents, and the recording and custody of such legal documents as deeds and birth certificates.

While the pattern varies from state to state, counties are usually responsible to some degree for educational, library, health, and welfare services; for agricultural and conservation services; for the construction and maintenance of county roads and bridges; for the establishment and maintenance of county parks; and for land zoning.

In studying the functions performed by your county, you will no doubt find that there is a duplication of services, an overlapping of jurisdictions, and a lack of coördination between the county and the local communities within the county in the performance of certain functions. Throughout our nation, these are problems to which attention is being given by many groups.

You will need to learn all that you can about the functioning of your own county so that you can help your third-graders:

Perceive the spatial relationship of the community in which they live to the county community of which it is a part.

Know and appreciate the services provided by their county government which contribute to the welfare of their local community.

Understand and appreciate the specific ways in which the functions of the county are related to their own lives and to the lives of other members of their families.

Know and understand the functions of private business, professional, and welfare organizations that have *county* as part of the name.

YOUR SOCIAL STUDIES PROGRAM

The selected and directed teaching-learning experiences that you provide in social studies this year will emphasize the city, town, or village of which your neighborhood (school district) is a part and the larger county community of which your local community is a part. As the children learn how living goes on in these communities, their attitudes will change and so will their behavior. And at the same time, as members of their family, their school, and their neighborhood communities, they will continue to add experiences to those which they have already accumulated. So, before you begin planning your year's program for which *In City, Town, and Country* provides the springboard, you will want to acquaint yourself with the social-studies experiences your children have had during their two or three previous years in school.

GLANCING BACK

From birth, your boys and girls have been learning to live with others in a family group. Upon starting school, they began learning to live with others in a school group. Last year, they began going alone to the store, library, playground, and other places in the neighborhood; thus, they began to assume simple responsibilities as members of their neighborhood community. These groups are the first groups to which children belong and to which, with or without guidance, they must learn to adjust. Moreover, children's problems in learning to adjust loyalties and behavior to the demands of these three groups are complicated. For these reasons, The Basic Social Studies Program of the Curriculum Foundation Series for Grades One and Two took as its emphasis the universal centers of home, school, and neighborhood.

COMMUNITIES EMPHASIZED

For the first few months in first grade, as described in *Between Two Worlds*,[8] the social-studies program was based on those experiences which normally occur in the first-grade classroom.

This program was followed by organized learning experiences which emphasized living in family groups. The content for the home and family community emphasis came from two sources: (1) the text and pictures found in *At Home*,[9] which describe the members of the Hall family as they engaged in the basic human activities, and (2) the everyday experiences of children as members of real families.

During the latter part of the school year, the teaching-learning experiences concerned with living in the school community constituted the social-studies program for your boys and girls. *At School*[10] and the events occurring in the children's own school formed the content for the school community emphasis. From both sources, the children acquired understandings, attitudes, values, and behavior traits that contributed to responsible citizenship. At the same time, readiness was established for a better understanding of the neighborhood community of which the children's homes and school are a part.

[8] Hanna, Paul R., and Hoyt, Genevieve Anderson. *Between Two Worlds* in Teacher's Edition of *At Home*, Chicago: Scott, Foresman and Company, 1956.

[9] Hanna, Paul R., and Hoyt, Genevieve Anderson. *At Home*, Primer of The Basic Social Studies Program of the Curriculum Foundation Series, Chicago: Scott, Foresman and Company, 1956.

[10] Hanna, Paul R., and Hoyt, Genevieve Anderson. *At School*, Book One of The Basic Social Studies Program of the Curriculum Foundation Series, Chicago: Scott, Foresman and Company, 1957.

Emphasis in the second grade was on how the basic human activities are carried on in the children's own neighborhood community. The content of this emphasis came from three sources: (1) *In the Neighborhood*[11] with its accompanying *Guidebook*, (2) the teaching-learning experiences suggested in *Living and Learning in Second Grade*,[12] and (3) the everyday experiences of your pupils as members of their family, school, and neighborhood communities.

The understandings developed, the thinking abilities promoted, and the attitudes, values, and behavior traits stressed as children explored living in their own and other kinds of neighborhoods laid a foundation and developed readiness for the study of the local community this year.

UNDERSTANDINGS DEVELOPED

While all people carry on the same basic human activities, the way these activities are carried on depends on *where people live (geography), when they live (history), and what they believe (their values).*

The understandings developed through the teaching-learning experiences provided in first and second grades included understandings about land, water, and weather; understandings about plants and animals; understandings about the basic human activities and the way these are carried on in the children's home, school, and neighborhood communities; understandings about other times and change; understandings about different kinds of neighborhoods; and understandings about maps and directions.

[11] Hanna, Paul R., and Hoyt, Genevieve Anderson. *In the Neighborhood,* Book Two of The Basic Social Studies Program of the Curriculum Foundation Series, Chicago: Scott, Foresman and Company, 1958.

[12] Hanna, Paul R., and Hoyt, Genevieve Anderson. *Living and Learning in Second Grade* in Teacher's Edition of *In the Neighborhood,* Chicago: Scott, Foresman and Company, 1958.

Land, water, and weather

In previous years, as children were helped to observe the natural environment of their home and school communities, they developed understandings about the ways weather affects some of the activities carried on at home and at school.

In second grade, their observations and study of the neighborhood included developing an awareness of the variation in the land's elevation, of bodies of water, of the effect of rain or the lack of it, and of signs of erosion. By getting the feel of walking up and down the slope of a street, they developed an awareness of the slope of the land. Children also found out how the slope of the land determines drainage.

Their observation of weather in their neighborhood and their keeping of a log of the seasons developed understandings about weather and how it affects living in their neighborhood.

Plants and animals

In first grade, children observed and discussed the plants and animals found in their home and school communities.

In second grade, they observed and were helped to develop understandings about plants and animals raised in and around their neighborhood; the sequence of preparing the ground, planting, and harvesting; and how plants and animals raised in their neighborhood are used.

Basic human activities

The specific understandings which children bring to the study of their local community and their county will depend on the kind of neighborhood in which they live. The understandings given below about the ways people living in the family, school, and neighborhood communities carry on each of the basic human activities are typical of those which most children will have developed.

Protecting and conserving life, health, property, and resources: The family protects its members by providing shelter, safety precautions, and health services. The family conserves property by caring for and repairing the house, furniture, car, toys, and other property.

Schools protect pupils through safety measures such as safety patrols and fire drills. They conserve life, health, and property by providing safety programs, health services, and regulations for the welfare of the children and the care of the materials and equipment they use.

Neighborhoods provide fire protection, police protection, and other ways of protecting and conserving life, health, and property.

Producing, exchanging, and consuming goods and services: The family may have a vegetable garden. The family may freeze or can the food produced. The family may make clothing or other things used in the home. In most families, each member is responsible for doing certain things which provide the family with money, goods, or services.

Children make and use things at school such as maps, booklets, presents, or furniture. Different members of the school staff provide special services for the school.

The people who work on farms or in factories, shops, stores, and other places of business in the neighborhood produce goods or provide services in exchange for money. People use this money to buy goods and services they need, want, or enjoy.

Transporting people and goods: Family members go from place to place by bicycle, automobile, bus, boat, and the like.

Schools transport pupils and staff members by buses and cars and transport equipment by trucks. Supplies and materials are moved from room to room.

People, goods, and services are transported in the neighborhood by buses, trucks, cars, trailers, and in other ways. Many people make a living by transporting people or goods and by maintaining different means of transportation.

Communicating facts, ideas, and feelings: Facts, ideas, and feelings are communicated in the home through a baby's cry, everyday conversation, the telephone, or perhaps notes left on a bulletin board or chalkboard.

Members of the school community communicate with each other by talking, reading, and writing and by using intercommunication systems and in other ways.

Neighbors communicate with each other by talking and through club meetings, public gatherings, newspapers, telephone, exhibits, and fairs.

Providing education: Parents provide education in the homes by teaching their children how to walk, talk, play, and help with the work and by teaching desirable behavior. Parents also teach their children by reading to them and by taking them to libraries, museums, and other places of learning.

Schools provide education through organized programs of teaching-learning experiences and the use of instructional materials.

The neighborhood community, of which an elementary school is the center, provides education through the school, neighborhood houses, art centers, and libraries.

Providing recreation: Families have picnics, go swimming, boating, riding; provide play areas for their children; and attend movies, concerts, theaters, or baseball and basketball games. Parents take children to amusement parks and on sightseeing trips.

Schools teach games, have social hours and assemblies, and furnish equipment for play at recess periods.

Neighborhoods maintain play areas, parks, swimming pools, motion-picture theaters, and other places of amusement.

Organizing and governing: Families establish rules for things such as getting work done, for playtime and bedtime, and television viewing.

The schools establish routines and rules that all members of the school community observe and organize groups such as the student council and the safety patrol. Class groups help establish rules and procedures for their own conduct, plan and organize committees for specific projects, and choose leaders and organize groups of different kinds.

Neighborhoods have rules for health and safety and organize councils, committees, and campaigns.

Expressing spiritual and esthetic impulses: Families improve the appearance of their homes, landscape their yards, play musical instruments, and sing. Many families attend church and offer prayers at home.

In school, children salute the flag and learn how to show respect for it. They look at beautiful pictures, listen to beautiful music, draw and paint pictures, and sing and dance.

There are places of worship, gardens, and beautiful spots in the neighborhood. Drives are often organized to improve the appearance of the neighborhood. Neighborhoods hold art and flower shows and coöperate in church activities.

Creating and producing new tools and techniques: Families sometimes make their own furniture, storage cabinets, and lawn equipment to suit their particular needs. This often saves money which can be used for other purposes. They work out new techniques for handling their daily living more effectively.

In school, class groups make things such as bookcases, chairs, play equipment, and movie boxes out of various materials and plan procedures for solving their problems.

Neighborhoods work out new ways of providing play areas, improving yards, arranging baby-sitting exchanges, and employing new tools to meet new needs.

Maps and directions

The ability to interpret and use maps and to use cardinal directions in describing locations was promoted by developing both understandings and skills.

Maps: In the first and second grades, children were helped to develop the following map understandings: A picture map of a home and yard, of a farm, of school grounds, or of a neighborhood shows the natural and man-made features as if we were looking down on them from an airplane. A picture map shows how natural and man-made features look and where they are in relation to each other. A map is a representation of an area much larger than the surface of the actual map. Maps of the same place may show different things. A map shows the direction places and things are from each other.

Directions: In second grade, children were helped to acquire the following understandings and skills about cardinal directions: In order to know and be able to tell others what direction one place or thing is from another, it is necessary to have a system that does not depend upon the position of any one person but is based, instead, on the sun which everyone sees. By looking at the sun at a given time of day and relating its position to one's own body, one can determine where north, south, east, and west are.

Other times and change (history)

Even before the children came to school, they were having experiences that contributed to readiness for history. In first and second grades, these experiences were capitalized upon and extended to develop simple understandings that contributed to an awareness of change, an appreciation of the need to anticipate change, and a beginning realization of the importance of thinking and planning ahead so as to affect change in a personally and socially acceptable manner. These experiences also contributed to children's understanding that *the time people live in makes a difference in the way they carry on the basic human activities.*

In the first and second grades, children acquired such understandings as the following: Families change when a new member is added. Children and adults get older every year. Some homes are very old; others are very new. History is a record of what people have done and of the changes they make in the way they live and do things. Some schools are very old; others are very new. A child's parents and grandparents may have gone to the same school the child attends. A record of a trip taken or a record of special events in the order that they occurred is really history. Often people think they will not like new things or a new way of doing something, but sometimes they find that they like the new things or new ways of doing things better than the old. Schools and other things in the neighborhood may change in different ways. Old things are interesting and often beautiful. All things grow old, and new things and new ways of doing things take the place of the old things and the old ways.

People who lived in a place many years ago had different kinds of tools and ways of doing things, but they carried on the same basic human activities as we do today. Knowing how changes occurred in your neighborhood helps you understand the part history plays in all our lives today. Neighborhoods are constantly introducing new equipment and new methods that give the people who live there quicker and better service.

Kinds of neighborhoods

Children had experiences that not only helped them understand how the basic human activities are carried on in their own neighborhood, but they also had experiences that helped them develop an awareness of how people in different kinds of neighborhoods live. While engaging in teaching-learning experiences growing out of their use of *In the Neighborhood*, children developed an awareness of living in old, crowded neighborhoods near factories, house-and-yard neighborhoods, apartment-house neighborhoods, rural neighborhoods, and new neighborhoods. These experiences provided background and established readiness for the understandings you will develop this year about local communities made up of these different types of neighborhoods.

THINKING ABILITIES AND SKILLS PROMOTED

In earlier years, along with learning how people live and how they carry on the basic human activities in their home, school, and neighborhood communities, your children were growing in their use of the thinking abilities involved in solving problems. Examples of how these abilities were promoted in the first and second grades follow.

Thinking abilities

Making associations: In the first grade, the children associated their immediate family with other relatives, themselves with their parents, and members of their family with various household chores. They also learned to associate old things and ways of doing things with their newer counterparts. They learned to associate individual children in school with classroom groups and staff members with particular services.

In second grade, they associated certain natural features with prevailing conditions, such as wet soil and erosion with heavy rain; weather with seasons; types of plants and animals raised with land, water, and weather; old things with the time in which they were used; and organizations with the services performed by them, such as the police department with protection and factories with production.

Perceiving place, size, and space relationships: In first grade, children perceived place, size, and space relationships by observing their home and school communities and by interpreting simple picture maps of their homes and school.

In the second grade, they deepened their perception of these relationships by observing and by making and reading simple neighborhood maps.

Perceiving sequential relationships: In first grade, children noted the times of their daily activities at home and at school and identified periods of time with the school day, the school year, and their own life span and those of their parents and other relatives.

In the second grade, they perceived the steps involved in the process of raising corn and the process of making new streets.

Perceiving part-whole relationships: In first grade, children grew in their ability to recognize their relationship to their families and to their class group and the relationship of their class to their school.

In second grade, they grew in their ability to relate natural and man-made features with specific neighborhoods and various parts of the neighborhood.

Perceiving cause-effect relationships: In first grade, children were helped to understand why rules are necessary in home life and school activities and the reason for the need to "give and take" in their play at home and at school.

In second grade, they were helped to understand why neighborhood rules are necessary and why it is important for each person to observe these rules.

Perceiving class relationships: In first grade, children grew in their ability to see class relationships as they put toys, art materials, and books of the same kind in groups and listed committees according to their functions.

In second grade, they continued to grow in this ability as they classified services such as fire protection, library service, branch post-office service, and the like. They also learned to classify crops by their uses, types of public service, methods of communication, and kinds of transportation in their neighborhoods.

Anticipating outcomes: During their first year, the children grew in their ability to anticipate outcomes as they participated in committee work, discussed trips, and helped make rules for their own behavior.

This ability was further developed in their second year as they planned projects and evaluated their behavior as well as their work.

Making judgments and drawing conclusions: In first grade, children grew in their ability to make judgments and draw conclusions by interpreting the action of story characters, by discussing family problems in their homes, and by working out daily classroom problems.

In second grade, this ability was further promoted as the children made judgments and drew conclusions regarding their trips and the ways the basic human activities were conducted in their neighborhood.

Generalizing: In first grade, children made such generalizations as: A family provides food, clothing, shelter, and protection for its members; children need the guidance of parents; animals and birds need shelter; schools provide fire alarms and other safety devices for the protection of everyone in school; similar classroom activities take place in all schools.

In second grade, they formulated such generalizations as: All people living in our school district are members of our neighborhood; people in neighborhoods throughout the United States and other parts of the world do the same things we do, but they may do these things in different ways because of where they live; neighborhoods change in many different ways; we should try to look forward to and accept changes that need to be made; when our grandparents were children, they did many of the same things we do, but they did not have many of the things we have today, so they did some things in different ways.

Remembering: In both first and second grades, the children grew in their ability to remember by observing carefully; by forming vivid sensory images; by grasping the main idea of a landscape, experience, or printed selection; by making associations; by perceiving the relationship of details to each other and the main idea in their teaching-learning experiences; and by summarizing and organizing for the specific purpose of remembering.

Experiences in both first and second grades that promoted this ability included taking trips, making a model of the neighborhood, making and using maps, making a log of special events, making a movie and presenting information gathered from listening, observing, and reading.

Map-reading skills

The following map-reading skills were promoted as children had experiences in carefully observing their homes and school and as they made and read simple maps of their own yards, the school yard, and the neighborhood.

Observing: Children grew in their ability to observe through experiences designed to serve specific purposes, such as identifying evidences of the basic human activities being carried on in the school and neighborhood communities and identifying evidences of seasonal change, slope of the land, surface features, and the like.

By observing actual and pictured areas, the children were helped to grasp the main idea, note details, and perceive relationships between various features as a basis for making and interpreting maps.

Associating imagery and map symbols: In first grade, pupils grew in their ability to interpret maps as they were helped to associate imagery with real objects and places such as their homes and school and to understand that a picture map can show where real buildings and objects are located in relation to each other.

This ability was promoted further in second grade when children actually made and read maps of their neighborhood and were able to associate imagery of the real places with semi-pictorial representation of places in their neighborhood.

Perceiving place relationships: Children were helped to perceive place relationships in terms of the following:

Relative position: In first grade, children were helped to identify the relative position of the furniture in the classroom to the front, back, side, or center of the classroom; the relative position of their home to the nearest street lamp; the relative position of their classroom to the other classrooms in the school; the relative position of their section of the playground to other sections of the playground or to the school.

In second grade, they extended their skills as they were helped to identify the relative position of their school in relation to their homes and the position of the sun to the time of day.

Relative distance: In first grade, children were helped to estimate the relative distance (near, nearer, nearest; far, farther, farthest; close, closer, closest) from the kitchen to the living room and from the kitchen to the other rooms in their homes; from a child's desk to the teacher's desk and from one desk to other desks in the classroom; and from their classroom to the washroom and from their classroom to all the classrooms on their floor.

In second grade, they extended their skills as they were helped to estimate the relative distance from their homes to the school; from their homes or school to the stores in the neighborhood; from their homes to other homes; and from the fire station to their homes or to the school.

Relative direction: In first grade, children were helped to identify the relative direction (to the right, to the left, in back, in front) of their homes to the school, of their desks to the chalkboards and the interest centers, and of the windows to the teacher's desk in the classroom.

In second grade, they were helped to identify the relative direction of the sun to their bodies and different features in the neighborhood, the neighborhood buildings to each other, and their homes to the shopping center.

VALUES AND BEHAVIOR TRAITS EMPHASIZED

Your children's various teaching-learning experiences in the first and second grades developed their appreciation of the ideals and values that underlie our way of life and strengthened behavior traits such as the following: showing respect for the flag; respecting the rights of others, including their right to be different; taking turns in group work, class discussions, and play activities; showing consideration for the feelings and opinions of others; obeying safety rules; participating in the making of rules; living up to rules agreed on; trying to anticipate the consequences of behavior before acting; acting responsibly in the care of public property as well as their own personal property and the property of others; accepting the decision of the majority and working responsibly to carry it out; making adjustments that are personally satisfying and socially acceptable; and showing concern for the happiness of others.

LOOKING AHEAD

Now your third-graders are ready to move on to the next emphases of your basic social-studies program and to learn how the basic human activities are carried on by people in the children's own local and county communities and in metropolitan areas.

COMMUNITIES TO BE EMPHASIZED

Because eight- and nine-year-olds still learn best through first-hand experiences in their immediate environment, the third-grade emphases do not reach out to stress life in the state, region, nation, associations of nations, and the world. Rather, the emphases are on those several expanded communities that involve more than the neighborhood community and yet are smaller than the state community.

By local community we mean the several neighborhoods that make up the village and its related open country, or the neighborhoods that make up the town, or the neighborhoods that together form the city.

Almost every child is a part of a *county community*. So you will help your third-graders understand how the basic human activities are carried on by the people in their own county and help them see the place of the county community in the expanding communities of which they are members.

Many children are also members of local communities that make up the complex of communities that we call *metropolitan areas*. The map on page 103 of the *Guidebook* locates the standard metropolitan areas in the United States. If you teach in a metropolitan area, you will also help your children understand some of the interrelationships of the local communities comprising the area. You will do this as you help the children see how nearby local communities affect the ways in which the basic human activities are carried on in their own community.

The Chicago Metropolitan Area or Greater Chicago, for example, is made up of the city of Chicago itself and the many cities, towns, and villages north, south, and west of Chicago.

Evanston, the first local community north of Chicago, is a city of almost 80,000. The parents of Evanston children, however, work in many different local communities. Some work in Evanston, many work in Chicago, others work in the small factories and other industries found in Skokie, Lincolnwood, and many of the villages, towns, and cities that make up the Chicago Metropolitan Area.

Families living in Evanston go to Chicago to the theater, the symphony, the zoo, the Museum of Science and Industry, and similar places of interest. On the other hand, Evanston families may go to a concert at Ravinia or to the summer theater. Both are in Highland Park, a small local community in this metropolitan area.

Some Evanston children need only to cross a street to go to a drugstore in Chicago, a super market in Skokie, or the Coast Guard Station in Wilmette. Moreover, young people in some of the local communities around Chicago go to high schools which are located in other local communities. For example, the boys and girls from Wilmette, Kenilworth, and other local communities, attend the New Trier High School in Winnetka. People from Chicago also work in suburban villages, towns, and cities and go to a concert or summer theater in Highland Park and to Harms Woods forest preserve in Skokie.

YOUR PROGRAM

As in the first and second grades, your social-studies program for the year is the selected and directed teaching-learning experiences you provide. This program includes many and varied kinds of content. It includes the *understandings* children develop. It includes the *thinking abilities* and the *skills* promoted. It includes the *ideals* and *values* children live by and the *attitudes* and *behavior traits* they acquire.

Part of the content of your third-grade social-studies program comes from the pictures, maps, and text in *In City, Town, and Country*. This content provides a common experience centering on the local community and county emphases for all children in your group. It provides balanced and coördinated content in geography, history, government, economics, sociology, and other social sciences as they apply at a third-grade level. It serves as a springboard for the teaching-learning experiences you will develop during the year. This balanced and coördinated content insures sequential growth in understandings, thinking abilities, skills, values, attitudes, and behavior as children progress from year to year in ever deeper and broader understanding of the ways people carry on the basic human activities of living in the expanding communities of men.

Important as its contribution is to your social-studies program, *In City, Town, and Country* (or any other basic text) cannot provide all the content children need and should have to understand the local and county communities. The content of your program comes also from the models, pictures, exhibits, maps, and other materials you have collected over the years. The materials you have collected for your study of Indian life, pioneer life, transportation, communication, community workers, and other facets of living in your local community will have a place in your social-studies program this year.

The content of your program comes also from the books that your children will read and those that you will read aloud to them. It comes from the news pictures, the films, filmstrips, maps, globes, models, and exhibits you will use this year.

The content comes from the community resources you will use when you take trips, or invite resource persons to talk with the children, or when you guide the children's individual observation and exploration of their local and county communities.

Equally important is the content that comes from the daily experiences of your children. These experiences include those they have had and are having as they go from place to place in their local community, in nearby local communities, in their county, and beyond. Included also are the observations they make, the conversations they carry on, the movies they see, the radio programs they hear, and the television programs they view.

Children's experiences in clubs, civic groups, and church groups are also part of the content of your program. The parades, festivals, and community celebrations that children observe or in which they participate all provide vital content for your program.

What parents tell their children at home and the books, magazines, and newspaper articles they read to their children are part of your content. Grandparents' tales of other times, big brothers' or sisters' shared experiences—these, too, are part of the content of your program.

Understandings

As you glanced back over the understandings that children who are growing up with The Basic Social Studies Program of the Curriculum Foundation Series have developed, you saw how your program built understanding upon understanding as children progressed from home, school, and neighborhood community emphases to your local community, county, and in many schools metropolitan emphases. This year you will build upon these understandings that the children have acquired to develop the understandings set forth in your *Guidebook* for each section of *In City, Town, and Country*.

After this year, the children will need to rely more and more on vicarious experiences to develop understandings about places and times they have not seen and cannot experience directly. The vividness of their vicarious experiences will depend in a large measure on what children bring to them. For this reason, it is crucially important that they develop clear understandings and arrive at sound generalizations about living in their own local community. The understandings indicated in your *Guidebook* are all-important. If children are to understand living in other local communities, in their state, nation, and in other parts of the world, they must develop these understandings about the local community or county in which they live.

Thinking abilities and interpretative skills

Whether children develop the full potential of their ability to think clearly, logically, and critically depends on many things. It depends on the kinds of content they are expected to interpret. It depends on how you guide their interpretation of landscapes, pictures, maps, and printed text—how the teaching-learning experiences you provide promote the ability to think.

Again in your *Guidebook*, in this Golden Section, and in this edition of *In City, Town, and Country*, you will find helpful suggestions and carefully phrased questions designed to promote the thinking abilities and interpretative skills set forth in your *Guidebook*.

Values and behavior traits

Unless children acquire the values and exhibit the behavior that underlie our way of life, the goal of your social-studies program—*responsible citizenship*—will not be realized.

Once more your *Guidebook* and this Golden Section provide specific suggestions for developing teaching-learning experiences that will help you inculcate democratic values, moral and spiritual values, and behavior traits that are characteristic of responsible citizenship.

Before you go on, take a few minutes to explore *In City, Town, and Country*. Read the overview of each section in your *Guidebook;* skim the statement of purpose, the understandings, the thinking abilities, the values and behavior traits at the beginning of a few selections. Read the last section of this Golden Section, "Your Goal—Responsible Citizenship," before you read "Your Program at Work" to see how your work this year can contribute to this goal.

YOUR RESOURCES

This section of *Living and Learning in Third Grade* includes specific suggestions for using the resources at your command and providing a wide variety of ways for your children to learn. It is a section to which you will be turning often as you plan selected and directed teaching-learning experiences in social studies this year.

Your resources for this year include the children's text, *In City, Town, and Country*, and your Teacher's Edition which includes this Golden Section, *Living and Learning in Third Grade;* your *Guidebook;* and your edition of *In City, Town, and Country* with questions and suggestions printed in blue type. Your resources also include materials you have previously collected; the school's books, pictures, films, filmstrips, and the like; your local community and county; people; events; and the parents of your children.

USING *IN CITY, TOWN, AND COUNTRY*

If you have not done so, read the letter to the boys and girls on pages 4-5 of *In City, Town, and Country*. Examine the pictures and read the text which introduces each of the first three sections, "Metropolis," "Middletown," and "Farmington." Glance through each of these sections so that you will be able to guide your youngsters as they select the local community with which they will begin their year's study.

Then, examine the two pages at the beginning of "All Together," the fourth section, which develop understandings of the interdependence of local communities.

Finally, turn to the last section, "In Your Local Community," and note how children are helped to organize, summarize, and formulate meaningful generalizations that can be applied to living in their own and other local communities, counties, and metropolitan areas.

In order to understand the flexibility of the text, let us see how your children begin their use of *In City, Town, and Country*.

Your third-graders will easily make their selection of the local community most like their own if they live in a town or a village with a population of 2500 or less that is surrounded by farms or ranches, or if they live in a town or city, comprising a number of neighborhoods that is not adjacent to other local communities. If they live in a village, town, or city in a standard metropolitan area, however, they may need your help.

If you teach in the central city of a large metropolitan area, your children will start with "Metropolis." If you teach in one of the larger suburbs, you might start with "Middletown." If you teach in a village or small town at the edge of the area, your children might start with "Farmington."

If you teach in the central city of one of the smaller metropolitan areas such as Waterloo, Iowa, Amarillo, Texas, or Muncie, Indiana, your children may identify themselves more readily with Middletown. If this is the case, when they do read "Metropolis," they can identify those things which their local community, as the central city of a metropolitan area, has in common with Metropolis.

"Metropolis"

Regardless of the community with which your children identify themselves, while reading "Metropolis" they should investigate how the police department in their own community operates and how their own community provides for *the basic human activities of protecting and conserving the life, health, and property of its members.*

Your third-graders should study their total local community, noting the location of its business centers and city or town hall; its factories or farms; its many kinds of neighborhoods with their homes, churches, and schools; and the interrelatedness of the neighborhoods. *The children's observations of their local community should focus on developing an understanding of the kind of rural or urban local community it is and of the distribution of people and facilities for carrying on the basic human activities such as producing, exchanging, governing, educating, expressing spiritual impulses, transporting people and goods, and providing recreation.*

They will discover how streets are being changed and find out how and why streets have changed since their grandfathers were children. As they do this, your children will be taking an important step in *learning how living went on in their own community in an earlier day (history).*

Your third-graders will investigate how *their community provides recreation for the people who live there* and will learn about tax-supported and privately owned places in their own community where people can enjoy themselves.

They will consider some of the ways people in their community *express spiritual and esthetic impulses.* They may locate areas in which different ethnic groups predominate and they should identify some of the contributions these groups have made and are making to living in their community. They will identify the different kinds of parades and festivals that are a part of the life of their community and consider why these are important to the community. At this time, they will think and talk about *ways in which they should show respect for our flag and why we love and honor our nation's flag.*

They will investigate how *water is supplied to the people of their own local community* and what provisions are made to conserve water when there is a shortage.

As they make their investigations, you will help your pupils observe carefully in order to do the suggested mapping. Detailed suggestions for making and reading maps and planning and taking trips will be found under "Your Program at Work."

At the time your children study the semi-pictorial map of Greater Metropolis, you will provide experiences which will enable your youngsters to begin to understand the boundaries of their own local community and the location of some of the cities and towns surrounding it.

Throughout "Metropolis," your third-graders will be developing understandings about the interrelatedness of local communities in a metropolitan area.

"Middletown"

When your boys and girls read "Middletown," they will continue to be concerned primarily with their own local community. Now, however, they will explore their community to find out what Indians once lived there and how the Indians carried on the basic human activities. They will make investigations to discover *how the first settlers came, why they settled there, and how the ways in which those early settlers carried on the basic human activities differed from the ways these activities are being carried on today (history).*

They will investigate ways that weather has caused trouble in their community and how their community protects people in time of such trouble. They will investigate *the ways their community conserves water and soil (geography).*

They will investigate ways their local community provides new schools and other things in their community that are paid for by taxes and what places in their community provide opportunities for people to learn.

Here, as before, your youngsters will observe carefully as they make their investigations and do the suggested mapping. Looking at the street

map of Middletown will lead to an examination of a street map of their own community and serve as a springboard into teaching-learning experiences that *develop new map understandings and further promote the ability to interpret maps.*

"Farmington"

While they are reading "Farmington," your children will investigate how *fire protection is provided and paid for throughout their total local community.*

They will investigate *how business contributes to the welfare of the community and why it should be supported by the people living in the community (economics).*

They will investigate living at other times in their local community by visiting a museum or similar place. There they can see things that were actually used by people living in their local community in earlier days. They will investigate some of the *changes in business, in places of recreation, and in roads that have taken place throughout the years, and they will find out whether their local community is getting larger or smaller, and why (history).*

They will investigate *the services provided by their county and by different organizations in their county and some of the ways in which their city and they themselves depend on their county.*

During this time, as they observe carefully and map their experiences, they will develop *new map understandings and grow in their ability to interpret landscapes and maps.* They will be introduced to certain map symbols used on the maps in *In City, Town, and Country,* which you will help them use in the maps they make. After seeing the county map in the text, they should see and make a map of their own county.

As your boys and girls read "Farmington" and make the investigations and do the other things suggested, they will discover some of the *contributions made by rural people to urban living, the differences between living in rural and urban areas, and the distribution of rural and urban local communities (geography and sociology).*

Whether your third-graders begin with "Metropolis," "Middletown," or "Farmington," they will study the same things about their own local community but in different sequence, depending on the order of their study of the three sections.

"All Together"

After completing the teaching-learning experiences growing out of the reading of the first three sections of *In City, Town, and Country,* all third-graders should go on to the fourth section, "All Together," and explore the ways their local community depends on, and contributes to, other local communities. Pages 154 to 166 in "All Together" focus on *producing, exchanging, and consuming goods and services needed to provide food, clothing, and shelter (economics).*

Now children will make investigations to discover *what foods are produced or processed in their local community and how these foods are exchanged, distributed, and conserved.* They will attempt to find out to which other local communities foods are sent that are produced or processed in their own community and from what other local communities some of the common foods come that are processed, exchanged, and consumed in their local community. What eight- and nine-year-olds learn through these experiences will vary widely and will depend on the type of community in which they live, its location, and the kinds of foods produced and processed there.

Next, children will explore to find out *what kinds of materials used in making clothing are produced or processed in their local community.*

Then, they will make investigations to find out *what materials used in building are produced and processed in their local community.*

Youngsters living in local communities with forests nearby will find out how trees are grown, cut, shipped away, and where they are sent. In a community with a sawmill, children will find out where the logs come from, how they reach the mill, what happens at the mill, and where and how the lumber is transported from their community.

Boys and girls living near a mine will find out how the ore is mined, how it is shipped away from the mine, and where it goes.

Third-graders in a local community with a steel mill will find out where the iron and other materials used in making steel come from and how these materials get to their community. If any of their fathers work in a steel mill, they will find out something of the work in the mill and where the finished steel is sent.

In similar fashion, some third-graders will be primarily concerned with cement, others with brick and tile, and still others with glass, depending, in each case, upon the material produced or manufactured in their local community.

Many children will live in local communities where building materials are neither found nor manufactured, but where there is a lumberyard or other place where building materials are sold. Such children will find out what materials are sold there, where they come from and how they are shipped into their community, and how they are transported to the places where they will be used.

In later grades, your children will have an opportunity to explore all these products and processes more fully. What you are able to do with the one or more products and processes that can be observed in your local community will lay the firm foundation upon which to build later.

Your boys and girls will become increasingly aware that *transportation plays a vital rôle in the production, exchange, and consumption of goods and services* needed to provide food, clothing, and shelter. This awareness will lead them to investigate the different methods of transportation which are used to transport people and goods within their local community and to other communities. They will go on to find out how transportation has changed through the years and how it is still changing. They will even be led to project their thinking into the future and discuss new means of transportation that may be in use when they are grown up.

In the same way, your youngsters will explore *the many different ways in which communication is used in the daily living of people in their local community* and how it links their local community with other communities.

Before leaving "All Together," you will help your children think about *the interdependence of local communities for recreation.* They will find out what recreation there is in their own community that people from other communities come to enjoy, what forms of recreation may come to their community from other communities, and for what types of recreation they and their families go to other communities.

The map at the end of this section shows the location of Metropolis, Middletown, and Farmington in relation to each other and some of the counties beyond the two counties in which the three local communities are located.

This map serves to check up on the understandings and map-reading skills developed during the year. It also builds readiness for the maps at the end of the book, which depict our entire nation.

"In Your Local Community"

The last section of *In City, Town, and Country,* "In Your Local Community," is designed to help your boys and girls recall, clarify, organize, and summarize the experiences they have had during the year. As you guide the use of this material, the understandings, thinking abilities, and skills which your children have acquired will be further promoted, and the values and behavior traits you have been helping them establish will be reinforced.

USING MATERIALS YOU HAVE COLLECTED

If you have taught third grade before, you will have collected books, pictures, and other instructional materials for use in your social-studies program. No doubt, you have already discovered how they will fit into this very flexible program. For example, when your boys and girls read "Middletown" and need to find out what Indians once lived in their own local community, you will want to use any materials about Indians you may have collected and used in the past. The important thing to remember is that you will want to center on the basic human activities of the Indians that once lived in your area. Then, contrast their methods with the methods used in your community today.

As your youngsters read "Metropolis," "Middletown," and "Farmington," they will investigate different aspects of living in their local community or county in earlier days. All the material related to colonial or pioneer life that you have available can be readily used in this program.

While your children are reading each of the first three sections, and particularly while they are reading "All Together," you will find good use for the materials you may have collected that deal with food, clothing, shelter, transportation, and communication.

USING COMMUNITY RESOURCES

Your local community with its schools, homes, and places of worship; its farms, ranches, or factories; its roads, streets, and expressways; its places of business and government provides your most valuable resources. As eight- and nine-year-olds explore their community, they will come into contact with the people, the business of the community, and community problems. Through a wealth of such experiences, children begin to understand the impact of historical, geographical, technological, economic, and cultural forces upon their lives.

Third-graders must have many direct contacts with people, places, processes, and events if they are to understand how living goes on in their local community. They will have such contacts if they take field trips and talk with persons who have been invited to come to their classroom. They will be having first-hand experiences as they make their own observations in their neighborhood and adjacent neighborhoods and interview neighbors and friends in their local community. They will be having meaningful first-hand experiences when they take trips, bring pictures and newspaper items to school, present information to the class relating to community affairs, and participate in community activities.

Resources and direct contacts will differ from community to community. You may feel that your local community is too large and complex to provide suitable direct contacts for eight- and nine-year-olds or that your local community may be so small that it is lacking in such resources.

In every local community, people are working together to carry on the basic human activities just as people have wherever they have lived together throughout time. Remember that these basic human activities touch the lives of your boys and girls in observable and understandable ways. No matter where your local community is, there is certain to be at least one landmark which relates the present to the past. There will also be land, water, and weather to observe, which affect the ways in which the basic human activities are carried on. If you have not done so, you will need to discover the varied resources of the local community in which you teach, so that you can select the most valuable direct contacts for your boys and girls.

This Golden Section, your *Guidebook*, and *In City, Town, and Country* will help you make this selection. In the pages that follow under the heading, "Your Program at Work," you will find suggestions for taking field trips and for investigating in other ways. In each section of your *Guidebook* under the heading, "Securing Information about Your Local Community," you will find a discussion of the kinds of background information which you will find valuable and suggestions for securing this information. The study pages in *In City, Town, and Country* will lead your youngsters to seek direct contacts with people, places, and processes in their own local community and county. Under the heading, "Extending Experiences," in your *Guidebook*, you will find detailed suggestions for helping your boys and girls use the resources of your local community and county.

USING OTHER RESOURCES

The teaching-learning experiences which you provide will naturally lead your children to seek additional information from books and other reference material.

Books and pamphlets

In the *Guidebook*, you will find books suggested to extend and enrich the understandings you are developing. Many of these books are primarily informative, but others are good fiction that will deepen and enrich children's understandings. Many of the books can be read independently by third-graders. You will have to read others to the group.

You will want to explore the resources of your own library for other books. New books are appearing all the time, and you will be adding constantly to your printed resources.

Many well-illustrated pamphlets and booklets, such as those printed by private industry, are available for the asking or for a small sum.

Since you will want to give emphasis to the products and processes important in your local community, you can secure much that you need from local sources.

Pictures

You will want to organize and add to your files of pictures. Some teachers have found it helpful to organize their pictures in envelopes or folders with labels for each of the nine basic human activities, with additional folders for topics such as land, water, and weather; plants and animals; Indians; early settlers; changes up to the present; changes that occur during the year; and looking to the future.

Films and filmstrips

Your *Guidebook* does not suggest specific films and filmstrips for two reasons. First, the main emphasis of *In City, Town, and Country* is on the children's own observation and understanding of their local community and county. Then, schools differ greatly in the films and filmstrips to which they have access, and materials of all types are continuously being produced. If you do have films and filmstrips that you feel will deepen your children's understanding of their local community or of other communities upon which it depends, by all means include them in your resource materials.

WORKING WITH PARENTS

Parents everywhere want their children to have the best possible school experiences. They want them to progress and to become responsible citizens. You can begin by assuming that the majority of your third-graders have parents who will be glad to work with you toward the accomplishment of these ends.

Remember that parents are teachers, too. They teach at home; you teach at school. Both kinds of teaching are important, since the values, attitudes, and behavior patterns which your youngsters learn at home form the basis for the teachings in these same areas at school. Think of teaching as a coöperative endeavor and help parents think of it in the same way. They will need to know about your social-studies program if the two kinds of teaching are to blend smoothly for the best results. In explaining the program, let parents know that you respect their teaching. Enlist their help in planning ways in which you and they can work coöperatively.

You may feel that a group meeting at the beginning of the year will most effectively serve these purposes. A letter like the one that follows could be used as an invitation to such a meeting:

Dear Mr. and Mrs. _____:

In our social-studies program this year, we are emphasizing living in our local community and in our county. The children will become acquainted with the various neighborhoods in our community and with how these neighborhoods are related to one another. They will learn about the work going on in and near our community and how our community is related to our county and to other communities.

They will learn to understand how our local community provides our streets, schools, fire protection, and water and how our taxes pay for these services. They will also learn a great deal about business, communication, transportation, and other services provided by private enterprise.

They will learn about the first people who settled in _____, some of the ways in which our community has changed since that time, and how land, water, and weather influence the way we live.

This year, I will help the children understand what it means for an eight- or nine-year-old to be a good citizen in our local community and in our county. This year your child and his friends will be going to more places and doing more things without adult supervision. So we will be thinking and talking about the things a good citizen does, such as using the facilities of the school wisely and economically, being careful of property, and respecting community rules. I know that you are teaching these same things at home, and I feel that your child will be helped most if we can work together.

During the coming months, the children and I will be taking trips to see different things in our community. I may ask you to take your child to see other things, and he (or she) is certain to ask you many questions and will want to bring various things to show us here at school.

We think you will be interested in our book, *In City, Town, and Country*, and in the different phases of our social-studies program. The children and I have planned a get-together for _____ at _____.

Won't you join us in an informal discussion of our social-studies program?

Sincerely yours,

While such meetings are usually held in the afternoon, many teachers have invited parents to come in the early evening, so that fathers can be present. In most cases, you will find that fathers are especially interested in the social-studies program and make many helpful suggestions.

As the parents come into the classroom, give them copies of *In City, Town, and Country*. Suggest that they browse through them, look at the pictures, and read the study pages. Call their attention to the maps and to the final section, "In Your Local Community." As they skim through the final section, they will realize just how much their children will be learning this year.

The following suggestions indicate procedures which you can use to explain your social-studies program. Remember, however, that the program you are explaining may differ from the one with which the parents are familiar. Encourage them to ask questions. If you can prompt a give-and-take exchange of ideas, it will be of far greater value than a speech.

Begin your meeting by explaining that the text is organized into five sections. Point out the values of being able to use the first three sections in any order and still have a carefully controlled vocabulary. Use the pictures at the beginning of each of these three sections to show the parents why you and the children thought the local community with which you started was most like their own and how you will proceed from this point. Help the parents understand how all five sections will help their children learn about living in their own community and county. Again, using the pictures in the three different community settings and in "All Together," indicate some of the information about other communities which the children will acquire.

Explain the map-development program from picture maps to maps with conventional symbols, as well as from maps of a local community to maps of a metropolitan area, a county, a section of a state, and finally, a map of the United States. Explain how their children will work out the relative locations of their local community, county, and state on the map of the United States. This is a good time to tie in the study of the local community with *At Home, At School,* and *In the Neighborhood* and with the state and regions of states. Explain that the social-studies program expands the children's understandings of where they live.

Parents will be particularly interested in activities which help their children grow to understand their local community. Show them the maps of their community that the children will use, and explain briefly how these maps will be used. Discuss the importance of field trips to give third-graders concrete experiences. Point out some of the resources of the community that you plan to use, and enlist the parents' help in locating and evaluating other community resources. Ask them to help you make arrangements for trips and provide transportation.

Try to discover special interests and occupations that might make individual parents valuable resource persons. There may be among the parents a businessman, a factory worker, a city or county official, an immigrant, or a descendant from one of the first families that settled in your local community. Parents may be glad to lend books, pictures, or collections of various kinds. Mention the different types of resource persons and materials that you need and ask parents to help you locate these individuals and materials in your local community or county.

Be sure to discuss the methods you are using to help the children learn about responsible behavior in their own community. Emphasize that teachers and books cannot accomplish this goal alone and that day-by-day teaching by parents and other members of the community are of great importance. If your children's parents understand your social-studies program, they will be enthusiastic about helping you.

Group meetings are useful, but they are not the only way to tell parents about your social-studies program. Some parents do not like group meetings; others are unable to attend such meetings. In these cases, when you visit the home, take along a copy of *In City, Town, and Country*, and discuss your plans for the year with the parents. More than likely there will be some homes that you cannot visit. Talk to these parents when they come to school.

All through the year you will want to maintain good parent-teacher relationships. You will find many ways that parents can help you carry on the teaching-learning experiences that you plan. Ask for this help. Most parents will be pleased when you make even a small request, for in effect you are saying, "You have something to give that we very much need." Soon many parents will be asking, "Is there something I can do?"

Write an informal note now and then to parents to tell of their child's achievement, particularly if the child needs encouragement. Better still, telephone. This will give the parent an opportunity to ask the questions he might otherwise hesitate to ask. Most parents want to know what goes on at school, so take the initiative and make it easy for them to talk with you about their children. Encourage them to visit school frequently and see for themselves what goes on.

When you plan field trips with the children, you are almost certain to involve parents. Parents will be glad to work with you, but plan field trips so that they will fit into family living and not disrupt it. Family weekends can be full without the addition of school-centered endeavors.

These suggestions are only a few of the many ways that you can work continuously to build and maintain good working relationships with the parents of your third-graders. Parents differ and you will need to find effective ways to strengthen good relationships with all of them.

YOUR PROGRAM AT WORK

Children learn through many types of experiences as you and they live together at school. They learn by planning and by working together on committees. They learn through taking field trips and through making investigations in other ways. They learn by making and reading maps. They learn through celebrating special days and weeks. They learn by utilizing the bulletin board and interest centers. They learn by solving personal and group problems. Children learn, too, as they study independently, as they prepare and present information gained from group and individual investigations, and as they organize, summarize, and formulate broader and broader generalizations.

The real test of children's learning is in their changed behavior. What they learn depends to a large extent on your teaching. It depends also on their previous experiences, their home environment, and their resources for learning as well as your resources for teaching.

Your first task in making learning effective in the classroom is to survey your resources for offering children the teaching-learning experiences needed to achieve the goals of your social-studies program.

As related earlier, your social-studies program for the year is designed to help eight- and nine-year-olds acquire a broad first-hand knowledge of their local community and county and an awareness of urban and rural living in different kinds of local communities. The selections and the study pages serve as springboards, leading the children to find out how *the basic human activities, common to all people at all times, are carried on in their local community and county.*

In the pages that follow, you will find a discussion of group planning, committee work, field trips, and other ways of learning. You will want, of course, to adapt the suggestions to fit the needs of your particular pupils.

PLANNING TOGETHER

Before developing specific procedures to help your children learn through "doing," you will want to consider certain aspects of planning. Just as "doing" is basic to successful learning, so planning is basic to successful doing. Moreover, planning is one kind of "doing."

As children learn to plan together, to carry out these plans, and to evaluate the results, they are acquiring skills which are necessary for effective living in a democracy. When a pupil shares in selecting a goal and planning the steps needed to accomplish it, his efforts are more strongly motivated and his learning is of a higher order.

PREPLANNING

You will need to do your own preplanning before involving your youngsters in any planning activities. Begin your preplanning by evaluating the suggestions in this Golden Section and your *Guidebook* in relation to the needs and the stage of development of your group, the opportunities for exploring the community, the space available for activities in your classroom, and the policies of the school in which you teach.

You will want to check and list the places that the class might visit, the individuals available to speak to the class, and the activities that will deepen the understandings that you seek to develop.

Finally, expect the unexpected. Preplanning such as this does not mean that you will necessarily follow your plans rigidly or that all your plans will be useful. Rather, it means that with this background of planning, you are in a better position as you work with your children to make the unexpected meaningful to your goals. For example, even though you had planned a display of pictures on the bulletin board, a child may suggest an exhibit of actual objects and enlist the immediate interest of others in the group. Because it is a good idea and the class agrees on it, you can immediately work the new suggestion into your planning.

PLANNING WITH CHILDREN

Experienced teachers have found the following guides very effective in planning with children:

Begin with something that is simple and concrete. From planning a simple activity together, you can move on to more and more complex planning in terms of the ability of the group. Only through planning with your boys and girls will you be able to determine the level at which they can plan successfully.

Select activities that are of concern to the children. This does not mean that you merely wait for some child to suggest an activity. Rather, it means that knowing the characteristics of eight- and nine-year-olds, you will do your preplanning in terms of their common interests as well as the interests dictated by their home environments and their previous experiences. It also means that you will enrich your classroom environment to stimulate your children to broaden their existing interests and to develop new interests.

Be flexible and willing to change your plans when your youngsters show a strong interest in an unscheduled activity that contributes to the achievement of worth-while goals. Remember that for a child or an adult, growth in group planning is promoted by his interest in the activity being planned.

Select activities with which the children have had sufficient experience to think constructively. Group planning yields maximum value only if the activity being planned is understood by the pupils as a group.

For example, following a trip, you may decide that your children can clarify and deepen the understandings gained by making a mural. But if your boys and girls have never seen a mural nor had experience in making one, they would need to be given some understandable information about the proposed mural before they could participate effectively in planning it. They would need to see the board space or the paper background to be used and be helped to understand the ways in which a mural can communicate ideas.

Help your children, as they work with you in planning, to establish goals and explore the problems involved in carrying on the activity under discussion. Planning with third-graders is a process of thinking with them. You will have to sense the real meanings behind their words and come to their aid when they become confused or lose their way. You will continuously use the words *what, why, when,* and *how.*

Endeavor to make use of and channel the contribution that each child makes to the planning even though you feel that some suggestions are relatively unimportant in themselves. In order to give every child maximum experience in making contributions, you will want to plan with small groups as well as with the total group. Remember that only to the degree the children feel that they have actually shared in the planning will they be interested in future group planning and ultimately develop skill in participating in this democratic process.

Make sure that the responsibility which each child agrees to assume during the planning period is suited to his ability.

Your more mature third-graders will understand and be increasingly curious about many of the aspects of living in their local community or county that are too difficult in concept for the less mature members of the group. As a part of your preplanning and group planning, make sure that these children work at tasks which challenge them. At the same time, see to it that immature youngsters assume and complete tasks that help them not only experience success but make them feel that they are contributing something of value to the activity.

Help the children get started on the tasks which, as individuals or groups, they assumed during the planning period. You will want to determine whether each child remembers what he has agreed to do, has the necessary tools and materials, has problems that need to be clarified before he begins working, or has a need for special help on any phase of the work.

Provide for continuous evaluation and further planning as the activity moves forward. Such appraisals will help your youngsters look at their work in terms of definite goals and will promote their ability to establish goals in subsequent planning. They will also provide opportunities for you to guide your youngsters in making changes that seem more likely to ensure success.

As you work and plan with your children, they will be growing in their understanding that *planning is an essential part not only of group living but of getting work done in any organization.*

Planning is continuous. It starts before the actual work on the activity begins and continues through the completion of the activity. In the same way, evaluation is continuous. It is seldom advisable to set aside a time solely for evaluation. Usually evaluation is more successful when it is encouraged at times when it can increase the children's feeling of satisfaction.

You will want to do some evaluation and planning with individuals or small groups as they work on their part of the undertaking. Some you will want to do with the class as a whole. In either case, you will discuss questions such as "What do you think makes this good? What could you do to make it better? What other things could we do to find the answer to this question? What have we learned from this? What have we learned that we didn't expect to learn? How can we make a record of what we learned?"

The experiences involved in this type of planning promote a greater appreciation of democratic values such as *respect for the dignity of the individual, the right of the individual to participate in decisions affecting himself, the right of individuals to be different, and the responsibility of the individual to participate in civil activities which not only affect himself but the welfare of the public.*

WORKING IN COMMITTEES

Helping your youngsters grow in their ability to work in committees will provide rich opportunities for them to learn to plan. Moreover, committees are effective in many teaching-learning situations in the social studies.

RECOGNIZING A NEED FOR COMMITTEES

Begin by encouraging the children to tell about their previous experiences as committee members. Help them associate the word *committee* with actual school situations where committee work is needed. At the same time, lead them to identify some of the responsibilities involved in committee membership. This discussion, though important, should be brief. Whether committees are formed for class projects such as making murals and preparing exhibits or housekeeping chores, the children should share in planning them. Guides suggested in the previous section on planning apply here.

SELECTING NEEDED COMMITTEES

During the first week of school, housekeeping chores provide a real situation involving committee responsibilities. Help your pupils decide which housekeeping jobs can best be done by committees. List these jobs on the board with brief descriptions of the work to be done.

ORGANIZING WORKING COMMITTEES

The next step is to organize working committees and to decide how long each group of children will serve on a specific committee. For example, you may decide that each week three children will be responsible for the care of the library table. Your chart indicating committee membership can then show when each child will serve on the library committee. In this way, every child in the room will have a place on a committee at the time of the initial planning.

To determine committee membership, you may wish to post a list of committees and let each child write his name under the committee on which he wishes to serve. Since one child tends to follow another child in making a selection, ask each child to place his name under three committees he would like to work on and then put the numbers one, two, and three behind his name to indicate his first, second, and third choice. Or, you may prefer to have the children list on paper three committee choices in the order of their preference. As the children understand that they have been assigned their second or third choice because too many children chose a particular committee as first choice, they will begin to understand the importance of the give and take of compromise in the democratic process of action.

You will need to supply guidance in the organization of the committees. You will have to help the children ascertain that every committee has the number of persons needed for the work to be done. At the same time, you will have to be sure that no committee has more than the number needed to do the work. Otherwise, there will be idle hands or hands doing just "busy work." From this initial phase to the end of the school term, you will want to be careful of committee cliques and fixed patterns of membership. Both skilled and unskilled children should work on committees involving handwork. Shy children should work on committees where their special knowledge or interest can be used and where they may develop assurance.

WORKING IN COMMITTEES ON A GROUP PROJECT

Early in the year you will want to organize committees to work on a social-studies project which offers relatively few complications.

For example, your children as individuals may make investigations to discover places for learning in their local community. A discussion period should disclose what they have found. You will want to list the places they name on the board and guide the children in thinking of ways these various places can be used throughout the year.

As an outgrowth of the discussion, you and your children may plan to summarize this information by making pictures for the bulletin board or by writing stories for the classbook. Here you will have the kind of social-studies situation needed for beginning committee work.

Begin by planning with the children the number of committees needed in terms of the places listed. With the total group, plan the way each committee can show how one particular place is used throughout the year. Plan what materials and art media each committee will use, the size of the pictures, and the ideas to be expressed in the pictures.

Since all committees will be working at the same time, you will be free to go from group to group, helping each one plan the specific tasks of its individual members. Periodically, return to check the progress of each group.

From this simple beginning, your youngsters will move on to more complicated committee work. For instance, the entire group may agree to make an illustrated map of the local community. In making the map, each committee may work on a particular part of the community, or one committee may make the base map, another one paste pictures, a third label the streets, and so on. You will want to make sure that the level at which each child works is commensurate with his ability and that his growth in learning to work on committees is steady.

EVALUATING COMMITTEE WORK

As your boys and girls work on committees, you will continuously help them plan and evaluate their work in two ways. You will help them work toward improving the actual job they are doing. At the same time, you will help them work toward improving their behavior as committee members.

To do this, you can discuss with individual committee members and committees as a whole questions such as "What is the responsibility of this committee? What is the particular responsibility of each member of this committee? How well are you doing your work? What makes your committee work go so well? How can your work go better? What needs to be done to improve the work of this committee?"

The ability to work in committees is needed by every citizen in a democracy. This ability is priceless because it involves *the right of the individual to participate in decisions affecting himself.* The counterpart of this highly valued right is *the obligation of the individual to exercise responsible action in helping to maintain democracy as a way of life.*

In helping your children participate in forming committees and working effectively in them, you are promoting *the understanding that in a committee each member is responsible for doing a share of the work if the committee is to be effective.* Committee work also offers them more experience in *organizing and governing.*

As children gain added experience in committee work, *the behavior trait of accepting responsibility and carrying out that responsibility will be strengthened.*

TAKING FIELD TRIPS

For several days, the third-grade class in a Michigan school had been planning to visit the waterworks of their local community. The plant had just been enlarged, and new and larger water mains had been laid. In their social-studies class, the boys and girls had talked about the water shortage during the past hot, dry summer months. Their families had not been permitted to water the gardens or lawns. Grass had turned brown, and many flowers and shrubs had died because of lack of water. Men had not been permitted to wash their automobiles. But now everyone had enough water, and the streets which had been badly torn up during the summer in order to lay the water mains were being resurfaced. The children knew that their town got its water supply from Lake Michigan but there were other things they did not know. In discussing the information they should get from their trip, the following questions arose and were listed on the board:

1. How is the water pumped from the lake?
2. How is the water pumped from the water main to everyone's home?
3. How much more water can the new plant pump than the old one?
4. When was the old plant first built?
5. How did the early settlers in the village get their water supply?
6. What workers are needed to keep the plant running?
7. Who owns the plant and water mains?
8. How was the new plant paid for?
9. How do people who use the water pay for it?
10. Will there be enough water now for everyone?
11. Why is the waterworks located where it is?

The class was divided into eleven committees. Each committee was made responsible for getting the answer to one question.

To prepare for the visit, the teacher went to the waterworks and made all the necessary arrangements for the trip. The plant manager told her the entire class could go through the waterworks together in about an hour and that he would assign someone to guide her youngsters through and answer their questions. The teacher estimated that it would take two hours for the group to make the trip and arranged to leave the school at ten o'clock in the morning in order to be back by noon. The school bus was asked to pick the boys and girls up at that time. Two mothers were asked to help on the trip. Permission for the children to make the trip was obtained from their parents.

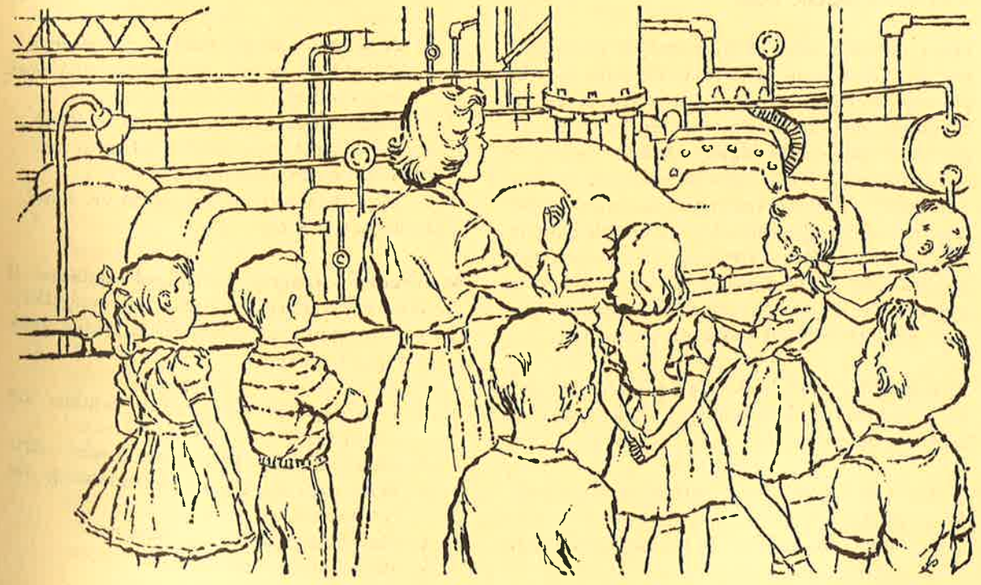
Not only did the youngsters list the questions that each committee was responsible for, but they discussed what would be acceptable behavior on the trip. Knowing that they would have to walk through the plant, they agreed that they would keep close together at all times and each child would walk with the members of his committee. They agreed, also, to be careful about not getting too close to any machinery and to be quiet in order to get the answers to all their questions.

As the children toured the plant, questions were asked, and answers were written in notebooks. The need for learning more arose as the children inspected the plant and were given answers to their planned questions. For example, the boys and girls learned that the water had to be purified before it could be used. They were told about water pressure but found it difficult to understand. They learned, too, that their town sold water to a neighboring village which was not located on the lake. They decided that when they got back to their classroom, they would find out about water pressure and how a town sells water to another town.

Following the trip, sketches were made showing how the pumping station was operated. A committee was selected to go to the town hall and get a special map showing the location of the big water mains and their branches. The children made maps and traced the big mains in one color and the branch mains in another color. One committee took care of writing thank-you notes to the various people who had helped make the trip successful. Another committee drew up initial rules for using water that were revised, evaluated, and adopted by the entire group. Some youngsters brought water bills from home and added them up to find out how much their families spent for water during a year. After the class investigated how one town could buy water from another town, someone suggested that they study how other nearby communities got their water supply. A committee was organized to interview the local dentists to inquire about the use of fluorine (hydrofluosilicic gas) in the water. This investigation was followed by a discussion on whether adding fluorine to the water was important. Upon the youngsters' suggestion, the teacher made arrangements for the city treasurer to talk with the class about how the city borrows money from its citizens through the selling of bonds to build plants and buildings.

THE VALUE OF FIELD TRIPS

The experiences described here provide many occasions for children to plan and work together in committees as well as individually. Through the field trips, children improve their ability to observe, to listen, to read, and to think critically about community problems. They learn how to work in committees and to use sources of information such as people, maps, pictures, and books. Above all, they learn how people in their



local community work together to satisfy common wants and needs, and how local communities often depend on each other for such a common item as drinking water.

Moreover, field trips help develop new understandings and extend and clarify those which have already been introduced in the classroom. When children come face to face with persons, objects, and events on a field trip, improved attitudes generally result.

THE ORGANIZATION OF FIELD TRIPS

Field trips may be organized in various ways. Some trips may be completed within a class period; others may require a full day. Some may be supervised by the teacher with the help of parents; others may be initiated by the parents with the help of the teacher. Field trips need not involve the whole class. A committee may be selected to make a trip to investigate one particular thing. Individual children may go on trips to find answers to problems that have arisen in the classroom.

WHAT TO LOOK FOR

Many different types of trips may be taken during the school term. For example, trips may be planned to acquaint your children with historical buildings and landmarks, to observe industrial processes, or to investigate modern means of transportation. Visits may be made to government and welfare organizations, factories, wholesale houses, retail outlets, service establishments, public utility plants, airports, railroad stations, and the like. The following trip suggestions and questions will serve as a guide in helping you plan trips to selected community resources.

At a local factory: If the class plans a trip to a local industrial establishment, these questions might be asked.

1. What products are manufactured in the plant?
2. What raw materials are used and where do they come from?
3. How are the raw materials brought to the plant?
4. How are the products manufactured?
5. To what markets are the products shipped?
6. What kind of transportation is used to carry the manufactured products to the places where they are sold?
7. Who manages the plant?
8. How many people are employed?
9. Why is the factory located in this community rather than in some other community?
10. Why is the factory located where it is in the community?
11. How old is the factory?
12. What are the factory's major problems?

At a retail establishment: If the class plans a trip to a local grocery store or some other kind of retail establishment, the following questions might be asked.

1. What goods are sold in the store?
2. Where does the store get its products?
3. How are the products brought to the store?
4. Who owns and operates the store?
5. What are the main departments in the store?
6. How many people work in the store?
7. What rules govern the people who work in the store?
8. What are the store's major problems?
9. Why is the store located where it is?
10. Who are its customers?
11. How do the customers get to the store?
12. How old is the store?

At historical, scientific, or cultural resources: If the class plans a trip to a museum, art gallery, special library, or the like, the following questions might be asked.

1. What special features or exhibits are found here?
2. How and why did this institution start?
3. Who pays for the cost of operating the institution?
4. How many people are employed?
5. What can be studied here?

6. Where is the resource located? Why is it located there?
7. What does it do for the community?
8. What does the community do for it?

At a government service department: When taking a class to government service departments, questions similar to the following will be useful.

1. What service does this department perform? How is it connected with other departments?
2. Who pays for it?
3. Who directs the department?
4. How many people work in the department?
5. What laws or rules govern this department?
6. Is this the main plant for this department?
7. Why is this department located where it is?
8. How does its location affect the service it gives the community?

At a farm: On trips to a farm or the like, children will gain information from questions similar to the following.

1. What is the farmer's name?
2. How many people live on the farm?
3. Does the farmer own or rent his farm?
4. How large is the farm?
5. What animals does the farmer raise?
6. What does the farmer feed the animals at different times of the year?
7. What crops does the farmer raise?
8. When and how does the farmer plant and harvest such crops?
9. What machinery does the farmer own?
10. How is each piece of machinery used?
11. What buildings are on the farm?
12. How is each building used?
13. What does the farmer do at different times of the year?
14. What does the farmer sell?
15. Where does the farmer sell his products?
16. How does the farmer get his products to the place where he sells them?
17. Where does the farmer buy the things he needs? Where does he do his banking?

HOW TO ACHIEVE YOUR PURPOSES

Unlike "just going somewhere," a well-planned field trip should always be motivated by *an educational purpose.* To accomplish this purpose, you will want to keep certain practices in mind.

Know your community resources: To help your children learn as much as possible about their community, you should explore the community's resources very early to determine what kinds of trips will contribute most effectively to the ongoing activities of your social-studies program. Many schools keep available a master file on field trips made in the community, for the teachers' use. Such a file generally contains detailed information about community resources appropriate to the social-studies program at each grade level. Each card in the file indicates the type of industry, organization, or agency visited; its address; the name and title of the person whom the teacher is to contact; the number of pupils who can be accommodated on any one trip; the preferred time of day and year for the visit; the time required for the trip; the availability of first aid and toilet facilities; special instructions and cautions to be observed on the trip, and a report by each teacher who has made the trip. The teacher includes in her report the reaction of the children to the trip and the problems presented by the trip.

Arrange necessary details: Your planning for a field trip should include receiving permission to take the children on the trip from the proper school authorities and the children's parents; arranging with the resource person by telephone or letter for a certain date, time, and starting point. You should know in advance whether special instructions are necessary for visitors; what cautions, if any, need to be taken; or, what in the way of special clothing should be worn. If possible, you should make the trip before accompanying your class on it. By doing so, you will know exactly what the class will see, how long it will take to make the trip, and what facilities are available. You will be able, also, to point out to the person assigned to conduct the tour what will be of special interest to the children.

Plan the trip: Whether your children's questions lead to a field trip or whether you stimulate the children's desire to go on a field trip through your preplanned activities, the purpose for making the trip should arise from the work under immediate progress. This point cannot be overstressed. Do not plan to take a trip unless it will contribute something definite and worth while to the work going on in the classroom. Also, do not plan a trip if the topic can be just as well studied in the classroom.

Together, you and your class should discuss the possible contributions the trip can make to the classroom work. One way of doing this has been demonstrated in the example given earlier. In this case, questions to be answered were listed on the chalkboard. These questions determined the information the children expected to get from the trip.

Individuals who are going to make a field trip should plan what they are going to do and see in advance. They should discuss ways they might record their information such as by sketching, taking notes, making maps, drawing diagrams, and so on. Each child should have in his possession a notebook or sketching pad, pencils, an outline map, and the like as well as the required amount of money needed for the trip. At least one camera is needed to take pictures of the trip to put in the classbook. A discussion of the behavior appropriate for such a trip should also be included in your preplanning period.

For some trips, it may be wise to invite several adults to accompany the group. So that these people can be of maximum assistance, they will need to be informed concerning the purposes and plans for the trip.

Probably no one appreciates the need for good timing more than a busy classroom teacher. She realizes that businessmen work on a schedule and that their time is valuable. Thus, she plans so that her class will arrive on time at the appointed place. Often guides are furnished to conduct various groups through a factory, a place of business, or a museum. These guides generally want sufficient time to give some preliminary information and instructions to which children should listen carefully.

Follow up and evaluate: The effectiveness of a trip depends on the experiences which follow it as well as those involved in the planning of it. Children learn much from evaluating their trip in relation to both the information secured and the mechanical aspects of the visit. As they do this evaluation, they will need to refer to the initial plans and discuss the next steps. Questions such as the following can guide them in their thinking.

1. What questions were answered on the trip?
2. Could you have learned this by not going on the trip?
3. What new questions did the trip raise in your mind?
4. Was the trip satisfactory to you? Why, or why not? Could you hear well? Could you see well?
5. How well did we behave on the trip?

Remember, too, that you should also write out an evaluation of the trip and place it in the master file.

Follow-up activities may be of several kinds. Through class discussion, your boys and girls may share what they have learned, check the questions which were answered, and record additional ones. They may discover that other community resources will need to be consulted for answers to questions which were not found on the completed trip.

Information gained from the excursion may be used in a variety of ways. The children can make diagrams, sketches, murals, maps, charts, or slides on one or several aspects of it. Such an experience should offer them opportunities to manipulate, to create, to collect, or to construct. After a visit to the local waterworks, a class might set up an experiment exhibiting the kind of pressure involved in the city's water system.

Third-graders enjoy painting and working with clay, creating rhythms, songs, stories, and poems about the things they have done. Through dramatization, they can identify themselves with the busy life of the outside world. Encouraging them to act out various aspects of each trip will permit you to clarify any misconceptions they may have formed.

MAKING INVESTIGATIONS IN OTHER WAYS

So far, attention has been given to the use of field trips for studying the community. There are, however, many other ways to help your children learn about their community's history, present conditions, and possible changes. Informed people can be invited to the classroom for interviews, talks, or conferences. Or, the children, individually or in small groups, might interview these specialists at their places of business or in their homes.

There are people in every community who can be called on for valuable information when a school group is studying a local problem. A gardener, for example, might be helpful in supplying information about plant growth and soil conditions. A mailman or someone from the central post office could tell about how mail routes are scheduled; how the city is divided into mailing zones; and the different kinds of mail coming into and going out of the community. A cab driver, owner, or representative of a large company could explain the intercommunication system used by his company, transportation problems relating to his company, the different kinds of work involved in running the company, and the like. Your children's parents or older sisters and brothers might be well informed on specific services or problems in the community. Boys and girls can also secure valuable information from television and radio programs, the movies, newspapers, and magazines.

In addition, your eight- and nine-year-old youngsters can learn a great deal about their community by participating in community service projects having educational value. For example, your class might work out a plan for helping on a community project with a service organization such as the local Chamber of Commerce, the Y.M.C.A. or Y.W.C.A., the P.T.A., the Red Cross, or the Community Fund. Through these organizations, your children could engage in clean-up drives, paper drives, welfare campaigns, conservation projects, "city-beautiful" projects, bicycle safety programs, and the like. As they participate in these service projects, your children will begin to understand that they can help make their community a better place to live. They will begin to understand also how people in a community organize to meet community needs and to help other people in the community. This, in turn, will make their work in the social-studies program much more meaningful. Of course, any project of this nature should have educative values for the children. The same care must be exercised in planning service activities as in developing other educational experiences. The teacher should have a clear picture of how the activity will contribute to her pupils' learning. The children should recognize how their participation will help them achieve their goal set for the year.

Finally, you should not overlook the children's own daily experiences as a resource which can be used to enrich discussions and to promote the development of ideas. As a teacher of eight- and nine-year-olds, you will find your pupils eager to discuss their own activities and to interpret them in light of the understandings being developed in the social-studies program.

MAKING AND READING MAPS[13]

"Your Social Studies Program" (pp. 37-53) lists the understandings and skills involved in making and reading maps that your boys and girls were helped to acquire in first and second grades. In the third grade, each of those understandings and skills needs to be reinforced and extended, along with the initiation of new skills. Even though all the children in your class may have used the books in The Basic Social Studies Program of the Curriculum Foundation Series in the first and second grades, they will differ widely in both their map understandings and their map-reading skills. The program proposed here takes this into account and provides for flexibility in meeting not only individual but group differences.

[13] Based on studies and material prepared by Rose Sabaroff of Stanford University, California, under the title: "Geography Readiness: Developing Map Skills and Understandings in Primary Grade Social Studies."

The suggestions which follow fall under three broad classifications: (1) understanding cardinal directions, (2) making and adding to maps, and (3) reading and using maps. This does not mean that you will provide teaching-learning experiences in this sequence. You will want to review, however, your youngsters' knowledge of the cardinal directions and work out a program for training those who need more help in this area. Along with this program, you will be adapting suggestions from each of the other two classifications in terms of the sequence in which you use the first three sections of *In City, Town, and Country*.

UNDERSTANDING CARDINAL DIRECTIONS

Third-graders can learn to relate themselves to the cardinal directions. In a test following a ten-week training period on skills involved in accurately identifying directions in space, third-graders averaged 88 per cent of the answers correct; second-graders, 75 per cent; and first-graders, 50 per cent.

Because your youngsters this year will orient each map they make or use to the cardinal directions, take time during the first two weeks of school to find out how much each child actually knows about cardinal directions.

Either in the schoolroom or on the playground, ask questions such as the following: "In what direction does the sun come up? Where is the sun in the late afternoon? In what direction are you facing now? In what direction am I facing? In what direction is your house from our school? In what direction would you be going after you turned to the right when you leave the school building? In what direction would you be going after you turned to the left?" Ask similar questions in relation to the schoolroom or to landscape features.

When you have identified the children who do not have a clear understanding of cardinal directions, use the procedures which follow to develop this understanding.

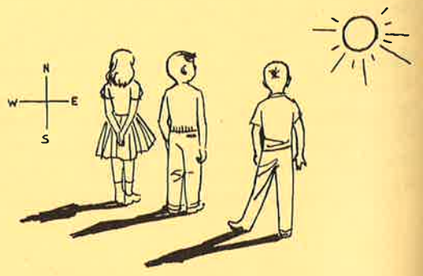
The children know which is their right hand and which is their left and what is meant by front and back. Knowing these relative directions, they know that wherever they may be there are some things and some places to the right of them, some to the left, some in front of them, and some behind them. Explain that by changing their positions, they change the positions and directions of other things in relation to themselves. Demonstrate this by having a child stand and describe what is on his right and what is on his left as he changes positions.

Lead the children to understand that in order to know and to communicate meaningful directions to others, it is necessary to have a system that does not depend upon the position of any one person but is based instead on the sun which everyone sees and whose apparent course everyone can observe. Tell them that such a system will help them understand the cardinal points of north, south, east, and west.

The following is a step-by-step procedure, based on the position of the sun, for establishing a sense of direction:

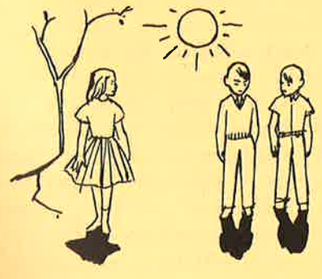
Step one: Take the children outdoors early on a sunny morning as near as possible to September 21 and, as they observe the position of the sun, tell them it is in the eastern part of the sky. On subsequent mornings, take them to different locations on the school grounds so that they will realize that regardless of their own location, the morning sun is always in the eastern sky. After several such experiences, the children should understand and be able to state that the sun appears in the eastern part of the sky early in the morning.

So that children will learrr to relate cardinal directions to the position of the sun in relation to their own bodies, have them, during these morning experiences, stand so that their backs are to the south and ask them to point with their right hands to the east. Do this on each occasion, so that they will learn to associate their right hand or side with the east and the morning sun.



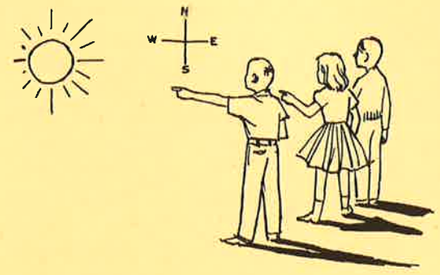
Step two: Take the children outdoors in the early afternoon to observe the sun, and tell them that the sun is now in the southern part of the sky. This experience should be repeated for a number of days until the children are able to say, with understanding, where the early afternoon sun appears.

While the children are outdoors, ask them to turn their backs to the sun. Then ask, "Where is the south now?" Help them understand that when they stand with their backs to the sun in the early afternoon, the south will be behind them. Then, ask, "Can you still locate the east now that the sun is no longer there?" When they realize that the east is again to their right as it was in the morning session, they will have made a beginning in associating cardinal directions with the position of their bodies.



Step three: Take the children outdoors as late as possible in the afternoon to observe the position of the sun. Tell them that the sun is in the western part of the sky in the late afternoon and evening. This procedure should be repeated until they understand and are able to state that the afternoon sun is seen in the west.

After the position of the setting sun has been established, ask the children to turn their bodies so that their left sides are toward the sun and their left hands point to the west. While they are standing in this position, say, "The sun is in the west now and to the left of you. Can you tell me where the sun would be in the early afternoon? Where is the east? Where is the north?"



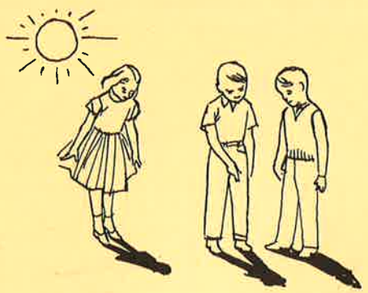
With frequent repetition of the three steps described, the children will have acquired the following associations:

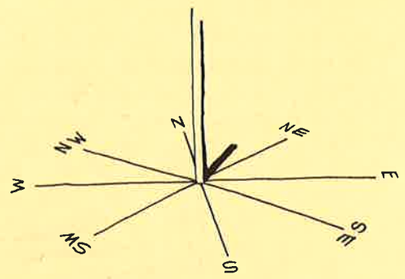
Morning sun—east—right side or hand.
Early afternoon sun—south—back.
Late afternoon sun—west—left side or hand.

The children should begin to understand that by observing the sun at a given time of day and relating its direction to the position of their own bodies, they will be able to determine all four cardinal directions.

Step four: After the children have acquired the basic associations involved in orienting themselves to cardinal directions, again take them outdoors in the morning and early and late afternoon to teach them counterdirections.

Tell the children to look at their own shadows. Then, ask them to look about them at other shadows and to tell you in which direction the shadows point.

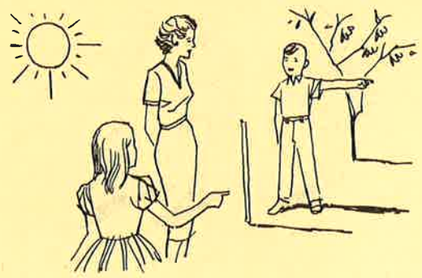




Step five: Using a shadow stick will also prove helpful in teaching counterdirections. (A shadow stick can be made by attaching a broomstick perpendicularly to a square base.) Place the shadow stick in the morning sun, and ask the children to observe its shadow and to state in which direction the shadow points. Ask the boys and girls to look about them at other shadows and to state in which direction they point. Help them realize that all shadows point in the same direction at a given time and that the shadows point in a direction opposite to the position of the sun. Carry the shadow stick about to different places so that the children will understand that this is true in all locations.

Then, ask, "When the sun is in the eastern part of the sky, in which direction will the shadows point? When the sun is in the southern part of the sky, in which direction will the shadow point?"

Step six: Place the shadow stick in the sun, mark the four cardinal points on the base, and ask the children to name them while you label the marks. Explain the semicardinal points between the marks—northeast, northwest, southeast, southwest.



If the children are to retain their learnings about directions, these exercises should be repeated frequently, with the time between experiences gradually being lengthened. Be sure to vary the site of the exercises so that the children will not associate the cardinal points with any one location. *By being able to relate the cardinal points to the positions of their bodies with the morning, early afternoon, or late afternoon sun as starting points, the children will more readily acquire a sense of direction.*

Children can carry on many activities to further their understanding of directions. You may, for example, ask the children to note the directions they take in coming to school. After they have determined the cardinal points in the classroom, have various children follow simple directions to different parts of the room, such as "Walk to the board and turn north. Continue north to the wastebasket and turn east."

MAKING AND ADDING TO MAPS

Each study page in *In City, Town, and Country* will lead your boys and girls to investigate how one of the basic human activities is carried on in their local community or county. In providing teaching-learning experiences to develop map understandings and skills in relation to each basic human activity, begin with the children's own experiences and then reorganize these experiences through discussion, dramatization, and finally, through mapping suited to the ability of the children.

When children go on field trips, they should note the location of man-made and natural features. They may make their own rough maps en route by marking the things observed on prepared outlines. Upon returning to the classroom, they can interpret the patterns that emerge. They can see how one thing is spatially related to another or how one activity is spatially related to another activity going on in another location (a shipping point in relation to a factory). They should understand the maps they make are only representations of the position and distribution of things in a given area.

Observing carefully

Accurate observation and interpretation of what is observed in the local community are the bases for good map interpretation. More than likely, you will be unable to take your youngsters on a field trip to investigate how each basic human activity is carried on in the neighborhood. So, in addition to field trips, plan to have your youngsters, either as individuals or in small committees, observe the location and distribution of natural and man-made features in their community.

In asking children to observe at any time, be sure to give them the kind of help which will enable them to observe carefully the spatial arrangement and location of things around them. Specific suggestions for giving such help will be found in the sections "Taking Field Trips" and "Studying Independently" in this Golden Section and in the lesson plans in the *Guidebook*. Always make sure that the children not only see a feature or an activity, but that they also form sensory images through what they hear, smell, taste, and touch while they are observing. Where first-hand experiences are not possible or practical, pictures, films, or filmstrips of places and activities may be used and their study directed in the same way.

Reorganizing experiences

Third-graders can gather information most effectively through observing or talking to people. Yet, these experiences enable them to be in contact with only a small segment of the community. You will use these concrete experiences, however, as the basis for helping your children see a series of relationships within their local community. They should begin to see their local community as a whole within which the basic human activities are carried on. They should begin to see the structure of the community—its various neighborhoods and its physical features and the distribution and the interrelatedness of these. As they begin to perceive the spatial relationships of physical features, they will be ready to make simple maps of their local community.

Discussing: Discussion is the first step in helping children reorganize their experiences and see significant relationships. For eight- and nine-year-olds discussion periods should be relatively short. They will frequently take place as questions are raised and discussed before, during, and after observation. For these discussions to be of maximum benefit, plan questions or offer explanations that will help the children grow in the ability to think more clearly about the arrangement of natural and man-made features and the many relationships that exist within a given area.

Suppose, for example, that your boys and girls are finding out about the outdoor recreational facilities in their community. As individuals, they will have had many concrete experiences with these facilities. But their experiences will differ, and they will not see the relationship between places known to them and recreation in the total local community. Nor are they likely to have thought about the spatial aspects of their school playground—its location in reference to the school, home, and other places in their local community.

If possible, before the end of autumn, take the children to a city park outside the school neighborhood for a picnic. On the way, help them note both the route traveled in terms of distance and direction and special features such as firehouses, libraries, shopping areas, warehouses, and factories in the neighborhoods. At the park, make certain that the youngsters notice the vivid fall coloring, the "shuffle" of dry leaves, the feel of the wind, perhaps the smell of an open fire, or signs giving directions or rules relating to conservation of the park or protection of individuals. Help them identify the location of the park in terms of its position in relation to its distance and direction from other features.

In the follow-up discussions, aid the children in recalling the route to and from the park by asking them questions similar to these: "In which direction did we go first? Where did we make the first turn? In which direction did we go then? In which direction is the park from our school? How far did we travel?" Help them recall the different neighborhoods through which they traveled by discussing specific natural or man-made features in various areas.

Discuss the park, itself, in terms of the sights, sounds, tastes, and smells which were a part of the children's experience in visiting it. Help the children visualize the area of the park and associate its size with an area of similar size in their neighborhood. Talk about any specific natural features associated with the park such as hilly land, a bluff overlooking a stream or river, a lagoon, a ravine, and the like. Discuss the specific location of the park in the local community in terms of its relative position, direction, and distance from other features.

Let various children tell about other parks that they have visited in the community. Ask all the youngsters to find out after school what other parks and outdoor recreation places there are in their community. Ask the children to describe these in terms of their location, size, shape, and distance and direction from each other.

You will need to obtain from the central office of your school district a simple street map of the town, city, or county showing the children's neighborhood. Place it on the floor or on a table so that it is correctly oriented to the cardinal directions and so that all the children can see it.

Then, ask questions such as these: "How many parks do we have in our community? Where are they located?" (Let the children place a block or similar object on the map to locate each park.) "Which parks are nearest our school? Which parks are farthest from it? Which direction is each park from our school?

"What other places for outdoor recreation do we have? How do people from different parts of our community get to these places? What areas of our community seem to have few or no such places? Why is this? How have land, trees, or water had something to do with the location of these places? How has the way the land is used in our local community affected the location of parks and other recreation facilities? How far do we have to go to get to (designated recreation places) in terms of time, blocks, and miles?

"Where in our community do places for recreation seem roomy or spacious? Where do they seem inadequate? What could our local community do to improve our facilities for outdoor recreation?"

Dramatizing: Often you will be able to help your youngsters understand spatial relationships by combining dramatization and discussion. Because dramatization allows the child to identify himself with the world of reality, it is of great value in clarifying ideas and deepening understandings.

For dramatization you will need a base map of your local community and county covering as much floor space as available. A pattern for a large base map of your local community or county can be made by enlarging a city, township, or county map with an opaque projector. Later, trace your pattern on oilcloth or heavy paper. Include only the major streets or roads and any other significant features. Print the words *North, South, East,* and *West* at the edges of the map.

You will need a collection of small toy automobiles, trucks, tractors, trains, and the like to be used as props in play-acting. When the youngsters get tired of playing the rôles themselves, they can make people from clothespins or pipe cleaners and play act the rôles through these props.

You may wish your first teaching-learning experience with the map to be a dramatization emphasizing the outdoor recreation facilities in your local community. If so, place the map on the floor correctly oriented to the cardinal directions. After helping the children locate the parks and other places of recreation, use improvised materials prepared for this purpose to represent features in the area covered. For example, children can cut trees from green paper and stick the trunk into a clay or plasticine base. Or they can make trees by dipping small pieces of sponge into green paint and fastening these pieces to pipe cleaners. A small cluster of such trees could represent each park in your community.

The children should then re-enact the route taken to get from their neighborhood to the park they went to for a picnic or to other recreation places on the base map. This will help them determine how far away these places are and what kind of transportation is needed to get to them. The toy buses, automobiles, and the like from your collection can be used if the distance is long, or the figures can be "walked" along the route if the distance is short.

Select a place on the map from which it might be difficult to get to a park. Ask two or three children to pretend that they live in this area and to show through dramatization how they would feel about the location of the park. They may wish to play the rôle themselves or speak for figures representing them.

Indicate different places for outdoor recreation on the map and select groups of children to act out how they could have fun at each place.

In the *Guidebook,* you will find suggestions for dramatizations relating to the locations where the various basic human activities are carried on. All such dramatizations should help third-graders grow in their *understanding and ability to recognize and express the relative location of various places and features in terms of distance, direction, and position.*

Mapping: Mapping of various kinds constitutes the next step in helping third-graders reorganize their experiences and see the relationships between various places in their local community as well as the relationship of their community to surrounding communities.

You will need to make a map of your local community upon which the children as a group can locate various features. Many teachers feel the best results can be secured from a flannel map, because pictures or symbols pasted to pieces of sandpaper or felt will adhere to the flannel as will yarn which can be used for transportation routes. With a flannel map you can avoid cluttering. After the features and symbols connected with one basic human activity are shown, they can be removed quickly and those necessary for another basic activity can be used. However, you can also use paper for these maps if you need fresh maps frequently.

You will also need to prepare desk maps of the local community and county for the children. These maps should be as large as the desks will allow. Sketch a simple map and make enough duplicates for each youngster to have at least ten copies during the year.

During the latter part of the year, you will need to prepare similar maps showing how the local community is a part of the state community. On these maps, the children can show how their own local community and nearby communities are interdependent.

Pictorial and semipictorial symbols: At the beginning of the year, your youngsters should add pictures to their floor or flannel maps to show what they have learned about the distribution of each of the nine basic human activities. They should always begin by placing a picture of their school and immediate neighborhood on the map. Then, with your guidance, they should place pictures of specific places in their proper location on the map. For example, as a result of their study of outdoor recreation, they should locate correctly all places for outdoor recreation in their local community. With yarn or lines, they may outline streets leading to these places and use pictures to show people going to them. As they become familiar with various features in other neighborhoods, they should also add pictures of these.

If pictures used in this way seem unwieldy, they could be placed around the edges of the map, and a string can be stretched from the picture to a pin placed at the correct location.

After this group experience, the children should draw similar pictures on the maps which you have prepared for them to use individually.

In addition to the growth in understandings and in map interpretation skills, *the use of these maps—the large base map, the flannel map, and the individual maps—showing the same area but differing in size can contribute significantly to an understanding of scale.*

The maturity and previous mapping experiences of your boys and girls will determine their readiness for using semipictorial symbols to stand for places and things on their maps. Any of the features which the children have studied during trips and have discussed can be translated into symbols that third-graders can agree upon and understand.

Trees formed by a triangle with a straight line for the trunk could stand for a park or any forest area. A rectangle of red can be used to stand for a firehouse. A square flying a little flag might be used to stand for a post office. As children

decide what symbol to use, you should share in the discussion, and wherever there is a choice of symbols, help the youngsters select the most conventional one. As an example, an airplane is usually used on maps to designate an airport.

The map of Greater Metropolis on page 51 in the textbook and the street map of part of Middletown on pages 64-65 are examples of semipictorial maps.

Map keys and direction signs: Along with semipictorial symbols, the children should begin to use a legend or key on their maps. This legend or key can be explained to the children as a standardized part of the map which helps other persons understand the meaning of the symbols used. Explain, too, that the preferred place for the key is the lower left-hand corner.

You may also wish to introduce a simple direction sign, explaining it in the same way and helping the children place it on the lower right-hand corner of their maps.

These experiences will contribute to the understanding that *symbols can be used to stand for real places and things, that a key can be used to interpret the symbols, and that a direction sign can be used to tell the direction one place is from another.*

Conventional symbols: After the children have studied the maps in *In City, Town, and Country* on which conventional symbols stand for places and things and specific colors stand for low and high land and water, help them use the same symbols and colors wherever appropriate in their own mapping.

Such use will deepen the understanding that *conventional symbols and colors are used to stand for places and things on maps.*

Elevation and slope: An understanding of elevation and slope is important in interpreting maps. If third-graders are to make a beginning in developing this understanding, they will need to make maps in a sand table, boxes of earth, or out of doors where they can use soil or earth. Specific suggestions for using such equipment in demonstrating relief, drainage, and the flow of rivers and streams is given in the section on Middletown in the *Guidebook.*

Transportation routes: An understanding of the distribution of streets, roads, and highways in the local community and beyond is important in interpreting and using maps.

The base map or flannel map can be used for you and the children to plan a trip which individuals or committees will make. You will need to block in the actual route.

Early in the year, plan the route of one such trip with the children and then have them take maps on the trip, checking off certain places as they reach them. For this purpose, the maps should be duplicated on heavy paper measuring nine inches by twelve inches. Only the most significant features of the route should be indicated. As you continue to use this technique, the maps should become more detailed.

If your school is served by a county bookmobile, you may want to help your children map the route it takes from the county library or courthouse.

These experiences will strengthen the understanding that *a map can help an individual determine the location of a place and the route to travel in order to reach it.*

Distribution of features and activities: Throughout the year, the mapping experiences you provide will help your children understand the distribution of the several neighborhoods in the local community, the relationship of the local community to the county, and the significance of natural and man-made features in the local community and county.

Such experiences can include the locating of natural features such as hills, mountains, a stream, a lake, an ocean, a swamp, or a forest, and man-made features such as transportation stations and routes; shopping centers; police and fire department headquarters and neighborhood substations; post offices, courthouses, and other government buildings; and schools.

Specific instructions for many such experiences are given in the "Extending Experiences" sections of your *Guidebook.*

READING AND USING MAPS

Making and using pictorial and semipictorial maps and maps with conventional symbols gives third-graders a readiness for reading and using simple maps made by others. You will want to start with the easiest maps to understand and gradually work up to the semipictorial and conventional maps.

Aerial views: Aerial photographs or drawings are the easiest maps for children to understand. The interpretation of the aerial photographs of the local communities such as the views in *In City, Town, and Country,* is an essential step from concrete to more abstract symbolism. Since aerial views provide the overall perspective of an area, you cannot assume that children will understand even an oblique aerial photograph of a part of their local community or county the first time they see it.

You will want to help your pupils understand that an aerial view shows how their local community looks from high in the air. Once this main idea is established, go into specific details such as the location of their school, the youngsters' homes, the churches, the business district, the factory district, streets or roads, water bodies, and hills or valleys.

Pictorial and semipictorial maps: Pictorial maps, such as those found in the text, use drawings of real objects as symbols. Each is planned to promote the children's ability to read pictorial maps of areas other than their own neighborhood. Your youngsters should have experience in reading a picture map of a part of their local community before they come to the first pictorial map in the text.

You will notice that the labels on the pictorial and semipictorial maps in the text are placed accurately, yet the maps are not cluttered. You will find that maps will be more easily interpreted if only one purpose is promoted on each map. Should the relationships you wish to develop require many pictures, wait until some of the pictorial and semipictorial symbols can be replaced by conventional symbols.

Each lesson plan for the map-reading pages throughout *In City, Town, and Country* gives specific suggestions for developing the understandings and skills involved in reading the map. Suggestions for applying the understandings and skills to the making, reading, and using of maps of the local community, county, or the state are also given in these lesson plans.

The maps at the end of *In City, Town, and Country* are very simple and can be used in many ways during the year. They serve a specific purpose in the year's program by providing an opportunity for the child to orient his local community and county to his state and nation. They also serve to establish readiness for new understandings and skills involved in reading and using maps in fourth grade.

Globes: A simple globe should be available in all primary grades. Very early, the children's attention should be called to the shape of the earth. Ideally, the globe displayed should show only land, water, the poles, the equator, and a symbol (dot) to stand for your pupils' own local community. These should be explained to the children when they start asking questions about them.

The presence of several globes of various sizes and types in your classroom will help establish the understanding that globes are a representation of the planet earth and that different globes may be of different sizes and may show different things about the earth. When globes are in the classroom, many eight- and nine-year-olds learn to identify continents and oceans without special help.

If a globe is available, show your children approximately where they live on the earth. You will want to help the youngsters who have come from other parts of the world find their former homes.

Experimental studies indicate that primary children are attracted to political globes. In classrooms where such globes are displayed, the youngsters have asked questions similar to the following: "Where is Texas?" "Is this Illinois?" "Where is Korea?" "Is this Israel?" "Where is Africa?" "Where is Japan?" "Where is Russia?"

A common question for most children is: "What does the blue show?" One youngster after examining a globe thoroughly, generalized, "The water never ends."

MAP UNDERSTANDINGS AND SKILLS

The teaching-learning experiences suggested in this Golden Section, your *Guidebook*, and *In City, Town, and Country* will help the children develop the following map understandings and skills.

Map understandings: A picture map shows the streets, buildings, and trees of a city or town as they would look from high above the earth.

A map with symbols shows where things are but not what they look like.

Different maps of the same area may be of different sizes.

Different maps of the same area may show different things.

A map of a local community will show where buildings, streets, roads, and other things are in relation to each other.

A map may show where several towns, cities, or farm areas in a county are in relation to each other.

A dot or block may be used to stand for a town or city. The dot that stands for a town is usually smaller than the block or dot that stands for a big city.

Different kinds of lines are used to stand for roads and railroads.

Curving blue lines are used to stand for rivers or creeks.

Different kinds of dotted lines show where large cities, counties, states, and our nation end and other places begin.

On most colored maps, blue stands for water. Different colors may be used to stand for high and low land.

Skills: Associating imagery with the map symbols that stand for natural and man-made features on a map of the child's own local community, metropolitan area, or county.

Associating imagery with map symbols on maps of towns, metropolitan areas, or counties other than the child's own that the child has seen in pictures.

Perceiving relationship in terms of:

Relative position: The position of the child's own local community in relation to other local communities in his metropolitan area or county.

Relative distance: The relative distance between points in the child's local community (blocks or miles); between child's own local community and others in his metropolitan area or county (miles); and between any two known places and others in the child's metropolitan area or county.

Relative direction: The relative direction toward or away from known points in a child's own local community; toward or away from a child's own local community and other towns or rural areas in a child's own metropolitan area or county.

UTILIZING THE BULLETIN BOARD

The bulletin board is a most versatile piece of classroom equipment for stimulating and extending experiences in your social-studies program. You may want to utilize it as a part of your planned environment to promote the children's initial interest in the year's emphases on the local community and county. For this purpose, you may have actual photographs of places in your local community or county which you can display with this caption: "Have you seen these places in our local community?" Or you may display a large hand-drawn map of the local community or county on which only one subject appears. The caption might read: "This is a map of our local community (or county). Find our neighborhood (school district)."

From time to time, you may want to arrange on your bulletin board visual materials which will extend the understandings of your pupils. For example, pictures of workers who provide services in the county might be displayed prior to your trip to the county courthouse. At such times, your youngsters should be allowed ample time to explore and discuss the exhibits.

Your third-graders should also furnish materials for the bulletin board and be helped to arrange the materials on it. The bulletin board offers them a chance to share and summarize various learnings. For instance, through aerial views of a large part of a new expressway or of a new housing development, boys and girls may clarify their understandings of these projects.

The children can display cutouts or pipe cleaner people doing various jobs in a framework representing places such as a factory, super market, or an amusement park.

The *Guidebook* suggests many ways in which the bulletin board can be utilized in teaching-learning situations in this year's social-studies program.

MAKING WRITTEN AND PICTORIAL RECORDS

Making pictures and writing stories to describe experiences can become monotonous and cease to have real value for children unless the children, themselves, see sufficient reason for engaging in these activities. As in all teaching-learning experiences, you will need to make certain your boys and girls have a genuine purpose for making written and pictorial records.

MAKING CLASSBOOKS

In studying their local community, your youngsters can best record their experiences during the year by using three scrapbooks. With your guidance, the children should decide upon the ways in which particular understandings can best be recorded in each scrapbook. Then committees or individuals can prepare the materials and mount them on appropriate pages. You will find specific suggestions for selecting and preparing materials for the classbook in "Extending Experiences" in your *Guidebook*.

In planning with the children, encourage them to think of new ways to record information. This will not only foster creativity but ensure interest and variety. You will want to help each child do the best work he is capable of doing. Since your youngsters will vary greatly in their ability to do art work, you will need to make sure that each child makes some contributions to each classbook at various times during the year.

"Exploring Our Local Community"

This title is the key to the content of the material which should be recorded in one classbook. Each time the children discover something of interest about their own community, materials telling of this new information should be prepared for the classbook.

This classbook should be made by the children at the start of the school term. Since pictures, maps, stories, and various materials will be included, the pages should be as large as possible. A heavy cardboard or plywood cover and pages of heavy wrapping paper, each double in thickness, should produce a durable classbook which can be added to throughout the year.

The preparation of such a classbook will help children continuously *evaluate, organize, and summarize their growing storehouse of understandings about how the basic human activities are carried on in their own local community.*

"Happenings in Our Local Community"

A large blank scrapbook should be available when school begins. Throughout the year, your third-graders will use this scrapbook to mount pictures and articles clipped from newspapers and magazines about events in their own community. Collecting, organizing, and preserving such materials will help your youngsters begin to understand how various places, people, and events are interrelated in their local community. They will also become aware of the changes that are continuously taking place.

"Land, Water, and Weather"

You will want to have this second scrapbook ready as the children read "Middletown" and learn about land and soil conservation in their local community.

Newspaper pictures and articles focusing upon these topics in relation to the local community should be included in the classbook, along with other materials prepared or secured by the youngsters. Keeping this scrapbook should help your third-graders increase their understanding of the relation of land, water, and weather to the way the land is used in their local community as well as how the basic human activities are carried on.

KEEPING A WEATHER RECORD

During the reading of "Middletown" you should help the children begin a daily record of the weather in their community. For this, you might use sheets of light cardboard measuring about twenty-four inches by thirty-six inches. Discuss with the boys and girls interesting ways in which they can use pictures, sketches, numerals, and similar devices to record the temperature for each day and the amount of sunshine, rainfall, or snow. Help them indicate graphically the day on which each season begins. Keeping such a record will help third-graders understand *why certain things are produced in or near their community and why the land is used in certain ways.*

MAKING A "TIME LINE"

Your boys and girls should begin to realize how the days, weeks, and months they live actually become history. To do this they can record on a "Time Line" the important events in their local community.

On the opening day of school, have a long strip of paper about fifteen inches wide thumbtacked on the bulletin board. Fold or roll back the right side of this strip so that only about fifteen inches will be in view. On the left side at the top, write "September," and then write the date on which school begins on the right side. If possible, during the first day of school discuss the purpose of a time line and plan with the children a brief statement telling about this particular day.

A pupil could then mount below the date the statement that he has written. The next time that something important happens the correct date should be written on the strip of paper and the incident recorded in words or pictures, or both.

As each month arrives, write it on the "Time Line" even though you may not have a significant event to record at the time. When the open space is filled, roll the strip to the left side and bring into focus a clean area of about the same size. You may need to use several strips during the school term.

From time to time, unroll the paper and review the recorded events with the children. As these happenings are recorded on the length of paper, the children will see in sequence the significant school experiences for the year. Thus, history will have added meaning for them.

Making this "Time Line" will contribute significantly to your children's *ability to perceive sequential, time, and time-place relationships.*

MAKING A "MOVIE"

Third-graders enjoy making "movies." Recording their experiences in this way permits them variety in forms of expression. "Movies" can be made for many uses, but they are particularly valuable in exhibiting the steps in the producing, processing, and shipping of goods in the local community.

Such "movies" should be mainly pictures with meaningful captions. Help the children plan (1) the number of pictures needed and the content of each, (2) the captions for the pictures, (3) the method of mounting the captions and pictures, and (4) the work for individuals or committees.

There are various ways of making a "movie." A wooden crate or a strong cardboard carton makes a satisfactory "machine." Cut small holes on each side at the top and the bottom of the box. The holes should be large enough to permit easy turning of the rollers which can be two rolls from foil or shelf-paper cartons or some kind of wooden rods. Let the rollers extend approximately two or three inches beyond the length of the box for suitable turning. Attach an end of the "film" to each roller, and roll the film across the screen from one roller to the other.

MAKING A MURAL

At times a mural is the best method for recording certain experiences. The business center and the communication media in the community are excellent themes for murals. Murals, however, are less popular than other activities in the classroom because of the space problem involved. Sufficient space is needed for the children to work on the mural and for it to be displayed when finished.

Chalkboard murals are always satisfactory because they require little working space and portions of them are easily redone. You may not be able, however, to give up the required board space for the length of time needed to make and enjoy a mural. If this is not possible, a mural made on a long wide strip of heavy wrapping paper which can be rolled up when it is not in use can serve the purpose. Colored chalk can be used for both kinds of murals. Poster paint, calcimine, or paper cutouts on a painted background can be used effectively on wrapping paper.

Planning is the most important step in making a mural. Before any actual work is begun, plan with the youngsters what they want the mural to tell, what media will be used, and the relative drawing area to be used. Help them decide what the background is to be, where specific natural or man-made features will be placed, what activities will be shown, and how these activities can best be displayed.

While making the mural, provide as much working space as possible so that several children can work at the same time. Only four or five youngsters can work on heavy paper placed on the floor. Several more can work on a chalkboard. After the background is completed and dried on the paper mural, one section of the features can be dried and rolled up before a fresh section is started. Because this mural will be very important to your third-graders, make sure that each child has an opportunity to draw, cut out, or paint some significant part of it. When the mural is finished, have the children analyze the story it tells and make any additions they feel will improve it. Then, with the children's help attach the mural to your bulletin board or chalkboard, where the class can enjoy this record.

MAKING INDIVIDUAL BOOKLETS

At the end of each of the first three sections of *In City, Town, and Country,* it is suggested that each child make, or add to, a book about his own community. The text and the *Guidebook* discuss the types of material to be included and procedures for planning these booklets.

As a beginning, each child should make a scrapbook with pages at least nine by twelve inches in size. Large-sized Manila paper or heavy wrapping paper can be used for the pages which should be doubled for thickness with the fold on the outer edge. The cover can be made of any durable material and should be lettered and decorated as each child chooses.

Instead of one thick booklet to which material can be added at the close of each section, you may prefer to have the children make three separate booklets and number them as a series.

DRAMATIZING AND RÔLE PLAYING

Third-graders love "acting," putting themselves in the place of others and, thus, creating realistic, first-hand experiences. For you, this offers a rare opportunity to help your youngsters clarify and deepen understandings which you are seeking to develop in your social-studies program. At the same time, you will be able to discover actual feelings, attitudes, and understandings possessed by your boys and girls.

DRAMATIZING

Throughout the *Guidebook*, there are specific suggestions for using dramatization in various teaching-learning situations. You may think of other situations in which this technique can be used advantageously. However, in all such dramatizations, keep in mind these "do's" and "don'ts."

Do build readiness.

Do provide materials for simple props and costumes.

Do not work for finished performances.

Do not let the extroverts or the children gifted in acting play the rôles continuously.

Do give extra assistance to the shy or withdrawn children so that they can participate effectively.

Do help the children constituting the audience grow in their ability to listen and to be appreciative. This is of importance to both "actors" and audience, for an appreciative audience contributes markedly to any dramatic interpretation.

The children's dramatizations will take various forms. They will act out happenings on the large base map using toy trucks and cars and improvised buildings and people. In such cases they will talk for the characters they manipulate.

In a like manner, they may sometimes use puppets. For children who are shy and reserved, speaking through a puppet gives them an opportunity to be more expressive. Keep the puppets which you use simple and uncomplicated. Stick puppets, sack puppets, and hand puppets are suitable for third-graders.

After reading about the new forest on the river in "Middletown," the children could act out the planting of the first tree on Arbor Day or the way a similar project could start in their own community. The exceptionally able children in the group could use soil and water conservation for a theme. The discussion, following the children's study of conservation in conjunction with their reading of "Middletown," could lead to the making of puppets to represent people living in a particular watershed. Then, through the puppets they could engage in a lively argument as to whether they wanted to take part in the proposed conservation practices.

You will want to encourage your children to dramatize many present and past happenings in their own community. When they have learned about the work of their own city council, they might dramatize a council meeting at which a group from their immediate neighborhood requests a needed improvement. After they have learned how living went on in their community in the days of the early settlers and the Indians, they will know of many incidents calling for this kind of dramatization. On some occasions, the youngsters will want to use simple "props."

Both in building readiness and in helping your youngsters raise the level of their dramatizations, ask questions, guide discussion, and provide experiences which will make the dramatizations more *believable*. This you can best do as you help the children bring sensory responses into play.

As children plan dramatizations centered around the Indians and early settlers in their community, they should realize the importance of showing by their actions what they see, hear, taste, smell, or feel in the rôles they play. As your youngsters bring sensory responses into play, the dramatization becomes more believable to both the rôle player and the audience. And even more important, the understandings which serve as a basis for the dramatization are deepened for those who "act" and for those who watch.

RÔLE PLAYING

Through rôle playing your third-graders can grow in their understanding of how the basic human activities are carried on in their community and particularly of their own responsibilities in these activities. In using this technique, you will (1) set up a problem by telling an unfinished story, (2) guide the children in discussing the incident but not its solution, (3) select children to assume rôles of the characters and act out the story which you told together with their own solution or ending, and (4) guide the group in evaluating the solutions.

If time permits, have two or three groups act out the story before discussing the solutions. This will stimulate more original and creative thinking. For example, you could make a dramatic story by combining the following incidents: two boys are playing ball near the street. As the ball goes into the street, one boy dashes after it causing the driver of a car to swerve to avoid hitting the boy. A police car drives up the street at that particular moment and stops.

While the children can easily verbalize what they should or should not do, rôle playing in this case will help you see how your youngsters really feel about policemen. Both the child playing the part of the policeman and the one playing the part of the boy will reflect their attitudes in what they say and do.

By observing the children's behavior while they are engaged in dramatization and rôle playing, you can detect their level of understanding and thinking in certain areas of learning. You will also have an opportunity to discover gaps in knowledge and be able to identify problems that require solutions.

CELEBRATING SPECIAL DAYS AND WEEKS

Special days and weeks offer you unlimited opportunities to provide teaching-learning experiences that contribute significantly to your social-studies program. Through their observance, children are helped to appreciate their American heritage. Each child is helped to develop a feeling of belonging to a larger group by identifying himself with a custom or tradition which is understood by everyone he knows.

The observance of holidays in the classroom also gives you a good opportunity to help the youngsters understand the passing of time and the process of change. For example, by having your pupils find out how each holiday was observed by the early settlers in their community, you can guide them to become aware of the changes that have taken place since then. As the causes and results of these changes are discussed, the children will begin to understand that the ways the basic human activities are carried on in a community change with the passing of time.

Planning and participating in holiday activities not only give children a deeper insight into the basic social understandings but also help them develop character traits necessary for good citizenship.

BIRTHDAYS

Each child should feel that his birthday is a very special day for him and for his classmates. As well as being enjoyable, birthday celebrations can be the springboard, like holidays, for discussions focusing on the process of change. To help the children develop an awareness of change, begin with a discussion of the changes that have taken place in their own home environment. Then extend the discussion to include evidences of change and growth in their local community. Perhaps your school, a church, an organization, or one of the businesses or industries is celebrating an anniversary this year. Discussing these events will help your boys and girls begin to realize that people and things inevitably change with the passing of time.

Making a special effort to see that all the children in the classroom share in recognizing each classmate's birthday promotes the understanding that a birthday is important to the birthday child and that everyone has the responsibility to make it a memorable occasion.

However limited your celebrations may be, the understandings you develop, the creative abilities you encourage, and the attitudes of respect you foster are valuable learning experiences for the children.

HALLOWEEN

Halloween parties are more or less a custom in the classroom. Whether your party is a simple or an elaborate affair, you will want it to give the children experiences in planning together, working in committees, and carrying out social responsibilities.

In modern times, Halloween is celebrated in our nation and in many parts of the world with pranks and parties and with customs that are a mixture of many beliefs. It is a "fun-time" for

children and a good time to stress consideration of others. Whatever children do to have fun, their activities should not be destructive nor should they impose on others by the all too common practice of begging or "tricks or treats."

If your school follows the custom of many other schools throughout the country, there may be a costume parade.

If your children do participate in a costume parade, discuss with them the materials they might use to make their own costumes. Help them appreciate the value of making their own outfits, emphasizing that handmade costumes reflect their creativity as well as save their parents time, effort, and money.

Of course, care must be taken that plans already made at home are included in the discussion so that children who have been provided with costumes will feel right about wearing them. These children may wish to make their own masks.

The children may want to decorate their classroom with wall masks. These masks are made by cutting colored sheets of paper into outlines of heads and pasting various shapes and sizes of ears, noses, and mouths on them. The children will delight in the bizarre effects they can create by adding curled eyelashes, corkscrew hair, drooping mustaches, or silly hats. Or, they may prefer to make papier-mâché masks. While these masks require several days for drying, the process of making them is not only simple but fun. Start by molding a plain face from any kind of clay containing an oil base. Over it smooth three thick layers of newspaper strips dipped in a mixture of wallpaper paste and water. Then, add a layer of paper-toweling strips. After allowing two or three days for drying, the masks can be painted with vivid colors to give a more grotesque appearance. Because of the oil in the clay, the children will find removing the mask from the mold an easy process.

Children's crayon drawings or their paintings can be another creative approach. Rather than copying the usual goblins or witches, your pupils can display something they have done or something they hope to do this Halloween.

Carefully selected books about Halloween will enrich your children's understandings of this holiday as well as entertain them. *Little Witch*[14] by Anna Elizabeth Bennett is a hilarious story about Minikin Snickersnee who wishes she was not a witch's child. She dislikes black magic and wants to go to school. When she does go, she causes considerable surprise by arriving on a broomstick. The involvement of the P.T.A. and the community detective adds interest and humor. *The Blue-Nosed Witch*[15] by Margaret Embry amusingly narrates unusual happenings which occur when a scatterbrained young witch finds herself in the midst of a group of children on a "trick-or-treat" expedition.

The Halloween activities discussed here will not only increase the children's knowledge of this holiday but will help them gain valuable insights and understandings. As they plan and carry out these activities, they are acquiring understandings that contribute to *the basic understanding that people at all times and in all places provide procedures by means of which they can govern themselves.* In creating interesting and amusing things, they are gaining understandings that contribute to *the basic understanding that people at all times and in all places express their spiritual and esthetic impulses.* These understandings should reinforce *the behavior trait of respecting public and private property* and *the behavior trait of respecting the rights of others.*

VETERANS DAY

If your school year is over when Flag Day comes in June, you may want to use Veterans Day, November 11, as a day to emphasize respect for the American flag. Since most local communities have a parade, this is a particularly good day to stimulate the children's thinking about our nation's flag. If the flag has been discussed prior to the parade, your youngsters can give concrete meaning to *the understanding that in all nations people honor and respect their flag.*

[14] Bennett, Anna Elizabeth. *Little Witch*, Philadelphia: J. B. Lippincott Company, 1953.

[15] Embry, Margaret. *The Blue-Nosed Witch*, New York: Holiday House, 1956.

Although your children have pledged allegiance to the flag ever since they started school, they may not grasp the meaning of the words they repeat daily. One morning after the flag salute is completed, ask them, "What is a pledge and what does allegiance mean?"

By thinking over what they have learned earlier, they will probably conclude that they make their pledge to show loyalty to our nation.

Have them examine the flag to note the details. Ask them why red, white, and blue were selected in making our flag.[16]

Before closing the discussion, make sure the children know the proper way of respecting the flag by asking, "What should we remember about showing our flag the respect we feel for it?"

After they have offered many suggestions, write on the chalkboard the following rules related to the use of the flag:

1) The flag should be raised after sunrise and lowered before sundown.
2) The flag should never touch the ground or floor.
3) The flag should never be used for costuming or as a pure decoration.
4) When the flag is displayed on a flat surface, the stars should be on the left.
5) When carried in a parade, the flag should have nothing placed on it or attached to it. It should have a place of honor at the right of other flags.
6) When the flag passes in a parade, spectators should rise if sitting, stop if walking, and stand at attention.

Experiences which provide opportunities for your children to learn more about the nation's flag not only develop a better understanding of our American heritage but also contribute to *the basic understanding that people at all times and in all places express their spiritual and esthetic impulses.*

[16] Information about the flag can be found in any standard encyclopedia or in books such as the *American Citizens Handbook*, National Education Association, Washington, D.C., 1951.

As a result of this understanding, the children should begin to exhibit *the behavior trait of showing genuine respect and reverence for the American flag.*

BOOK WEEK

Book Week is a good time to identify the location of the main library and the branch libraries in your local community. At this time a trip to the main library would be a valuable experience for the pupils whose experiences have been limited to the neighborhood or school library. After the trip, children should be helped to locate the libraries in the community on their floor map, flannel map, or individual maps.

If your school is served by a county bookmobile and you have initiated a study of the county, you will want to discuss this valuable county service and, perhaps, map the route of the bookmobile that serves the school.

You will find pictures and reviews of new books on the market in the Sunday supplement of the metropolitan newspapers. If you can work in a trip to the main library for your children to browse among the shelves and perhaps hear new stories, consult the librarian on a suitable time to make the visit. Perhaps there is an author of children's books living in your city who would enjoy coming to the school to talk with the children during the week.

Book Week offers the children an opportunity to do extensive art work. Aside from drawing pictures which illustrate some phase of Book Week, they might enjoy making book ends by bending and decorating coat hangers, and bookmarks by cutting and designing bits of construction paper. You will want to help the committee in charge of the reading center arrange a special display of colorful book jackets, original illustrations drawn by the class group, and clippings and pictures relating to the week.

Some teachers also find time to discuss the need for keeping records of library reading. Many find that a card file kept by each child makes keeping records easier. Others have their pupils keep individual loose-leaf notebooks. Whatever the procedure, the amount of writing involved should be limited so that the recording process does not halt the desire to read.

Talk with the children about how important it is to read different kinds of books. If there are enough books available for different levels of ability, each child will gain recognition and satisfaction by sharing a few of his reading experiences with the group.

Book Week holds many values for children. In planning the exhibits and the captions and in composing slogans and expressing ideas, they are gaining experience in *the ability to think creatively, make judgments and draw conclusions, and to organize and summarize.* These activities along with the children's reading and discussion of the books develop understandings that contribute to *the basic understanding that people at all times and in all places throughout the world provide means of communication of ideas and feelings.* As the children recognize how valuable books are in entertaining and educating them, they should exhibit *the behavior trait of being careful with their own books and those provided by schools and libraries in their local community* and *the behavior trait of seeking knowledge through reading.*

AMERICAN EDUCATION WEEK

The observance of American Education Week not only offers children experiences that contribute to their social-studies understandings, but it offers the public an opportunity to appreciate the rôle of education. While each school approaches this week differently, all schools try to exhibit what boys and girls are accomplishing in the various classrooms.

In discussing and planning for an open house or a special program for their parents during the week, children will begin to realize the important part education plays in the lives of all people.

Open house

An all-school open house during American Education Week is a good way to acquaint large numbers of people with the work of the school. No doubt, your youngsters are familiar with the observance of American Education Week, having participated in it in kindergarten and the first and second grades.

Stimulate the children's interest in an open house by helping them recall their experiences on similar occasions and then, ask, "Why do we have American Education Week? What is it for?" Lead them to understand that all people in the local community and county, whether or not they have children, help pay for the schools and are interested in what the children are learning and doing in school. Then, tell your third-graders that teachers and their pupils throughout the nation try to help people know more about the schools during American Education Week.

Here are several things you can do to make your open house a rewarding experience for everyone concerned.

Look ahead from the beginning of the year and save at least one sample of each child's work which can be used effectively in an exhibit. You, like most teachers, will find it more desirable to exhibit the work your pupils regularly do rather than something unusual developed for this occasion. The work of the more able boys and girls should not dominate the exhibit.

Provide an opportunity for your youngsters to share in planning the exhibit. They should agree on the materials to be displayed; the materials to be eliminated because of lack of space; and the captions or explanations to be made by the children.

Help the children arrange related materials and write captions or explanations which will make the exhibit meaningful to visitors. A hodgepodge of unrelated items or too many items will not contribute to a better understanding of your school program.

When one third-grade class was asked what it could do to help the visitors understand what the class had done so far during the year, it responded with the following suggestions:

Put up signs explaining our science center and our library center.
Put all our books on one table so that people can see them.
Put a big sign on our map so that people will know that it is a map of our local community.
Stand our books up on the chalkboard ledge and print the names of stories we have read on a cardboard.
Put our classbook where everyone can see it and read our stories.
Put some of our letters on the bulletin board to show how well we can write letters.
Put pictures on the bulletin board that we made of the beautiful things we see and hear.

Together, the teacher and children decided what materials would be used and what captions or explanations would be made.

The children then divided into committees, with each committee responsible for one part of the exhibit. The teacher worked carefully with each committee, making suggestions that would make the exhibit meaningful to visitors.

Give the children time and opportunity to become thoroughly familiar with the exhibit and to enjoy their handwork. You will want to begin laying out the exhibit several days before the open house so that the pupils will not be rushed in helping you plan the order of the various arrangements. After everything is in place as planned, suggest that they inspect the exhibit and offer suggestions for improving it. Then, help them practice verbal explanations they may need to make when introducing their parents or explaining parts of the exhibit.

Be sure each child knows how to introduce his parents or other guests if such an introduction is necessary. A dramatization in which each child has an opportunity to introduce a guest to you or to a child playing your rôle can be an effective learning experience in helping third-graders acquire a feeling of confidence when called upon to introduce anyone.

Special program

If there is no general open house and yet you feel this week is an appropriate time to present a special program for parents, you might plan an afternoon tea. Following the social hour, the children could present a short program developed from their school experiences. This may include a review of the communities studied, a dramatization of a selection in their text, a presentation from a book concerning community living, and a few songs or simple folk dances.

After the children's program, perhaps a colleague would be willing to show a film or read a story to your group in her room so that you will have an opportunity to discuss your social-studies program in greater detail.

Your children may decide that their parents would gain even more by attending a session of the social-studies class during the week. Invitations can be written to specify the exact time and place agreed upon.

Visits from parents during American Education Week will give you an added opportunity to learn more about your children and their family relationships. Parental visits can promote good public relations which are essential for the support of your school and vital to the continuance of its educational program.

The experiences suggested for American Education Week offer your children an opportunity for much meaningful learning. By planning exhibits, composing captions, organizing and summarizing materials and ideas, and making judgments, they come to understand that people can *communicate by exhibits and writing as well as by talking.*

As they learn how education is provided in their community and how educational opportunities can and should be continuously improved, the foundation is being laid for *the basic understanding that people at all times and in all places provide education.* Through the activities involved in promoting this understanding, you should see in each child an improvement in the *behavior trait of taking responsibility in planning for and participating effectively in school activities.*

THANKSGIVING

Perhaps as Thanksgiving approaches, the story of the Pilgrims and the first Thanksgiving or the way Thanksgiving may have been observed by the first settlers in your local community could be dramatized for a school-assembly program. Such a program gives children an opportunity to organize and summarize information they have

acquired. They gain esthetic satisfaction through creating their own costumes and scenery.

Ask the boys and girls to name things for which they are thankful. They will probably list a host of material comforts such as television, ways of transportation, central heating, and the like. Lead them to reflect on spiritual happiness which does not come from material things by saying, "You have so many things that the early settlers did not have. Do you suppose people are happier now than in those early times?" Finally, lead the children to generalize that true happiness stems from inside themselves and not from external things. In a discussion on happiness, one third-grader related: "It's the light in my mother's eyes when I have done something to make her proud of me that makes me happy."

Among the books that can be read to your children to clarify their understanding of the first Thanksgiving are *The Thanksgiving Story*[17] by Alice Dalgliesh and *Pilgrim Thanksgiving*[18] by Wilma P. Hays. The former is a brief, slightly fictionized account of the events leading to the founding of Plymouth and the celebration of the first Thanksgiving; the latter is an account of the activities on the first Thanksgiving in America.

A discussion of the first Thanksgiving offers you an opportunity to deepen the children's appreciation of their American heritage. The understandings and values developed as your youngsters discuss the Pilgrims, the way they celebrate Thanksgiving in their own homes, and the things they are thankful for, contribute to *the basic understanding that people at all times and in all places express spiritual and esthetic impulses.*

DECEMBER FESTIVALS

December festivals help children gain more understanding of the cultural heritage handed down through the ages. As boys and girls plan and carry out activities such as decorating the room and making gifts, they should begin to understand and appreciate the efforts of people everywhere to provide beauty and recreation for themselves and others.

If you have Jewish children in your class, your group should gain appreciation and understanding of Hanukkah, the Jewish Festival of Lights, which is more than two thousand years old. The significance of Hanukkah in the lives of Hebrew people can best be explained by the mother or father of one of your children. Perhaps you can secure an after-school invitation for your class to visit in a Jewish home.

At third-grade level, many children are able to do their own research on Christmas customs through reading, discussions, and the like. They should learn where the custom of the Christmas tree originated, why children hang up stockings, and how Santa Claus came into existence. As your boys and girls learn more about Christmas customs, they will come to realize that their state, their region, and their country is made up of people from different lands who celebrate Christmas in various ways.

Urge your pupils to tell about special Christmas customs observed in their homes such as the serving of English plum pudding with flaming sauce; or the making of Scandinavian ornamental straw stars, angels, and birds; or the baking of Dutch and German cookies with almond or anise.

A Christmas tree not only helps promote the Yuletide spirit but offers many teaching-learning experiences. If you decide to have a Christmas tree, talk with the children about safety measures to be followed. Fire-proofing compounds, obtained from a local drugstore, can be sprayed on a tree to eliminate the possibility of fire.

You will want to work out a plan that permits each child to have a part in decorating the tree. In making tree ornaments, waste materials can be used to good advantage. Small plastic baskets used to package berries, tomatoes, and the like can be cut into various shapes, dipped in shellac, and sprinkled with glitter. Scraps of styrofoam, obtainable free of charge from different manufacturers, can be decorated with sequins and colored yarn. Foil paper and pictures from old Christmas cards can be cut or folded to enhance the beauty of the tree. By using their ingenuity in finding and using a number of different materials, your pupils can learn the joy of creating something beautiful to share with others.

The class will want to decorate the bulletin board and other wall space with pictures and ornaments. A display of art work showing Christmas customs and traditions is always interesting.

Pupils usually enjoy making string balls and hanging them from beams or light fixtures in the classroom. To construct these, balloons are inflated and ordinary string, which has been soaked in a mixture of medium starch and a little salt, is wound over them to create a crisscrossed, lacy effect. When the string is completely dry and stiff, the balloon is deflated and removed. Glittering sequins add a holiday touch.

Children can learn best the happiness of giving through making the presents they will give. A set of game tally cards is a useful and attractive gift for children to make. Mimeograph paper is cut into sheets approximately three and a half by five inches and folded over into a cover. Paper designs or pressed flowers and leaves are laid on the cover. Then a spray is used to spatter thin poster paint or water color over the article. After the paint dries, the flowers are lifted leaving the design free of color. Eight of these in a variety of colors will make a package of handsome tallies for a gift the whole family can enjoy.

Even gift wrappings can be original. Finger paintings done on glazed shelf paper and pressed with a warm iron make attractive gift paper. Potato prints are also effective. The pupil draws a design on half of a large potato. Then the design is cut, and the other portion scraped away so that the part to be printed is in relief. Calcimine paints may be used for printing the design on shelf or tissue paper. By practicing on paper towels, the children can learn to space artistically before using the regular materials.

The spirit of Christmas need not be limited to the classroom. Two or three weeks before Christmas, ask the youngsters what Christmas plans are under way in their local community for the less fortunate people such as children in hospitals and orphanages, invalids in veteran hospitals, and older people in nursing homes or in homes for the aged. Help them plan a way to participate in these.

However, such activities are harder for children to participate in in a city than in a small-town community. Youngsters who live in city apartment buildings might organize a "sing" just for the residents of the building, or they might get the names of children at the nearest hospital and make Christmas cards or tray favors to send them.

Stories and poems, too, are part of the December festivities. A warm-hearted imaginative tale, *Torten's Christmas Secret*[19] by Maurice Dolbier, is about one of the little gnomes in the North Pole workshop and his good deed on Christmas Eve. *Told under the Christmas Tree*[20] is a delightful collection of Christmas stories and poems compiled by the Literature Committee of the Association for Childhood Education. This book has many stories about Christmas in various lands. It also has stories about Hanukkah, the Jewish Festival of Lights.

Planning and taking part in Christmas activities are rich experiences for your boys and girls. Learning about the various ways people celebrate Christmas throughout the nation will help eight- and nine-year-olds appreciate their nation's cultural heritage and gain new insights that lead to *the basic understanding that at all times and in all places people have found ways to express spiritual and esthetic impulses.* As they enjoy Christmas festivities, they are having experiences that contribute to *the basic understanding that at all times and in all places people have provided recreation for themselves and others.*

[17] Dalgliesh, Alice. *The Thanksgiving Story*, New York: Charles Scribner's Sons, 1954.
[18] Hays, Wilma Pitchford. *Pilgrim Thanksgiving*, New York: Coward-McCann, Inc., 1955.
[19] Dolbier, Maurice. *Torten's Christmas Secret*, Boston: Little, Brown and Company, 1951.
[20] *Told under the Christmas Tree*, Literature Committee of the Association for Childhood Education. New York: Macmillan Company, 1948.

JANUARY AND FEBRUARY BIRTHDAYS

The observation of the birthdays of famous Americans that occur in January or February provides you with a natural stimulus for your pupils to learn more about their democratic heritage. You will want to give special recognition to the birthdays of three of our best-known presidents—George Washington, Abraham Lincoln, and Franklin D. Roosevelt—and to St. Valentine's Day. In addition, you may also wish to help the children plan special programs on the birthdays of other famous Americans such as Thomas A. Edison, Robert E. Lee, Benjamin Franklin, and William Henry Harrison. You may wish also to call attention to the birthdays of important persons in your local community whose birthdays occur during these months.

Your youngsters will enjoy reading Genevieve Foster's *George Washington: An Initial Biography*[21] which is based on the most recent research on our first president. Her *Abraham Lincoln: An Initial Biography*[22] is also from recent findings. Henry Steele Commager's well-written book, *America's Robert E. Lee*,[23] will hold their interest.

In learning about the lives of great men, children learn a great deal about the history of their country.

Valentine's Day in most schools is celebrated with a program and the sending of valentines to the teacher and classmates. Some teachers have their children work on a project such as making a "movie" or writing a play on the life of St. Valentine. No matter how you observe this day, the children will have greater and deeper appreciation of it when they understand its origin and meaning.

The Story of Valentine[24] by Wilma Pitchford Hays gives an understandable true-to-life story of St. Valentine as seen through the eyes of Roman children. Katherine Milhous' book *Appolonia's Valentine*[25] is a present-day story of children from Pennsylvania Dutch families and the valentines they make in school. The many valentines pictured in the book should stimulate your third-graders to make valentines.

The activities the children become involved in in observing the lives of famous men, including St. Valentine, should help them begin to understand that people who render service for the good of all men are usually remembered and that good citizenship depends on many attributes. Since many of the famous men your children learn about are outstanding in different fields, the activities involving the observance of each birthday may contribute to different basic understandings. For instance, learning about our presidents should promote *the basic understanding that people at all times and in all places provide procedures by means of which they can govern themselves.* On the other hand, observing the birthdays of Benjamin Franklin and Thomas A. Edison should contribute to *the basic understanding that people at all times and in all places provide for the creation of new tools and techniques to meet new demands.*

Out of their experiences which involve learning about famous people, boys and girls should show growth in *the behavior trait of acting responsibly in their daily living in and out of the classroom.*

SPRING FESTIVALS

Arbor Day is observed in various states from November through May. By the time it arrives in your community, the children may have finished reading "A New Forest on the River" in "Middletown" and completed their activities relating to the conservation of trees in their local community. In such case, you will want to plan teaching-learning experiences which will stimulate their interest in learning more about the value of trees in their nation. If your youngsters did not have the experience of actually planting trees after reading "A New Forest on the River," you will want to plan this experience for them on Arbor Day even though your school sponsors a general tree planting ceremony for all the children.

If this day is observed in May in your state you may wish to plan activities which will combine the observation of it and May Day.

May Day is not as universally celebrated as many of the other holidays, but it is a day children can enjoy. As they make May baskets and fill them with real or crepe-paper flowers duplicating those they have seen growing in their local community, they become more aware of the beauty around them and how their community has worked to provide beautiful things for everyone to enjoy.

If you teach in a city which holds a May festival where folk dances from various countries are danced around the May pole, you have a chance to promote your children's intercultural understanding.

As your boys and girls plant trees on Arbor Day and become a part of the May Day festivities, they will be participating in activities that contribute to *the basic understanding that in all times and in all places people express their spiritual and esthetic impulses.*

The observance of Arbor Day should also promote *the basic understanding that people at all times and in all places throughout the world provide for the protection and conservation of health, life, resources, and property.*

Out of their experiences, the youngsters should display a growth in *the behavior trait of assuming some responsibility for keeping their community pretty.*

SOLVING PROBLEMS

People of all ages have to learn to solve personal and group problems. The young person who has learned an effective approach for solving his own problems is on his way to becoming a responsible citizen.

Our way of living in the United States has been built upon and maintained by our system of ideals and values—what we believe.

Basic to our way of living is the value that *the individual has a right to participate in making decisions that affect him and the corresponding obligation to accept and follow the decisions agreed upon by a majority of the group.* Such civic participation and obligation requires the ability to recognize civic problems and to share in their solution.

Solving personal and group problems involves seeing the problem clearly, working out several solutions, making a choice between the alternative courses of action, acting upon the choice, and then living with the consequences of the choice until reëvaluation suggests another course of action.

Your pupils may have the problem of planning how best to record what they are learning about the way a basic human activity is carried on in their local community. After discussing their problem, they decide that a picture book, a scrapbook, a classbook, individual notebooks, or a bulletin-board display could meet their needs adequately. A vote indicates that the majority favors a bulletin-board display. After the bulletin-board display is completed and put in use, the children reëvaluate it in terms of how well it is meeting their needs relative to their alternative choices. They agree that a classbook would have all the advantages of the bulletin board with an added one of offering a permanent record. Thus, the process of problem solving is complete.

Critical thinking is a necessary part of all problem solving. It is often employed in those situations where pupils work on a problem, and individually or as a group reach the decision they consider best, but lacking the necessary power, cannot act on the decision. Engaging in

[21] Foster, Genevieve. *George Washington: An Initial Biography*, New York: Charles Scribner's Sons, 1949.

[22] Foster, Genevieve. *Abraham Lincoln: An Initial Biography*, New York: Charles Scribner's Sons, 1950.

[23] Commager, Henry Steele, and Ward, Lynd. *America's Robert E. Lee*, Boston: Houghton Mifflin Company, 1951.

[24] Hays, Wilma Pitchford. *The Story of Valentine*, New York: Coward-McCann, Inc., 1956.

[25] Milhous, Katherine. *Appolonia's Valentine*, New York: Charles Scribner's Sons, 1954.

such critical thinking, however, can promote the ability to deal with social, economic, and political problems.

Many such problems are suggested in your social-studies program this year. Again and again, it is suggested that your third-graders study problems such as water shortages, health protection, clean-up drives, and the like. Suggestions are given for helping children see what they can do as individuals and as a group.

Sometimes your children will need to work out the solution to personal or social problems that arise out of group experiences. At other times, they will need to work out the solution of hypothetical problems where they cannot follow through with action. In either case, they should employ critical thinking in arriving at the best choice for a workable solution. In any experience, problem solving is fundamental to good learning.

SOLVING PERSONAL PROBLEMS

Eight-year-old Mark has a problem. He is late for school more often than he is on time. This creates other problems. He is the main offender in making it impossible for the group to maintain a good record. His teacher has talked to him and his classmates have teased him, but with no effect. He is becoming unpopular, and each time he is late he feels the disapproval of his peers more keenly.

Finally, the class decides that only the boys and girls who have a good record of coming to school on time should try out for the leading rôle in the class play. This is an awakening for Mark; for like the average third-grader, he loves to act. Suddenly, he takes a good look at himself and knows he has a real problem. In trying to solve it, he sees his goals as: (1) try out for leading rôle in play, (2) regain friends, and (3) clean up class record for tardiness. Getting to school on time will help achieve all three goals. *Thus, his real goal is to get to school on time.* Having worked out a clear goal, Mark has made his first step in solving his problem.

He next analyzes the situation and finds a promising solution. Why has he been late so much despite the fact that he often rushes? He realizes there are several reasons. He always waits for his mother to call him several times before he gets up. After he eats his breakfast, he plays with his dog, despite the protests of his mother. He takes the long route to school in order to glance at the birds in the pet shop.

In trying to decide what he can do to get to school on time, he realizes he can arise at his mother's first call, but he cannot stop his dog from wanting some attention. However, he can take the short route to school and see the birds after school and on Saturdays. He talks to his mother about playing with his dog, and she agrees it will be all right if he gets up when she first calls. He then decides that he will get up earlier and will take the short route to school.

In trying out his solution, he finds he is about five minutes early for school. This allows him to play with his classmates until school starts. Thus, he qualifies to try out for the leading rôle in his class play. He has regained his friends and is no longer responsible for his class not having a good record for punctuality. His problem has been solved; he has achieved his desired goal; and he has helped the group achieve its goal.

Generally, eight- and nine-year-olds do not consciously go through such steps when solving their personal problems. Nevertheless, when faced with one, they need to develop the habit of giving it critical thought and making a judgment based on several alternative choices.

What you do in all your classroom programs, as well as your social-studies program, to help your pupils develop ability in the solving of personal problems will affect their progress this year toward responsible citizenship.

PROBLEM SOLVING BY THE GROUP

Group problem solving is similar to individual problem solving. The group, however, has the added responsibility of maintaining a level of morale which will ensure full coöperation and unity in action.

Problem solving can be most effective in a group which has the following characteristics: teacher-pupil planning; a sense of freedom in discussing, working, and playing; a show of respect for the rights of others; an interest in searching for correct information; and a sense of freedom in having time to explore and define problems.

To develop and maintain a group that can adequately solve daily problems, teachers should take time to get acquainted, to be informal, to devote time to discussing what makes a good working committee or group, to clarify procedures agreed on by the group, to clarify the rôle of the committee chairman in relation to the other committee members, to establish an atmosphere of freedom which allows pupils to disagree, and to provide proper conditions and tools for group work.

Many teachers do not take the time to explore the problem area, and they overlook the fact that the real problem is often not the surface problem. An effort should be made to identify and isolate subproblems. In a healthy group, each child should receive praise for a suggestion, but he should be helped to understand that once a suggestion is made it belongs to the group. Thus, when the idea he presented is examined critically by the class group, he does not feel he is being attacked.

The content of *In City, Town, and Country* and the suggestions for the teaching-learning experiences that grow out of its use provide many opportunities for solving real and hypothetical problems.

READING WIDELY

Eight- and nine-year-olds are at an eager age because they are full of curiosity and the desire to know. Naturally, these youngsters will vary in reading ability and the differences will become even greater during the year. One of your major problems will be to find the right books for each child. This is a wonderful year in which to help your boys and girls become acquainted with a wide variety of books and magazines and so help them grow in the desire to read widely. Telling about a book they have read will help many children gain the confidence they need to give other reports.

In each section of *In City, Town, and Country,* you will find an annotated list of books, many of which your youngsters can read. Some provide needed information; others are stories which will deepen understandings. Even more important, these books vary extensively in reading difficulty. For example, many of your boys will be interested in road construction. A poor reader can read *I Want to Be a Road-Builder* by Carla Greene; he is certain to get information from it which he can share with the group. Give one of your more able pupils *Building Your Super Highways* by George J. Zaffo.

Since the number of books in each annotated list is necessarily limited, you will want to search your library for other books which will strengthen the understandings you are seeking to develop. Look, too, for books which will enable individual children to follow their special interests.

For example, keeping the weather record may lead certain children to a genuine interest in weather. *Lightning and Thunder*[26] by Herbert S. Zim is just right for many third-graders. *Exploring the Weather*[27] by Roy A. Gallant is recommended for exceptionally able readers who are genuinely interested in the weather.

As your youngsters use *In City, Town, and Country,* a few may be particularly interested in the development of new tools and techniques. Be sure these children read *Stick-in-the-Mud*[28] by Jean Ketchum.

From discussing zoos, you may discover youngsters who are keenly interested in animals. *Here Come the Bears*[29] by Alice E. Goudey, and the companion books about deer, elephants, beavers,

[26] Zim, Herbert S. *Lightning and Thunder,* New York: William Morrow and Company, Inc., 1952.

[27] Gallant, Roy A. *Exploring the Weather,* Garden City, N.Y.: Doubleday and Company, Inc., 1957.

[28] Ketchum, Jean. *Stick-in-the-Mud,* New York: William R. Scott, Inc., 1953.

[29] Goudey, Alice E. *Here Come the Bears,* New York: Charles Scribner's Sons, 1954.

seals, and wild dogs are intriguing to third-graders. *Major, the Story of a Black Bear*[30] by Robert M. McClung, and similar books by this author are equally popular. These writers through their books help develop many geographic understandings.

The foregoing examples merely suggest the special interests which may exist among your youngsters and the books you can use to encourage these interests.

There are many other ways in which you can interest your third-graders in reading widely. When feasible, help them secure information from encyclopedias and other reference materials. Encourage the children who have magazine subscriptions to share interesting stories or articles with the group.

If you have not already done so, begin now to collect pamphlets and similar materials put out by various businesses. Among the materials which you collect, you will find many pictures and diagrams which third-graders can use as they work in committees or follow individual interests.

You may come across a newspaper or magazine article which you might want to rewrite and duplicate for your youngsters to read. For example, a daily newspaper recently carried a picture of an old house and a story telling of a historical discovery in it. The owners of the house were planning to paper the living room. After removing five layers of wallpaper, they found a statement written on the plaster by a twelve-year-old girl. The statement told about the room being papered for the first time a century ago and described the family living in the house and some of the happenings of the time. The present owners carefully preserved this section of the plaster. Beside the statement, their twelve-year-old son wrote corresponding information about his family and the world today.

While most of your third-graders would find it difficult to read the original newspaper article, they would be fascinated by the story. Moreover, they would begin to see the value of written records and to understand more clearly the meaning of changes in relation to a hundred years ago.

[30] McClung, Robert M. *Major, the Story of a Black Bear*, New York: William Morrow and Company, Inc., 1956.

You will also want to allot time for reading to the children, for the interests of eight- and nine-year-olds stretch beyond what they can read themselves. In the *Guidebook's* annotated lists, you will find books suggested to be used in this way. The informative books speak for themselves in a social-studies program. But, remember the impact good fiction can have in developing understandings of people, of places, and of happenings.

STUDYING INDEPENDENTLY

Efficient study requires that pupils know how to observe, listen, and read thoughtfully. Whether the child learns by observing, listening, or reading, he employs the same basic thinking abilities—getting the main idea, noting details, perceiving relationships, making judgments, drawing conclusions, organizing and summarizing ideas, and generalizing.

Efficient study also requires that the pupil be able to remember what he learns. The same abilities, habits, and aids to memory are employed in observing, listening, or reading.

OBSERVING

One of your major goals this year is to help children become more aware of the many facets of their local community and their county, and for some, their metropolitan area. As youngsters start to notice things which they have been taking for granted and as they question details of their immediate environment, they will be developing attitudes and habits which will promote further learning.

You will want to provide a variety of teaching-learning experiences to help your youngsters develop the ability to observe carefully for specific purposes. Some morning ask them to describe what they saw on their way to school. They should recall natural features such as trees and hills as well as man-made features such as stores, houses, mailboxes, and fences.

See if the children can recall how many streets or roads they crossed. Let them estimate how many blocks they walked or miles they drove and how long it took. Ask them to describe some of the landmarks they noticed such as traffic lights, telephone poles, lampposts, an unusual tree, a bridge, a park, a water tower, or a fire hydrant. You will want to list these items on the board as the children name them.

Your second step is to ask the pupils to look again on their way to school the next day and see what they now notice when they are observing carefully for the purpose of remembering. Have them count and note on paper the number of streets or roads they cross and the number of blocks they walk. Show them how to check these numbers with their previous estimates. Let them see if there were some important natural features, buildings, or landmarks they had not previously noticed or if the landmarks were located just where they thought they were.

You will want, also, to set up teaching-learning situations which call for careful observation to discover evidences of the basic human activities being carried on in the community, of the changing of seasons, and of plans that are under way for parades, festivals, and programs.

More detailed suggestions for observing different areas of the local community and county are given in "Making and Reading Maps" and in the *Guidebook*.

Ask the children to bring to school any pictures they have at home or can find in the newspapers of different areas in their local community.

The next day devote some time to examining and discussing these pictures. Help the children appreciate that pictures can show us much about people—what kinds of houses they live in, how they dress, what kinds of work they do, what games they play.

To provide experiences in observing and visualizing pictured areas, use the pictures which the children have brought in as the basis for a game. Ask a child to observe his picture carefully. Then, without showing the picture to the class, have him describe the picture. Tell the children listening to try to picture the scene in their minds. After the child has described the picture, his classmates should guess what the picture shows and, if possible, where the scene is located. The picture should then be passed around to let everyone see whether it has been described correctly.

Careful observation of a picture, as with everything, starts with a definite purpose—what are you looking for? Is it to determine whether a pictured landscape resembles one near where you live? Is it to discover how one of the basic human activities is carried on? Is it to show how the area pictured is changing, has changed, or can be changed? Is your purpose to determine the relationship between weather and the kind of recreation shown?

Have your children look at a picture thoughtfully to determine: first, the main idea; next, the details; then, the relationship between the details and the main idea and then to summarize what they have seen.

LISTENING

At eight or nine, a child can learn a great deal from listening. Children of this age are forming lifelong patterns as thoughtful or careless listeners. Again, your first step is to help your pupils develop a definite purpose for listening thoughtfully. In order to do this, you will need to query yourself on the purpose at the start of each teaching-learning situation.

During the year, you will want to encourage your children to listen thoughtfully to certain television or radio newscasts and other programs that may extend their experiences. Ask how looking and listening to television is different from looking at a picture book or listening to a recording. You will want to bring out the fact that since most television programs can only be viewed once, it is important to look carefully at those one wants to get information from or to tell others about. Point out that in order to remember what is being said on the radio, an individual should have a very clear purpose for listening and give very close attention. Good listening requires practice.

You might provide experiences in thoughtful listening by saying, "Try to listen to a news broadcast on radio or television tonight. Listen to find out if our local community is mentioned." Later, extend your assignment by asking the children to listen to discover whether the news of their local community was about producing, protecting, transporting, or some other basic human activity.

READING

Printed language is a substitute for, or an extension of, real experiences. The thinking abilities employed in reading are the same as those needed for thoughtful and accurate observing and listening. Hence, it is important for you to make certain of the worth, suitability, and degree of difficulty of your youngsters' reading materials. They cannot interpret what they cannot understand. They learn by relating what they already know with the new learning and by integrating the new learning into their on-going stream of experience.

Your children need guidance in learning to read and reread material thoughtfully. Thoughtful reading at the third-grade level involves the creation of sensory images out of a fund of sensory images stored up through concrete experiences. Unless they have an acquired fund of sensory images, children cannot create the images symbolized by printed language. Thoughtful reading involves understanding the meaning and the pronunciation of words employed by the author in a specific context—understanding what the author means and "seeing" the scene or action described as the author saw it.

It is for this reason that young children need reading materials within their realm of experience. It is for this reason that they need a properly illustrated text as they move beyond the point of what they have actually observed and experienced.

As in observing and listening, they need to know and understand the purpose for which they are reading and how it relates to what they have learned and are learning. They need to develop the habit of checking to see if they have accomplished the purpose established.

Children should be encouraged to think back over a selection in terms of the main idea and supporting details. A good technique is to read aloud a short selection related to one the children have just read and then to ask them to discuss how the two selections are alike and how they are different. Another way is to have the youngsters formulate questions about a selection they have read.

REMEMBERING

Remembering is the ability to recall and identify ideas or images when needed. No one can remember everything he has experienced. Improving one's ability to remember starts with being able to determine what is important to keep in mind. It begins also with being able to use specialized aids to memory, such as observing carefully, making associations, forming and creating sensory images, classifying, and summarizing and organizing for the specific purpose of remembering.

Determining what is important to remember is a skill that many people never learn. Yet, it is fundamental to efficient study. Third-graders should be growing in this thinking ability by forming the habit of sorting out what information is important and then fixing it in their minds by using the various aids to memory.

As you plan trips, help the children determine important things to look for. During the trip, help them observe carefully for the purpose of remembering. After the trip, help them sort out, summarize, and organize what is important to remember. Do the same in listening situations: "What are we going to listen for?" "This is an important point!" "Now what did I say?" In reading situations, you might say, "Read to find out. Remember to reread and check yourself. Now, let's see if we remember the important things."

All that you do to promote *the ability to observe carefully and to form sensory images will contribute to the ability to remember* as you set up specific purposes.

You are *promoting the ability to make associations for the purpose of remembering* when you help children make associations between related items in their classroom, between real and pictured landscapes, and between real places and map symbols.

You are *promoting the ability to classify for the purpose of remembering* when you ask children to make a list or to make pictures of the kinds of transportation, communication, and the like that they see in their local community.

You are promoting the *ability to remember the sequence of events* when you ask the children to recall the route taken on a trip or to recall the information you have recorded up to a certain date in your classbook. You might have the children recall in sequential order the steps in processing milk or some other food.

You are *promoting the ability to remember* every time you help the children *organize and summarize information* and form *generalizations* from the facts and data collected through research and various teaching-learning experiences.

PRESENTING INFORMATION

Your social-studies program this year will present many opportunities for individual children or committees to present information to the rest of the class. Because of the problems involved in taking the entire class on certain kinds of trips, you will want to capitalize on the out-of-school experiences of your children.

As youngsters become more thoughtful and studious observers, listeners, and readers, they become better able to present information to others.

They will soon learn the value of taking and organizing notes when they observe their surroundings, view television programs, or read informational material for a specific purpose. A good time to emphasize this value is when you ask them to watch and listen to news programs and weather reports. They will gradually develop good study habits when observing, listening, and reading as you provide experiences such as those described here, in other sections of *Living and Learning in Third Grade*, and in your *Guidebook*.

SOURCES OF INFORMATION

During the year, your children will take trips; interview visitors; listen to stories; read books; look at pictures, films, and filmstrips; listen to television programs; and work on maps and other projects in connection with their work in social studies. Such activities will provide opportunities for you to help them learn how to present information which others do not have.

The out-of-school experiences of your youngsters will vary widely. Some of the children will be well informed in certain areas; some will be able to read more advanced materials than others; some will make unusual discoveries in the local community that can serve as the basis for interesting presentations.

PREPARATION

The essential thing for children to keep in mind about preparing and presenting information is that they should have something important to say and that they say it so that others can understand and profit by it.

All information should be presented in such a manner that it will not only inform others but at the same time spark their interest.

Select a child who speaks well, and is well liked, to give the first report. Give him the help he needs to make an interesting presentation that will contribute to the overall teaching-learning experience of which it is a part. By giving a good report, he will set a pattern for the others to follow.

EVALUATION

After information has been presented, you will want to guide the youngsters in discussing what they have learned. You might say, "What did you learn that you didn't know before?" Then, "What was the most interesting thing we heard?" The children will give various responses to these questions. A child in the back of the room might say, "I liked the pictures but I couldn't hear what he said about them." This comment may lead to a discussion in which the children ask questions to clarify what the speaker said or ask the speaker to repeat some of his talk, including the part that could not be heard.

The evaluation should stimulate the pupils not only to want to know more about the subject but to, in turn, present information on something which interests them. It should also contribute to thoughtful listening and help children understand the importance of presenting their information in such a way that their classmates will be able to hear what is presented and will learn something new and interesting.

YOUR GOAL—RESPONSIBLE CITIZENSHIP

The ultimate aims of American education today are to help each person realize his highest potential as an individual and to develop behavior that effectively perpetuates democratic ideals.

You cannot talk your children into responsible citizenship, for they learn what they live. You can help them achieve deeper understandings of their local community and county and of their responsibilities in these communities. You can help them employ clear, logical, and critical thinking. You can make sure that the day-by-day living in your classroom is always consistent with the democratic values and ideals that underlie our way of life in the United States of America. And you can keep in mind that although it has been said that children know far better than they do, *real learning can be measured only by the resultant changes in behavior.*

KNOWLEDGE AND UNDERSTANDING

Helping your third-graders acquire the knowledge and the understandings that they need for responsible citizenship will probably be the easiest part of your work in carrying out this social-studies program. Why? Because *In City, Town, and Country* provides not only important information but also the stimulus for seeking additional data that will lead to meaningful understandings. The local community in which your youngsters live is the laboratory within which knowledge will be sought and understandings developed. You will help your third-graders explore their environment and take a new look at many things that they have been taking for granted.

As you read the text and consider the specific understandings that are listed at the beginning of each lesson plan in the *Guidebook,* you may feel at times that too much is expected of your third-graders. But, remember that eight- and nine-year-olds are eager to know about everything with which they come in contact. They are interested in things that happened "long ago," and they are fascinated by possible changes in the future. As you help your children learn about living in their local community, you will have them look back at the past in order to understand the present better. They will begin to understand the need for anticipating and accepting change, and they will begin to realize the importance of thinking and planning ahead.

CRITICAL THINKING

In growing toward responsible citizenship, third-graders must be able to employ clear, logical, and critical thinking in solving problems. *In City, Town, and Country* will help you chart your course for promoting such thinking. At the beginning of each lesson plan, you will find listed the thinking abilities to be promoted by the total teaching-learning experience. The questions in blue type, the questions in the child's text, and the suggested extending experiences are all designed to bring into play the particular thinking abilities listed. The last section of the text, "In Your Local Community," gives added emphasis to these thinking abilities and makes it necessary for the children to organize and summarize what they have learned so that it can be remembered and used.

DEMOCRATIC IDEALS AND VALUES

Now we come to the part of your social-studies program for which you are entirely responsible—the maintenance of day-by-day classroom living that is consistent with the democratic ideals and values that underlie our way of life. This is the only way you can promote in your third-graders the development of those attitudes that are basic to responsible citizenship. This is the only way you can build loyalties for the democratic way of life in which you believe, for a person is most likely to be loyal to what he admires or loves or respects.

What your youngsters know, as well as their ability to think clearly, is important to good citizenship. But their attitudes, values, and ideals are even more important.

As the days and weeks come and go, the children will grow in their ability to live and work and plan together. They will learn many valuable lessons and gain new understandings as they work on group projects. They will show evidence of moving from dependence on others toward independence and from absorption in self toward greater concern for and service for others. They will grow in their appreciation of the interrelationship and interdependence of individuals, groups, and communities. All these experiences will make some contribution in developing an awareness of the following democratic values (from *Educating for American Citizenship*)[31] that underlie our American way of life. The term *democracy* ". . . embraces free, representative political institutions but is far more than a form of political organization. Basically, democracy is a system of moral commitments, a system of values that govern behavior in all human relationships and in all the great social institutions of home, church, school, community, economy, and state. It is a form of social organization that seeks to make possible the release of the full potentialities of self in the life of every individual. It is a goal toward which human history has pointed for a thousand years and more."[32]

Worth of persons: We hold that respect for the dignity and worth of human personality is the basic concept of American democracy.

This means that you will always show each child that you respect him, that you want to help him, and that he is important.

Freedom of the individual: We hold that men can be free.

This means that you encourage children to feel free to express their own opinions even though these may be different from your own. It means that you respect every child's values as long as they do not conflict with the rights of others. It means, too, that you encourage the children to act in the same way.

Government of laws: We hold that freedom under law is the essential condition of a free society.

This means that you help your youngsters understand that rules and standards are necessary for happy and worth-while group living. By having established rules, you are able to treat each child in a fair and just way.

Sense of Justice: We hold that in dealing with one another, men should be governed by a sense of justice, good conscience, equity, and fair dealing.

This means that your boys and girls can count on you to be just and fair in all their dealings with you and that you expect them to be fair in their dealings with you and with one another.

Capacity for self-government: We hold that men have the ability to govern themselves.

This means that, whenever possible, your third-graders share in making the rules and regulations by which they live in their classroom, their school, and their local community. It also means that you share with your third-graders the evaluation of their behavior under these rules and that you plan with them for the reaffirmation, modification, or rejection of classroom rules. It also means that any differences between you and a pupil or problems that pupils have with one another can be settled by discussion, deliberation, and compromise.

Civic participation: We hold that the individual has a right to participate in decisions affecting himself.

This means that you provide many opportunities for your youngsters to share in planning and carrying out school activities, in evaluating the outcomes of these plans, and in choosing the responsibilities that they wish to assume. It also means helping your youngsters abide by the decision of the majority. By helping each child contribute at his own level of ability, he will receive the positive award of work well done.

[31] American Association of School Administrators, *Educating for American Citizenship,* Thirty-Second Yearbook (Washington, D.C.: the Association, a department of the National Education Association, 1954), pp. 51-66.

[32] Ibid., p. 54.

Love of truth and appeal to reason: We hold that men must entertain a love of truth that is supported by a rational evaluation of the evidence.

This means that in dealing with any problem—be it in relation to daily living or the acquisition of knowledge—you show your third-graders how to obtain accurate evidence and how to evaluate this evidence critically before arriving at a conclusion. This also means that you guide the day-by-day living of your boys and girls by appealing to a rational analysis of the facts in hand and without resorting to the use of arbitrary power.

An informed citizenry: We hold that the citizen must be informed.

This means that you will see to it that your boys and girls are informed about all school matters in which they are involved. It means also that you will help them grow in their desire to secure the information about how living is carried on in each of the communities—home, school, neighborhood, county, and local community.

Social responsibility the counterpart of freedom: We hold that "the price of freedom is its responsible exercise."[33]

This means that you will strive to help your children move from absorption in self to concern for others and that you will help them understand that only through responsible social behavior can they contribute to the welfare of their school groups as well as to their neighborhood, local community, and county. This means that as every pupil assumes his share in deciding what the rules shall be, so shall he assume his share of responsibility for living up to these community rules. This also means that as leader of the third-grade group, you will set a pattern in which the children will understand that men must live up to their freedom or lose it in part or in whole.

Equal opportunity: We hold that each individual should have equal opportunity for self-realization.

This means that you will acquaint yourself with the home background, natural endowments, and personality of every child with whom you work so that you can help him realize the full potential of his personality and achieve according to his capacity and his effort. It means that you will be just with all pupils regardless of their race, religion, or national origin. You will encourage each child to participate in the life of the school, neighborhood, and local community. You will give each child an equal opportunity to make the most of his talents. It also means that because children differ widely, you will be sensitive to children's failures and misfortunes, help them learn and grow from their failures and misfortunes, and help them make worth-while contributions to the life of the group.

Brotherhood of men: We hold that men have the capacity to associate on a fraternal basis.

This means that you will early discover those children who for one reason or another feel insecure in their school group, that you will help them build upon the strengths they have which in the eyes of the other children are important, and that you will unobtrusively help them gain success as responsible members of the class. This means that by cultivating within your children the spirit of inquiry and inventiveness, you help release to the full the potentiality of individual personality. This also means that you will build a "oneness" in the classroom so that cliques and snobbishness cannot exist.

The right to be different: We hold that men have the right to be different.

This means that while you will hold the children to the highest standards in both behavior and achievement of which they are individually capable, you will have deep respect for the personality of each youngster and recognize the ways in which he differs from the others. It also means that while you will endeavor to help each child become a coöperative member of his school group, you will at the same time promote the development of that spark of uniqueness that is his alone.

This is a big order. The building of loyalty to democratic ideals is a complex task. No book can tell you how to accomplish this task, because you, too, have a unique personality and you must therefore guide the living in your classroom in your own way. Always remember that your most significant teaching will be those things which the children hear you say and the attitudes expressed in your behavior which the children observe as they live in the classroom with you day by day.

At the end of the year, no two of your youngsters will possess the same degree of loyalty to all our democratic ideals. Neither will this loyalty be expressed in exactly the same way by all your boys and girls. You will have accomplished much, however, if your third-graders show a real concern for each other; if they have grown in their ability to work coöperatively on group undertakings; if they evidence growth in their respect for rules and property; if they have grown in self-discipline; if they try to be honest in what they say and do; if they try to deal fairly with one another; if they try to solve their problems in a rational way; if they show a sincere respect for each other's opinions and points of view; and if they are sensitive to human failure or misfortune.

RESPONSIBLE BEHAVIOR

Just as you will help your children develop loyalty to our democratic ideals through their daily living in your classroom, you will use every situation as it occurs to promote growth in desirable behavior. The opportunities for developing such behavior are legion. Let us consider for a moment the behavior traits which you can expect from an eight- or nine-year-old. Broadly stated, these traits are self-discipline, intelligent self-direction, coöperation in the solution of group problems, and the assuming and the carrying out of responsibilities.

While you will need to work in terms of your own third-graders and the local community in which you teach, *In City, Town, and Country* offers you much help and guidance. As you read "Your Learning Environment" in the Golden Section, you found suggested procedures that may help you and your youngsters establish standards and routines. You may want to review the standards you and your children set and the routines for school living you coöperatively agreed upon. The attitudes of your boys and girls toward these standards and routines will set the course for their growth in self-discipline, intelligent self-direction, coöperation, and responsibility. Similarly, "Planning Together," "Working in Committees," and "Taking Field Trips" in this Golden Section suggest many activities to help children grow in their ability to behave in desirable ways.

Throughout this Golden Section, there are many suggestions for promoting responsible citizenship at school. This is the place to begin and the place where you will continue to work vigilantly throughout the year. But, you cannot stop here. In the school situation, your boys and girls are associated largely with their peers and have your support and guidance. At the same time, they are more "on their own" in the neighborhood and in their local community. They will need your guidance in behaving responsibly in these more complex situations.

Because your social-studies program this year centers in the local community, you will find many suggestions in the *Guidebook* for promoting desirable behavior both in and out of school. The behavior traits to be emphasized are listed at the beginning of each lesson plan. In the "Extending Experiences" that follow each lesson plan, suggestions are given for bringing into focus and action these particular ways of behaving.

Responsible behavior in school and in their local community stems from the same basic attitudes which need continuous nurture. So, day after day, capitalize upon every opportunity that will help your third-graders grow in (1) their respect for the property, rights, and opinions of others, (2) their desire to act responsibly for the welfare of the group, (3) their willingness to observe rules and regulations, and (4) their ability to anticipate the outcomes of their own behavior. Continuously help your children relate their ways of behaving at school to their ways of behaving in similar situations away from school. Work with the parents of your youngsters in the development of behavior that you and they have agreed to be desirable and beneficial to all concerned.

[33] John Maurice Clark, *Alternative to Serfdom* (New York: Alfred A. Knopf, 1952), p. 4.

At school you will help your third-graders understand what constitutes desirable behavior in the classroom and the auditorium, in the halls and washrooms, on the playground, and in the gymnasium. You will want to talk with them about proper behavior in special classes, at school movies, and in the corridors. Discuss how the children should handle and take care of their books, the science collection, and school equipment. Such discussions will help your children understand what is expected of them.

You cannot count, however, on an automatic transfer of these forms of behavior when your youngsters visit educational and recreational places in your local community. Children may go to parks, playgrounds, swimming pools, and other places of recreation. They may attend Saturday movies, band concerts, or a children's theater. They may visit a public library, a zoo, or a museum. If the children know what constitutes responsible behavior in each of these places and if they know why such behavior is necessary, they will want to do right. Even so, they will need help in evaluating their out-of-school behavior.

In your social-studies program this year, you will provide experiences that will help your third-graders acquire accurate knowledge about many educational and recreational places in your community. They will find out what persons or groups started these places, how these places are supported financially, what work is involved in maintaining them, and who does this work.

Visit with your boys and girls the various places in your local community where they often go alone, with other children, or with adults. Talk about why they go to these places and what they enjoy about each one. Discuss what they can do on such visits to show that they are responsible citizens of their community. Use the words, *responsible citizens,* as eight- and nine-year-olds will take pride in thinking of themselves in this rôle. Be casual in these discussions, however, for third-graders want cues, but they do not like to be told what to do. Do not "preach," and do not belabor your points. If you guide such discussions wisely, you will give your children the help they need to behave in the way they know to be right.

TODAY'S CHILDREN—TOMORROW'S CITIZENS

Years pass quickly. All too soon your third-graders will be adults, and they will share responsibility for what happens in their local community, their county, their state, their nation, and the world. In the intervening years, your children will have other teachers and a myriad of experiences that will influence the ways in which they fulfill these responsibilities. But, this is *your* year. It may be that in the end you are the teacher who has wielded the greatest influence.

Each area of your curriculum will contribute to the growth of these particular third-graders toward responsible citizenship. But the sole aim of your social-studies program is to help today's children become the kind of citizens who tomorrow will effectively meet and solve the problems of living in each of the communities of which they are a part. As you select and direct your youngsters' teaching-learning experiences in social studies, your opportunities and your responsibilities are great.

"Today's Children—Tomorrow's Citizens" need accurate knowledge and depth of understanding about *how men at all times and in all places throughout the world carry on the basic human activities of living.* They need to think critically and to make wise choices. They need to develop an identification with and an emotional attachment to the ideals and values that guide men's lives in a democratic society. They need to understand, accept, anticipate, and seek to shape changes that will contribute to the creation of better ways of living and to the advancement of the democratic way of life.

What you teach or fail to teach your eight- or nine-year-olds this year will contribute to or detract from their potentialities as tomorrow's citizens. The knowledge and understandings they acquire or fail to acquire; how much they grow or fail to grow in their ability to think critically; and the attitudes, ideals, values, and behavior traits they develop will play a part in the kind of citizen each child becomes.

GUIDEBOOK

to accompany IN CITY, TOWN, AND COUNTRY

There are two types of content in your social-studies program for the third grade—the children's everyday experiences and the specific social-studies experiences growing out of the use of *In City, Town, and Country.*

Living and Learning in Third Grade, the "Golden Section" of this Teacher's Edition, will help you understand your third-graders better and will help you know what to look for in their everyday school experiences that can be utilized in your social-studies program. The Golden Section also helps you in another way. If your boys and girls are to understand living in their local community, they will have to explore it thoroughly. The Golden Section will serve as your guide in planning these investigations.

Your *Guidebook* is designed to help you make the best possible use of the content of *In City, Town, and Country.* You will find a *Guidebook* section to accompany each of the three local communities, one to accompany "All Together," and one to accompany the final pages centering around the children's own local community.

Each section in the *Guidebook* begins with a briefing of the content and suggestions for introducing the local community that serves as a setting for the selection. The lesson plans that follow for each selection give you help in these four parts: the *overview, establishing readiness, interpreting the text,* and *extending experiences.*

The *overview* indicates the purposes and focus of the selection, the thinking abilities promoted, the understandings developed, and the values and behavior traits emphasized.

Next, there are suggestions to help you *establish readiness* for reading and discussion. The new words that appear in each selection are listed in this part of the lesson plan.

A variety of approaches are suggested for presenting the new words and for motivating interest and building background for a rich and full interpretation of the selection. Sometimes the presentation of a new word occurs under the heading "Establishing Readiness," sometimes under "Interpreting the Text." At the point where the new word is to be presented, it is italicized to alert you to it. For your convenience, *each new word has also been underlined in blue in the pupils' text of this Teacher's Edition.*

In your social-studies program, as in your reading program, "present" means that you should write the italicized word on the board as you use it in meaningful oral context. Pupils should read the word silently and then orally. Thus, the children will associate sound, form, and meaning with each new word.

The new words in each section are those that have not appeared in the three previous books of The Basic Social Studies Program, *At Home, At School,* and *In the Neighborhood.* Children who have completed The New Basic Reading Program of the Curriculum Foundation Series through the new *More Friends and Neighbors,*[1] will be familiar with the words marked with asterisks. Many of the unstarred words will be familiar to the children who are reading at the subsequent basic reading level.[2]

[1] The new *More Friends and Neighbors* by William S. Gray, Marion Monroe, A. Sterl Artley, May Hill Arbuthnot, and Lillian Gray (Chicago: Scott, Foresman and Company, 1956).
[2] The new *Streets and Roads* by William S. Gray, Marion Monroe, A. Sterl Artley, May Hill Arbuthnot, and Lillian Gray (Chicago: Scott, Foresman and Company, 1952).

In City, Town, and Country contains 749 different words. Of these, 377 were introduced in the preceding books of The Basic Social Studies Program. The remaining 372 words are new in this book, and each is used three or more times.

Since children may begin with "Metropolis," "Middletown," or "Farmington," many of the 372 words appear as new more than once. For example, children who read "Middletown" first will encounter 130 new words in this section. If they read "Metropolis" next, only 91 of the 146 words listed will be new, since 55 appeared in "Middletown." For these children, only 44 of the 129 words listed in "Farmington" will be new. As the children progress from the local community most like their own to other sections, you will need to keep in mind that many of the words will no longer be new to them and adjust your presentation of the new words accordingly.

One or more questions that motivate and establish the purposes for reading are given at the close of "Establishing Readiness" for the story selection. These "motivating" questions appear in italicized blue type on the text pages of this edition.

The next part of the lesson plan gives detailed suggestions for *guiding the interpretation* of the pictures and the text.

The questions printed in blue type in the pupils' text of this Teacher's Edition will be very helpful. Each question is carefully constructed to promote a particular thinking ability, or to contribute to the development of a specific understanding, or to develop a value or a behavior trait. For example, on page 29, the question, "Why are factories near the river or railroad?" should promote the ability to perceive cause-effect relationships and at the same time point up the understanding that factories are usually located near railroad tracks, highways, or a river so that goods can be shipped in and out easily.

The final part of the lesson plan contains suggestions for *extending experiences* through talks with resource people, investigations, discussion, dramatization, mapping, making written and pictorial records, planning bulletin-board displays, and using pictures, films, filmstrips, and books. Specific details for working out the suggested ways for extending experiences are given in the Golden Section.

INTRODUCING *IN CITY, TOWN, AND COUNTRY*

Before introducing *In City, Town, and Country*, you will want to provide a variety of experiences to give meaning to the concept of *local community. The local community encompasses those neighborhoods that make up a village and the surrounding countryside; those neighborhoods that make up a town; or those neighborhoods that form a city.*

You might arrange a bulletin board using picture post cards or photographs of buildings or other places in your local community with which your youngsters will be familiar. Include a picture of one place in your own neighborhood and some such caption as the following:

PLACES IN (Name of town or city)

Which ones have you seen?

Give the children time to examine these pictures. Then, discuss the places that various individuals have seen. Ask, "Which of these places are in our neighborhood? Which are in neighborhoods near ours?" Go on to explain that all the neighborhoods in your town or city taken together are called a *local community* and write these words on the chalkboard. Close the discussion by encouraging your youngsters to bring additional pictures of places in their local community to add to this exhibit. The next day you might change the caption to the following:

PLACES IN (Name of town or city)

(Name of town or city) is our local community.

No doubt you will have children in your group who have come from other schools in your own local community as well as from other communities. As a part of getting acquainted, you will want these newcomers to tell the group where they went to school last year. After you have introduced the term *local community* in some such manner as that suggested above, you might say, "We have several boys and girls in our room this year who went to other schools last year. Let's see who went to schools in our own local community and who went to schools in other local communities." As this is discussed, you might list the names on the blackboard in this manner:

CHILDREN NEW TO OUR SCHOOL THIS YEAR

From our own local community		From another local community	
Tom S.	*Webster School*	*Jane R.*	*Chicago*
Ellen G.	*Reilly School*	*Nancy W.*	*Fairview*
Sally T.	*Adams School*	*Scott W.*	*Bloomfield*

During the first few days of school, you might initiate a discussion of things that happened in your local community during the summer vacation by saying, "I was away from (name of town or city) most of the summer. What happened here that was interesting or important?" The responses may include a flood, a Fourth of July celebration, a bank robbery, a county fair, or visits from relatives. Make sure that the happenings discussed occurred in the local community. Then, plan with the youngsters to make pictures of these incidents for the bulletin board. The pictures could then be mounted with some such caption as, "Important Happenings During Vacation in Our Local Community."

The experiences suggested above are the usual activities carried on at the beginning of the school year. They differ only in the emphasis given to the broadening of the term *local community*. You will think of other experiences that you can provide in your situation to accomplish the same purpose.

After such experiences, you will be ready to introduce *In City, Town, and Country* to your third-graders. When everybody has a copy in his hands, ask one child to read the name of the new book. Then, have the children examine the pictures on the front and back covers of the book and ask them to tell you what they think the stories will be about.

The pictures on the cover do not depict any specific places, but they are designed to create an impression of a big city, a middle-sized town, and a village

After the children have examined the front cover, ask them what details made them decide it was a picture of a large city. Have the children then look at the pictures on the back cover and identify the middle-sized town and the rural village in the background.

After discussing the most significant features of each cover, say, "These pictures show just a little of three kinds of local communities—a big city, a middle-sized *town,* and a small town or village with farms around it. Which of these three kinds of local communities do you suppose we will read about first?" *Town* is a new word that appears for the first time on the title page.

Say, "Let's turn to the first page of our book. What is the first thing you see on this page?" After someone responds, "*In City, Town, and Country,*" say, "Yes, that is the title of our book. What do we call this page? What information is found on the title page? What company publishes our book? In what cities does this company have offices? Which one is nearest our local community? Who are the authors of *In City, Town, and Country*?"

You may want to mention that Genevieve Anderson Hoyt, the author of *At Home* and *At School,* is a former teacher, director of elementary education at Des Moines, Iowa, and associate professor of education at Drake University, Des Moines, Iowa. She is an authority in both social studies and children's literature.

Dr. Paul R. Hanna is the person who originated and worked out the ideas upon which The Basic Social Studies Program of the Curriculum Foundation Series is based. He has worked with teachers and schools in many countries. He is a well-known authority in the field of education generally and of curriculum and social studies specifically. He is "Lee Jacks Professor in Child Education" at Stanford University.

Dr. Clyde F. Kohn is a geography professor at the University of Iowa. He is an authority on urban geography and has directed or participated in many surveys of urban communities.

If your school has adopted The Basic Reading Program of the Curriculum Foundation Series, the children will probably recognize the name of William S. Gray and may know of his work in reading.

Continue, "What other information do you find on the title page?" You may want to develop at this time an understanding of the placement and purpose of the title page in a book.

Call attention to the copyright information. Explain that 1959 was the year in which Scott, Foresman and Company was given the legal right to publish this book.

DEAR BOYS AND GIRLS PAGES 4-5

New words: *local, community, around,* Metropolis, Middletown, Farmington, depend*

Ask the children to turn to page 4 to find the letter from the people who wrote the book. Then, say, "We will read this letter to see what it tells us about our new book."

After the children have read the first four paragraphs, ask them to explain what a *local community* is and how it differs from their neighborhood.

When they have finished reading the next short paragraph, ask, "What three kinds of local communities do you think our new book is about?" Recall your discussion of the pictures on the front and back covers. Then, say, "One local community is called *Metropolis,* another *Middletown,* and another *Farmington.* Which kind of local community do you think Farmington is—a big city, a town, or a village with farms around it? What kind of local community do you think Middletown is? Metropolis? Let's read the next two pages and find out if you are right. Then, we will decide what part of *In City, Town, and Country* we will read first. What do you think this will *depend* upon?"

After reading and discussing the remainder of the letter, ask, "How is the way in which we are to read *In City, Town, and Country* different from the way we usually read a book?" Capitalize on the interest the children will evidence in reading first about a local community something like their own no matter where this section comes in the organization of the book.

Before closing this discussion, give the children an opportunity to raise any questions they may have about the book and their social-studies program for the year ahead.

METROPOLIS

The setting for this section is a big-city local community surrounded by smaller cities, towns, and villages. The big city, Metropolis, and the surrounding local communities typify a standard metropolitan area. While the content of the selection emphasizes living in a big local community, it necessarily shows the interrelatedness of this big city and the adjacent local communities. Throughout the section, "bigness" and change are stressed.

Each selection focuses on one or more of the basic human activities as it shows how the people in this big local community or the people in the total metropolitan area have made or are making changes to meet the needs of the ever increasing population. Each study page expands the understandings developed in the selections and helps the children examine their own local communities in the light of these understandings.

"Metropolis" includes a semipictorial map of the metropolitan area. The reading and interpretation of this map will extend and develop the understandings and thinking abilities essential to the interpretation of maps. The section closes with specific directions and questions designed to help each child make a book in which he will organize what he has learned about living in his own local community as he has been led to examine it through studying about Metropolis.

SETTING THE STAGE

As your boys and girls use this section of *In City, Town, and Country,* you will help them compare and contrast the activities carried on by the people who live in Metropolis or in the towns and cities around Metropolis with similar activities in their own local community. As you plan the teaching-learning experiences suggested for this section of *In City, Town, and Country,* there are many things about the local community in which you teach that you will need to know.

Securing information about your local community

Exploring community resources: You will want to know through first-hand experiences about many places and things in your local community in order that you may select for your pupils those field experiences which are most worth while.

If you teach in a standard metropolitan area, you will want to know what towns and cities are included in the area, what specific problems need to be attacked through the coöperative efforts of these local communities, and what action is currently under way.

Visit your police headquarters to find out about the organization of the police force. Locate the various neighborhood police stations on a street map.

Find out about the organization of the health department, where its headquarters are located, and what services it provides.

Locate on a map the hospitals in your local community, noting whether they are county, municipal, or private. If there are no hospitals, find out where the people in your community go for such services.

Investigate the services provided by your local community to keep it clean. Be certain to find out about garbage regulations—when and how often the garbage is picked up, how it is disposed of, and any problems pertaining to its collection. Take note of such things as the manholes and gutters near your school that would help your third-graders understand the sewage system. Should yours be a community troubled by smoke or smog, find out what is being done, has been done, or is being talked about to control this problem.

You will be familiar with the main business section of your local community, but if this is

a community new to you, find out where the television and radio stations, the main post office, and the city hall are located.

Find out how your local community is governed—by a mayor, council, manager, or a village board—and how these persons are selected. Visit the city hall. Consider how you can most effectively help your youngsters understand how the workers at the city hall provide valuable services for their families. Find out about the traffic regulations in your local community and how they have been determined.

Familiarize yourself with the various neighborhoods that make up your local community. Note the location of factories, homes, apartment buildings, schools, churches, business buildings, and the like.

There are many things that you will want to know about transportation in your local community. Is the bus or the streetcar system publicly or privately owned? Where are the major bus routes? By whom are the taxis owned and operated? How do the cab companies use two-way radios to keep their taxis fully engaged? Where are the railway station, freight depot, bus station, and airport located? How is automobile parking provided downtown at stations, parks, or theaters? Is there an expressway under construction or being talked about? What will be its route? Find out whether some of the streets in your community were at one time Indian trails or have been named for Indians or early settlers.

Locate on a map all the parks in your local community. Familiarize yourself with both public and private places in your community that provide recreation. These will vary from community to community and will range from a man-made lake or a private garden to a zoo or an art center.

Find out as much as you can about how people in your local community celebrate certain days and events with parades or festivals.

Visit your waterworks. Find out about the source and adequacy of your community's water supply. Plan what the children should see and with whom they should talk if you decide to take your class to the water plant.

Finally, make note of at least one way in which the people living in the various neighborhoods in your local community are working together to bring about needed improvements.

Locating resource people: Look for people who can come to school and talk with your children about particular aspects of living in your local community.

Your school nurse will be familiar with the health protection, both public and private, provided by your local community. She can explain how your youngsters can contribute to the protection of their own health and that of others.

You may want to invite a policeman to tell your boys and girls about the organization of the police department, the selection and responsibilities of policemen, and the ways in which third-graders can contribute to "law and order" in their community.

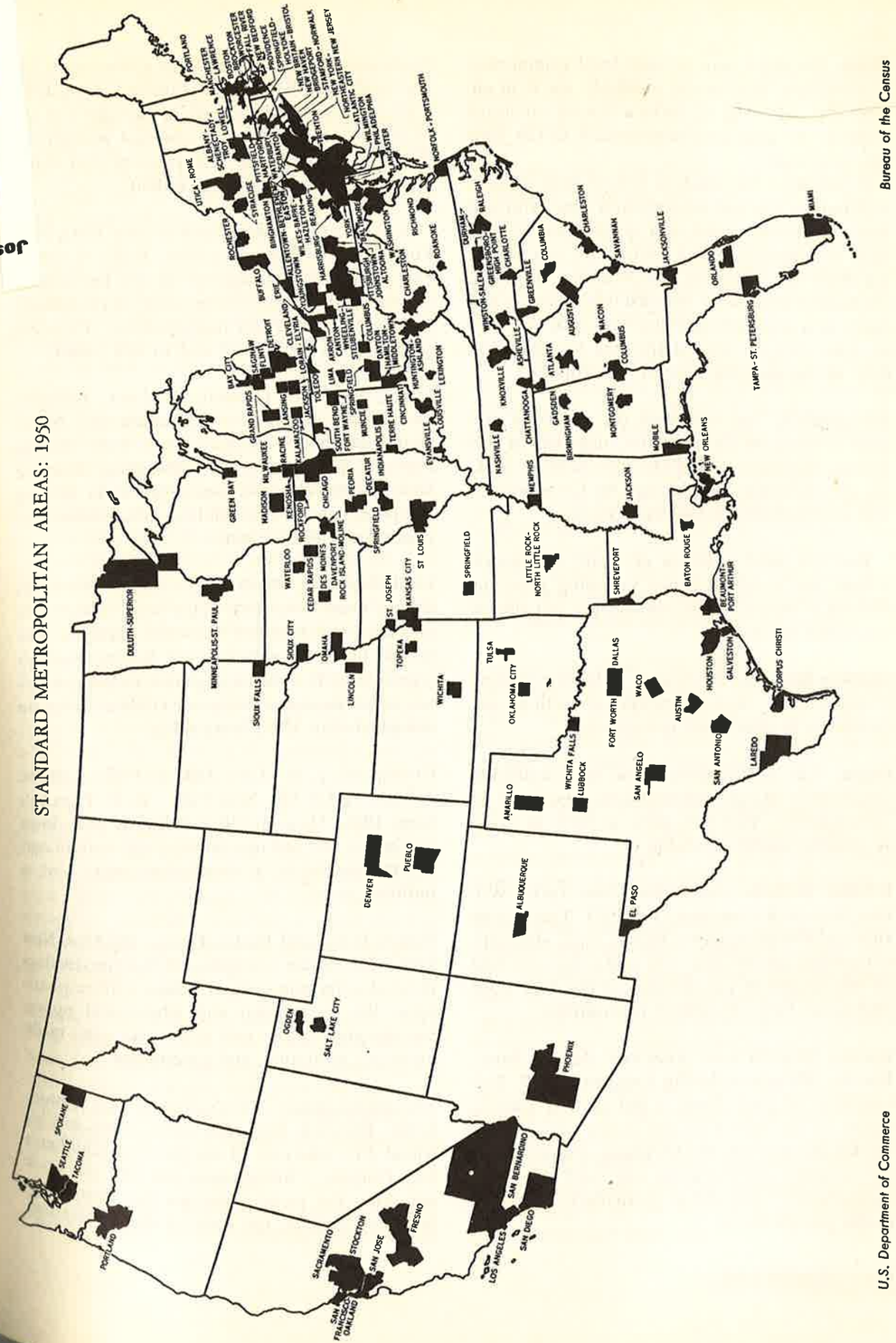
If a trip to the waterworks is not feasible, you may decide to write to someone familiar with the water system of your local community and ask him to write a letter explaining it to your children.

If possible, invite someone who has lived in your community for fifty years or more to explain how streets, roads, and methods of transportation have changed during his lifetime.

Become acquainted with individuals in your community who belong to groups celebrating national or religious festivals in ways which have been brought from another country. At appropriate times during the year, ask these persons to visit your classroom and explain how and why they observe certain festivals.

Assembling materials

You will find it helpful to assemble beforehand all the materials needed for the "Extending Experiences" sections of this *Guidebook*.



Maps: Obtain a map of your local community. If an opaque projector is available, use it to enlarge this map and to make a tracing on heavy paper to be used for dramatization in the floor area available.

If you have not made a flannel map of your community, you will want to do it now. You will need duplicated copies of a simple map of your local community, which each child can use at his desk. See "Making and Reading Maps" in the Golden Section for detailed directions. If you teach in a standard metropolitan area, you will need an enlarged map of the area for your children to use near the close of "Metropolis."

Art supplies: You will need the usual art supplies to carry on the activities suggested in this section. Materials needed and directions for making the classbook, "Exploring Our Community," will be found in the Golden Section.

You will need a carton or crate, broomstick rollers, and a roll of heavy wrapping paper in making a "movie." The heavy paper can also be used for a mural.

Clipping file: Clip newspaper pictures regarding transportation, communication, protection, and recreation in your local community.

Books: The books listed below will contribute significantly to the understandings developed in "Metropolis." You will want to have as many as possible readily available.

Bridges, William. *Zoo Babies,* New York: William Morrow & Company, Inc., 1953. True stories about a baby chimpanzee, walrus, tapir, elephant, orang-utan, grizzly bear cub, and others are told by the curator of publications of the New York Zoological Park. Excellent illustrations.

Burton, Virginia Lee. *Katy and the Big Snow,* Boston: Houghton Mifflin Company, 1943. Following a blizzard, Katy, a red crawler tractor, comes to the rescue of the police department, the fire department, the telephone company, and the airport. Third-graders can read this book independently and will be particularly interested in the picture maps.

Cochrane, Joanna. *Let's Go to a Sanitation Department,* New York: G. P. Putnam's Sons, 1958. The collection and disposal of garbage and the cleaning of streets in good and bad weather are described in language and pictures that third-graders can understand. Excellent.

Dalgliesh, Alice. *The Fourth of July Story,* New York: Charles Scribner's Sons, 1956. A simple and clearly written account of the Declaration of Independence and the meaning of the Liberty Bell and of America's independence. Excellent pictures. To read aloud and to talk about.

Elting, Mary, and Grossett, Margaret. *Lollypop Factory and Lots of Others,* Garden City, N. Y.: Doubleday and Company, Inc., 1946. Simple text and good pictures describe many kinds of factories and the processes involved in making lollipops, pencils, automobiles, dolls, crackers, ice cream, pop, and sweaters.

Flack, Marjorie. *Boats on the River,* New York: Viking Press, Inc., 1946. This book, with rhythmic text and excellent full-color pictures, tells of the boats on a busy river flowing through a great city. Ferryboats, tugboats, barges, freighters, warships, ocean liners—all kinds of boats are described. For the library table.

Goodspeed, J. M. *Let's Take a Trip to Watch a Building Go Up,* New York: G. P. Putnam's Sons, 1956. How an old building is torn down and a new one put up—showing the work of surveyors, architects, a demolition crew, and a building crew.

Hader, Berta, and Hader, Elmer. *Big City,* New York: Macmillan Company, 1947. The development of a city from a small village, with emphasis upon the recreational and educational opportunities provided, as well as the provisions made for safety, sanitation, and government.

Kawaguchi, Sanae. *Taro's Festival Day,* Boston: Little, Brown & Company, 1957. Taro and his friend Jiro take part in the Japanese Children's Day Festival. Third-graders can read this book and from the pictures can see just how things look in Japan at the time of this celebration.

Lenski, Lois. *We Live in the City,* Philadelphia: J. B. Lippincott Company, 1954. Life in a great city as seen through the eyes of a resourceful, friendly boy. A realistic story which at the same time is warm and gay. Many third-graders can read this, but it would be better to read the book aloud and talk about it.

Lewellen, John. *The True Book of Airports and Airplanes,* Chicago: Childrens Press, Inc., 1956. For the library table. Simple text and good pictures. Information contained is limited, but it can be used by below-average readers.

Liang, Yen. *The Skyscraper,* Philadelphia: J. B. Lippincott Company, 1958. Here the reader learns what happened in a crowded old city when a group of citizens decided that something had to be done so that children would have some place to play and older people could see the sun. Mr. Liang, both an artist and an architect, has produced dramatic and accurate pictures of men and machines to show how a modern building is built. For the library table. Excellent.

Politi, Leo. *Juanita,* New York: Charles Scribner's Sons, 1948. A picture storybook telling of Juanita, a little Mexican girl in Los Angeles, who carried her dove in the procession for the blessing of the animals.

Rosenfield, Bernard. *Let's Go to a Freight Yard,* New York: G. P. Putnam's Sons, 1958. An excellent account of what goes on in a big freight yard. Text and pictures tell how cars are unscrambled, classified according to their destination, and then joined to other trains of cars going in the same direction.

Schneider, Herman, and Schneider, Nina. *Let's Look under the City,* New York: William R. Scott, Inc., 1954. How a city supplies water, electricity, gas, telephones, and takes care of waste disposal is told in simple text and good pictures. Each service is traced through pipes and wires to its source.

Seuss, Dr. (pseud.) *If I Ran the Zoo,* New York: Random House, 1950. Typical of Dr. Seuss, this is nonsense of high order. Read it to third-graders, and they will pore over its pictures in their spare time.

Silverman, Mel. *Ciri-Biri-Bin,* Cleveland: World Publishing Company, 1957. The story of Mario, a little Italian boy in New York City who loved to sing, and of the hurdy-gurdy man who believed in him and arranged matters so that Mario could lead the singing at the Feast of San Geunaro. Can be read by average readers.

Sootin, Laura. *Let's Go to an Airport,* New York: G. P. Putnam's Sons, 1957. Informative text and pictures help the reader understand the work going on at an airport. Of value in connection with a trip to an airport.

_____. *Let's Go to a Police Station,* New York: G. P. Putnam's Sons, 1957. This book describes the organization of a typical police force in a city, the different kinds of police jobs, how men on the force keep in touch with each other, and how police officers are selected and trained.

Tatham, Campbell. *The First Book of Trucks,* New York: Franklin Watts, Inc., 1952. About trucks that do different kinds of jobs such as delivering soda pop, mixing cement, or sweeping the city. For the library table.

Turner, Mina. *Town Meeting Means Me,* Boston: Houghton Mifflin Company, 1951. A graphic presentation of the meaning of local government. To read aloud and talk about.

Urell, Catherine, and Nonnenmacher, Rosamunda. *Big City Water Supply,* Chicago: Follett Publishing Company, 1953. This book provides valuable information about the use and the importance of water and how it is supplied to the people of New York City.

Zaffo, George J. *Building Your Super Highways,* Garden City, N. Y.: Garden City Books, 1957. This informative book shows each step in the building of a superhighway—from the relocation of telephone poles and the demolition or moving of houses to the finished road. Excellent illustrations and brief text.

Zaffo, George J. *Your Police*, Garden City, N. Y.: Garden City Books, 1956. Detailed pictures and brief explanation tell of the personnel and equipment of a big-city police department. For the library table.

INTRODUCING "METROPOLIS"

New words: *trains,* boats,* changing,* greater**

Many of the italicized words that follow appear in the selections "Calling All Cars" and "Protecting People and Property."

Begin by having your boys and girls find the picture on pages 6 and 7. Help them realize that Metropolis is a big-city local community by asking, "What makes you know that Metropolis is much *greater* in size than this picture shows it to be? Why can't we see the towns and cities around Metropolis in this picture?" In the discussion *develop or strengthen the understanding that to take a picture of the entire city, one would have to be so far away from the earth that everything would appear too small to be recognizable.* Call attention to the smallness and indistinctness of the buildings in the upper left. If this is the first section of *In City, Town, and Country* that you have used, you may want to read again "Making and Reading Maps" in the Golden Section, which suggests specific procedures for developing this understanding.

Next, *help your youngsters compare and contrast Metropolis with their own local community* as you say, "All local communities are really alike in many ways. What do you see in this picture of Metropolis that we can see right here in our local community?"

Continue, "One way in which almost all communities are alike is that they are constantly *changing*." At this point, cite a change in your own local community with which the children are familiar. "Read page 6 to find out how Metropolis is changing and why it is changing."

After the page has been read, ask, "How is Metropolis changing?" Be certain that children understand that changes are continuously taking place because more and more people are coming to live in Metropolis and the surrounding cities and towns. Make certain that your boys and girls understand the meaning of the term *Greater Metropolis*. If they live in a standard metropolitan area, help them recall the names of a few of the local communities adjacent to their own and the name by which their metropolitan area is known. If your children do not live in a metropolitan area, explain how one local community adjoins another in such an area and how the big city serves as a center.

Continue, "Metropolis is like all local communities in another way. It has *problems*. *While* we can't see all of Metropolis in this picture, it does tell us a *number* of things that will help us understand how getting bigger and changing all the time causes Metropolis to have some big problems. For instance, what different kinds of transportation *services* can you see that all these people in Greater Metropolis might use?" As each form of transportation is indicated, ask the question below which is appropriate. "What has been *done* to make it easier to drive to the river? Where do you think all the people who drive cars into the busy *part* of Metropolis park them?" If *garage* is not mentioned, suggest it yourself and add it to the list of other new words on the board. "Where are the railroad *headquarters* in Metropolis? What do you see at the airport that *provides protection* for people and planes?"

If there are subways or elevated trains in your city, you may want to ask, "What kinds of transportation do we have in our own local community that you do not see in this picture of Metropolis?" Summarize this phase of the discussion by asking, "What problems might many, many people using all these different kinds of transportation cause for Metropolis?"

Continue, "As Metropolis has more and more factories, *trains*, and automobiles, it is certain to have more smoke. Where can you see smoke in the picture? There is often *fog* along a river, a lake, or near an ocean. Where have you seen fog? What would happen in Metropolis when there is smoke from factories and *boats* and fog at the same time?" If your children are not familiar with *smog*, explain its meaning and add the word to your list. Then, say, "You know how your throat and eyes feel when there is too much smoke from a fire, from cars in the street, or from burning *garbage*. How would smog and smoke be bad for the *health* of the people in Metropolis? At home *tonight*, ask your parents about smog and whether it is a problem here in our local community.

"Now, find the place in Metropolis that you think might be a big park. Who do you think owns the land where the park is? Why do you suppose they don't *sell* this *property* so that people can build houses there? Why do people moving into Metropolis probably have a hard time finding a place to live?"

Continue, "Just think how much we have learned about the problems in transportation, health, housing, and recreation in Metropolis from these two pages." Show the children how this section of *In City, Town, and Country* is a little book in itself about the people who live in Greater Metropolis. Then, say, "The people in the Metropolis local community had problems. As we read, we'll find out if we have problems something like theirs in our local community and what we are doing about our problems."

CALLING ALL CARS
PROTECTING PEOPLE AND PROPERTY PAGES 8-17

The purpose of this selection is to provide a common experience that will lead to an investigation of how police protection is provided for all neighborhoods in the children's own local community. The learning experiences initiated by the story should also lead to understandings of how the police department is organized and how it contributes to your pupils' welfare and of what services are provided to keep the community clean.

Thinking abilities promoted: Grasping the main idea—*a local community provides many different kinds of protection for all people and their property in all parts of the community.*

Perceiving relationships—place: *location of police headquarters in your local community, location of center for various health services in your community;* part-whole: *individual policemen in relation to total police department, specific health services in your community in relation to total health services provided;* sequential: *action taking place from the time the Morelys talked to the police until policemen all over Greater Metropolis were looking for the lost car;* cause-effect: *why police used radio, why Mr. Fellers took the Morelys' car;* class: *services provided to protect health, services provided to keep a local community clean and safe.*

Making associations—*street lights as a means of protection, difficulty of finding parking space with numbers of persons attending concert, protection provided by Metropolis with protection provided by your community.*

Making inferences—*why a very large community could have a better orchestra than a small community, why Mr. Morely did not park the car himself, what the police thought when they saw the blue car drive up and stop, why people would want to get rid of smog.*

Recognizing emotional reactions and motives—*the Morelys' reaction when they discovered that their car was missing, when they got off the train in Fairfield, and when they learned that the car was found; Mr. Fellers' reaction to his discovery that he had the wrong car; policemen's reaction to Mr. Fellers' story.*

Forming and creating sensory images—*sights, sounds, and smells associated with activities discussed.*

Anticipating outcomes—*identifying the various clues to the "key mystery."*

Making judgments and drawing conclusions—*determining the factors which caused Mr. Fellers to take the Morelys' car by mistake, determining the efficiency of the Metropolis police, deciding on basis of acquired information that your local community provides certain kinds of protection for people and property, determining why your local community does or does not have smog.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the various ways in which a local community provides protection for its people and their property.*

Understandings developed: All local communities provide services of various kinds to protect the health, lives, and property of people in every part of the community. In order to do their work efficiently, all members of a local police department must be able to get in touch with one another instantly. The local police must also work coöperatively with police from other local communities and county officials and state highway patrolmen. Health services of some kind are provided for the people in almost all local communities. A big-city community has a health department. In big-city local communities, there are private and public hospitals. When there is no hospital in a local community, there is usually one in a community not far away. People are always at work trying to find new and better ways to keep people well. Big cities are usually located near water and so are likely at times to have fog. Because cities have factories and heavy traffic, there is usually a great deal of smoke in the air. When fog and smoke are in the air at the same time, they form smog. There are people working all the time to find ways to get rid of smog. *All the foregoing understandings contribute to the basic understanding that people in all times and in all places provide for the protection of life, health, property, and resources.*

Values and behavior traits emphasized: Appreciating and respecting the services of policemen and other workers who protect people and property in a community. Appreciating the importance of doing your best to correct a mistake as quickly as possible. Doing what you can to make your community a safer, cleaner place for everyone. Admitting a mistake you have made, and doing what you can to see that it causes as little trouble as possible.

ESTABLISHING READINESS

New words: *concert, orchestra, Fairfield, over,* through,* near,* full,* color,* number, headquarters, highways,* while,* drive,* turned,* key, sell,* once,* garage, answered,* has,* protection, tonight,* property, provides, health, well,* clean,* garbage, services, burned,* gray,* fog, smog, parts,* problem, done**

As you have probably noticed, most of the new words in this selection have been presented and a background of meaning and pronunciation developed for them in the discussion of the picture on pages 6-7. You may find it necessary to recall with your group the presentation of some of these words if a day or so has elapsed since your discussion.

Before turning to page 8, you might say, "We have talked about Metropolis and some of the problems that a local community might have. Now, we are going to find out some things about the police department there. Why do we have the policemen here in our local community?" Your youngsters may answer, "To help us get across the street" or "To keep cars from going too fast." Accept these answers, and help the children generalize by saying, "We have policemen to protect people and property in our own local community. What problems might the police in Metropolis have because Greater Metropolis is getting bigger and changing all the time? As we read, we'll find out how well they handle their problems.

"Our story today is about Mr. and Mrs. Morely and their little girl, Carol. They live in *Fairfield,* one of the towns in Greater Metropolis. But Mr. Morely's work is playing the violin in the Metropolis *Orchestra.* One night Mrs. Morely and Carol went to hear a *concert* in Metropolis. A very mysterious thing happened because of a *key,* and they had to call the police. What do you suppose happened?" After a brief discussion, continue, "We'll read the story to see if any of you are right. After you have read the story, we will discuss the answers to these questions."

1. How did the police help the Morelys?
2. How well do you think the police would handle other problems in Metropolis? Why?

INTERPRETING THE TEXT

Pages 8-13: After the children have turned to page 8 in the text, help them identify the characters and the setting and discuss the meaning of the title. Motivated by their interest in solving a "key mystery," most third-graders will have little difficulty in reading this story. The questions and directions printed in blue type should be used to guide the discussion and to bring out the social-studies understandings inherent in this story.

No matter what type of local community yours may be, help your children associate the concert, the difficulties of parking, the street lights, and the suburban train with their own experiences. In discussing the orchestra, help them understand that a large city such as Metropolis will probably have a finer orchestra than a small community, because it can draw musicians not only from the big city itself but also from all the surrounding cities and towns. Make certain that your third-graders *associate the activities of the Metropolis police force with those of the police in their own local community.*

Pages 14-17: Begin by saying, "In addition to police protection, people need other kinds of protection. Today, we'll see if we have the same kinds of protection here in our community that the people in Metropolis have."

Guide the reading and discussion of the remainder of the page, question by question, giving attention to the suggestions printed in blue type.

In discussing the health services available in your community, be certain to include both private and public services.

EXTENDING EXPERIENCES

Investigation: Whether you teach in an urban or a rural community, the children should know how their local community provides fire protection and police protection. In "Metropolis," the emphasis is on police protection. While reading "Farmington," your pupils will find out about fire protection.

Third-graders should know not only about the selection, training, and responsibilities of their local policemen, but also how their local police force coöperates with other local police and the county and state police. *They should also be led to consider ways in which they can help in the maintenance of "law and order" in their particular community.*

Plan with your youngsters to find out what public and private health services are available in your community that members of their families use or have used. Ask your group to find out where the hospitals in your community are located. If you teach in a very large city, you may decide to show on your map only those hospitals that are familiar to the children's families or friends. If there is no hospital in your community, your children should find out where people go for hospitalization.

Ask your boys and girls to report each time they see people or machines working to keep the city clean. The children should learn how garbage is collected and how and where it is disposed. Such investigations will *help your group appreciate the importance of this work and respect the men who provide this service for the community.*

If smog is a problem in your local community, your children should know why you have this problem, what is being done to overcome it, and how they and their families can help.

Resource people: Invite your school nurse to talk with the children about community health services and about what they can do to protect their own health and that of others.

Discussion: Discuss with the children ways in which protection for people and property is provided in your local community. In discussing what the children have learned about police protection, emphasize the training and responsibilities of policemen and their concern for the good of everyone in the community. In this way, you will build added respect for these officers and allay the fears that some children have for "the law." Take time to talk about the ways in which the children can work with the police to make their local community better. At this time, you may discuss the location of police headquarters and substations in your community and anything which the children have learned about the assignment of police officers to certain areas.

Take one day to discuss the health services available to people in your own local community. Focus on how the various services help people in the community, where they are located, and what the children should do to protect their own health and that of others.

You will want to discuss with your youngsters *the value of admitting a mistake which one has made and of doing what one can to be certain that it causes as little trouble as possible.* Third-graders characteristically want to do right and, while they do alibi at times, they are beginning to admit their own wrongdoings. Mr. Fellers' mistake will serve as a basis for a discussion.

Dramatization: Familiarize yourself with "Making and Reading Maps" in the Golden Section. Here specific directions are given for making the maps you will need and for carrying out the dramatization and mapping experiences suggested.

On a large base map or on a simple map which you have drawn on the floor or playground, have a few pupils trace the route they would follow to go from their school to the police headquarters, to a few of the places providing health services, or to locations where they have observed men and machines at work keeping the community clean.

Your group will enjoy making small buildings and placing toy cars, trucks, buses, and the like on the map. They might like to show what would happen in their own local community if a car were reported missing after an evening program at school. They might dramatize what would happen if a child were injured and were whisked away to the hospital by an ambulance.

Mapping: After the children have organized and clarified their understandings about their local community, they will be ready to participate in actual mapping. Have the youngsters put in the appropriate places on the flannel map pictures or symbols to represent the persons, machines, buildings, and the like necessary for the protection of people and property. Following this group experience, each child should record this information in much the same way on the individual map, which you have prepared for him to use at his desk.

Written records: Information acquired by the children concerning police protection in their local community should be recorded in the classbook, "Exploring Our Community." This should include a brief account of their trip to police headquarters as well as the understandings gained. These materials can be prepared by committees or by individual children. See suggestions for developing the classbook in the Golden Section.

Bulletin board: Your children may draw or paint large pictures of the men and machines needed to keep your community clean.

Books: At this time, place on your library table any informative materials about policemen and any workers other than firemen who share in protecting people and property. If possible, include *Let's Go to a Police Station* by Laura Sootin, *Your Police* by George J. Zaffo, *Let's Go to a Sanitation Department* by Joanna Cochrane. This would be a good time to begin reading aloud *We Live in the City* by Lois Lenski.

THE METROPOLIS BUSINESS CENTER PAGES 18-19

This picture shows the major part of the main business center in Metropolis. Its purpose is to help children understand that all local communities have business centers which are in some ways alike. The questions concerning the city hall and police headquarters should lead the children to find out where their local government buildings are located and to investigate the organization of their own local government and the responsibilities of government workers.

Thinking abilities promoted: Grasping the main idea—*the main business center in a big city is very large, has many kinds of businesses, provides many kinds of services, and usually has buildings in which workers for the city government have their offices or headquarters.*

Perceiving relationships—place: *location of main business center in your local community, location of city hall in your community;* part-whole: *specific features of pictured business center as related to the total business center, main business center with total local community, Fairfield with its main business center as related to Greater Metropolis, your main business center as related to your local community, your neighborhood as related to total local community in terms of city government;* cause-effect: *why police headquarters and the city hall are located in main business center of your community, why main business center in Metropolis is so large, why there would have to be many business centers in Greater Metropolis.*

Making associations—*business center in picture on pages 6-7 with business center in picture of the Metropolis community on pages 18-19, buildings and businesses in Metropolis business center with those in your local community.*

Making inferences—*where people working in business center might live, what work people working in business center do.*

Making judgments and drawing conclusions—*determining why the business center looks smaller in the picture of Metropolis local community than when pictured alone, judging why a local community needs to have people in charge of and working for its government.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the main business center of a local community and the organization and responsibilities of the government of a local community.*

Understandings developed: All local communities have main business centers. Many local communities have neighborhood business centers, too. The main business center in a large city has many tall buildings and many, many workers. It is very large because people who live in a big city and people from nearby cities and towns go to this business center for the things and services they need. Many of the people who work in this business center live in the city itself, but many live in nearby towns and cities. The main business center in any local community has stores and people who provide needed services. *All the foregoing understandings contribute to the basic understanding that people in all times and in all places produce, exchange, and consume goods and services.*

Every local community needs some workers who manage or help with the government of the town or city. Everybody in a local community can vote for the people they think should manage the government. Local government buildings are usually in the main business center because they serve the entire local community. *The foregoing understandings contribute to the basic understanding that people in all times and in all places provide procedures by means of which they can organize and govern themselves.*

Values and behavior traits emphasized: Appreciating the need for knowing about your local government. Appreciating the services which the local government provides for the community. Appreciating that everyone in a community is responsible for the kind of government that the community has. Doing your part when you are chosen by a group to carry out any responsibility. Thinking carefully about the people that you choose to do something for the group.

ESTABLISHING READINESS

New words: *business, banks,* hotels, radio,* stations,* government*

Before opening the books to page 18, say, "You have all been in a few of the biggest stores and office buildings here in our community. Where are they? We call that part of our local community our main *business* center." Encourage the children to tell briefly what is outstanding in their main business center.

Continue, "Let's look again at the picture on pages 6-7 and see if we can find the main business center in Metropolis." After the pages have been found, ask, "Where do you think the main business center might be? What makes you think so? I am certain there are stores and offices in some of those big buildings. What else do you think they might be used for?" Build upon the children's experiences in their own neighborhood or local community. As *banks, hotels,* and *radio* and *television stations* are mentioned, write these words on the board. Develop the meaning of these words if necessary.

Then, say, "Who are the people who actually see to it that we have the necessary protection in our local community?" Accept all reasonable

answers, saying, "All those people do work for our city *government*. What do we mean by government?" Help your boys and girls acquire a beginning understanding of the real meaning of this word by associating it first with school and then home experiences.

Continue, "Most local communities have a group of people who manage the government of the community. Where do you suppose the people who manage the government of Metropolis have their offices? Today we are going to learn many things about this Metropolis business center and how it is like our own. Think about these questions as we read today."

1. Why are the City Hall, Police Headquarters, and other government buildings located in the main business center of Metropolis?
2. Why is the main business center in Metropolis so large?

INTERPRETING THE TEXT

Pages 18-19: Make certain that the children are seated so that the picture map will be properly oriented to the cardinal directions. In comparing this picture map with the picture on pages 6-7, your boys and girls will note that both pictures show part of Metropolis, but that the picture on pages 18-19 shows only the business center, so the buildings appear much larger and more distinct. Use this experience to develop or to strengthen the understanding *that when you take an air-view picture, the closer you are to the earth, the larger things look, but that at the same time the space you can see is smaller than what you can see as you go higher.*

As your third-graders read and discuss these pages, help them appreciate the "bigness" of the main business center in Metropolis. Wherever possible, relate its features to the main business center in your local community. The questions and directions printed in blue type together with those of the text point up the understanding that *many people living in the towns and cities of Greater Metropolis make it necessary to have many business centers in the area.*

As you discuss the question as to where all the people working in the main business center live, Mr. Morely can be used as an example of a worker who lives in one of the smaller cities and towns of Greater Metropolis but works in Metropolis. Help your children associate this example with workers in their own community who live in another local community.

As the children discuss the question as to why a local community needs to have people in charge of its government, jot down any questions or comments which could be useful in helping them understand the organization and functions of their local government.

EXTENDING EXPERIENCES

Investigation: Most children will be familiar with their main business center. While reading "Farmington," they will find out about the work that members of their families, their neighbors, or their friends do in this business center; what members of their families go to this business center to do or to buy; and how the business center contributes to the welfare of the local community. At this time, suggest that when children go to the main business center for any purpose during the next few days, they look at the buildings carefully and think about the work people do in these buildings.

The children should know where their city or town hall is located, how the government is organized in their local community, and how government affects their own lives. They should begin to understand why a local community needs to have people in charge of its government.

In terms of your own situation, plan teaching-learning experiences which will lead to the understanding *that many of the problems of a neighborhood cannot be handled by a neighborhood alone but must be handled by a group of people representing the larger local community of which the neighborhood is but one part.* This understanding will grow as your third-graders secure answers to questions such as the following: How does the P.T.A. get a policeman assigned to a certain school crossing? How does a neighborhood get a stop sign or traffic light installed where it is needed? Who decides where the white or yellow lines on streets and roads should be painted? Why does a neighborhood have better police protection, health protection, or fire protection when it is provided by the local community rather than by the neighborhood itself? What rules affecting boys and girls have been made by the people in charge of our local government? Why were they made?

Plan ways in which your boys and girls can be helped to understand the main lines of the organization of your local government. Finding the answers to questions such as the following will prove helpful: How many people are on the council? How are they selected? How often do they meet? Where do they meet? How does a neighborhood get the council to help with a problem? Does the council work with the police department?

Have the children ask their parents what they have gone to the city hall for and if they know of any neighborhood problem which has needed the help of the people responsible for the local government. Have your boys and girls investigate how their local community provides for the payment of their local government workers.

Discussion: Discuss the features of your main business center which are most significant to the children and plan how they can show these features in a mural.

After your investigations, discuss with the children how their own city government helps all the people in their local community and how it is organized. At this time, encourage the children to report anything that they have learned at home about ways in which the local government has been of help to individuals or to the neighborhood.

In discussing how city workers are paid, help the children understand that everyone in a local community helps pay these employees. In terms which your children will understand, explain that they get a great deal of help for the *taxes* they pay. (Write the word *taxes* on the board. The words *law* and *different* will also be presented in "Extending Experiences." They will appear as new words in the following selection.)

At another time, discuss rules made by the city council which affect your boys and girls, and explain why such rules have been made. Explain that these rules are called ordinances or *laws*. Write the word *laws* on the board. While you will want to keep this discussion from being "preachy," help the children understand how these rules benefit them and the reasons they should follow these rules. Because children of this age believe in "rules," this can be a significant learning experience.

In discussing the selection and responsibilities of the persons in charge of your city government, help the children relate these understandings to their own classroom activities. Throughout the year, you can *help them grow in the behavior traits of doing one's part when chosen by the group to carry out any responsibility and of selecting carefully the persons one chooses to do something for the group.*

Pictorial records: You will want to plan with your children a mural that will show important features of the main business center in their local community. This will serve as a visual means of comparing and contrasting their own business center with that of Metropolis as shown on pages 18-19. The mural may be drawn either on the board or on strips of paper pasted together. See "Making Written and Pictorial Records" in the Golden Section for suggestions about the making of such a mural.

Dramatization: The children can be divided into two groups to dramatize a meeting of your town or city council. One group may represent the council and the other a neighborhood group asking the help of the council with a specific problem. Or, you and the children might decide what new law your council could pass that would benefit your neighborhood. In this dramatization, one group could request that a law be passed; the council could then discuss it and act upon it. You might even want to include an opposition group, which would protest the passing of the law.

Mapping: On the flannel map, the children should pin pictures or symbols to show the location of the town hall. Each child should record this information on his individual map.

Written records: You will want to plan with the children materials to be included in "Exploring Our Community" and how and by whom these materials will be prepared. Two short articles entitled "How Our Main Business Center Is Like the One in Metropolis" and "How Our Main Business Center Is *Different* from the One in Metropolis" could be included.

In telling about their local government, your boys and girls could use either a post card or other picture of your city hall and newspaper pictures of your council. Then, under each picture, they could write an appropriate caption. They could add a brief article telling what city workers do for them and for their families. Be certain that a statement is included explaining that city taxes are used to pay these workers. They should also tell of a law passed by the council which affects them and use the word *law* in the statement.

Books: At this time, you will want to read and discuss *Town Meeting Means Me* by Mina Turner. *Katy and the Big Snow* by Virginia Lee Burton should be placed on your library table for the pupils to enjoy the story and the map.

FIVE O'CLOCK TRAFFIC
OTHER PARTS OF GREATER METROPOLIS PAGES 20-29

The purpose of the total learning experience initiated by this selection and the accompanying study pages is twofold: The children should find out about the traffic problems of their own local community and what is being done to solve these problems. They should also consider the number of neighborhoods constituting their own local community, how these neighborhoods are changing through the construction and improvement of buildings, and where factories are located in their community.

Thinking abilities promoted: Grasping the main idea—*a local community needs to make changes in its streets and roads and its traffic laws as more people come to live and work in the different neighborhoods.*

Perceiving relationships—place: *location of traffic lights, stop signs, one-way streets, and new streets or highways in your local community; location of factories in your community; location of different neighborhoods, schools, and places of worship in your community;* time: *when traffic is heaviest in your community;* part-whole: *your neighborhood in relation to total local community, other neighborhods in your community in relation to your total local community, factories in Metropolis in relation to total local community;* cause-effect: *why traffic is heaviest in a local community at specific times; why cars in heavy traffic move slowly, what causes traffic problems in a community; what a community does to overcome traffic problems; why more schools, churches, and housing are needed in a growing local community.*

Making inferences—*why there are not many house-and-yard neighborhoods in a big city, why many people in a big city live in apartments, why there are many kinds of places to worship in a big city.*

Making associations—*"five o'clock traffic" with time of heaviest traffic in your local community; traffic on downtown Metropolis streets with known Metropolis business center; one-way street with sign and directional movement of traffic; cars moving slowly in traffic with your experiences; pictured neighborhoods, schools, churches, factories with those in your local community.*

Anticipating outcomes—*what would happen in your community if there were no traffic signs or laws.*

Recognizing emotional reactions and motives—*reason Mrs. Morely telephoned, Mr. Morely's reaction when delayed by van, feelings of Mr. Morely and the bus driver when stopped at detour, reasons why each said what he did, reasons people sound horns when held up in traffic jam, Carol's pleasure when Mr. Morely finally arrived for school program.*

Forming and creating sensory images—*sights, sounds, and smells associated with "five o'clock traffic" and with a factory district.*

Making judgments and drawing conclusions—*determining whether Mr. Morely or the bus driver were right in what they said to each other and why, determining what Metropolis needs to do about its traffic problems, determining what needs to be done about traffic problems in your community, concluding why factories are located where they are in your local community.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the organization of a local community into various neighborhoods, laws needed to help overcome traffic problems, and changes needed to keep pace with growth.*

Understandings developed: Almost all local communities have some traffic problems, but the larger the community, the more problems it has. The traffic is heaviest in a local community when people are coming from or going to work or when there is a special event. Local communities have traffic laws for the safety of people and property and to help overcome the traffic problems. As more and more cars and trucks use the streets and highways, new laws have to be made, and highways and streets have to be improved. The people who live in a local community pay for the greater share of such improvements in their own community when they pay their taxes.

In most local communities, there is more than one neighborhood. The larger the local community, the more neighborhoods there are in it. The neighborhoods in the same local community do not always look alike. Factories are usually located near railroad tracks, highways, or bodies of water so that goods can be shipped in and out easily. As more people come to live and work in a community, new buildings must be built and old ones enlarged and improved. Many people are needed to build and improve buildings, streets, and highways; to drive buses, trucks, and taxis; and to do the work in factories. *The foregoing understandings lead to the development of two basic understandings—that people at all times and in all places provide procedures by means of which they can organize and govern themselves and that they provide for the creation of new tools and techniques to meet new demands.*

Values and behavior traits emphasized: Appreciating the need for every person to observe traffic regulations and laws. Being particularly careful during heavy traffic hours about riding a bicycle, playing ball near streets, crossing streets, and the like.

ESTABLISHING READINESS

New words: *five,* o'clock,* traffic, hurry,* crowded, taxi, only,* wait,* corner,* crossing, later,* line,* slowly,* detour,* expressway, nothing,* taxes, laws, than,* drove, different, even,* built, adding, groups, better,* river,* railroads, been*

You will notice that the children will have used the words *taxes, laws,* and *different* both in discussion and in the materials they have prepared for their classbook.

Before turning to page 20, say, "We have read *only* the first part of this section about Metropolis, but we have *been* finding out what a very large community it is. What did we decide causes many problems in Metropolis? That's right, bigness and change—the two go together. As Metropolis gets bigger, it changes and that causes more problems and leads to more changes. You see, as more and more people move into all the cities and towns in Greater Metropolis, they must have places to live. So new houses and apartments are *built* wherever there is room for them. In some places, people are *even adding* onto old houses and apartments or dividing large apartments into several smaller ones. Sometimes, in one of the cities or towns outside Metropolis where there is more room, people buy a piece of land and build a whole *group* of new houses. Where have you seen anything like that?" Briefly discuss the housing developments familiar to your children.

Continue, "Many of you have moved from one house to another within our local community. But, many of the people moving to Greater Metropolis come from towns and cities many miles away. How do you suppose they get their furniture, clothes, and other things to Metropolis?" If *railroads* and *river* are not mentioned, suggest them yourself and add the words to the list. If *expressway* is not suggested, say, "Some cities have *expressways* that are used by cars and trucks. Where have you seen an expressway or something like it?" In the discussion, clarify the meaning of this word by helping the children associate it with familiar terms such as superhighway, freeway, thruway, or turnpike.

Continue, "Even though some people brought their household goods by railroad or by boat, they would still have to get these things to the place where they were going to live. Just suppose you were standing on the *corner* of one of those *crowded* streets in Metropolis watching the *traffic*. What would you expect to see?" Have the children identify the various vehicles that might be seen so that the children may form a mental image of the crowded city street. When *taxi* is mentioned, add the word to the list.

Then, comment, "You remember Mr. Morely who lives in Fairfield. Why did he have so much trouble getting home from Metropolis in our last story? In our story today, he again has trouble when he drives home from Metropolis. Because of heavy traffic, he is stopped at a street *crossing* and near a *detour*. When we have read the story, we'll talk about the trouble Mr. Morely had as he *drove* home and about these questions."

1. Why does Metropolis have traffic problems?
2. What is Metropolis doing about them?
3. What else do you think could be done?

INTERPRETING THE TEXT

Pages 20-25: In establishing readiness, you have developed background experiences which will give the title of this story meaning for your children. In discussing the title, help the children associate it with their own local community by raising the question as to when traffic is heaviest where they live.

After the children have read the story silently, use the questions and directions printed in blue type on the text as a basis for discussion. Two parts of this story might be read orally. Because the conversation on page 20 points up the importance to Mr. Morely of getting home on time and the first cause of his delay, select four children to read orally the conversation of the four characters.

The conversation of Mr. Morely and the bus driver on page 24 reflects strong feelings on the part of each. Urge each child to read as he thinks the person spoke.

At this time, you may want to raise questions leading to an investigation of traffic problems in your own local community, or you may decide to wait until another time.

Pages 26-29: Begin by helping the children recall Mr. Morely's long trip from Metropolis to Fairfield. Suggest that he must have driven through a number of different neighborhoods. Then, say, "Let's see how the neighborhoods Mr. Morely saw on his way home are like those in our own community."

Make certain that the children study each picture carefully and associate the picture with their own experiences. If your youngsters live in a small town, help them understand that some neighborhoods in a city are like their small town.

EXTENDING EXPERIENCES

Investigation: Your children should now investigate the traffic problems and laws in their local community, the neighborhoods making up their local community, and what improvements in buildings and roads have been made in their local community.

In considering traffic problems, begin by taking your children for a walk around their own neighborhood. Help them observe anything which indicates a traffic law or a traffic problem. Then, ask each child to look for additional items on his way to or from school or on trips with his parents.

Appoint different pupils to gather information at home or from neighbors concerning problems such as the following:

When and where is traffic heaviest in our local community? Why?

What important traffic problems do we have?

What traffic laws do we have in our community? Who made them?

What has our local community done recently, or what is it now doing about our traffic problems?

What new things are being talked about to help traffic here in our local community?

A committee can be formed to make a list of ways third-graders can help with traffic problems. If this is the first section of the text which you have used, this presents a splendid opportunity for you to help your youngsters learn more about working in committees. For suggestions, see "Working in Committees" in the Golden Section.

In helping your children understand that their local community is made up of a number of different neighborhoods, ask, "Who has lived in neighborhoods in our local community other than the school neighborhood? How many of you have friends or relatives in other neighborhoods whom you frequently visit? What trips around the community have you taken with your parents in which you saw other neighborhoods? Which neighborhoods have you seen on school trips?"

Try to take your class on one trip merely to observe different neighborhoods in their local community. When you come to your school-district boundary line, help your youngsters begin to understand that this line, which may be in the middle of a given street, separates one neighborhood from another. On this trip be certain that your boys and girls see where the factories are located, where your local community is most crowded, which parts are outstandingly new or old, and in which neighborhoods there are sharp differences in housing. Point out any new buildings or roads under construction, any additions being made to old buildings, and any buildings being torn down.

If you live in a small city, ask your principal to tell the children about some of the different school neighborhoods in your local community. He probably has a map on which the boundaries of the elementary-school districts are outlined, and he can help your youngsters identify their own, those immediately adjoining it, and others in which children may have lived at one time.

Bulletin board: Now and throughout the remainder of the year, the children should be encouraged to bring newspaper pictures that tell of changes and events of special interest in your local community. These can be mounted on the bulletin board temporarily for all to see and then transferred to a scrapbook entitled "Changes in Our Community."

Discussion: Discuss those things related to traffic that your pupils saw either on their walk near the school or when they were with their parents or friends. Help the children understand that traffic lights and lines on the road are paid for with city taxes.

After each pupil reports what he has found out about traffic problems, all the children should be given an opportunity to ask questions or add information.

Discuss the trip you took to find out about the different neighborhoods in your local community. Be certain the children discuss any important features of the different neighborhoods visited; the absence of an observable neighborhood boundary line; any construction or demolition that was observed; and any work they saw being done, who was doing it, and why this change was being made. Conclude by asking, "In what ways do you think the people in these different neighborhoods need to work together? How do they depend upon one another?" If this is the first section of the text which you have used, your boys and girls will only be able to make a beginning in answering these questions. This is one of the basic understandings which should result from the study of their local community this year.

Take one period for the children to show and discuss the pictures clipped from newspapers that tell of happenings and changes in your local community. Have the children seated so that they can see the base map, which you have projected of their local community. As each picture is shown and discussed, help them locate on the map the approximate place of the happening.

Pictorial records: Help the children plan and draw pictures showing what they have observed about traffic in their own local community. These should be mounted with appropriate captions on the bulletin board.

Dramatization: On the large base map or on a map which you sketch on the playground, the children will enjoy and will profit from dramatizing what happens in their community when

traffic is heaviest. They can bring toy cars, trucks, and buses from home for this purpose.

Mapping: On the flannel map, the children should indicate with pictures or objects where changes are being made, what these changes are, and any places that they have visited. You will not want them to define each neighborhood in your local community, but they should show on the map the boundaries of their own school district. It would be well to omit naming all the schools unless for some reason a school has particular importance, since the youngsters will locate the schools of their own local community when they study "Middletown."

If you have factories in your local community, be certain that they are shown in their proper locations. Each child should then show these same items on his individual map.

Written records: Before going on, help your children plan and prepare materials for the classbook, "Exploring Our Community." These materials should include accounts of trips taken and reports in pictures and words of the things that your children have learned about traffic problems, neighborhoods, and changes in their local community.

Books: The following books are suggested for your library table: *Lollypop Factory and Lots of Others* by Mary Elting and Margaret Grossett, *Let's Take a Trip to Watch a Building Go Up* by J. M. Goodspeed, and *The Skyscraper* by Yen Liang.

IN AND OUT OF METROPOLIS OLD AND NEW PAGES 30-35

The purpose of the text and pictures in these two selections is to provide a common experience that will lead to an investigation of the types of transportation available in the children's own local community and to an investigation of how and why the streets and methods of transportation in their community have changed since their grandparents were children.

Thinking abilities promoted: Grasping the main idea—*many different kinds of transportation are now needed to take people and goods from place to place, and through the years as traffic has increased and as new machines are invented, the streets and roads in a local community have to be changed and improved.*

Perceiving relationships—place: *location of part of expressway near factory and business districts;* time: *a hundred years ago;* part-whole: *each kind of transportation used in a local community in relation to total community transportation, expressway in relation to total Greater Metropolis community;* class: *transportation needed to take people and goods from place to place;* cause-effect: *why different kinds of transportation are used in the children's own local community, why methods of transportation and streets have changed in your community, why so few people living in a large community can walk to the places where they need to go, why a large community has so many kinds of transportation, why a very large local community might need an expressway, why building an expressway is costly.*

Making associations—*methods of transportation with uses in own local community, changes in streets in own community with need for changes, pictures of Metropolis Main Street of fifty and one hundred years ago with pictures of same street today.*

Making inferences—*what goods trucks from wholesale houses and boats on rivers might carry, problems which people driving cars to work might have, use of helicopter, use of covered wagons, use of taxes to help pay for costly expressway.*

Anticipating outcomes—*lessening of smog with electrically propelled vehicles, added traffic problems caused by people leaving and arriving in Metropolis by plane, train, bus, or boat.*

Forming and creating sensory images—*sights, sounds, and smells associated with a street in Metropolis one hundred years ago and fifty years ago; sights, sounds, and smells associated with railway, bus, ferryboat, subway stations, and airport.*

Making judgments and drawing conclusions—*determining whether your community is or is not a transportation center, concluding which kinds of transportation used in Metropolis are used in your local community.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around transportation in a local community.*

Understandings developed: Many different kinds of transportation are used to take people and goods from place to place and in and out of any local community. Different kinds of transportation are needed to do different things. In a large local community, most people live too far to walk to where they work and from other places they want to go. Sometimes they even have to use more than one kind of transportation to get to these places. Large local communities are usually transportation centers and have many trains, planes, buses, and boats coming from and going to faraway places. *The foregoing understandings contribute to the basic understanding that people at all times and in all places provide ways of transporting themselves and their goods.*

New ways to travel and to carry goods from one place to another are being invented all the time. As new kinds of transportation are invented and used, streets and roads must be changed. It costs a great deal of money for a local community to build or change streets and roads—not only because of the work and the materials used, but also because the land and sometimes the buildings must be bought and the buildings moved or torn down. The taxes, which the people in a local community pay, help pay for these changes. Often county, state, and federal taxes also help pay for city streets. In our own local community, streets and transportation have changed in many ways since our grandparents were little children, and streets and transportation are changing all the time. Changes that are needed cause difficulties or inconveniences for many people in a local community. Most people soon forget the inconveniences and appreciate the change. *The foregoing understandings contribute to the basic understanding that people at all times and in all places provide for the creation of new tools and techniques to meet new demands.*

Values and behavior traits emphasized: Appreciating that changes must sometimes be made. Doing your best to accept changes that you do not expect. Planning ahead when you know a change is going to be made.

ESTABLISHING READINESS

New words: *electricity, always,* ferryboats, enjoy, zoo, beginning, off,* airport, anywhere,* materials, wholesale, freight, hundred, remember,* need,* planned, torn, since**

Before turning to page 30, say, "We are *beginning* to know quite a bit about Metropolis and about our own local community. Today we will learn whether we travel from place to place and take *materials* from one place to another here in our community in the same ways that the people in Metropolis do. What is one word that we can use to mean all the ways people travel and carry goods from one place to another?" Your children will no doubt be familiar with the word *transportation*, but if they are not, introduce it. Continue, "*Since* we began reading about Metropolis, we have seen pictures of the different kinds of transportation used there. Let's see how many different kinds we can *remember*."

When airplanes are suggested, comment, "We did see part of the landing field at the *airport*." When trains are mentioned, ask, "What kind of trains would be used to carry goods away from the factories?" After writing *freight* with the other words, continue, "Of course, we buy the things made in factories at our stores, but when the things leave the factories in trucks or freight cars, they are taken to *wholesale* houses. What is a wholesale house?"

After developing the meaning of a wholesale house, ask what other kinds of transportation the children remember seeing in the pictures. When boats or the river is mentioned, say, "In some communities *ferryboats* are used. Where have you seen a ferryboat?" Develop meaning, and add, "I know you would *enjoy* riding on a ferryboat." When cars or trucks are suggested, comment, "I imagine the expressway was *planned* to make it easier for people to drive cars and trucks into and out of Metropolis. Why do you suppose they didn't build that expressway a *hundred* years ago?"

After a brief discussion, continue, "We know how much people in Metropolis *need* houses and yet some houses will probably be *torn* down as the expressway is built. Why?"

Continue with the discussion of transportation. As buses or streetcars are named, say, "People in a city use buses or streetcars to go to other neighborhoods, to the business center, to the *zoo*, or to many other places. What is used to run some kinds of buses or streetcars?" Add *electricity* to your list.

Continue, "After you have read this selection, we will discuss the answers to these questions."

1. Why does Metropolis have so many different kinds of transportation?
2. What have we learned about the transportation in our own community?

INTERPRETING THE TEXT

Pages 30-33: After silent reading, use the questions printed in blue type on each page to guide the discussion. Discuss the two motivating questions which you have raised. Talking over what the children have learned about transportation in their own local community should lead to further questions for which your boys and girls will want to find the answers.

Pages 34-35: Guide the reading and discussion of these pages, question by question, giving attention to the suggestions printed in blue type.

Develop a beginning understanding of the phrase "a hundred years ago." If your community is almost a hundred years old, you might use this as a basis for comparison by saying, "A hundred years ago is a very long time. At that time, Indians lived where our school is now. The first settlers hadn't come yet."

You might ask, "Why can no one remember when the street looked as it does in the first picture on page 34? The second picture shows the same street about fifty years ago. How many of you have grandparents that you see sometimes? This picture shows how a street in Metropolis looked about the time that your grandparents were children. How has transportation changed in Metropolis? Why?"

In guiding the reading of the final paragraph on page 34, do not tell the children where they have already seen a part of this street. If no one recalls having seen this street, ask all the children to turn back through the pages of "Metropolis" to find it.

In discussing the expressway on page 35, build upon the experiences of your children. Children, who have driven over a highway of this type or who live where one is being built, will find this picture rich in meaning. For children lacking such experiences, you will need to explain that an expressway is elevated in certain places so that people can drive along streets and roads that run beneath it without interfering with traffic on the expressway.

You will also need to explain how at certain places provisions are made for cars to drive on and off the expressway. Help your children trace the route which cars follow as they leave the expressway and drive into the main business section of Metropolis. Explain that people living in the towns and cities around Metropolis can drive onto this expressway at certain places and so avoid being slowed down by stop lights, school traffic signs, and the like, which they would encounter in driving through the many neighborhoods in Metropolis.

You will want to help your boys and girls begin to understand the costliness of building such an expressway. Ask questions and make comments that will bring out information such as the following: The city pays engineers to study the traffic situation and decide where the expressway should be built. The expressway cannot merely follow existing streets. Land, houses, schools, churches, and other buildings must be bought if they stand in the route that has been decided upon. It costs money to tear down or move these buildings. It takes great quantities of many different kinds of materials to build an expressway. The materials and machines needed to build an expressway are costly. Because it takes such a long time to build an expressway, it takes a great deal of money to pay the men who work on it. The people living in a local community through which an expressway passes pay part of the cost through local taxes. People living outside the local community help pay for the superhighway with state and federal taxes.

You will also want to help the children appreciate the inconveniences and difficulties which building such an expressway causes to families and other groups. While people are paid for the land and buildings standing in the route of the expressway, they must rent, buy, or build new houses, churches, and schools to replace those torn down. They must move their belongings to new locations and grow accustomed to different neighborhoods.

As you compare the picture on page 35 with the two pictures on page 34, discuss how and why transportation has changed in Metropolis. Conclude your discussion of these pages by talking about the final questions raised in the text. The first question cannot be fully answered without further investigation. Since your youngsters will have investigated the traffic problems of their own local community and will have taken a trip to observe some of its neighborhoods, they should be able to discuss work being done on the streets.

EXTENDING EXPERIENCES

Investigation: In second grade, your children probably observed and made lists and models of the various types of transportation used to take people and goods from place to place in their neighborhood and perhaps in the total local community. If they did not have these experiences, they should spend a period of two or three days studying different types of transportation before reporting on transportation in their local community. Have the youngsters find out how the people in their local community get to work.

Plan a field trip focused on the means and procedures used in transporting people or goods or both in and out of your local community. A trip to a harbor, a train terminal, a freight yard, or an airport will deepen their understandings of transportation in their local community.

Have the children ask their parents or neighbors if they may borrow pictures showing a street in their own local community as it looked at an earlier time to show other members of their class. Plan ways in which the children can look at this street to note how it has changed.

Any children having grandparents who have lived all their lives in your local community should ask them how the streets have changed through the years. Invite one of your pupils' grandparents or an older member of your local community to come to school to tell your third-graders how and why the streets have changed.

It would be of value and interest to your boys and girls to find out why some of the streets in their community have the names that they have.

Discussion: Help the children recall what they have previously learned about transportation in their local community. Review what factors determine the type of transportation used.

After your trip to the harbor, railroad station, subway station, freight yard, or airport, discuss such significant aspects as the loading and unloading methods, how and why specific types of transportation are used, what services are performed by various workers, and how the facilities benefit the people of your own community. Conclude by helping your youngsters associate the place visited with the terminals of other types of transportation in your community. Build upon the previous experiences of your children in visiting and observing these places.

After looking at pictures or hearing about the streets of your community in earlier days, discuss how and why they have changed and why some of them have their present names.

Pictorial records: Help your children plan and make a "film" showing different types of transportation in your local community. The class may be organized into four committees with the members of each committee responsible for drawing the pictures and writing captions such as the following: "How People in Our Community Go to Work," "How Goods Are Taken In and Out of Our Community," "How People Travel from Our Community to Other Places," or "Streets in Our Community Now and Long Ago."

Dramatization: The children can dramatize on a floor map the different ways in which goods are

transported in their local community. One group could show why factories differ in the ways they handle goods. These differences may be due to the use of different routes, the type of transportation available, the bulk and weight of the goods to be transported, and other such factors. One group might show what different forms of transportation may be used in carrying mail from the post office to trains or to the airport.

Mapping: Help the children make a sketch, on strips of paper pasted together or on the cement playground, of the floor plan of the terminal or of the ground plan of the airport or harbor visited. Such sketches should be accurate only as to general location.

Remove from the flannel map all pictures or symbols except those related to traffic. Then, help the children use this map to show the spatial pattern of transportation facilities and the dependence of their own community upon transportation. Pictures or symbols indicating transportation terminals should be placed in their proper location. Major highways should be indicated. If there is an expressway in your community, it should be properly located. Small pictures could be used to show how trucks, trains, buses, boats, airplanes, and the like are used in the transportation of people and goods.

Each child should then be given a fresh copy of the map, which you have duplicated for use at the desks. He should then show these same items on his individual map.

Written records: In planning the materials to be included in the classbook, "Exploring Our Community," a copy of the individual map showing transportation routes might well be included. An account of any trip taken might be told in words and pictures. Be certain to plan with your youngsters an interesting way to record any information they have acquired about streets in their community in an earlier day and changes that have taken place and that are now being made.

Books: Among the books on your library table, try to include *Boats on the River* by Marjorie Flack, *The True Book of Airports and Airplanes* by John Lewellen, *Let's Go to an Airport* by Laura Sootin, *The First Book of Trucks* by Campbell Tatham, *Building Your Super Highways* by George Zaffo, and *Let's Go to a Freight Yard* by Bernard Rosenfield.

IN FOREST PARK
OTHER PLACES TO ENJOY PAGES 36-40

This selection and the accompanying study page will help third-graders realize that in a city many kinds of recreation are available and will lead them to find out about the provisions for recreation in their own local community.

Thinking abilities promoted: Grasping the main idea—*many kinds of recreation are available in a city, and different people enjoy doing different things.*

Perceiving relationships—place: *location of places for recreation in Metropolis and in the children's own community;* part-whole: *each kind of recreation in relation to Forest Park, kinds of recreation in relation to Metropolis and your local community;* class: *different kinds of recreation;* cause-effect: *why so many kinds of recreation are available, why many kinds of recreation are available in a city, why one pays for some kinds of recreation and not for others, why people need recreation.*

Making associations—*kinds of recreation for people of different ages and with different interests, kinds of recreation in a city with size of community, location of recreation areas with neighborhoods.*

Forming and creating sensory images—*sights, sounds, smells, taste, touch, and motion associated with different kinds of recreation.*

Making judgments and drawing conclusions—*determining how and why local communities provide different kinds of recreation.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around recreation.*

Understandings developed: In a city, there are many different kinds of recreation. They are enjoyed by people who live in the city and by people who come to the city. Different people enjoy different kinds of recreation. Although some places of recreation are provided by the city and paid for by taxes, a small fee is sometimes charged to help keep up these places. Some places of recreation are owned by individuals or groups of people. When you go to some places of recreation, you have to pay for different things. Everybody needs to do things that he enjoys. *All the foregoing understandings contribute to the basic understanding that people at all times and in all places have provided recreation for themselves and others.*

Values and behavior traits emphasized: Recognizing the value of doing different kinds of things to enjoy oneself. Doing different kinds of things to enjoy oneself even if one has to make an effort to learn how to do new things. Enjoying doing both quiet and active things alone and with others.

ESTABLISHING READINESS

New words: *forest,* tomorrow,* scout, early,* interesting, themselves, monkey, elephant,* favorite, spots,* art, museum, fish,* team, Riverview, camp*

Begin by saying, "The pictures that you have made to tell about transportation are so good that I wish everyone in our community could see them.

"In some communities, children exhibit their pictures in the *art museum.* How many of you have ever been in an art museum?" Develop meaning by associating what they would see with the children's own experiences. Then, continue, "Many people go to visit art museums because that is their *favorite* way of enjoying *themselves.*

"But there are many other *interesting* things that we do to have good times. Think before you answer the next question. If you could do anything that you wanted to enjoy yourselves, what would you do?" Keep the discussion to the point by helping the children recall some of the things they most enjoy doing. At the same time, be alert to opportunities that you can use to develop the needed vocabulary. For example, when games of any kind are mentioned, you might say, "What games do you enjoy where the players are on *teams*?"

If a circus, zoo, or carnival is suggested, comment, "I always enjoy seeing the *monkeys.*" When rides on a roller coaster or a merry-go-round or any of the other activities of an amusement park are named, say, "When I was a little girl, I went to a place called *Riverview* Park to do those very things." When someone mentions camping, add *camp* to your list and associate its meaning with the boys' cub scout activities. If it is not mentioned, ask, "How many of you are cub *scouts*? I thought some of you might say that you liked best to *camp* out."

Continue, "Today we are going to find out about some of the things people do in Metropolis to enjoy themselves." Have the children open their books to the picture on pages 6-7, and say, "Find the big park that we have talked about before. Its name is *Forest* Park. Why do you suppose it has that name? As we read, we'll think about these questions."

1. What different things can people in Metropolis do to enjoy themselves?
2. Where can we do these same things in our local community?

INTERPRETING THE TEXT

Pages 36-40: As you guide the discussion, use the questions in the text and those printed in blue type to help the children associate the recreation pictured with their own experiences. The discussion should point up the fact that it is important for people who work indoors all the time to have outdoor places where they can enjoy themselves.

Since you have developed the idea that Metropolis has problems because of its bigness and changes, follow the question of what different things people can do in Metropolis to enjoy themselves by asking, "Why does Metropolis need to have so many recreational places? What will Metropolis have to do as it gets bigger? What problems might there be in building more recreational places?"

EXTENDING EXPERIENCES

Investigation: Have the children ask their parents and neighbors about the places in their local community where people of different ages can enjoy themselves.

Concentrate on the recreation for children available in your local community. Organize committees to find out about the number and locations of parks, how they are cared for, and the rules to be observed in using them; the location of Little League playing fields and when and how youngsters can belong to such teams; the facilities for children at the libraries, the art center, or the recreation centers; where summer playgrounds are maintained; and the location of drive-in theaters, amusement parks, golf driving ranges, and the like.

Discussion: Discuss the various types of recreation available in your own local community and the types that the children most enjoy. Help the children determine which are tax supported and which are privately owned.

Help your children appreciate the importance of doing different kinds of things to enjoy themselves. Ask them how they spend their free time outside of school. If you notice that many of them engage in only one type of activity, ask why people should engage in both active and quiet kinds of recreation. When children say that they do not enjoy certain types of recreation, ask why. In some cases, you will find that it is because the child feels that he lacks sufficient skill to do the thing well. You will not want to preach, but through the comments of other children, develop the understanding that sometimes one needs to practice in order to learn a needed skill, which once acquired will lead to much enjoyment.

Mapping: On either your floor map or your flannel map, help the children locate all the places for recreation about which they have learned. Through the use of simple symbols, they might indicate those provided by the community and paid for with taxes and those privately owned.

Written records: You may need to help the children select the materials to be prepared for the classbook, "Exploring Our Community." You will want them to record information about the kinds of recreation in their local community that they most enjoy. The children should also include an account of other kinds of recreation available. A series of line sketches could be used for this purpose. The children should also indicate in text and pictures the sensory images associated with different kinds of recreation.

Books: *If I Ran the Zoo* by Dr. Seuss is a book which your youngsters would enjoy hearing you read. You will want to have *Zoo Babies* by William Bridges and *Big City* by Elmer and Berta Hader on the library table.

PARADES AND FESTIVALS PAGE 41

The teaching-learning experiences for which this brief selection serves as a springboard have several purposes in your social-studies program. They should lead children to find out about the kinds of parades and festivals that they might see, or in which they might participate, and why such parades and festivals are a part of the life of any local community. They should help children appreciate the contributions of different ethnic groups to the life of a community. They should also deepen the feelings of loyalty and respect for the United States and the flag of our nation.

Thinking abilities promoted: Grasping the main idea—*in every local community, people have parades and festivals at different times and for different reasons.*

Perceiving relationships—place: *where parades and festivals take place in your local community;* time: *particular times when parades and festivals are held;* part-whole: *groups in community which participate in parades and festivals;* class: *different kinds of parades and festivals;* cause-effect: *why different kinds of parades and festivals are important in a community, why we show that we love and respect the flag.*

Forming and creating sensory images—*sights, sounds, smells, tastes, feelings associated with parades and festivals.*

Recognizing emotional reactions and motives—*why people feel as they do about their own parades and festivals, why we as Americans feel as we do about our flag and songs about our nation.*

Making judgments and drawing conclusions—*determining why parades and festivals are important in all communities.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around parades and festivals.*

Understandings developed: Parades and festivals are important in every local community. Different communities have different kinds of parades and festivals. Parades and festivals are a part of the celebration of national holidays such as the Fourth of July. At such times, we display our flag and sing songs about our nation. Our flag stands for everybody and for all the good things in our nation, the United States of America. Whenever we see our flag, we should show our love and respect for it. Some parades or festivals are related to the way people worship; others are just for fun or to celebrate something important in a particular community. People who have come from other nations to live in the United States like to remember the festivals held in the local communities of their old countries. When they hold their festivals, they like to wear the clothes, sing the songs, perform the dances, and eat the same foods as the people do in the nations from which they came. Since they are Americans, they also like to show that they love America. *All the foregoing understandings contribute significantly to the basic understanding that people at all times and in all places provide for the expression of their spiritual and esthetic impulses.*

Values and behavior traits emphasized: Appreciating the importance of particular parades and festivals to certain groups of people. Showing appreciation of, and respect for, the different groups who provide parades and festivals for a community. Showing love of, and respect for, the flag of our nation. Doing your part to make a parade or festival enjoyable for everyone.

ESTABLISHING READINESS

New words: *parades,* festivals, songs*

Ask, "What *parades* have you seen? Where? When? Why? What is the difference between a parade and a *festival*?" Discuss any festival that is held in your community—tulip festival, rose festival, cotton festival, pancake day, old settlers' day, and the like.

The children may mention a festival characteristic of some other nation if a particular ethnic group lives in your local community. In any event, tell the children that in Metropolis there were people who had come from other parts of the world to make their homes there. Explain that these people brought with them the clothes they had worn and the *songs* and dances that they had enjoyed on festival days in their native land. Say, "Let's read to find out what they did when they had a festival in Metropolis."

INTERPRETING THE TEXT

Page 41: Children will have little difficulty in reading this page. After the page has been read, discuss the festival described. The discussion of the last two questions will lead to the extending experiences suggested.

EXTENDING EXPERIENCES

What you do will depend upon the local community in which you teach. You will want to help the children recall and discuss the parades and festivals of their own local community. As these parades or festivals occur throughout the year, you will want to emphasize each in turn, thus deepening the understandings and the values and the behavior traits which you seek to establish.

Discussion: As children name different kinds of parades and festivals, you will want to talk about when and where they are held and why they are important to the people participating in them and to your local community. At this time, you may want to classify them under headings

such as national holidays, religious holidays, special community events, and the like.

In your discussion of national holidays, the Fourth of July will undoubtedly be mentioned. If you live in Philadelphia, many children will have already seen the Liberty Bell and will be familiar with the event that makes this bell an important reminder of the past. Wherever you live, show the children a picture of the Liberty Bell and talk about it.

Discuss the reasons all local communities celebrate the Fourth of July. Help the children recall how their local community celebrated the last Fourth of July. Talk with the children about the flag, what the stars and stripes stand for, where and when in the community they can see the flag, what we should do when we see the flag in a parade, and the meaning of the pledge of allegiance. Ask, "Why are you proud to be an American?"

Resource people: Look for people who can come to your school and talk with your youngsters about festivals in other nations. Three high-school students of Danish background taught one group of third-graders a few of the songs and dances used on festival days in Denmark. A Mexican woman showed costumes to another group and shared with them special Mexican foods.

Help all the children in your third-grade class understand why religious festivals are observed by any group in your local community. This is important if children are to respect people who worship in ways different from their own and if they are to grow in their understanding that Americans can worship in any way they please.

Written records: You will want to plan with your youngsters for the materials to be included in "Exploring Our Community." They could include brief articles about our national holidays and about the festivals held in their local community. As each festival occurs during the year, it should be recorded in the classbook.

Books: Read to your group *The Fourth of July Story* by Alice Dalgliesh. Then, search your library for books which you can use throughout the year to help your third-graders understand the festivals of various peoples. *Taro's Festival Day* by Sanae Kawaguchi, *Ciri-Biri-Bin* by Mel Silverman, and *Juanita* by Leo Politi are typical of those which they can read and enjoy.

NOT ENOUGH WATER
WATER IN YOUR LOCAL COMMUNITY PAGES 42-49

This selection and the accompanying study pages highlight a problem common to many communities throughout the nation. The total learning experience should help the children realize the importance of their local community's water supply and should lead them to find out how water is supplied and made safe for use in their own local community.

Thinking abilities promoted: Grasping the main idea—*when a community does not have enough water, ways must be worked out to supply the water people need.*

Perceiving relationships—place: *location of sources of water supply, reservoirs, tanks, pipes, and water-filtration plants;* part-whole: *smaller local communities to Metropolis, water-supply sources to system;* sequential: *flow of water from source to faucet;* cause-effect: *why water is needed, why water supply comes from a specific source, reason for water shortage in each community, reason for organizing a water committee, why water must be treated to make it safe, why everyone must use water carefully when the supply is limited.*

Recognizing emotional reactions and motives—*how people feel when they hear about a water shortage, why a committee must go on working even if most people lose interest in a needed project, how people feel when basements are flooded or sewers back up after a big rain.*

Forming and creating sensory images—*sights, sounds, and feelings related to dryness and to the water system.*

Anticipating outcomes—*results of inadequate water supply.*

Making judgments and drawing conclusions—*determining the reasons for water shortage in a local community, determining why a community uses the water sources it does, evaluating the solution of the problem agreed upon by the people of Greater Metropolis.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the ways a community provides an adequate water supply.*

Understandings developed: People in every community need water for many different things. The water which people need is supplied in different ways and comes from different sources. Local communities work out ways to provide the water needed. When the ways worked out do not provide all the water that people need, new ways must be planned. Often, several communities have to work together to make certain that there will be enough water for everybody. *The foregoing understandings contribute to three basic understandings—people at all times and in all places provide for the protection and conservation of their life, resources, and property; provide procedures by means of which they can organize and govern themselves; and provide for the creation of new tools and techniques to meet new demands.*

Values and behavior traits emphasized: Appreciating the importance of water, the difficulties involved in supplying it, and the need for looking ahead so that people can have all the water needed. Using water carefully, especially during a shortage.

ESTABLISHING READINESS

New words: *daddy, dry, sat,* careful, television, rained,* grass,* reservoir, deep,* pumped, swimming, pool, closed, traveled, washed,* wish,* finally, committee, organized, ranches, lakes, carry,* pipes, tank, stand**

Begin by saying, "People everywhere, in cities, in towns, on farms, and on *ranches*, need water, and they get it from *lakes*, ponds, rivers, springs, and wells. Let's stop and think for a little while of what would happen if someday your *daddy* said, 'I just heard on *television* that our *reservoir* is almost *dry* and that we will have to be very *careful* about using water.' What would happen?" One child will probably say that there would not be enough water so that clothes could be *washed*. Another may suggest that *swimming pools* may have to be *closed*.

Continue, "Almost every local community has a water *tank*. How does the water we use get into our water tank? How does it *finally travel* to our homes and to our school?" If the words *pipes, carry*, and *pumped* are not used by the children in the discussion, present these words yourself. Then, say, "Later on, we may want to *organize committees* to find out where and how our local community gets its water."

Continue, "The very thing we've been talking about happened in Greater Metropolis. As we read today, let's find out the answers to these two questions."

1. What was the water problem in Greater Metropolis?
2. What different things did the people do to solve it?

INTERPRETING THE TEXT

Pages 42-47: In discussing this story, make certain that the children realize that they are meeting again all the families in Greater Metropolis whom they have met in earlier stories. Help them see how the water shortage touches the lives of these people living in different local communities in different ways.

After the children have discussed the questions used to motivate the reading, you may want to ask, "What do you think of the way the people in Greater Metropolis went about solving the water problem?"

This might be a good time to discuss any problems on which your local community must work with other nearby communities.

Pages 48-49: While the information on these pages can be read by most third-graders, you may need to develop the meaning of words such as *wells, springs, intake*, and *standpipe*. On page 49, you will want to help the children associate the four processes with the picture.

EXTENDING EXPERIENCES

Investigation: In "Taking Field Trips" in the Golden Section, detailed suggestions for exploring the water supply of your local community will be found. This includes suggestions not only for a trip to a water-filtration plant but also for interesting follow-up activities.

If a trip is not feasible, you will find other suggestions. Whatever you decide to do, make sure that your youngsters know the sources of their community's water supply and where the water-filtration plant, storage tank, or reservoir in their local community is located.

Written records: Before helping the children plan the materials to be included in their classbook, "Exploring Our Community," read the outline on page 53 which they will use to tell about their local community's water supply. These materials should include accounts of any trips taken and a report in pictures and words of the things children have learned about the water supply in their local community.

Books: Your children will be able to gain additional information from the pictures and text in *Let's Look under the City* by Herman and Nina Schneider and *Big City Water Supply* by Catherine Urell and Rosamunda Nonnenmacher.

A MAP OF GREATER METROPOLIS PAGES 50-51

This semipictorial map on pages 50-51 shows some of the important places and features of Greater Metropolis, the boundaries of the central city, and the location of nine of the smaller communities adjacent to it. A map key is introduced to aid in reading the map and to promote the ability to perceive place relationships in map interpretation.

Thinking abilities promoted: Perceiving relationships—place: *location of each place and feature shown on map in terms of its position in total mapped area;* part-whole: *local communities in relation to each other in total area; local communities in relation to river, railroads, and highways; specific places in Metropolis in relation to each other and in relation to river, highways, and railroads.*

Making associations—*places and things with the symbols that stand for them, water bodies with the blue that stands for water.*

Making judgments and drawing conclusions—*determining why it would be impossible on this map to show all the buildings, streets, and roads in Metropolis and the adjoining local communities.*

Generalizing—*formulating statements growing out of learning experiences centering around reading a semipictorial map and using a map key.*

Understandings developed: On a semipictorial map small pictures are used to stand for real places and things. If you were high enough in the air to see all the buildings and streets in Metropolis and the surrounding local communities at one time, everything would be too small to be recognized. A map can show where certain places and things are in Greater Metropolis. Pictures, colors, and lines can be used to stand for real places and things. A key may tell what the pictures stand for. You have to use the key to read the map.

Values and behavior traits emphasized: Appreciating that from a map you can tell where one place is from another. Appreciating the help provided by a key in reading a map. Forming the habit of looking for a key when studying a map.

ESTABLISHING READINESS

New words: *below, ends**

Since your youngsters may already have used other sections of *In City, Town, and Country* and may have had varied experiences in mapping their own local community, adapt the suggestions that follow to fit your own situation.

Begin by talking with the children about the mapping of their own local community. Discuss the symbols or pictures that have been used and then comment, "Maps are one way that people can learn about a community. We know what the pictures and lines that we have used stand for. If other people looked at our maps, they might not understand them. What could we do that would help a stranger read our maps? Capitalize upon the children's suggestions to explain that on some maps one can find an explanation of the lines and pictures used in a key *below* the map. Ask, "Why do you suppose it is called a key?"

After discussion, help the children recall how they showed the boundary of their own neighborhood on their maps. Explain that a *solid* line is often used on real maps to show where one community *ends* and another community or the country begins. Help the youngsters trace the boundaries of their own local community with a solid line on your map.

Discuss the reasons for showing only certain things on each of your maps, and ask, "What would happen if we tried to show on this map every building, street or road, lamppost, and mailbox in our local community?"

Then, say, "We know many things about Metropolis and the other local communities around it. We are now going to look at a map of Greater Metropolis. What problems would the people who made that map have? What would you most like to see on such a map?" After discussion, comment, "Let's see what new things we can learn about Greater Metropolis."

INTERPRETING THE TEXT

Pages 50-51: The children will be intrigued by this map and will no doubt want to look at it before reading the directions on page 50.

You might begin by asking what has been used on this map to stand for the river, for the roads, and for the railroads.

Then, center attention on page 50. After the first paragraph has been read, guide the study of the map key. Discuss each picture in the map key. Help the children recall what they have learned about the places represented and why the little picture represents each place. Build upon the sensory images which have been acquired—the main business center with people streaming from the tall buildings at five o'clock, the loaded trucks coming and going from the factories, the various animals in the zoo, the stream and the playing field in Forest Park, and the many people rushing about or waiting in the train terminal. Ask, "What different things do you see in the picture that stand for the smaller local communities? Why do you think the artist put these things on the map?"

Guide the reading of the remainder of the page, sentence by sentence. Each time make sure that each child locates the designated place with his finger. Take time to help the youngsters associate each place located with the river, highway, boundary line, and other places. Ask questions such as: Why is the waterworks where it is? Which factory neighborhood haven't we seen before? How do you think people get to the smaller communities that are not on the highways?

Summarize the discussion by asking the question raised to motivate the study: What new things have we learned about Greater Metropolis from this map? You may want to list some of these things on the board.

EXTENDING EXPERIENCES

Help the youngsters use the map understandings as they continue to map their own local community.

IN YOUR LOCAL COMMUNITY PAGES 52-53

The purpose of the questions and the proposed activity is to help the children summarize and organize the understandings that they have recently acquired about Metropolis and about their own local community, and so help them remember what they have learned.

Thinking abilities promoted: Summarizing and organizing ideas and understandings for the purpose of remembering them.

Values and behavior traits emphasized: Appreciating the value of the ideas contributed by others

in planning a group activity. Doing all that one can to help in planning the books about your own community. Appreciating the value to good citizenship of remembering what you have learned about your own local community. Doing the best that you can to make a booklet to help you remember what you have learned.

ESTABLISHING READINESS

New words: *village,* wherever,* ocean, pages, perhaps,* else**

Begin, "As we have read about the people who live in and around Metropolis, we have learned many things about a big city. We have found out that the people in a city have some problems because their community is so big. What *else* causes them to have problems?"

Continue, "Of course, all local communities are not just like Metropolis. Some are cities, but others are towns or *villages*. *Perhaps* they are on a river like Metropolis, but they may be on a lake, on an *ocean*, or not near water at all. However, all local communities are alike in many ways. In what ways is our own community like Metropolis?" After several children have responded, say, "We have certainly learned many interesting things about our local community. *Pages* 52 and 53 tell about something we can do which will help us remember these things. Let's see what it is."

INTERPRETING THE TEXT

Pages 52-53: After these pages have been read silently, discuss with the children the plan for making the books. If this is the first section of *In City, Town, and Country* which you have used, you will want to read the suggestions for constructing the books in "Making Written and Pictorial Records" in the Golden Section.

Next, guide the discussion of the page, question by question, helping the children get clearly in mind the information which they will record in their books. This is important even though the directions are specific.

Your next step will be to help your youngsters plan interesting materials that they can use to answer these questions. The actual preparation of these materials will require a number of days, as in any given period the children should attempt to do only as much as they can do well. As they begin each day's work, have the youngsters read again the questions or suggestions to be used that day and recall briefly the ideas of the earlier discussion. Encourage each youngster to prepare the material for his book in the way that is most interesting to him.

MIDDLETOWN

The setting for this section is a local community that consists of a number of neighborhoods and is a county seat. Middletown represents any local community, which in population falls between the small town and the large city. The coöperative efforts of the people living in the various neighborhoods constitute the theme of the section. The study pages expand the understandings developed in the selections and help the children examine their own local communities in the light of their understandings.

"Middletown" includes three maps. One is a street map of a part of Middletown and the other two show Middletown and the land and water surrounding it. The reading and interpretation of these maps will extend old and develop new understandings and skills essential to map interpretation. The section closes with suggestions designed to help each child make a book in which he will organize what he has learned about his own local community as he has compared and contrasted it with living in Middletown.

SETTING THE STAGE

As you plan the teaching-learning experiences suggested for this section of *In City, Town, and Country*, there are many things about the local community in which you teach that you will need to know.

Securing information about your local community

Exploring community resources: There are places in your local community that you will want to learn about through first-hand experiences in order that you may select for your pupils those field experiences most worth while.

Find out about the Indians who lived where your community is now. You will need to know what kinds of homes and clothes they had; what foods they ate; how they secured, prepared, and preserved their food; and how they traveled and carried goods from place to place. You will need to know, too, how they communicated with other Indians, protected themselves against other tribes and the early settlers, and what games, dances, and crafts were characteristic of their tribe. Find out about any places or streets in or near your local community that have Indian names and how they happen to be so named.

Similarly, you will want to know how the first settlers in your local community carried on each of the basic human activities. In addition, you will need to know when these first settlers came to your community, how they came, why they came, where the first settlement was located, and how your community got its name. Visit any landmarks of this early settlement to determine how valuable it would be for your youngsters to see them. Find out which names of the early settlers have been perpetuated in or around your local community.

You will be familiar with the weather typical of your local community, but you will want to learn the details about any disasters caused by weather in or near your community. Familiarize yourself with the organization and the purposes of civil defense and the American Red Cross in your town, city, or county.

Find out what problems regarding the conservation of soil and water your local community or state has and what is being done to overcome them. Read the material included under "Establishing Readiness" for additional information for pages 74-79 of the text.

You will be familiar with the location of the schools in your local system. However, for your own information, locate each of these schools on a map of your local community. Find out how much and what share of the tax dollar is spent for your schools each year. Find out which is the oldest school in your local community and when it was built. Find out also which is the newest school and when and why it was built. Find out whether a school-board election or the voting of bonds for a new school is to take place at any time during this school year.

Recreational and educational facilities exist in every local community. Find out how and when these facilities came into existence and how they are maintained. Since the text describes the beginning of the Children's Forest, it might be helpful to be familiar with the trees native to your region, as well as some commonly found there that have been brought from other places. If Arbor Day is not observed in your state, find out how and where it is observed in other states.

Locating resource people: Look for people who can come to your classroom to talk with your youngsters about various aspects of your local community. There may be someone who is especially interested in the history of your local community and who could help make the earliest settlement seem more real to your boys and girls.

If a disaster caused by weather has occurred in your community which your children cannot remember, a person who lived at that time could tell your class about it.

Invite the superintendent or a school-board member to talk with your youngsters about the schools in your local community. If you know someone who is vitally interested in the conservation of soil and water and trees, you may want him to talk with your boys and girls.

Assembling materials

You will find it helpful to assemble, at this time, the maps, pictures, films, filmstrips, and other materials needed for the "Extending Experiences" sections of this *Guidebook*.

Maps: Secure maps of your local community that show the major streets and any bodies of water. If no maps are available, make them, blocking in only the main streets and bodies of water. Then, using an opaque projector, you can enlarge these maps and make a tracing on a piece of dark flannel or felt. Be certain to have ready duplicated copies of the simple map of your local community, which each child can use at his desk. See "Making and Reading Maps" in the Golden Section for detailed directions.

If there is a relief map of your state or region available, plan to borrow it for a day or two.

For the suggested land and water experiments, you will need a sand table or a large flat box filled with sand or soil, a small sheet of plastic, and a few flat pieces of glass.

Pictures: Try to find airviews of your local community and the area surrounding it, pictures showing how your community looked in early days, pictures showing how the Indians who lived in your region looked and carried on the basic human activities, and pictures showing how the first settlers in your part of the United States looked and lived.

Try to find pictures showing any disasters caused by weather in your own local community, pictures telling of soil and water waste and conservation in your area, and pictures of landmarks or places that offer educational, recreational, or cultural benefits in your local community.

Films and filmstrips: Look over the films and filmstrips available in your school, and select those that show how the Indians and the early settlers carried on the basic human activities in your own region. Films or filmstrips related to weather and conservation could also be used advantageously.

Pioneer foods: You will want to have ready the materials for a favorite pioneer dish. *Exploring the Ways Things Are Made* by Mary-Margaret Scobie[3] gives many suggestions. The recipes for hasty pudding and johnnycake are given in "Extending Experiences."

Art supplies: You will need the usual art supplies for the activities suggested in this section. If you have not started the classbook, "Exploring Our Community," see the section "Making Written and Pictorial Records" in the Golden Section for the needed materials.

[3] Scobie, Mary-Margaret. *Exploring the Ways Things Are Made*, Chicago: Scott, Foresman and Company, in preparation.

Be certain to have a sheet of oaktag, 36 by 24 inches, to use in beginning the "Weather Record."

Clipping file: Clip from newspapers and magazines pictures and articles, which show how the basic human activities are carried on in your local community.

Books: The books suggested below are typical of those that will enrich and extend the understandings developed in Middletown. Search your library for books that tell of the early days in a community such as your own.

Bate, Norman. *Who Built the Dam?* New York: Charles Scribner's Sons, 1958. With bulldozers, power shovels, and other machines, a big hydroelectric dam is built. Only then is the river, which had pushed and splashed its way down the mountain, put to good use. A picture storybook that third-graders can understand.

Buck, Pearl S. *The Big Wave,* New York: John Day Co., 1948. A tidal wave destroys a fishing village, and a boy learns courage in adjusting to the loss of home and family.

Bulla, Clyde Robert. *Squanto, Friend of the White Men,* New York: Thomas Y. Crowell Company, 1954. A simply written story of the Indian who befriended the Pilgrims in Plymouth. Can be read by most third-graders.

Cormack, Maribelle. *The First Book of Trees,* New York: Franklin Watts, Inc., 1951. Full-page drawings of the leaves, flowers, and fruit of fifty-seven common American trees, with text describing the bark, buds, leaves, flowers, seeds, and roots.

Dalgliesh, Alice. *The Courage of Sarah Noble,* New York: Charles Scribner's Sons, 1954. Eight-year-old Sarah courageously goes into the Connecticut wilderness of the 1700's as a cook for her father who is seeking land for a new home. How she stays with the Indians while he returns for the rest of the family makes an excellent story. Based on fact, it develops desirable understandings of the Indians.

Fritz, Jean. *The Cabin Faced West,* New York: Coward-McCann, Inc., 1958. A story of pioneer life in western Pennsylvania as lived by a young boy and girl. The loneliness, hardships, and compensations are pictured realistically. A visit from General George Washington is one of the high points of the story.

Hanna, Paul R., and Hoyt, Genevieve Anderson. *New Centerville,* Chicago: Scott, Foresman and Company, 1948. The fifth section in this social-studies text gives the details of planning and building a school. In the final section, a citizen presents a valuable gift to the community.

Harmer, Mabel. *The True Book of Pioneers,* Chicago: Childrens Press, Inc., 1957. A brief, straightforward account of where the pioneers came from, how they traveled, what dangers they overcame, what kinds of homes they built, and how they lived in them. Excellent pictures. For the library table.

Hoff, Carol. *Johnny Texas on the San Antonio Road,* Chicago: Wilcox and Follett Company, 1953. The story of a boy's dangerous adventures as he hauls a load of corn meal from his home near Houston to a small border town in Texas in the early days.

Lampman, Evelyn Sibley. *Tree Wagon,* Garden City, N.Y.: Doubleday and Company, Inc., 1953. An authentic account of a covered-wagon trek from Iowa to Oregon in 1847. The story is unusual because it centers around the family of a nurseryman whose wagon carried seven hundred tree shoots for the new country.

Lenski, Lois. *Flood Friday,* Philadelphia: J. B. Lippincott Company, 1956. This story vividly describes the events of August 19, 1955, when Connecticut suffered the most severe flood in its history. The incidents are seen through the eyes of children and will be of great interest to third-graders.

Le Sueur, Meridel. *Little Brother of the Wilderness: The Story of Johnny Appleseed,* New York: Alfred A. Knopf, Inc., 1947. The story of a pioneer who roamed the frontier country of Ohio

and Indiana planting apple seeds and promoting harmony among the people.

Martini, Teri. *The True Book of Indians*, Chicago: Childrens Press, Inc., 1954. Interesting information in pictures and simple text about the Indians before the settlers came. It tells how the Indians of the seacoast, the plains, the deserts, the swamps, and the woodlands lived and how their environment shaped their way of living. For the library table.

Mason, Miriam E. *Susannah, the Pioneer Cow*, New York: Macmillan Company, 1941. An easy-to-read story about the animals who accompany the Wayne family when they travel by covered wagon from Virginia to the Middle West.

Pistorius, Anna. *What Indian Is It?* Chicago: Follett Publishing Company, 1956. An informative book about several Indian tribes who lived in all parts of our nation when the first white men came. Third-grade children will enjoy hearing you read about the Indians who once lived in their own region.

Podendorf, Illa. *The True Book of Trees*, Chicago: Childrens Press, Inc., 1954. Many third-graders will find this book useful for identifying common trees. For slow readers.

Steele, William O. *The Buffalo Knife*, New York: Harcourt, Brace and Company, 1952. William Steele re-creates wilderness life vividly and movingly. The story, with two boys in prominent rôles, tells of the dangers and difficulties encountered by two families as they travel down the Tennessee River.

Todd, Ruthven. *Tan's Fish*, Boston: Little, Brown and Company, 1958. A Cantonese boy discovers a new tropical fish. Generous with his find, he encounters to his horror the greed of some people, but he discovers, too, the generosity of others and so averts extermination of his beautiful fish. Based upon fact, this is a tenderly told story of conservation. A short story that all third-graders should read.

Wilder, Laura Ingalls. *Little House in the Big Woods*, New York: Harper & Brothers, 1953. This is the first title in a series of books that has been reissued with new illustrations. The story takes place in Wisconsin and, like the other books in the series, makes vivid the daily life of a real family. In later books, the family moves westward and homesteads in Minnesota, Kansas, and the Dakotas.

Wolfe, Louis. *Let's Go to a Planetarium*, New York: G. P. Putnam's Sons, 1958. A description of a trip to a large planetarium that will be of interest to exceptionally mature, science-minded third-graders.

INTRODUCING "MIDDLETOWN"

New words: *river,* has,* business, always**

Begin by having your boys and girls look at the picture on pages 54-55. Ask, "How can you tell that this picture doesn't show all of Middletown?" The children will suggest that the buildings seem to continue on in the lower left and in the upper part of the picture. Calling attention to the smallness and indistinctness of the buildings will point up *the understanding that in order to take an airview picture of an entire community, one would have to be so far away from the earth that everything would appear too small and too indistinct to be recognizable.*

After a brief discussion, continue, "Even though this picture shows only a part of Middletown, it still tells us some *important* things about this community. We know that Middletown is on a *river*, and we know that it has a big *business* center. In what ways does Middletown *seem* to be like our own local community? In what ways different?" Then say, "Read page 54, and see what it tells about Middletown that we can't see in the picture."

After discussing the information on page 54, say, "We know that people came from other places a long time ago to *settle* in Middletown. Of course, those first settlers *needed* houses to live in. How would the trees growing along the river be valuable to them?" If no one suggests that the houses were built with *logs*, explain briefly how this was done. Continue, "But let's think about how Middletown looked before those first settlers came and started the town. Who lived along this river then?" Add *Indians* to your list of new words on the board. "How would the trees be valuable to them? How do you suppose the Indians used this river?" Discuss any *canoes* the children have seen.

Show the children how this section of *In City, Town, and Country* is a little book in itself about the people who live in all the different neighborhoods in Middletown and of how they work together to improve their local community. Conclude, "As we read 'Middletown,' we'll find out how the river plays a part in everything that happens."

LONG AGO IN MIDDLETOWN
LONG AGO WHERE YOU LIVE PAGES 56-61

The purpose of this selection and the accompanying study page is to provide a common experience for the children that will lead to an investigation of how the Indians and the first settlers lived in their own local community. The learning experiences initiated by the story should also help third-graders begin to understand that the time in which people live makes a difference in the way they carry on the basic human activities. These learning experiences should also arouse interest in other times and lead your boys and girls to an appreciation of, and respect for, their heritage.

Thinking abilities promoted: Grasping the main idea—*the Indians and the early settlers who lived in our local community long ago did many of the things that people living here do today, but since they did not have many of the things we do, they used what they had.*

Forming and creating sensory images—*sights, sounds, tastes, smells, actions, and feelings associated with the child's local community at the times when the Indians and first settlers lived there.*

Perceiving relationships—place: *site of first house in Middletown in relation to the river, first houses in original settlement to the present center of town;* size: *area of first settlement in relation to size of local community today;* analagous: *basic human activities as carried on by Indians and first settlers in relation to same activities today;* time: *number of years since your local community was settled;* cause-effect: *why local communities start where they do, why first settlers came to settle new communities.*

Making associations—*places and activities in Middletown and in your local community in early times with same places and activities today.*

Recognizing emotional reactions and motives—*feelings of Indians when first settlers came, motives for people coming to settle in your local community, feelings of people who came to make first settlements in community.*

Generalizing—*formulating statements of the understandings concerning how the Indians and early settlers carried on the basic human activities in your local community long ago, formulating statements of the understandings about why people choose the places they do to make new settlements and about how the way people live depends upon where they live, when they live, and what they believe.*

Understandings developed: Indians were the first people to live in most local communities in America. The Indians provided homes, clothes, and food for themselves. They traded things with each other. They protected themselves from weather, animals, other Indians, and later on, from the early settlers. They did many things to take care of their health, homes, clothes, and property. The Indians had ways to travel and to carry goods from place to place. They communicated with each other in different ways. They played games and did other things to enjoy themselves. They worshiped in different ways. They probably considered their music, clothes, and implements beautiful. They taught their children how to hunt, fish, cook, make clothes, build houses, and do other things, which they needed to know. They taught their children to worship as their tribe worshiped. They organized themselves into families, tribes, and communities of different sizes and made rules that everyone had to obey. The way the Indians did these things depended on where they lived, when they lived, and what they believed.

The early settlers had to provide all these same things for themselves. They learned how to do many things from the Indians and used Indian words when they named many of the rivers, lakes, towns, counties, and streets. They brought with them many things that the Indians did not have. They had ways of living that the Indians did not know about. So the Indians learned many things from the early settlers, too. The way the early settlers lived depended upon where they settled, when they settled, and what they believed. Many of the people who settled new communities in America came across the ocean or traveled by water to the places where they settled.

People settled near the water because traveling by water was an important way of getting from place to place. *All the foregoing understandings contribute to the basic understanding that people at all times and in all places carry on the basic human activities.*

Values and behavior traits emphasized: Respecting the Indian way of life and appreciating what we have learned from it. Appreciating how much our local community owes to the early settlers. Wanting to find out how our own local community began. Showing respect for any markers, records, buildings, or other old things that help us understand how the Indians and the early settlers lived in our local community.

ESTABLISHING READINESS

New words: *John,* Allen, knew,* Indians, canoes, settle, high,* logs, marker, over,* near,* important,* boats,* needed,* wish,* turned,* still,* seem,* only,* anything,* much**

Almost all the new words in this selection and study page have been presented and their meaning and pronunciation have been developed in the introduction to "Middletown."

Before turning to page 56, say, "The other day we talked about the Indians and the first settlers who lived in Middletown a long, long time ago. If you could go to Middletown today, what do you think you might find there that would tell you how those early settlers lived?" Build upon the children's experiences with "old things" from reading other sections of this text or from their experiences in the second grade.

After discussion, say, "Today we'll find out about one thing in Middletown that tells something very important about the early settlers. We know that the river has a part in everything that happens in Middletown. In all the things happening in Middletown that we will read about, a boy just about your age has a part, too. His name is *John Allen.* John and Grandfather Allen are both interested in things that happened in Middletown long ago. When you have read the story, be ready to answer these questions." (Write on the board.)

1. What did John Allen learn from the *marker*?
2. How was the river important long ago?

INTERPRETING THE TEXT

Pages 56-60: Most third-graders will be able to read this story easily, but because it is rich in new concepts you will want to guide the discussion carefully. After silent reading, use the questions printed in blue type on page 56 to help the children associate the length of time the Allens had lived in Middletown with that of their own families in their own local community. Suggest that the children ask their parents how long members of their family have lived in the community.

In discussing the questions on page 57, the children should understand why the Indians used wood, bark, and animal skins for clothing, housing, and transportation and why they lived in groups just as people do now. Explain that the next people to come up the river were explorers. Point out the difficulties of communication and emphasize the reaction of the Indians to the arrival of these newcomers. Ask the children to put themselves in the place of the Indians and tell how they would feel.

In studying the bottom picture on page 57, stress the motives and feelings of the early settlers in like manner. Point up how they used the available materials. In comparing the ways the Indians and settlers lived, help the children see that the settlers brought with them different ideas about building houses, clearing land, and growing crops.

In discussing page 58, associate John's ride through several neighborhoods with a similar ride through the neighborhoods in your own local community. This will serve as the basis for understanding the change in the size of area occupied by Middletown today and when it began.

After discussing the marker on page 59, ask the children to turn back to the picture of the first settlement on page 57. Have them select the log building which they think might have stood where the marker stands now. Then, have the children describe the size, shape, and materials used for the building and tell how it was built. Ask them to close their eyes and try to visualize the first log cabin. To develop *the ability to create visual images,* have them look at the marker on page 59, close their eyes, and try to see the cabin which stood in this place. Ask one or two children to describe their visual image.

Ask the children if there is a marker in their own local community commemorating one of the first buildings. In order to build historical readiness, show pictures to help them visualize how the buildings looked.

Conclude with the question in blue type on page 60. Use the picture to help the children summarize and organize the understandings acquired and to anticipate the future rôle of the river.

Page 61: The purpose of this page is to initiate learning experiences centering around how the Indians and settlers lived in your own local community long ago. After the children have read the questions, plan ways in which the answers to these questions may be obtained. These questions may then be used to *summarize and organize the understandings gained.*

At the close of this discussion, help the children write their stories about the early settlers in their own local community. Suggest that they save these stories for a book that they will make when they finish reading "Middletown."

EXTENDING EXPERIENCES

Help your boys and girls *develop understandings about how the Indians who lived in their own local community carried on each of the basic human activities.* Then, help the children develop similar understandings about how the first settlers in their community lived and how and why their ways were similar or different from those of the Indians. Few specific teaching-learning experiences are suggested, because how the basic human activities were carried on were determined both by the place and the time in which the Indians and first settlers lived.

As you plan experiences for the building of these basic understandings, ask yourself this question, "Will these experiences *help third-graders form and create sensory images of places, sights, sounds, tastes, smells, actions, and feelings as they were known to the Indians and the early settlers* who lived in this local community?"

Pioneer foods: The first settlers learned the value of corn from the Indians. Various kinds of tools were used to grind the corn. Many Indians used a hollowed-out stone similar to a mortar. The Indians of the Southwest used the metaté and mano. The Seminoles used hollowed-out logs. One of the experiences that might help your children get the feel of pioneer days is to grind corn for a typical pioneer dish. If you have trouble finding authentic tools, try a mallet or a hammer.

Mary-Margaret Scobie in her book, *Exploring the Ways Things Are Made,* suggests having children make hasty pudding or johnnycake, favorite pioneer dishes.

Hasty Pudding

2½ cups water	milk
¾ teaspoon salt	maple syrup, molasses, or sugar
1 cup corn meal	

Put salted water in a deep kettle. Add corn meal. Cook one-half hour. Serve in bowls with plenty of milk. Sweeten to taste with maple syrup, molasses, or sugar. Serves 6 to 8.

Johnnycake

1½ cups corn meal	½ cup sugar
2 cups flour	2 cups milk
2 teaspoons baking powder	2 beaten eggs
½ teaspoon salt	⅔ cup melted shortening

Add the milk, eggs, and shortening to the mixed dry ingredients. Mix well. Bake in a greased square pan about 30 minutes in a moderately hot oven. Serves 10 to 12.

Investigations: Have the children find out from their parents or neighbors about any places in or near their local community that have Indian names or were named for early settlers. Ask them to find out why these particular names were selected. In discussing the information obtained, list these historic names on the board.

You might invite a local historian to come to school to talk with your class. Some of the more able children might go to the library to look up information regarding the settlement of your local community.

The children should also investigate how their community got its name, when the first settlers came, and where the first settlement in their local community was. The children may wish to ask their parents to take them to see this site if they have not already done so. During the ensuing discussion, explain why the first settlers came to your particular community and, if the children do not know, how the community got its name.

Should there be a landmark that will make these early days more meaningful to your children, you may want to take them to see it. If not, tell them about it, and suggest that they visit it with members of their families.

Films and filmstrips: Give the children an opportunity to view available films and filmstrips that would extend their understandings of Indian and pioneer life in your area.

Pictures: Show the children pictures that will give a clearer understanding of pioneer and Indian life. If the early settlers came to your local community in covered wagons, show the children a good colored picture of land typical of that in which your own local community is located. Ask them to look at it carefully, close their eyes, and try to see this land.

To develop creative visualization, describe but do not show a second picture that shows similar land but with a covered wagon drawn by oxen or even a train of wagons, which were not in the first picture. Ask the children to close their eyes again and try to see what you describe. Then, show the second picture and let them compare their mental pictures with the actual one. Adapt this technique to give other experiences in creating visual images through which your youngsters can grow in their understandings of how the Indians and the early settlers carried on the various basic human activities.

Dramatization: Dramatization will provide a means of clarifying and organizing the children's understanding of pioneer and Indian life. They may dramatize a typical day in the life of either the Indians or the early settlers, the meeting of the Indians with the first explorers or settlers, and any episodes showing the settlers' or pioneers' actions, speech, or costumes. As you share in these dramatizations, you will be able to evaluate how well your children have grasped the understandings regarding Indian and pioneer life.

Mapping: Use your flannel maps to help the children further clarify the information which they have gained through first-hand experiences, discussion, and dramatization. Help them place small pictures or symbols representing the first settlement in the appropriate spot. Make certain that approximately the same scale is used so that the children can compare the size of the first settlement with the present size of their community.

Any landmarks or markers, any streets that were once Indian trails, and any places that have Indian names or the names of early settlers should also be placed on this map. After this group experience, each child should record this information in similar fashion on the individual map that you have duplicated for him to use at his desk.

Written records: Now, discuss with the children the questions on page 61 of the text. Help the children plan their stories. Explain that each youngster should tell in his story those things that seem most important to him. Ask several children to mention one item that they want to include in their stories. To help your boys and girls grow in their ability to organize information, ask, "If I were going to tell about these things in my story, which item should come first? Second?" Explain that since each child should write his story just as he talks, and so no two stories will be exactly alike. Say that each story should tell, however, how your community got its name. As the children begin writing, give additional help wherever it is needed. After the stories have been written, provide a time when each child can read his story to other children in a small group.

A committee should prepare materials summarizing the children's experiences for the classbook, "Exploring Our Community." A copy of one of the individual maps might well be included. Pictures showing how the various basic human activities were carried on by the Indians and by the early settlers would be valuable. It should also include a brief account of trips and observations as well as the understandings gained.

Books: Remember that good fiction will go far in making long-ago times vivid to your children. At this time, read to them at least one good story about the Indians or early settlers who lived in that part of the United States in which your local community is located. For example, the Connecticut wilderness of the 1700's serves as a setting for *The Courage of Sarah Noble* by Alice Dalgliesh, *The Cabin Faced West* by Jean Fritz tells of pioneer life in western Pennsylvania, while the activities described in *Little House in the Big Woods* by Laura Ingalls Wilder take place in the Wisconsin forests. *The Buffalo Knife* by William O. Steele re-creates wilderness life along the Tennessee River, *Tree Wagon* by Evelyn Sibley Lampman is the story of an enormous wagon train that traveled to Oregon, and *Johnny Texas on the San Antonio Road* by Carol Hoff tells of pioneer life in Texas.

Try to have such books as the following for your library table: *Squanto, Friend of the White Man* by Clyde Robert Bulla, *The True Book of Pioneers* by Mabel Harmer, *The True Book of Indians* by Teri Martini, *Susannah, the Pioneer Cow* by Miriam E. Mason, and *What Indian Is It?* by Anna Pistorius.

A PICTURE MAP TO READ
READING A STREET MAP PAGES 62-65

The picture map on pages 62-63 shows the important natural features of the Middletown area. The cardinal directions are indicated.

The semipictorial street map on pages 64-65 shows a part of Middletown, presents a map key, and initiates readiness for using scale. Both maps promote the ability to perceive place relationships in terms of direction.

Thinking abilities promoted: Perceiving relationships—position: *location of Smokey River, Middletown, Farmington, and highways and railroads that go through Middletown; location of River Street, the high school, a few grade schools, the park in the business center, the City Hall, and the county courthouse in Middletown;* direction: *location of specific features north, south, east, and west of Middletown, direction of Farmington from Middletown, direction each feature labeled is from Smokey River or from the little park in business center;* distance: *number of blocks that selected labeled features are from each other;* part-whole: *relation of the part of Middletown shown on street map to Middletown area shown on the picture map.*

Making associations—*places and things with the symbols that stand for them, water bodies with the blue that stands for water.*

Making judgments and drawing conclusions—*determining the relative area of Middletown shown on the street map.*

Generalizing—*formulating statements growing out of learning experiences centering around reading the picture map and the street map on which directions are indicated and using semipictorial symbols to represent these pictures.*

Understandings developed: A picture map shows how places look from high in the air. What is shown on a picture map is always smaller than the real places or things.

One way of describing the location of a place or a thing is to tell the direction it is from another place or thing. Some maps show where buildings, streets, roads, and other things are located but do not show exactly how they look. Lines, blocks, colors, dots, and little pictures can be used to stand for real pictures and things.

A map key may tell what each kind of line, color, or little picture on a map stands for. You have to use the map key to read the map.

Values and behavior traits emphasized: Appreciating that you can determine how many blocks one place is from another by studying a street map. Forming the habit of using a street map for specific purposes.

ESTABLISHING READINESS

New words: *direction, north, east, south, through,* railroads, key, line,* stand,* under,* grade, county, courthouse*

Since your third-graders may already have used other sections of *In City, Town, and Country* and may have had varied experiences in mapping their own local community, adapt the suggestions that follow to fit your own situation.

If your youngsters are not familiar with the meaning of the words *north, south, east, west,* and *direction* in relation to maps, place the flannel map of your own local community on the floor or on a table. Make sure the map is oriented correctly to the cardinal directions. At the edges of the map, place cards bearing the words *north, south, east,* and *west* in the proper positions. Then, have the children gather around the map. Ask, "What do you see that tells you the *direction* of each part of our local community?" After the words are discussed, say, "Point to the *north* part of our local community; the *south, west,* and *east* parts."

Then, say, "Today, we will look at two maps that will tell us many things about Middletown. Middletown is a *county* seat." If necessary, develop meaning of county seat by associating what the children know about their own county seat. "From the first map, we'll find out how some of the land around Middletown looks and where the *railroads* are. From the second map, we'll find out where the county *courthouse* is. We'll also find out where some of the *grade* schools in Middletown are. We shall find out how to use a map *key*. But, I will leave that for a surprise. These maps show how Middletown would look if we were up in an airplane looking down at it. Let's see how many new things we can learn about maps today."

INTERPRETING THE TEXT

Pages 62-63: When ready to use the books, be certain that the maps are properly oriented to the cardinal directions. Begin by having the children compare the picture map with the picture of Middletown on pages 54-55. Then ask, "Where would you have to be to see this much of the Middletown community?" If you have not previously done so, help your children *understand that the higher one goes in the air, the larger is the area that can be observed and the smaller everything looks.*

Guide the reading and discussion of the remainder of this page and the following page, sentence by sentence. As the children read and respond to the questions and directions involving the cardinal directions, be certain that every child understands and makes the correct associations. While this may take time, it is imperative to the development of the *understanding that you can describe the location of a place or thing by telling the direction it is from where you are or from a place or thing.*

If your children have not read "Farmington," talk about this small town as it appears on the map. Associate it with small towns known to the youngsters, and ask, "Why do you suppose it is called Farmington?"

In discussing the name of the river, encourage the children to be imaginative. Ask, "Have you seen a river, a lake, or an ocean when a fog seemed to cover it? Tell us about it" or "Maybe this name has something to do with the Indians. How could that be?"

To establish a purpose for using the next map, say, "The next map will tell us about places in Middletown. Let's see how many more new things about maps we can learn from studying it."

Pages 64-65: Begin by discussing the title. Ask, "Why is this called a street map?" Then, compare the part of Middletown shown on this map with the Middletown area shown on the picture map on pages 62-63. Make sure that the children understand that *picture symbols are used to stand for places and things, since it would be impossible to have a real picture of Middletown in this small page area because everything would be too small to be recognized.*

After the second paragraph on page 65 has been read, discuss the map key. Ask different children to read the words following each symbol. As each one is identified, ask all the children to look at it and then point to a place on the map where the same symbol appears. Ask if anyone knows why blue stands for water. Then, say, "Name everything that is used on this map to stand for real places or real things. Why do you think that this is called a map key?"

As you read the remainder of the page, have each direction read orally by one child while the other children point to the places on the street map. When River Street has been identified, ask why it is so named. After locating the city hall, ask why it is located where it is, and what it is used for. If necessary, explain its purpose and use. The foregoing experiences will help your third-graders understand that *a pictured symbol can be used on a map to stand for a real place or thing.*

In carrying out the suggestions printed in blue type on these pages, ask such specific questions as, "Which direction from Smokey River is the high school? Which direction from the little park is the city hall? How many blocks is it from Smokey River to the courthouse?" Before asking these questions, explain how to count blocks on this street map. Your youngsters will enjoy identifying directions and counting blocks. Through these experiences, you are developing *the understanding that the location of a place can be described by telling the direction or the distance that it is from another place.*

Conclude by asking, "What different things have we learned about maps today?" You may want to list these on the board as they are named.

EXTENDING EXPERIENCES

Mapping: If you have not used "Farmington," see this section for suggestions for helping children understand the changed appearance of a landscape when one looks down upon it. You will also find suggestions for helping your youngsters interpret an aerial photograph of their own local community.

Using an opaque projector, project a street map of your own local community on a screen so that the children can see it. If you live in a very large city, use the section of the city in which your school is located. Help the children identify familiar streets and count the blocks between known places.

After the children have read "Getting a New School" on pages 82-86, they can use symbols to show the various schools in your school system on their maps. Similarly, the other symbols might be used as needed in future mapping.

TOO MUCH WATER MANY KINDS OF WEATHER PAGES 66-73

The purpose of this selection and the study page that follows is to initiate learning experiences that will help children understand that people in all local communities have to cope with the weather characteristic of their area. These learning experiences should also contribute to the children's understanding of how the weather and climate of a local community influence the way people carry on the basic human activities. These experiences should also help youngsters understand how individuals and various organizations in a local community go into action when disaster strikes.

Thinking abilities promoted: Grasping the main idea—*weather of different kinds can cause trouble, but in all local communities people work together to help one another in times of trouble.*

Forming and creating sensory images—*the sights, sounds, smells, and feelings associated with weather and the trouble caused by weather.*

Perceiving relationships—place: *location of community with specific kinds of weather and trouble caused by weather;* analogous: *similarities in problems created by weather regardless of kinds of weather;* cause-effect: *why high water in a river causes a flood in a local community, why people must go to higher ground at the time of a flood, why a community must be prepared to cope with problems caused by weather.*

Making associations—*low ground near river or stream with flooding, the place with the kind of trouble caused by weather, the kind of trouble caused by different kinds of weather.*

Anticipating outcomes—*kinds of troubles caused by different kinds of weather.*

Recognizing emotional reactions and motives—*feelings of people who become refugees and have to leave their homes for any reason, motives of people who help others in times of trouble.*

Making judgments and drawing conclusions—*weather can both hurt and help the people living in any community.*

Generalizing—*formulating statements of the understandings growing out of the experiences centering around the problems caused by weather and the ways people cope with these problems.*

Understandings developed: When it rains a great deal, the water in a stream or a river may go over the banks and flood the land on either side. In a city or town located on a river, the water may flood streets and yards and go into houses and other buildings and may even carry buildings away. At such times, people whose homes are near the river have to leave them and go to places on higher ground. At such times, the electricity may go off. Since it may be dangerous to use gas, people have to find other ways of getting light and heat. Public buildings, such as schools and the courthouse, are used for shelter if they are on higher ground, by people who have to leave their homes. Radio and television warn people of floods and tell them where to go and what to do. It is important for homes to have radios that can be run by batteries if the electricity goes off.

Workers for the city and county government and other groups organized to protect people in time of trouble work together to help in many ways. It is very important at such times for everyone to do exactly what he is told to do. The trouble caused by different kinds of weather may result in great losses of life and property. Some people make their living by studying and predicting the weather. Weather can both hurt and help the people in any local community. *All the foregoing understandings contribute to the basic understandings that people at all times and in all places provide for the protection and conservation of life, resources, and property and provide for communicating facts, ideas, and feelings.*

Values and behavior traits emphasized: Appreciating the work done by civil defense and Red Cross workers, as well as that of any groups or individuals in times of disaster. Appreciating how people feel when they have to leave their homes and become refugees for any reason. Appreciating how weather affects the lives of people in any local community. Doing the best you can without complaining in any time of trouble. Doing what you can to help others in times of trouble. Doing exactly what you are told to do by people in charge during any emergency.

ESTABLISHING READINESS

New words: *rain,* banks,* radio, flood, won't,* dark,* electricity, off,* tonight,* slowly,* already, civil, defense, hill,* drove, spot,* person, refugees, leave,* station,* helicopters, hold,* done,* part,* able, weather,* caused, trouble, snow**

Before turning to the picture on pages 54-55, say, "Let's look at Smokey River again. We *already* know what an important *part* it played in the lives of the early settlers. Not one of those *persons* could have *done* without the river. Suppose you *drove* onto one of those bridges today and looked around. What would you be *able* to see that the early settlers could see?" As the children respond, summarize by saying, "That's all that would be familiar to those early settlers—Smokey River flowing quietly along in pleasant *weather* with tree-covered *banks* on either side to *hold* it in." Then ask, "What would you see that the early settlers never dreamed that we could have that might seem like magic to them?" As this is discussed, make sure that the *radio station* and *electricity* are mentioned and add these words to your list of new words on the board. Continue, "What do you think the early settlers would think if they could see a *helicopter* flying over Middletown *tonight*?"

After a brief discussion, comment, "We know of many ways in which Smokey River helped people. From our last story we know that it is going to be important to the people of Middletown again in a way they don't expect. How do you suppose the river could *cause trouble* for them?" As *flood* is suggested, write the word with the others and discuss briefly any experiences the children may have had with floods. Then say, "Our story today tells how Smokey River did an unexpected thing that caused a great deal of trouble in Middletown. Because it was so unexpected, some people even became *refugees*. But there were also people in Middletown who were prepared to help when any trouble came. Some of these people were called *civil defense* workers." Discuss meaning of civil defense in terms of your own local community. Continue, "After we read the story, you should be able to answer these questions."

1. What happened to the Allen family because of this trouble?
2. In what different ways did people help one another at this time?

INTERPRETING THE TEXT

Pages 66-72: In discussing this story, you will want to help your children understand the suddenness with which a flood can come, the feelings of the people whom it drives from their homes, and how and why the people of a local community must work together to help one another in times of disaster. How you do this will depend largely upon your children's experiences with floods.

As you discuss page 66, help the children notice the lightning, the concern shown on the faces of the Allen family, and the battery radio upon which they are depending for news. In response to the questions in blue type, the youngsters should state that the river has gone over its banks, that this was caused by heavy rain, and that since River Street was flooded immediately, it must be on low land.

Bring out Mr. Allen's feeling of responsibility when he took his boat down to the river, why he felt that way, and how a boat could be used to help. Suggest that the children put themselves in John's place as he was getting dressed in the dark and tell how they would feel.

Be certain that the youngsters notice the different ways of lighting used to replace electricity. In answering the first question in blue type on page 68, make sure your third-graders use both the text and the picture to sense the urgency and the bravery shown by Mrs. Allen and John.

In order to create sensory images, ask the children to place their hands over the picture of the civil defense worker on page 69. Then, ask your youngsters to describe what they see. Note the water up to the door of the car, the rain, the darkness except for the headlights, and the like. Then, ask them to close their eyes and try to see the picture. Ask what sounds they might hear and how they would feel.

As you discuss the civil defense worker, the children should notice the concern as well as the authority shown in his face and figure. Help them understand that civil defense workers are organized to go into action immediately and are in constant communication with persons directing the work.

The pictures on pages 70 and 71 can help third-graders develop real understandings of activities connected with a flood in terms of sights, sounds, smells, and feelings.

The questions in blue type on page 72 will both clarify and summarize the understandings developed in this selection. In the discussion, emphasize the rôle played by weather in this flood.

Page 73: In discussing this page, help the children understand how floods, cyclones, hurricanes, droughts, and snowstorms occur in communities

located in different places and cause different kinds of trouble.

EXTENDING EXPERIENCES

Discussion: In discussing the final question on page 73, your boys and girls will recall any trouble caused by weather in their local community. Have them ask at home how weather has caused serious trouble in the community and what people have done to help one another at such times. As they report and discuss this information, ask questions and make explanations, which will help them understand that the geographic location of their local community and the kind of trouble caused by weather are related. For example, if they live along the eastern seacoast, they may have trouble caused by hurricanes, or if they live in the northern part of the United States where it gets very cold, they will have heavy snowstorms.

At this time, you may want to discuss the organization of civil defense in your local community, why you have it, and what value it is to the children. Invite someone who is well informed and concerned about civil defense to visit your classroom and talk with your youngsters. Or, if your school emphasizes civil defense in its regular program, use this opportunity to point up its importance.

In similar fashion, clarify the understandings which your children have about the American Red Cross. If you collect funds for the Red Cross in your school, explain how the children's donations are used in times of disaster. After recalling the flood in Middletown and the work of the Red Cross at that time, help the children associate the Red Cross with disasters about which they have heard in your own or other local communities.

Discuss weather reporting, how people in your community get such reports, and why they are important. Ask every child to watch weather reporting on television or listen to it on radio on a certain evening. The next morning, discuss what the children have heard or seen and determine how accurate the report has proved to be. Then, ask, "How do you think the reporter knows what kind of weather we are going to have?" As this is discussed, there are certain to be differences of opinion and more questions. Make a list of the questions. Your list might include the following:

How does the reporter know what to report?

If another man tells the reporter, how does that man know what the weather is going to be?

How long before he makes the report does the reporter get the information?

How does it happen that we do not always have the kind of weather that he says we are going to have?

What does he do if he finds out a big storm is coming a couple of hours before he is to appear on television?

Investigation: Use the resources of your local community to help the children obtain answers to the questions on weather reporting. There may be a high-school boy who studies weather as a hobby and could explain his hobby to your boys and girls.

In one third grade, the children wanted to write a letter with their questions to a television reporter. As the children dictated what they wanted to say, the teacher wrote the letter on the board. The children then selected one of their group to copy it. Another child copied the questions so that the class would have them for future use. The teacher made certain that the letter was properly addressed and mailed. The reply was prompt. It was read aloud and then discussed statement by statement. Such an experience will be of great interest and value to your youngsters. From it, they should understand that some people make their living by studying the weather so that communities in all parts of the United States can be prepared for any trouble which weather might cause. Your children should also understand that people are continuously finding new and better ways for learning what the weather is going to be. They will learn that the trouble weather causes in different parts of the United States and in the world is often reported on television or radio.

Keeping a weather record: At this time, plan with your third-graders to keep a record of the weather in your local community during the remainder of the school year. Record at a specific time each day the temperature, sunshine or cloudiness, and the amount of rainfall. Note the dates when the seasons change. Discuss this record from time to time, giving attention to the sequence of weather changes in a given month or season. Relate the weather to the activities of people in the community, and so help the children begin to understand the effect of weather on how the people in their community use the land.

Land, weather, and water scrapbook: Understandings of land, weather, and water in a local community can be acquired best by third-graders if they observe and discuss weather throughout the year.

Keeping a weather record is only one technique for providing needed experiences. Suggest that your children ask their parents to show them newspaper articles about the weather in their local community. Ask the children themselves to be on the lookout for pictures in the newspapers that show the effects of weather. Discuss the pictures or articles brought to school, and then mount them in a scrapbook prepared for this purpose. Have a child write above or below the clipping the date on which the article appeared or when the incident pictured took place.

Bulletin board: As a result of the weather record, the pictures, the clippings, and the discussions, your third-graders will see how weather helps as well as causes trouble for people in their own local community. Later in the year, have the children paint or make crayon pictures showing how weather not only has caused trouble in the community but also has been of great value. Separate the pictures into the two classifications and after placing appropriate captions under them, mount the pictures on the bulletin board.

Pictures, films, filmstrips: Use any pictures or films available that will add to the youngsters' understandings of how weather affects living in their own local community or their understandings of weather which they have never experienced. For example, if your children live where snow seldom, if ever, falls, you could use pictures of snowstorms to help them build sensory images related to such storms. If they live where rainfall is abundant, the wise use of pictures could help them sense what it is like to live where there is little rain.

Written records: You will want to plan with your youngsters for materials to be added to "Exploring Our Community" and how and by whom these materials will be prepared. The children should include a brief article about the trouble caused by weather in their local community, information concerning civil defense or the Red Cross in their community, and what they have learned about weather reporting.

Mapping: If your children have experienced a flood or similar disaster that affected a specific part of your local community, have them indicate the area on their maps.

Books: To help your children understand the feelings of people in times of disaster, read to them *Flood Friday* by Lois Lenski or *The Big Wave* by Pearl Buck.

HOW FLOODS HAPPEN
WORKING TOGETHER TO STOP FLOODS **PAGES 74-79**

These two selections initiate learning experiences that should help children develop new understandings about land, water, and weather and begin to understand and appreciate the importance of the conservation of soil and water. The selections should also lead to the understanding that some of the problems

caused by weather, such as floods and erosion, can be prevented only as people learn to work together to do what is needed.

Thinking abilities promoted: Grasping the main idea—*it is important for people to work together to keep good soil from washing away and to prevent floods.*

Perceiving relationships—place: *rivers, streams, lakes, and oceans are lower than the land around them, floods occur on land along streams and rivers;* sequential: *steps from fall of rain to flooding of land;* part-whole: *small streams in relation to river, work of different groups to total work of preventing floods;* cause-effect: *why water runs off some kinds of land faster than off other kinds, why water carries more soil off some kinds of land than others, why water runs over riverbanks, why many people must work together to prevent floods, why the new factory came to Middletown.*

Making associations—*water run-off with slope of land, rapidly melting snow or heavy rains with floods, different conservation practices with prevention of floods.*

Anticipating outcomes—*what would happen if people did not try to save soil, what would happen if people did not try to prevent water from running off land too fast, how the new factory will change Middletown.*

Making judgments and drawing conclusions—*determining why people must work together to conserve soil and water and to prevent floods, deciding which problems caused by weather people can or cannot do something about.*

Generalizing—*formulating statements of the understandings growing out of experiences centering around wise conservation practices.*

Understandings developed: The rain water and melted snow that do not go into the ground run from higher places to lower places. As water runs down, it carries soil with it. When water runs over ground where trees and plants are growing, it carries less soil to the lower place. Water runs into rivers, streams, lakes and oceans because they are lower than the land around them. When the water in a stream or river rises higher than the banks, it flows over the sides and causes floods. There are many things that people can do to keep water from washing away the soil. There are many other things they can do to prevent floods. *All the foregoing understandings contribute to the basic understandings that people at all times and in all places provide for the protection of life, resources, and property and provide for the creation of new tools and techniques to meet new demands.*

Values and behavior traits emphasized: Appreciating the need for conserving water and soil. Appreciating that there is some way in which everyone can help do this.

ESTABLISHING READINESS

New words: *melts, ground,* once,* streams,* grass,* plowed, soil, bottom, flow, level, along,* plan, dams, ponds,* grow,* crops, clear, enjoy, because,* bringing**

If you are not familiar with the work being done throughout the United States to prevent floods and erosion, you will find the following information helpful.

Damage caused by floods

Wherever you teach, floods and erosion significantly affect life in your community. Every person in the United States lives in a watershed and the annual damage caused by floods represents a loss to every taxpayer in the watershed whether or not he owns property in the plains that are flooded.

Every watershed is bounded by ridges and valleys. It may be as large as the entire Mississippi River drainage area or as small as several hundred acres. From a given point on any stream or river, the watershed includes all drainage to that point. Every creek, rivulet, or trickle of water that drains into this stream or river is considered a part of that watershed.

When a flood occurs, the greatest direct loss is felt by home owners and businessmen in flooded towns and cities and by the farmers whose fields are flooded, crops ruined, and fences, buildings, and animals washed away. Many other people feel the immediate effects of a flood as business, transportation, and utilities are disrupted.



Studies of flood damage made by the Soil Conservation Service show that the greatest share of flood damage from unprotected watersheds is to the land. As much as 75 per cent of all the damage caused by run-off water is on the upland farms. Much of this damage is the loss of top soil that can never be recovered. Four million tons of soil are lost to erosion in the United States each year. With each rain on unprotected cropland, valuable soil washes down into the rivers causing a loss of productive land, a decrease in crop yield, and a decrease in farm profits.

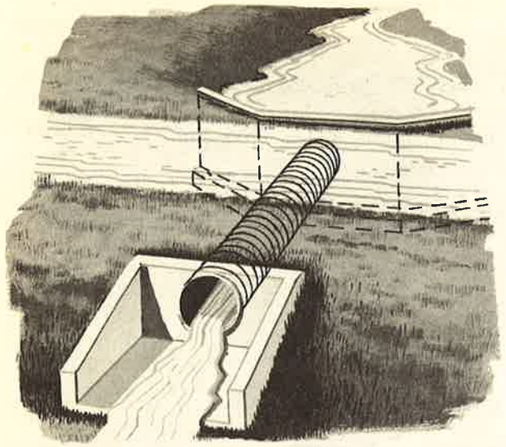
Although you may never be touched by flood waters, floods do affect your life significantly. The annual damage to roads, bridges, and culverts caused by floods represents a loss to you as a taxpayer. But even more important, the erosion of top soil affects the total economy of your watershed.

From the foregoing, it is apparent that no one local community can handle all the problems involving water and its management. To aid local organizations with such problems, the U.S. Congress in 1954 passed the Watershed Protection and Flood Prevention Act (Public Law 566), better known as the Small Watershed Program. Neither the specific provisions of this act nor the basic rules with which the population of a watershed must comply in order to be eligible for assistance under Public Law 566 will be given here. Instead, the measures provided under this program to prevent floods and conserve soil and water will be described.

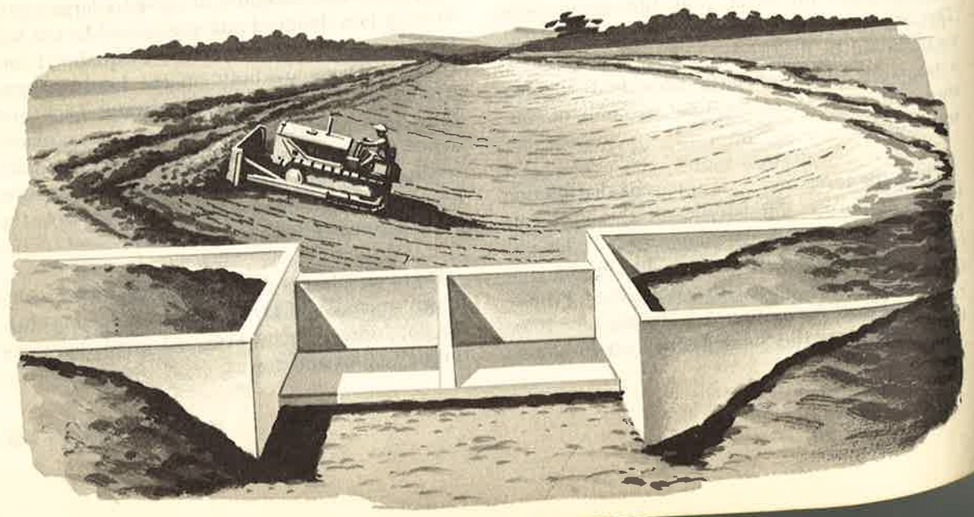
The work that is done in these watershed programs falls into two broad classifications—structural measures and land-improvement measures.

Structural measures are primarily for flood control. These measures are usually large earth-moving jobs designed and engineered by the Soil Conservation Service and done by qualified contractors. Dams are built on the headwaters or tributaries of streams to hold water back and thus form reservoirs. Similar structures placed across large gullies catch the soil that would be washed away and prevent the gully from cutting deeper into productive land. Eventually, the gully becomes filled with silt.

Dikes and levees are constructed to keep the larger streams and rivers from overflowing during flood stage. Such levees will speed the water through cities and towns.







The channels of streams, creeks, and rivers are cleared of stumps, willows, and other obstructions. Where necessary or practicable, the channels are also straightened and widened so that water can flow quickly away without flooding the productive land around it.

Land-improvement measures are the soil and water conservation measures which individual farmers in a watershed program are required to apply. They are of basic importance, for unless soil erosion is controlled on the uplands, silt will render the flood-control structures useless. In applying these measures, however, the farmer improves the value of his land and increases its productivity.

Terraces are built on moderate slopes, forming a series of level steps. When planted, these level terraces cause the water to run off more slowly.

On some sloping fields, furrows are plowed so that they parallel the slope of the land, causing the crops to grow on level land. This is called contour plowing and is a successful and practical way to keep the water from running rapidly down a slope.

Native grasses and legumes are planted on hillsides or where the soil is poor. These are called cover crops and keep the soil from washing away by breaking the force of the raindrops and holding the earth together.

Crops are planted in rows or strips to prevent the downhill rush of soil-bearing rain water. For example, if one strip is planted in corn, the next strip will be clover or another crop that provides better ground cover. During a heavy rain, the water will start to carry the soil away from the strip where the corn is planted. The clover strip will stop the water, allowing it to soak into the field.

Grass waterways are also valuable in keeping soil from washing away. Gullies, formed by water run-off, are filled with soil; grass is planted; and the gullies become grass waterways. In critical erosion areas, these waterways are sodded to provide immediate protection.

Farm ponds for irrigation, recreation, and livestock water supply are a definite part of the conservation plan. Some ponds are formed by building dams in small streams or gullies. Others are man-made basins filled from springs.

Planting trees is of basic importance in the conservation of soil, because trees not only keep soil from washing away but also help build soil. Frequently, trees and shrubs are planted in gullies where they soon fill the gully space. Sometimes they are planted along the banks of streams to prevent erosion. They are planted in poor hillside soil both to protect the soil and to provide a use for marginal farm land. For example, where Ponderosa pine trees will grow, the selective logging and replanting of such trees provides a continuous farm income.

The soil and water conservation measures of the watershed program have been adapted for use in all parts of our nation. This program makes possible a partnership between the people in cities and towns and the farmers to solve one of the most important problems facing America—the maintenance and building up of the capacity of our soil to produce more crops now and in the future. It means, however, starting on the uppermost lands of the drainage basin and continuing on down to the small streams and tributaries and ending with such retention structures and channel work on the main streams as are necessary. Everyone concerned must work coöperatively.

In establishing readiness for "How Floods Happen" and "Working Together to Stop Floods," it is of primary importance that your children not only have a strong purpose for reading but also have the background experiences with land and water needed for interpretation. In order to provide such experiences, you will need materials that can be used experimentally to give meaning to such concepts as level land, flow of streams, and the like. A sand table would be highly desirable. It may be possible for you to use an outdoor sand pile or soil from a nearby place. In any event, you can use a large, flat pan or box filled with sand or soil. Have on hand plastic material with which the river and other water bodies can be lined to keep the water in. The suggestions that follow will take a full period and can be carried out on a day prior to that when these selections are read.

Begin by saying, "I have a *plan* for a new kind of model that I think you will all *enjoy* making." Have the children gather around the sand table. Continue, "Let's make Smokey River and the land around it in our sandbox. Where do you think the river should be?" After this has been decided, have a few of the children scoop out the sand or soil. Then, making sure that all the children can see into the excavated space, say, "Now we can see how much higher than the *bottom* of the river the land on each side of the river is and how the banks hold the water in." Plan with the youngsters a little later on to line the river with the plastic material and to fill it with water.

Continue, "If we were going to make the river on our model look just like Smokey River, we would have to put many trees along the banks. You remember from the picture in our books that the early settlers had to *clear* away trees before they could *plow* the land and plant their *crops*. But, let's think only about land and water today. What other words can we use when we mean *land*?" If you are using sand, have some black soil available and discuss its use and value. Then, continue, "Where should the lowest land be on this model? We'll want to show *level* land along the river and higher, hilly land away from the river. What bodies of water besides a river could we show on this model? How is a *pond* different from a *lake*? How is a *stream* different from a river? Suppose we made a stream on our map and started it on the high land. Where

would it end? Why? We'll make one and see if you are right."

Organize committees to line and fill the river and to make the following features on the model: level land, hilly land, a stream, and a lake. Ask the committee making the stream to wait to fill it with water until everyone can see what happens. As the children begin work, help the stream committee and the hilly-land committee coördinate their efforts. When all other work has been completed, enough water should be poured into the stream to carry some of the sand from the banks with it. As the children watch, ask, "Which way is the stream *flowing*? What is it *bringing* with it?" You may want to repeat this experiment to make certain that every child sees what is happening. Then, ask, "What could we make to hold back the water in the stream?" When a *dam* is suggested, it can be quickly built with plasticine, clay, or some solid material. Again, pour water into the stream to see how the dam works. As the children observe the water collected behind the dam, help them understand why a pond has been formed.

Continue, "We have been pouring water into the river, lake, and stream on our model. Where does the water in real rivers, lakes, and streams come from?" Help the children understand that such water comes from rain or from hail or snow that *melts*.

Summarize this total learning experience by asking, "What important things about land and water have we learned from making this model?"

In establishing purposes for reading these selections, say, "Now that we know more about land and water, how do you think Smokey River happened to go over its banks and flood Middletown?" Encourage a lively discussion, concluding with, "We'll see if you are right.

"As we read today, we'll find out what actually caused the flood. And then we'll find out what the people did to stop floods."

INTERPRETING THE TEXT

Pages 74-76: While the informative material in this and the following selection will be of great interest to your youngsters, the reading and discussion need to be guided carefully. The questions and directions printed in blue type point up significant understandings. To make certain that your boys and girls are grasping the meaning, ask additional questions, make explanations, and help your third-graders relate these new concepts to their own experiences. For example, all children have watched water run off the ground, if only to a gutter. They should be helped to recall this experience.

Build understandings of these new concepts through a careful study of each picture. On page 74, for instance, call attention to the snow-capped mountain, slope of the land, streams flowing from higher to lower places, and the like.

In the picture at the top of page 75, note the way the leaves catch some of the rain, slowing the fall of the water. In the other pictures on this page, children should not only see what is taking place but also think about the effects of erosion upon the farmer.

From the pictures and the discussion of the text, third-graders should be able to name in sequence the steps from the falling of water to the flooding of the plain.

After discussing why people should try to stop floods, say, "Let's see how they can do it."

Pages 77-79: The pictures on page 77 show a number of the land-improvement measures discussed in the material on pages 148-149 of this *Guidebook*.

The first picture shows the planting by machine of Ponderosa pine trees. The children should understand the twofold value of planting these trees. In studying the second picture, explain how contour farming keeps the water from running downhill and the value of planting crops in rows or strips. From their experience with the sand table, the children should understand the value of building a dam across a stream. As you study the third picture, explain how a dam can also be built across a gully and that some of the land behind it can be scooped out by a bulldozer so that when a heavy rain comes a farm pond will be formed. Have your group look again at the picture on page 74 to see how trees, contour farming, and strip crops have been used to protect soil.

Since your third-graders are learning about conservation practices, the word *conservation*

should be introduced and its meaning developed. After talking about the work shown in the pictures, ask, "Why did the farmers want to do all this hard work?" As the children use the words *save* and *protect*, say, "There is another word, which we could use to mean these same things. Instead of saying that we save soil or protect land, we could say that we conserve soil and conserve land. When the farmer plows around a hill, he is conserving land. When he builds a dam, he is conserving soil and water. We can use the word *conservation* to mean all these things. *Conservation* is the word that your fathers and mothers would use."

In discussing page 78, point up the importance of taking soil from the bottom of the river and putting it on the land. Ask, "Why is this good conservation?"

Before concluding the discussion with the questions printed in blue type on page 79, ask the children how long they think it would take for all this work to be done. To make time more meaningful for these eight- and nine-year-olds, explain that if the flood had happened when they entered first grade, it would take at least until the present time for the work to be completed.

EXTENDING EXPERIENCES

Investigation: If possible, take your class outdoors to a spot where they can actually see soil erosion and what is or is not being done to prevent it. Have them touch the land with their hands to get the "feel" of it.

Ask the children to look carefully on their way to and from school and at home to see where the land slopes. Ask them to notice also the gutters, ditches, or culverts for run-offs in their neighborhood and local community. Children who live in or near rural areas should also look for any examples of contour farming, terraces, tree planting, or other conservation measures. When rain or snow occurs throughout the year, have them again observe these places to see what happens.

Carry on experiments, which will help the children understand better the conservation measures pictured and discussed in the text. To do this most effectively, use actual soil outdoors. If this is not possible or practicable, use your sand table. As the entire group observes, some of the children can form dampened earth or sand into two hills or rolling slopes. Then, using a blunt instrument, make furrows on one hill or slope following its contour. Now, pour water on each of the two hills or slopes to see what will happen. Carry on a similar experiment to illustrate the importance of terraces.

Discussion: Explain to your boys and girls any conservation activities which people in their local community are carrying on, have carried on, or are talking about. Appropriate newspaper pictures or photographs would be valuable. Lead your youngsters to consider why these measures are valuable to the community. Discuss ways in which the children themselves can help in the conservation of water.

Land, weather, and water scrapbook: Plan with your children to broaden the title of your weather scrapbook so that it can include pictures and articles telling of land and water in your own local community. As you look at and discuss all pictures or articles concerning conservation later in the year, the understandings initiated at this time will be strengthened. From time to time, the children may find it difficult to decide whether certain pictures and articles belong in this scrapbook or in the one telling of changes in their own local community. For example, these materials may show that more boats are being used for recreation in your small river; that an area is being cleared of trees so that new houses may be built; and that an irrigation ditch, an inland waterway, or a man-made lake is under construction.

Mapping: Many believe that children get clearer images of elevation or of roughness or smoothness of land through their fingers than their eyes and better images through making an actual relief map than through interpreting symbols, which stand for elevation. Again, use the sand table or the box of earth or sand to help the children make a model of their own local community. Have them show hilly and level land, slope, and any bodies of water. Instead of actually using water, use flat pieces of glass which

have been painted blue or covered with blue paper on the underside to represent water. The children should then place in the proper position on this model some of the man-made features of their own local community. If this is the first section of *In City, Town, and Country* that they have used, they should include model buildings found in their own neighborhood, local landmarks, and other outstanding features known to most of the group. It might be interesting to build another model of similar size showing how this same plot of ground looked when the Indians lived on it.

Children could bring flat or shallow pans to school in which they could build individual models. If a large sand-table model and a small individual model are made of the same landscape and recognized by the children as such, you have an opportunity to build concepts of scale that are needed in map interpretation.

If there is a commercial relief map of your state or region available, show it to the children at this time. Point out the location of your own local community. Many third-graders will be intrigued by this more craftsmanlike model of the area they have attempted to map.

Pictorial records: The children can draw pictures showing what they have learned about land and water in their local community. Your youngsters might decide what pictures should be drawn. You could then divide the class into small committees with each committee responsible for making one picture, for writing the caption explaining it, and for helping mount these materials on the bulletin board.

Written records: In deciding what pictures to make for the bulletin board, your third-graders will have summarized and organized their understandings about land and water. While some children are preparing the bulletin-board materials, others could form two groups to prepare materials for the classbook. One committee might list the information acquired about land and water and the other write briefly about the need for conserving these resources in their local community.

Books: Your boys will be particularly interested in the pictures and text of *Who Built the Dam?* by Norman Bate. *Tan's Fish* by Ruthven Todd can give real meaning to conservation at the third-grade level as it tells of a young boy's effort to save a tropical fish from extermination.

A MAP TO READ PAGES 80-81

The map on pages 80-81 initiates or strengthens the ability to interpret a map, on which conventional symbols are used, through the use of a map key.

Thinking abilities promoted: Perceiving place relationships—position: *location of Middletown, Farmington, Smokey River, streams that flow into Smokey River, places where each stream begins, towns on the north-south highway and on the railroads;* direction: *direction of Springfield from Middletown, general direction in which Smokey River and the streams flowing into it flow, general direction in which the land slopes;* distance: *relative distances that places are from each other.*

Making associations—*blocks, dots, and lines with the place and things they stand for, colors that stand for level and hilly land, streams that flow into Smokey River with direction the land slopes.*

Making judgments and drawing conclusions—*determining the relative size of towns by symbols used to stand for them, determining from the different colors which land areas are hilly and which are level, determining the direction of the slope of the land.*

Generalizing—*formulating statements of the understandings growing out of the study of a map on which colors, conventional map symbols, a key to these symbols, and a direction sign are used.*

Understandings developed: A map on which symbols stand for places and things shows where the places and things are but does not show how they look. A map key tells what each symbol stands for. A direction sign helps you tell the direction one place is from another. You have to use the map key and the direction sign to read the map. A block instead of a dot is sometimes used to stand for a city. One way to describe the location of a place is to tell what direction it is from another place. Another way to describe the location of a place is to tell the highway or railroad on which it is located. A map can show in which direction the land slopes.

Values and behavior traits emphasized: Appreciating that from a map you can learn many things about a local community and the land around it.

ESTABLISHING READINESS

New words: *dot, lake, begins*

The word *lake* was introduced in establishing readiness for "How Floods Happen" and "Working Together to Stop Floods." Begin by saying, "Let's think again about Smokey River and the flood. We know that it rained very hard, but in what other way did water get into Smokey River at that time?" The children are certain to suggest streams. Ask, "How many streams do you suppose flow into Smokey River somewhere near Middletown?" After some conjecturing, say, "Today we are going to look at a map and find out. We'll find out where these streams *begin*."

Continue, "In order to tell us these things, the map will have to show many, many miles of land and water. Pictures can't be used on such a map because they would be so small we could hardly see them. Instead, the same kinds of colors, lines, and signs are used that we see on real maps. A *dot* like this stands for one thing." Make a good-sized dot on the board. "What do you think a dot might stand for?" Then say, "Let's pretend that this dot stands for our own local community. Close your eyes and think about our community. What do you see?" Ask several children to respond. Continue, "Open your eyes. Now look at this dot and pretend you are seeing our local community." Ask different children to tell what they see this time.

Continue, "On our map today we will see how dots, blocks, colors, and lines are used to stand for different things. See what new things you learn about maps and what new things you learn about the land and the towns near Smokey River."

INTERPRETING THE TEXT

Pages 80-81: Again, have the children turn their books so that the maps are oriented to the cardinal directions. Begin by helping the children study and interpret this key in much the same way that you did the key to the semipictorial map on pages 64-65. Next, call their attention to the direction sign, having them point with their fingers to north, south, east, and west on the sign and then on the map. Explain that a direction sign is used to save space and to make certain that the person using the map knows which direction one place is from another.

To help the children associate high land with the color that stands for it, have them look carefully at the color used for high land on this map. Then, have them look at the picture map on pages 62-63 to see what appears in the same place. In similar fashion, have them discover for themselves what color is used to stand for low land. These experiences together with the study and use of the map key will *develop the understanding that dots, blocks, and lines can stand for places on a map and that colors stand for land of different heights.*

Try to have every child respond to the questions or directions used in the study of this map by pointing with his finger to designated places.

Ask additional questions of the same nature as those printed in blue type. In this way you will develop the *understanding that a map can show the relative distance one place is from another.*

Your youngsters will be interested in finding out where the streams flowing into Smokey River begin. As they respond to the question in blue type concerning the slope of the land, help them recall their experiences with the stream in the sand table. In this way, your children will begin to *understand that a map can tell you the general direction in which land slopes.*

Conclude by discussing the two questions in blue type used to motivate the study of this map: What new things have you learned about maps? What new things have you learned about the land and the towns near Smokey River?

EXTENDING EXPERIENCES

Mapping: Ask your children to bring to school any commercial road maps of your state that they may have at home. As you look at these maps with the youngsters, do not try to develop understandings of state or county. Instead, have them find on these maps the same symbols that have been used on the map in the text. If individual children can read the name of the place or thing for which a specific symbol stands, have them do so. Otherwise, read the name yourself. You might use an opaque projector to enlarge the portion of the commercial map showing the area surrounding your own local community. In providing such experiences, you will deepen the *understanding that specific symbols are used to stand for places or things on a map.*

Call attention to the direction sign on these commercial maps and have the children turn the maps so that they are oriented to the cardinal directions. This emphasizes the *understanding that a direction sign can help you locate a place on a map and also tells you what direction that place is from you if the map is correctly oriented.*

The key on commercial maps may be too complicated for your children to interpret. You may, however, want to call their attention to the location of this key on their maps.

Later, as the children make maps where conventional symbols can appropriately be used, help them see the value of using these symbols.

GETTING A NEW SCHOOL SCHOOLS AND TAXES CHANGES OF MANY KINDS

PAGES 82-89

The purpose of this selection and the accompanying study pages is to initiate learning experiences that will lead children to understand how a local community gets and pays for its schools, the importance of schools in a community, and the relation of education to citizenship. These experiences should help children understand that a new factory or industry causes changes in a community, including the need for additional school facilities. The emphasis on change helps build history readiness.

Thinking abilities promoted: Grasping the main idea—*schools are important in helping children become better citizens, and so the people in every community pay taxes to provide schools.*

Perceiving relationships—place: *location of schools in your local community, location of new homes in relation to new factories or other developments in a community;* part-whole: *your school in total school system in local community, new schools in your school system, new school in Middletown school system, new factory and new homes in relation to total Middletown community, voters for and against new school among total voters;* sequential: *events leading up to the decision to have the new school; cause-effect: why new schools are needed, why some people vote for and others vote against building schools, why voting is a good way to decide things, why a new factory changes a community.*

Making inferences—*what happened between the time it was decided to have the new school and the completion of the school, how new factories or industries affect a community.*

Making associations—*the coming of the new factory with need for new school, growth of a community with increase in taxes.*

Recognizing emotional reactions and motives—*feelings of parents whose children are in crowded schools, feelings of people who do not want to pay additional taxes, motives of people who work on either side in an election, feelings of people who win and of those who lose.*

Anticipating outcomes—*what would happen if Middletown got the new school or if it did not, how changes brought about by the new factory will affect business in Middletown.*

Making judgments and drawing conclusions—*determining why communities need good schools, and sometimes new schools; determining that changes such as a new factory result in both benefits and problems for a community.*

Generalizing—*formulating statements growing out of the experiences centering around the problems created in providing education for a growing school population, the ways these problems are solved, and the benefits to a community of new factories and industries.*

Understandings developed: All communities provide schools where children can go to learn. Tax money is used for building schools, for paying teachers and other school workers, and for purchasing school equipment and materials. When a new factory or other industry comes into a community, it provides work for many people in the community and improves business. It also brings many new families to the community, and so there are more children to go to school. As communities grow, more schools are needed. Although additional schools cost more in taxes, there are more people to pay the taxes. The people in a community decide by voting whether or not new school buildings or additions to school buildings should be built. Some people work to get a new school, and some people work to keep the community from increasing taxes. In our nation many things are decided by voting, and the people who lose accept the decision. Tax money is used for things other than schools that a local community needs. *All the foregoing understandings contribute to the basic understandings that people at all times and in all places provide for the education of their young and provide procedures by means of which they can organize and govern themselves.*

Values and behavior traits emphasized: Appreciating the value of good schools and the efforts of people in any local community to provide schools. Appreciating the need to protect school property. Appreciating that people have a right to share in making decisions which affect them. Appreciating the right of different people to feel differently about certain things. Appreciating that people should understand both sides of a question before they vote. Being careful in the use of school property. Being willing to accept the decision of the majority about a question that has been decided through voting. Being willing to work hard for something that you think is important. Trying to find out the facts about both sides of a question.

ESTABLISHING READINESS

New words: *built, even,* cost, taxes, board,* parents, different, vote, hard,* spoke, tomorrow,* well,* than,* United States, citizens, money,* changing,* been,* since, such**

Before turning to page 82, say, "It has *been* a few days *since* we talked about the *different* ways that Middletown might *change* when the new factory came. We *spoke* of several *such* changes. What were some of them?" If the children suggest the need for additional school facilities, capitalize upon this. If not, ask, "What about the schools? How would new families moving to Middletown make changes in the schools necessary?"

After a brief discussion, comment, "But a new school *costs* a great deal of *money*. *Even* if the *parents* of all those new children in Middletown wanted another school, the school *board* would be responsible for getting it *built*. How are public schools in our local community paid for? *Taxes* are used to pay for public schools in every local community in the *United States*. Why might some *citizens* in Middletown not want a new school? How do people in our own local community decide whether public schools should or should not be built? In most local communities people decide such things by *voting*.

"Our story today tells how *hard* the Allen family and many other people worked to get the new school for Middletown. After we have read this selection, you should be able to answer this question."

Name in order the things that had to happen before it was decided that Middletown should have a new school.

INTERPRETING THE TEXT

Pages 82-87: Since children often take as a matter of course the schools that they attend,

the discussion of this story and study page should help them acquire many new understandings. Wherever possible, help the children associate the content of their text with what they already know about schools, taxes, and voting.

As you discuss taxes, explain that people who do not own their own homes help pay the taxes on the property in which they live when they pay their rent. If there is a sales tax in your local community that is used for schools, explain this in terms of the children's own expenditures.

Go on to explain that because the tax money used for schools is paid by all the people in a community, all the people have a right to decide about the building of a new school and not just the people in the neighborhood where the school is most needed. This will provide a splendid opportunity for you to help children see how one neighborhood could not possibly provide a school and all the things needed and used in it and why a school board and a school superintendent responsible for all the schools is needed. *Point up the democratic procedures emphasized —the need to be informed, the right to differ and to work for the thing one believes in, and the need to abide by the decision of the majority.*

As your youngsters discuss the questions on page 87, they will realize that they do not have the information needed. Use these questions to initiate the extending experiences suggested. Provide these experiences before going on to pages 88-89 where further information relative to schools will be needed.

Pages 88-89: Use these pages to help children recall what they have learned about the conservation of soil and water, the part water plays in business and in recreation, and the steps in building a school from the time of voting until it is ready for use.

From a study of the pictures, the children will be able to visualize changes in Middletown. The final questions in blue type emphasize the economic effects of these changes. Explain that while it takes additional tax money to pay for the new school, additional teachers, and instructional materials, more tax money is now available. The owners of the factory pay taxes on the factory itself. The factory has brought additional workers to Middletown who also pay taxes. The factory also provides work for people already living in Middletown, pays them for this work, and gives them additional money to spend.

EXTENDING EXPERIENCES

Discussion: From their experiences in the first and second grades, your youngsters know many things about their own school. Build upon these experiences to help them view their school as a part of the total school system of your local community and to begin to understand the relationship between schools and taxes. If there is a school-board election in your district or a bond-issue vote to decide upon the building of a new school, take time to have the children see pictures of the candidates, know where the voting in their precinct takes place, understand in so far as possible the issues involved in the bond issue, and discuss the outcome of either or both.

Begin by discussing with the children the things they have and use at school that are paid for by taxes. As these are named, list them on the board in terms of specifics—the building, playground equipment, desks, lockers, books, chalk, and the like. Be certain to include the money paid to the teachers, the principal, librarian, custodian, nurse, lunchroom manager, and other school personnel for their services. Although the list will be long, it will help the youngsters realize how many people help to provide for their education.

Investigation: Plan for your children to find out how many elementary and how many high schools there are in your local community. In a small community, third-graders will be familiar with these schools. In many schools, children can determine the number of schools from a map in the principal's office on which the location of each school and the school district are indicated. It may be necessary for you to provide this information yourself or include it among the questions to be answered by a resource person.

Resource people: Invite a member of your school administrative staff or of your school board to talk with your boys and girls. Prior to the visit, your children should list questions such as the following:

Where is the oldest school in our community? How old is it?

Where is the newest school? When was it built? Why was it built?

Does our local community need more schools? Will it need them by the time we are in high school?

Where do people vote? How do they vote?

After people decide that a school is to be built, who decides where it will be?

Who decides how big to make the school and what it will look like?

What other work has to be done before a school is finished?

About how long does it take to build a school?

Who decides how much tax money people in a community have to spend for schools?

How many people are on our school board? Who are they? How are they selected?

What does a school board do?

Following this resource person's visit, begin a discussion by asking, "Of all the things that we have learned about schools in our local community, what is most interesting to you?" As various children voice different opinions, most of the important understandings will be pointed up.

Mapping: On your flannel map, the children should place a picture or symbol representing each school in their local community in its proper place. If you teach in a very large city, you may need to limit this to locating a few schools in each major area. Note where schools are close together and where they are far apart. In similar fashion, each child should record this information on the individual map which you have duplicated for him to use at his desk.

Applying understandings: No doubt your youngsters have voted without much thought many times since they first started to school. While the story of the school vote is fresh in their minds, provide an experience which will help them realize the importance of understanding both sides of a question before deciding how to vote. Select an important issue about which there are differences of opinion and which they can decide by voting.

In one school, it was decided by the faculty that each teacher should have recess time for her children either at the usual time or at a time that she believed to be better. A third-grade teacher preferred to have recess when there were fewer children on the playground and so took her boys and girls out for recess before the "mass recess." Some children in her group liked this plan. But more than half of the group disliked it heartily, saying that they wanted to play with their friends who were in other classes. After a week and much grumbling, it was decided that the group would vote on this matter. Before voting, however, children on each side stated their views and gave reasons for the time they preferred. The teacher talked with the children about the importance of accepting the decision of the majority. Surprisingly, the group preferring the earlier recess won and the grumbling ceased.

Written records: Remind the children of the story which each has written about the first settlers in their local community and of the book into which he will put it. Tell the children that they will want to include a story that tells what they have learned about schools. Suggest that they dictate such a story while you write it on the board for them. Say that you will then duplicate copies so that each child will have one for his book.

Then, say, "Before we start, let's think of a few ideas that we would want to be certain to include in our story. What do you think they should be?" After some discussion, an outline such as the following might evolve:

Why we have schools.
Who pays for schools.
What schools we have.
What schools we need.
How a school gets built.
What a school board does.

Suggest that the story be written in chapters, using one of these topics for each chapter. As you work out the chapters with the youngsters,

keep the material concise but be certain that every child has contributed to the story.

The materials prepared for the classbook, "Exploring Our Community," might well include a copy of the dictated and duplicated story about schools and one of the individual maps on which the schools of the community are located. A short account of your local incident that was decided by voting, the procedures used, and the result should be included.

Books: Third-graders will enjoy and profit from reading "The Community Builds a School," pages 181-220, in *New Centerville.*

A NEW FOREST ON THE RIVER
PLACES TO ENJOY THAT HELP YOU LEARN PAGES 90-94

This selection and the accompanying study pages should lead children to understand that a community provides places other than schools where people can go to learn different things. These learning experiences should also help children appreciate that an idea or a plan on which people are working may mean a great deal not only to them but also to their children. Children should also develop the understanding that they can enjoy many things today because someone a long time ago had an idea that would make life better for people and worked with other people to provide some place or thing that would not otherwise be in their local community.

Thinking abilities promoted: Grasping the main idea—people and groups have ideas, make plans, and work hard to provide places in a local community where everyone can go to enjoy themselves and to learn new things.

Perceiving relationships—place: location of places other than schools in your local community where people can go to enjoy and learn new things; part-whole: part of community used for such places in relation to total community; analogous: similarity in purpose of all such places; size: area used for each such purpose; time: length of time it takes trees and other plants to grow to maturity; sequence: sequence of events involved in carrying out an idea; cause-effect: why people want to provide places such as the Children's Forest, why recreational and educational places are located where they are, why people observe Arbor Day.

Recognizing emotional reactions and motives—the feelings of people who have an idea about something to make the community better, the feelings of satisfaction that people have when they work to provide things to make the community better.

Forming and creating sensory images—images related to the progressive development of a children's forest or an arboretum.

Anticipating outcomes—the result of the work on the Children's Forest by the time John Allen grows up, the result of similar work in your local community.

Making judgments and drawing conclusions—determining that there are places other than schools in a local community where people can go to learn and to enjoy things, determining the value of such places to a community, determining that individuals or groups of people can have ideas and work out plans that will benefit people for years and years.

Generalizing—formulating statements of the understandings growing out of the experiences centering around provisions made by a community for places other than schools where people can go to enjoy and to learn different things.

Understandings developed: A person or a group of people can have an idea, which will lead to providing for a community a new kind of place where people can learn and enjoy themselves. It takes a long time and the work of many people to plan and provide such places. It takes many, many years for trees to grow. There are many kinds of trees and plants in a local community that were growing there when the first settlers came. There were also many kinds of trees and plants that have been brought from other parts of the nation and the world and planted in the community. Because trees are so important to people, many states have a day called Arbor Day. On Arbor Day, people in many communities plant trees. Some communities have places such as a children's forest or an arboretum where trees of many kinds have been planted. They are labeled and cared for so that people can come there to enjoy and to learn about different kinds of trees. Communities, individuals, and groups of people provide places such as a zoo, an aquarium, a planetarium, a museum, and gardens where people can go to enjoy and learn about different things. *All the foregoing understandings contribute to the basic understandings that people at all times and in all places provide for education and recreation and provide for the creation of new tools and techniques to meet new demands.*

Values and behavior traits emphasized: Appreciating how much we owe to the people who have worked to make our local community better. Appreciating how important trees are in any community. Appreciating the work that it takes to provide and keep up the places where people can go to enjoy and to learn things. Getting satisfaction from doing something that people will enjoy now and in the future. Doing one's part in working on anything that will make your local community better.

ESTABLISHING READINESS

New words: *forest,* excited,* nothing,* conservation, members, decided, interested, arbor, mayor, groups, weeks,* finished, never,* flowers,* fish,* stars**

Begin by saying, "In the past few *weeks* we have learned many things about Middletown and Smokey River. Before the first settlers came, all the land along the river was a *forest.* As the Indians walked among the trees, they probably saw wild *flowers* growing in the grass. At night, they would look up through the trees to see the *stars.* Close your eyes and pretend that you are seeing the place where Middletown is now as it looked long, long ago. What do you see? Hear?" After several children have described what they might see or hear, continue, "We know that there is a growing city in that very place now and that Smokey River has caused some *exciting* things to happen through the years.

"We have become *interested* in the people in Middletown, too. We have seen how *members* of that community helped each other in times of trouble. We have seen how they worked with other people in the *conservation* of land and water. We know how different people felt about the new school and how they *decided* by voting to build one. When we have *finished* our story today, we will know about another interesting thing that the people in Middletown did and again how Smokey River has a part in it.

"In this story, a *group,* to which Mrs. Allen belonged, had an idea about doing something that would be important to everyone in Middletown. In order to carry out this idea, they had to have the help of many people, including the *mayor.* I'm going to give you two hints. It had something to do with the way Smokey River looked a long time ago and the actual work began on a special day—Arbor Day. Now what do you suppose this idea might be about?" Encourage the children to be imaginative as you challenge them by asking, "How? When? Where? Why?"

Then say, "As we read, think about these questions."

1. What different things had to be done to carry out the idea?
2. How did it change the way the land along Smokey River looked?
3. How will this idea help people now and for years to come?

INTERPRETING THE TEXT

Pages 90-93: The children will have little difficulty in reading this story. Through studying the pictures on pages 92-93, they can understand how the trees were planted in the Children's Forest.

Use the questions and directions printed in blue type to point up the importance of planning something that can benefit everyone in a local community, how people must coöperate to carry out such an idea, what satisfaction is gained from such work, how the results of such work can benefit future generations, and the way in

which the Children's Forest will provide a place where people can learn about different kinds of trees.

If necessary, explain the meaning of Arbor Day. Help the children associate the time which it takes a tree to grow with some concrete experience. For example, if there is a young tree near your school with which the children are familiar, find out how long it has taken it to grow to its present size. Tell your youngsters about this, relating the length of time to years in their own lives.

Be certain to take time to *help your boys and girls grow in their ability to create visual images.* The questions concerning the way the land looked and where the trees were planted should be used for this purpose.

Page 94: Begin by saying, "Let's see what we have in our local community that is something like the Children's Forest."

The purpose of this page is to help children realize that they have in their own local community places other than schools where people can learn about and enjoy different things. These places may vary from an individual business where parakeets are sold, a neighbor's collection of African violets, a mink farm to a well-organized museum or a large zoo. As you guide the reading and discussion, make sure that your youngsters do not overlook any such places.

In discussing the final question, help the children see the difference between tax-supported places where no admission or only a slight fee is paid and privately supported places where there is an admission charge.

EXTENDING EXPERIENCES

Investigation: Your children have already identified the places in their own local community that provide recreational and educational facilities. Now, take an even more important step. Help your youngsters understand that they have such places because some person or group had an idea about something which they thought would make the community better, and worked to bring it into being. Today other people work to keep the place up.

For example, in one community there is a small municipally owned observatory which was donated to the town many years ago by a man interested in astronomy. On certain nights each week, it is open and a scientist is present to explain to people the things they see through the telescope. Children from all over the community go there regularly. In a third grade one day, several boys told excitedly about what they had seen the night before. After some discussion, the teacher asked, "How do you suppose we happen to have that observatory in our community?" Since no one knew, she suggested that they ask their parents. Only one child came back with an answer. His grandfather thought that he remembered a man who had given it to the town, but he did not know why it was given. To the children, this became a mystery with which they were intrigued, and the teacher urged them to make further inquiries.

When this question had finally been settled to the satisfaction of the group, the teacher posed a new question. "But," she asked, "who now makes sure that the observatory is open and warm and that someone is there to tell you about the moon and stars?" Again, they asked questions, brought in answers, discussed their findings, and grew in an understanding and appreciation of how people have worked to make their community a better place to live.

Guide your children in a similar quest in your own local community. There may not be an observatory, but there is certain to be something equally valuable such as a library, an art collection, a rose garden, or even a swimming pool.

Tell your boys and girls of any plans for a project of this type now under way in your local community or one that is being talked about. If it is something with which the children can help, explain what they can do. "Doing" is always better than just "hearing about."

Discussion: Discuss the value of trees to your community and why you do or do not have beautiful trees. Help the children grow in their ability to identify several that are native to your region and others that have been brought from other places.

Even though Arbor Day may not be observed in your state, plan a tree-planting ceremony on Arbor Day. Enlist the support of the children's parents in this plan. Perhaps they will provide the tree. If there is no suitable place on your school grounds to plant the tree, there may be another place where the children can care for it.

In Fort Morgan, Colorado, a school-sponsored Junior Conservation Club taught the entire community how to conserve its resources through courses and projects in conservation. The club has planted more than 30,000 trees.

Mapping: On the flannel map, and later on their individual maps, the children should place pictures or symbols to represent the places in your local community that provide educational or recreational facilities. After Arbor Day, you will also want to show on the map of your local community the place where the children have planted their tree.

Written and pictorial records: Pictures might be made of the places located on the map and a short story written to tell what the children have learned about each one. A full account of your tree-planting program should be included in the classbook, "Exploring Our Community."

Books: At this time, place on your library table *Let's Go to a Planetarium* by Louis Wolfe. Now would be a good time to read to your children *Little Brother of the Wilderness: The Story of Johnny Appleseed.* If copies of *New Centerville* are available, a group of good readers would profit from reading "The Community Day Program" on pages 253-270. Two books that will help your children identify trees are *The First Book of Trees* by Maribelle Cormack and *The True Book of Trees* by Illa Podendorf.

IN YOUR LOCAL COMMUNITY PAGE 95

In this selection, it is suggested that each child make or add to a book about his own local community. The purpose of the questions and the proposed activity is to help the youngsters recall and organize the understandings which they have recently acquired about their own local community and so help them remember what they have learned.

Thinking abilities promoted: Summarizing and organizing understandings for the purpose of remembering them.

Values and behavior traits emphasized: Appreciating the value of the ideas contributed by others in planning a group activity. Doing all that you can to help in planning the books about your own local community. Doing the best you can to make a booklet to help you remember what you have learned.

ESTABLISHING READINESS

New words: *while,* add, better**

Begin, "*While* we have been reading about the things that happened in Middletown, we have found out about other things that we can do to make our own local community a *better* place in which to live. Give me a few examples, and I shall write them on the board."

Your list should include statements such as the following: doing what we are told to do when something dangerous happens; keeping the gutters from being littered with papers, sticks, and the like so that water can run off.

Continue, "Now it's time to make the books about your own local community. Each of you has two stories ready to go into your books.

Now let's read page 95 to find out what other things we should add to the books."

INTERPRETING THE TEXT

Page 95: After this page has been read silently, discuss with the children the plan for making the books. For specific suggestions for constructing the books, see "Making Written and Pictorial Records" in the Golden Section.

Then, discuss each paragraph, helping the children understand just what should be included in their books and plan how much space to use for the pictures and stories under each topic. During the previous weeks, your youngsters must have learned some interesting things about their own local community not touched upon in the suggestions on this page. So ask, "Is there anything else that we have learned about our local community which you think we should tell about in our books?"

It will probably take four additional days to complete this activity. The books can then be put together and the story about the early settlers mounted on the appropriate pages. If time permits, the children might also prepare materials for their books telling of places in their local community named for Indians or for early settlers.

In the days that follow, help the children plan the amount of work that they can accomplish on a given day. At the close of each period, the materials should be mounted in the books so that the youngsters can see the progress they are making.

FARMINGTON

The setting for this section is a rural community consisting of a small town, or village, and the farms surrounding it. Later, this setting is expanded to show the relationship of this rural community to the county —the next larger community of which it is a part. Throughout the section, interdependence and coöperation are emphasized.

Each selection focuses on one or more of the basic human activities as it reports the efforts of town and farm people to improve the Farmington local community. Each study page expands the understandings developed in the selections and helps the children examine their own local communities in the light of these understandings.

"Farmington" includes five maps depicting in various ways the town and county that serve as a setting. The reading and interpretation of these maps will develop the understandings and thinking abilities essential to the interpretation of landscapes and maps. The section closes with questions designed to help each child make a book in which he will organize what he has learned about living in his own local community and in his own county as he has compared and contrasted it with living in the rural community of Farmington and in Wells County.

The background information about rural communities given in the Golden Section will be helpful to you in planning the teaching-learning experiences centered around "Farmington."

SETTING THE STAGE

As you plan the teaching-learning experiences suggested for this section of *In City, Town, and Country*, there are many things about the local community and the county in which you teach that you will need to know.

Securing information about your local community and your county

Exploring community resources: There are certain places in your community that you will want to learn about through first-hand experiences in order that you may select for your pupils those field experiences which are of most worth.

If yours is an urban local community, go to the central fire station to learn about the organization of your fire department. Locate the various neighborhood substations on a street map. Whether yours is an urban or a rural community, find out to what extent your fire department responds to calls from farms or from other local communities and how this service is paid for.

You will be familiar with the main business center of your local community, but if there are one or more new neighborhood shopping centers, you will want to visit them. Find out in what different ways they serve the people in your local community. Find out about any business or industry that is carried on to process what is produced in the area.

Visit your county courthouse. Look first for the observable things that would have meaning for your youngsters. During this visit, arrange with the proper persons for your children to visit the courthouse. Plan what the children should see and with whom they should talk. You will also want to find out about the responsibilities of the county for road construction and maintenance and how the persons in charge decide what roads will be constructed or repaired at any given time. In a similar manner, find out about each of the basic human activities for which the county government has a responsibility.

If there is a museum in your local community, you will want to think about how it may be used in the teaching-learning experiences you are planning for your boys and girls.

List the major observable changes in your community which have been or are being made. These will vary from community to community and will range all the way from the filling of low land for the construction of buildings or the development of a Little League baseball field to the building of an airport or a housing development. Select from your list one or two changes which your youngsters should be sure to see in order to understand better how change can lead to improvement in their community.

Be sure to find out about any road or street construction that is going on within or near your local community. If possible, include in your plans some way for your children to see such a project so that they may watch as many as possible of the processes and machines involved. Only as third-graders see these things can they begin to understand why public thoroughfares are so costly.

Locating resource people: Look for people who can come to school to talk with your youngsters about various aspects of local community and county living. There may be a fireman in your neighborhood who could explain the organization of an urban fire department and answer questions about putting out fires on farms or in town. Such an explanation prior to a trip to the central fire station would make the trip even more meaningful.

There is certain to be a businessman who is a patron of your school. In simple terms, he could give your third-graders beginning understandings of wholesale and retail trade, of what business is doing to attract more customers, about what kinds of advertising are most effective, and about whom the business of your community depends for support.

If possible, invite someone who works in a bank to explain to your children some of the ways in which a bank serves a community. Ask him to emphasize the values of savings accounts.

You may also wish to invite people representing the professions to explain the importance of the professional services they render to the community. Have them speak of the clinics, hospitals, drugstores, and the like that serve the health of the people. If your speaker is a doctor or a dentist, ask him to emphasize the need of coöperation from child patients.

Many people in your community would be glad to tell your boys and girls what their clubs are doing to improve the community. For this purpose, select a person representing a club close to the age level of your youngsters or persons who can describe activities which your third-graders will understand. These might include representatives of 4-H clubs, Boy Scouts, Girl Scouts, Camp Fire groups, service clubs, Chamber of Commerce, lodges, and hospital guilds.

If a parent of one of your children works for the county, you may want him to visit with your group.

If a major change in your local community or your county is either being made or talked about, find someone concerned with the change who can explain to eight- and nine-year-olds why this change is being made and how it will help your community.

Using printed sources: You will want to collect and organize information from printed materials such as those prepared by the telephone company in its yellow pages and by your Chamber of Commerce. *The County and City Data Book, 1956*,[4] available in most libraries and in your county courthouse, is a gold mine of information.

[4]*County and City Data Book*, 1956, United States Bureau of the Census, United States Government Printing Office, Washington, D.C., 1957.

Try to locate a history of your local community and of your county and read it to find any items which you could profitably share with your youngsters.

Assembling materials

You will find it helpful to assemble beforehand all the materials needed for the "Extending Experiences" sections of this *Guidebook*.

Maps: Secure a map of your county and a street map of your local community. If no maps are available, make them, blocking in only the main streets and roads and including only a few details. Then, using an opaque projector, enlarge these maps and make a tracing on heavy paper to be used for dramatization in the floor space available.

If you have not made a flannel map of your community, you will want to do that now. Be sure to have ready duplicated copies of the simple map of your local community which each child can use at his desk. See "Making and Reading Maps" in the Golden Section for detailed directions.

Pictures: Try to find airviews of your local community and the area surrounding it, airviews of your business center, pictures of land forms and rivers, pictures of fires and fire-fighting and road-building equipment, pictures showing 4-H activities and the activities of other clubs, pictures of old things or antiques that might have been used in your local community, and other pictures that will give meaning to the teaching-learning experiences you are planning.

Films and filmstrips: Look over the films and filmstrips available in your school and select those that are related to living in a rural community and to the basic human activities pointed up in this section.

Art supplies: You will need the usual art supplies to carry on the activities suggested in this section. If you do not have the classbook, "Exploring Our Community," under way, see "Making Written and Pictorial Records" in the Golden Section for details.

You will need a long strip of heavy paper as a base for the frieze showing how the work of the children's parents contributes to business in the community. At the close of this section, materials will be needed for the children to make or add to their individual books about their community. Suggestions for making these books will be found under "Making Written and Pictorial Records" in the Golden Section.

Clipping file: Clip a few examples of advertising from the local newspaper. Be sure also to collect copies of any shopper's sheets, flyers, or special advertising put out by business establishments in your own community.

Books: You will want to have as many as possible of the books listed below readily available to enrich and extend the understandings developed in "Farmington."

Beim, Jerrold. *Country Fireman*, New York: William Morrow & Company, 1948. A boy watches a volunteer fire department in action in a small town. Later, he is able to save a neighbor's farmhouse by calling the fire department promptly. Easy reading.

Bulla, Clyde Robert. *Ghost Town Treasure*, New York: Thomas Y. Crowell Company, 1958. The Jacksons are leaving Gold Rock because they can no longer make a living there. Ty Jackson and two young friends read in an old diary about a gold mine. Their explorations divulge a beautiful natural cave. Visitors come to see the cave, and business begins to pick up in Gold Rock. Good for reading aloud.

Colby, Carroll Burleigh. *Smoke Eaters*, New York: Coward-McCann, 1954. Trucks, training,

and tools of the nation's firemen described in large photographs and brief text. For more mature pupils.

Cook, Olive Rambo. *Coon Holler*, New York: Longmans, Green & Company, 1958. Two city children have to attend Coon Holler, a rural school, because of family circumstances. The changing attitude of these children toward their schoolmates, the arrival of two young refugees from Hungary, the stories about early settlers in the area, and the outstanding examples of interdependence and coöperation make this a good story to read aloud.

Evers, Alf. *Abner's Cabin*, New York: Franklin Watts, 1957. With many full-page illustrations, this story tells of a log cabin from the time when it was built in the wilderness until the time four generations later when, as the oldest house in town, it is restored to its original appearance and becomes a museum. Can be read by the majority of third-graders.

Greene, Carla. *I Want to Be a Road-Builder*, Chicago: Childrens Press, 1958. With simple text and informative pictures, this book tells how a road is built. Below-average readers will find this material useful and interesting.

———. *I Want to Be a Storekeeper*, Chicago: Childrens Press, 1958. In this easy-to-read book, a little boy, David, finds out the many things that a storekeeper must know and do to maintain a good store.

Hader, Berta, and Hader, Elmer. *Little Town*, New York: Macmillan Company, 1945. Pictures and simple text telling the daily activities of people in a small town: shopping in the stores and going to the library, a club, a fire, a bowling alley, a village meeting, and a hospital.

Hanna, Paul R., and Hoyt, Genevieve Anderson. *New Centerville*, Chicago: Scott, Foresman and Company, 1948. The first two sections of this social-studies text tell of the interdependence of the people living in a town and the people living on the surrounding farms.

Hengesbaugh, Jane. *I Live in So Many Places*, Chicago: Childrens Press, 1956. Using pictures and few words, this book tells how we all live in a house in the country or in a town or city, in a county, in a state, in the United States, on a continent, in the Western Hemisphere, on the planet earth, and in the universe. This will stimulate many third-graders to think and wonder about the places in which they live.

Liffring, Joan. *Ray and Stevie on a Corn Belt Farm*, Chicago: Follett Publishing Company, 1956. The activities of two boys during spring and summer on an Iowa farm are shown in excellent photographs. This book will give city children a good picture of everyday life on a general farm. For the library table.

Rapaport, Stella F. *Binkley's Bottleneck*, New York: G. P. Putnam's Sons, 1956. The construction of a new bridge removes the need for a ferry across the river. The story shows how the town expands and the economic effects of improved roads as it centers around the experiences of "Grandpa" who had operated the ferry and then becomes tollkeeper on the bridge.

Schloat, G. Warren, Jr. *The Wonderful Egg*, New York: Charles Scribner's Sons, 1952. The story of the egg and chicken industry. Simply told with many photographs and drawings. For the library table.

Sherer, Mary Huston. *Ho Fills the Rice Barrel*, Chicago: Follett Publishing Company, 1957. Ho, a young boy of Formosa, helps his father cut chips from the great camphor trees and goes with him to sell them in the port city of Taipei. When the market for camphor becomes poor because of synthetics, Ho saves his family from starvation by selling a box he has carved and getting orders for as many as he and his father can carve. A warm, courageous story of family life and the struggle to make a living in a culture far different from our own. Well worth reading to children.

Sootin, Laura. *Let's Go to a Farm*, New York: G. P. Putnam's Sons, 1958. Emphasizes the work of the farmer in providing food for all of us, particularly milk, vegetables, poultry, and eggs.

INTRODUCING "FARMINGTON"

New words: *business, has,* high,* sell**

Begin by having your boys and girls find the picture on pages 96-97. Help them compare and contrast Farmington with their own local community, as you ask, "What do you see in this picture of Farmington that we have in our local community? Where are the stores and other places of *business*? What do you think they have to *sell*? What do you see in this picture of Farmington that we do not have in our own local community?"

As you discuss the content of this page, bring out that the Farmington local community is made up of the two groups of people—those who live in the town and those who live on farms. Then, ask, "How would the people who live on the farms depend upon the people in Farmington? How would the people who live in the town depend upon the farm people?"

Show the children how this section of *In City, Town, and Country* is a little book in itself. Then, say, "The people in the Farmington local community had a big problem. What do you think it might be?" After some discussion, conclude with, "This whole section is about the problem. As we read, we'll find out what the problem was and what the people did about it, and we'll find out whether any of you were right in what you thought it might be."

A FIRE IN THE COUNTRY
YOUR COMMUNITY'S FIRE DEPARTMENT PAGES 98-103

The purpose of this selection is to provide a common experience that will lead to an investigation of how fire protection is provided for all neighborhoods in the children's own local community. The learning experiences initiated by the story should also lead to an understanding of how different kinds of local communities provide fire protection, the importance of fire prevention, the costliness of fires, and the need for speed in fire fighting.

Thinking abilities promoted: Grasping the main idea—*a local community provides fire protection for all people and their property in all parts of the community, but firemen must get to a fire quickly to save property and lives.*

Perceiving relationships—sequential: *the action that takes place from receipt of alarm to departure of firemen from the scene of the fire when the fire is out;* place: *location of firehouse in own community, location of Read Road;* part-whole: *volunteer firemen in relation to total community, relation of neighborhood firehouses to central fire department in own local community;* cause-effect: *why firemen may be delayed, why speed is necessary in fire fighting, why men volunteer to fight fires.*

Making associations—*volunteer firemen as men who regularly work at other jobs in Farmington, work of firemen with welfare of own community, speed of travel with condition of route.*

Anticipating outcomes—*consequences of any delay in fire fighting, expense of replacing any building damaged or destroyed by fire.*

Forming and creating sensory images—*sights, sounds, smells, and the feelings associated with a big fire on a hot summer day.*

Recognizing emotional reactions and motives—*emotional reaction of volunteer firemen when they hear the fire bell, firemen's reaction to anything that delays them, property owner's appreciation of firemen's efforts, property owner's reaction to losses caused by fire, neighbors' willingness to help when there is a fire.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around fire protection in a local community.*

Understandings developed: All local communities provide fire protection for people in every neighborhood of the community. The people in a local community pay taxes or contribute in other ways to pay for the cost of fire protection. Small local communities may depend upon the services of volunteer firemen, but larger communities employ full-time firemen. People living on farms usually depend upon the fire department of a nearby town or city for fire protection. A local community must have good streets and roads, if firemen are to get to fires in time to help. People must help firemen get to fires quickly. *All the foregoing understandings contribute to the basic understanding that people at all times and in all places provide for the protection and conservation of their lives, resources, and property.*

Values and behavior traits emphasized: Appreciating the value of property and the costliness of fires. Doing everything you can to prevent fires. Doing everything you can to assist in fire protection.

ESTABLISHING READINESS

New words: *exciting,* dad, wish,* nothing,* Ann,* off,* turning,* hill,* hole,* ditch, burning,* save,* cows,* Hardy's, much,* afraid,* until,* anything,* department, money,* slowed,* drive**

Before opening the books, say, "The first story is about a fire in the country. Some *exciting* things happen that will give a clue to Farmington's problem. Let's look at the picture on page 98."

Then, ask, "What part of Farmington does this picture show?" Explain to the children that Mr. Van and Mr. Best are standing outside their stores on Main Street and that the two boys are Mike Best and Andy Hope. Then, ask, "Which man do you think is Mike's *Dad*? What do you suppose these two men have to do with the fire?"

After a brief discussion, continue, "The title tells us that the fire was in the country. When you have read the story, be ready to answer these questions." (Write on the board.)

1. What fire *department* was called to *save* the farm buildings?
2. Why couldn't the firemen *drive* fast all the way?
3. How was a *ditch* along the side of the road important in what happened?
4. What two clues to Farmington's problem do you find out about? (Slowness of business in Farmington and poor road between highway and farms.)

INTERPRETING THE TEXT

Pages 98-102: Most third-graders will have little difficulty in reading this exciting story without further guidance. After silent reading, use the questions printed in blue on each page to guide the discussion. Conclude with a discussion of the four motivating questions you have raised. If yours are urban children, be sure to develop the understanding *that small local communities may depend on volunteer firemen, but larger communities employ full-time firemen.*

The discussion of the part played by the poor road in delaying the firemen should highlight the understanding *that a local community must have good streets and roads if firemen are to get to fires in time to help.*

Page 103: Begin by saying, "We have learned some things about Farmington's fire department. Read the first two paragraphs and see what else they tell you about this fire department."

Guide the reading and discussion of the remainder of the page, question by question, giving attention to the suggestions printed in blue.

EXTENDING EXPERIENCES

Investigation: This would be a good time for your children to visit the headquarters of their local fire department, if taking such trips is part of your school program. In any case, your children should learn whether your fire department responds to calls from the country or from other local communities, and if so, how it is paid for this service. If your children did not visit the neighborhood fire station while in second grade, they will have many questions about the duties and responsibilities of firemen and methods of fire fighting.

If yours are urban children, they should find out the number of neighborhood fire stations in your local community and where each is located. In very large cities, the number of stations should be ascertained, but locating these should be limited to a few in each major area of the community. Help the youngsters understand the spatial pattern of service in your local community and how the different fire stations coöperate. These and similar experiences will point up the understanding *that all local communities provide fire protection for people in every part of the community.*

Discussion: Help the children recall what they have previously learned about fire fighting in their neighborhood. Then, compare volunteer fire departments with fire departments employing full-time firemen.

Discuss the relative location of fire-fighting facilities in your own community. How large an area is served by each station? Are congested neighborhoods, commercial and industrial, residential, and farm equally protected? Who has the most protection? Why? Does your fire department respond to calls from the country? Under what condition? How is it paid for this service? Help the children understand *that in all communities tax money and other contributions are used to pay for fire protection.*

Help the children think about the values and behavior traits inherent in these learning experiences. Help them *appreciate the costliness of fires* and discuss with them *what they can and should do to prevent fires in your local community.* Discuss also *the specific things they should remember to do when they hear a fire alarm or are near the scene of a fire in order to assist in fire protection.* Have them recall the locations of the fire-alarm boxes in the school and in the neighborhood.

Another discussion should center on the part played by good streets and roads in providing effective protection of other kinds for the community. This discussion should bring out how the police, doctors, or ambulance drivers could be handicapped in carrying out their duties by poor transportation facilities.

Dramatization: On a large base map, which you have projected, or on a simple map, which you have drawn on the floor or playground, the children can show what would happen if there were a fire in your local community. They may dramatize a fire in a store, a big house in a congested neighborhood, a small residence, or on a farm, showing which firehouses or other facilities would be alerted, how the equipment and firemen from the several stations would converge on the fire, and what they would do. For this dramatization, the children might improvise small buildings and fire trucks, using toys if they are available.

Written records: Information acquired by the children concerning fire protection in their local community should be recorded in the classbook, "Exploring Our Community." This should include a list of the things they should do when they hear a fire bell or siren or are near the scene of a fire. It should also include a brief account of trips and observations as well as the understandings gained. These materials can be prepared by committees or by individual children. See suggestions for developing the classbook under "Making Written and Pictorial Records" in the Golden Section.

Mapping: Use your flannel map to help the children further clarify the information which they have acquired through first-hand experiences, discussion, and dramatization. Help them place small pictures or symbols representing each fire station in your community in the appropriate spot. After this group experience, each child should record this information in similar fashion on the individual map which you have duplicated for him to use at his desk.

Pictures, films, filmstrips: Show the children pictures that will give a clearer impression of country roads. Aerial views of rural areas would be of value.

Give the children an opportunity to view available films or filmstrips that would extend their understanding of fire protection in a rural community or in their own community, that would bring out the costliness of fires, or would emphasize desirable behavior at the time of a fire.

Books: At this time, you will want to have on your library table informative materials about firemen and fire protection. If possible, include *Country Fireman* by Jerrold Beim and *Smoke Eaters* by Carroll Colby. This would be a good time to start reading aloud *Coon Holler* by Olive Cook.

A PICTURE MAP TO READ
A MAP TO READ PAGES 104-106

The picture map on pages 104-105 shows the important physical features of the Farmington—Middletown area. They are appropriately labeled and the cardinal directions indicated.

The map on page 106 provides an initial step in reading conventional map symbols and contributes to the understanding that the symbols on a map stand for real places and things. The use of a map which shows an even larger area than that shown in the picture map in a much smaller page area provides an opportunity to develop readiness for the use of scale. Both maps promote the ability to perceive place relationships in terms of the cardinal direction one place is from another.

Thinking abilities promoted: Perceiving place relationships—position: *location of each place named on a map in terms of its position in total mapped area;* direction: *location of each place on a map in terms of its cardinal direction from other places;* part-whole: *towns in relation to total area and to railroad, hills in relation to total area, farms in relation to roads and to each other, own neighborhood in relation to own local community, own local community in relation to surrounding area.*

Making associations—*each landscape feature with map symbol which stands for it.*

Forming and creating sensory images—visual: *of specific places and landscape features that symbols stand for on maps of own local community and maps of Farmington community.*

Generalizing—*formulating statements growing out of learning experiences centering around reading picture maps and maps using conventional symbols to represent landscape features.*

Understandings developed: A picture map shows how places look from high in the air. When you are high in the air and look down, the things you see look smaller than they are. The higher you go, the more space you can see, and you can even see more than one local community with the land and water that surround these communities. The higher you go, the smaller everything looks. Lines, blocks, dots, and colors can be used to stand for real places and things. The different symbols used to stand for towns and cities may give you some idea of the relative size of these places. One way of describing the location of a place or thing is to tell the direction it is from where you are or from another place.

Values and behavior traits emphasized: Appreciating the values of maps. Forming the habit of using maps for specific purposes.

ESTABLISHING READINESS

New words: *railroads, river,* lake, east, north, south, dot, stands,* red,* lines**

Since your third-graders may already have used other sections of *In City, Town, and Country* and may have had varied experiences in mapping your own local community, adapt the suggestions that follow to fit your own situation.

Before using the books, place on the floor or on a table the flannel map of your own community on which the children have placed the fire stations, making sure the map is oriented correctly to the cardinal directions. Place cards bearing the words *north, south, east,* and *west* at the proper edges of your map.

Have the children gather around the map, and say, "You remember that we are always careful to have our maps show the right directions that things are from one another. On this map of our local community, point to the *west* part, the *east* part, the *north* part, the *south* part." As the children point, call attention to the words themselves.

Then, in order to develop the understanding *that lines, blocks, dots, and colors can be used to stand for places and things on a map,* ask, "On this map, what have we used to *stand* for the fire station? If we didn't use a picture, what might we use?" If the children do not mention a block or a *dot,* suggest these two symbols as typical of those which might be used, at the same time drawing on the board an irregular block and a heavy dot.

Continue, "Suppose we used this *dot* to stand for the fire station. Shut your eyes and think how the fire station looks." Then, say, "Open your eyes. Tell us how the fire station looked to you." Follow this same procedure, having the children associate the school and one or two other well-known buildings, sometimes with the dot and sometimes with the block. Each time, ask several children to describe some of the outstanding details of the building as they visualize it.

Continue, "What have we used on our map to stand for streets and *railroads*?" Develop the idea of using *lines* and the railroad symbol as you did dot and block. If you have shown a *river* or *lake* on your map, discuss with the youngsters what has been used to indicate such bodies of water. If not, ask, "If we had a *river* or a *lake* in our own community, what could we use on our map to show where they were? What color do you think we should use to show that there is water in a river or lake? Why?"

After a brief discussion, say, "Today we will look at two different maps of the Farmington community. As we look at them, think about these questions." (Write questions on the board.)

1. How does each map differ from the other? Why?

2. What could we use from these maps in making maps of our own local community?

When ready to use the books, be sure that the maps are properly oriented to the cardinal directions. Begin by saying, "We need to look again at the first picture of the Farmington community on pages 96-97." Then, ask, "Where would you have to be to really see this much of the Farmington community?" If you have not previously done so, help your children understand *that this picture map shows Farmington as seen from high up in the air.*

Continue, "Now, let's turn to pages 104-105 and see how the map on those pages is different from this picture."

INTERPRETING THE TEXT

Pages 104-105: Be sure that your youngsters notice that west of Farmington more of the highway and farm land can be observed than in the previous picture. After reading the first paragraph, develop the understanding *that the higher one goes in the air, the larger is the area that can be observed.* Make use of such everyday happenings as climbing a tree or looking out of a window two or more stories high to develop this understanding.

Guide the reading and discussion of the remainder of this page and the following page, sentence by sentence. As the children read and respond to the questions and directions involving cardinal directions, be sure that every child understands and makes the correct associations. While this may take time, it is of vital importance to the development of the understanding *that you can describe the location of a place or thing by telling the direction it is from where you are or from another place or thing.* You may need to move about in the group, helping certain children point to the place designated, look at the cardinal directions as they appear on the map, and then give their answers.

Since third-graders are usually interested in maps, they will notice many details in this picture map and you should not let the questions and directions of the text limit your discussion.

Before leaving this map, you will want to ask the question printed in blue on page 105 as to the differences between this map and the picture on pages 96-97. No doubt the children will begin by enumerating specifics such as "You can see another town." "There is a river on this map." "Things in Farmington all look smaller."

Accept all these contributions, and then, ask, "Why can we see another town and a river? Why does everything in Farmington look smaller?" The ensuing discussion should help your youngsters understand (1) *that the higher one goes in the air, the more space he is able to see,* and (2) *that the higher he goes, the farther away from the earth he is, and so everything looks much smaller.*

To stimulate interest in the following page, say, "Let's see how the map on the next page shows these same things in still another way."

Page 106: Make sure that the children understand that this is a map of the same area as the previous picture map. Guide the reading and discussion, sentence by sentence. Help every child understand exactly what symbol is used to stand for each specific feature of the landscape. Since these are the conventional symbols used in map making, help your third-graders *visualize the place or thing for which each map symbol stands.* For example, when the children have located the dot that stands for Farmington, you might say, "That little black dot stands for all the people and all the things in Farmington. Look at the dot and pretend you are looking at Farmington. What do you see?" As several children suggest different mental pictures, the dot as a symbol will begin to take on meaning.

You will also want to ask why a dot might be used for Farmington and a block for Middletown. From the discussion, your third-graders can begin to understand *that the different symbols used to stand for towns and cities may give some idea of the relative size of these places.*

As the youngsters discuss what can be seen on this map that was not observable on the picture map, point out that this map is much smaller in size than the picture map on the previous pages, and yet it is possible to show on this map all of Middletown and some of the area west of it. The discussion of this question will extend the understanding *that the farther away from a place one is, the greater the area observable and the smaller the object observed seems to be.*

Conclude by discussing the questions raised to motivate the reading and study of these pages.

EXTENDING EXPERIENCES

Investigation: If at all possible, take your children to high places where they can look down at their own local community. If yours is a school building with more than one story, you might begin by having the children note the differences in what can be seen from windows on the lower and on the upper floors. Then, if possible, go to the highest spot in your community that can be used for this purpose—a high hill, the upper floor of an office building, or a place particularly constructed for such observations. Help the children note carefully the size of the area observable, the size of the objects and places they can see, and the changed appearance of familiar streets and landmarks.

Mapping: If an aerial photograph of your community is available, secure a copy and study it with your boys and girls. Not only will such a photograph extend the map understandings initiated by the study of the Farmington–Middletown picture maps, but it also will give your youngsters an overall perspective of their community which observation of particular places cannot do. To be of optimum value, however, you will need to direct the study of such a map. Help the children locate familiar landmarks, their own neighborhood, main transportation lines, and other significant features.

Read again "Making and Reading Maps," in the Golden Section to determine the next steps your youngsters should take in mapping their own community.

FARMINGTON OR MIDDLETOWN? THE FARMINGTON BUSINESS CENTER BUSINESS IN YOUR LOCAL COMMUNITY **PAGES 107-114**

The problem posed in this selection is one common to many communities today. The central business areas of larger cities are losing business to outlying shopping centers. Small towns are losing business to larger towns and cities.

The purpose of this selection and the picture map and study page which follow is to initiate learning experiences centering around business in a local community. These experiences should help third-graders understand that in every local community business provides a livelihood for many people and, at the same time, requires the support of the people in the community.

Thinking abilities promoted: Grasping the main idea—*in every community, business and other kinds of work provide a livelihood for many people and, at the same time, require the support of the people in the community.*

Perceiving relationships—place: *location of farms in relation to towns and cities, location of business center and of other parts of Farmington in relation to the total Farmington community, location of business places in relation to each other in main business center, relation of outlying business centers to main business center or to large neighborhood business centers in your local community;* cause-effect: *why people in one local community may do business in another local community, why certain kinds of businesses are carried on in some communities (poultry plant, farm machinery), why people would want to improve business in their own community, why one can or cannot get everything one needs in one's own local community, why people should be loyal to their own local community.*

Making associations—*people in Farmington with specific business carried on, business centers in own local community with other business centers, work done by parents or neighbors with business in own local community.*

Making inferences—*why people in one local community would need to go to business centers in other communities.*

Anticipating outcomes—*Farmington's loss in business if road is not improved, the possibility of higher taxes if road is improved, consequences of loss of business for any reason in own local community.*

Recognizing emotional reactions and motives—*Steve Hardy's feeling that everything in Middletown was better than in Farmington, feelings of people who lose business, Mr. Van's resentment against paying higher taxes.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around business in a local community.*

Understandings developed: Every local community has a main business center. In a rural community, this main business center is in a town such as Farmington. Farm families as well as town families usually go to this business center to trade and to do their banking. They hire carpenters or other workers who live in this town to do needed work. There are many kinds of businesses in a local community which provide work for people in the community. Many people make a living in other ways (teachers, doctors, government workers). In any community, there are some kinds of businesses especially suited to the needs of the people who live in and around that community. In any local community, the businessmen and other workers need the support of the people in the community in order to make a living. People will do business in the community that provides the goods and services they want and need. *All of the foregoing understandings contribute to the basic understanding that people at all times and in all places have provided for the production, exchange, and consumption of goods and services.*

Values and behavior traits emphasized: Appreciating the importance of business in the lives of people in a local community and doing what you can to support business in your local community. Doing what you can to show respect for the property, efforts, and time of the people who provide business and other services in your community.

ESTABLISHING READINESS

New words: *carpenter, well,* better,* than,* bank,* need,* borrow, chickens,* done,* county, lose, taxes, trade, lumberyard, eggs,* spoke, knew,* important, part,* cross, tank, larger,* beginning, even**

Before turning to page 107, say, "We have read only the *beginning* of 'Farmington,' but we have learned several *important* things about that local community. We know that there is a poor road in one *part* of the community. We know that Farmington must pay for its fire protection with *taxes*. *Even* though it has a volunteer fire department, how would Farmington use tax money to provide fire protection?"

After a brief discussion, say, "Let's look at the picture map on pages 112-113 and see if we can find two things needed for fire protection that have to be paid for with taxes." After the children have found the map, help them locate the firehouse near where Main Street and Park Street *cross* and the water *tank*.

Continue, "We know that Mr. Best left his store to help put out the fire. But we don't know what work was being *done* by the other men before they ran to the firehouse. Look at the picture map again and find the places of business. Now, what work do you think the men might have been doing?"

As the children suggest various businesses, be sure that *carpenter, lumberyard,* and *bank* are included. When the bank is mentioned, say, "You *spoke* of a *bank*. What do people do at a bank?" If no one answers that people *borrow* money at a bank, explain this function. Then, ask, "Who do you think might *trade* at all these business places on Main Street? How might being a volunteer fireman cause Mr. Best to *lose* business?" After a brief discussion, say, "We know about the bad road. Let's see what we can learn today about Farmington's big problem."

After the children have read the name of the selection on page 107, ask, "What do you think that means? What local community do you know about that is near ours?" From those mentioned, indicate any that are in your own *county,* and then, say, "Farmington and Middletown are in the same county, too. They are in Wells County. From looking at the maps, we know that they are not very far apart. Let's see if that has anything to do with Farmington's problem. Here are three questions that you should be able to answer after you have read this story."

1. In what ways do the farmers depend on Farmington?
2. In what ways does business in Farmington depend on the farmers?
3. Why was Farmington losing business to Middletown?

INTERPRETING THE TEXT

Pages 107-108: After the children have read these two pages silently, have three boys take the parts of Bob Carter, Jack Ball, and Steve Hardy, reading aloud what each man said to show how he felt about the situation. Then, discuss the questions printed in blue on each page.

Pages 109-111: Follow the same plan for these pages, having a different group of children take the parts of the speakers.

Pages 112-113: As in all map work, it is important that this picture map be placed on each child's desk properly oriented to the cardinal directions, even though this may mean making some shifts in seating arrangements.

After the children have read the first paragraph, make sure that they understand that the map shows only a part of Farmington. Ask what might be east, west, and south of the part of Farmington shown in the picture.

Guide the reading and discussion of the remainder of the page, question by question. Help the children associate the people in Farmington whom they have come to know with their places of business.

Page 114: Begin by asking, "How is the main business center in our community like the Farmington business center? How is it different?" Then, have the youngsters read to find out about business centers in other communities.

You should guide the reading and discussion of this page, sentence by sentence. Whether yours is a large or small local community, help the children associate what they read with their own experiences.

EXTENDING EXPERIENCES

Investigation: While most of your youngsters know what their fathers and mothers do to make a living, each child should find out how the work done by his parents, neighbors, or close friends contributes to business in your local community.

If your main business center is easily accessible and not too large, try to go there with your youngsters. Help them observe carefully its location and the types of businesses carried on.

If there is a large new neighborhood business center in or near your local community, you might plan a trip to see it or encourage any children who go there with their parents to observe carefully and tell the class of their experiences there.

If you have located a business or an industry which is peculiar to your local community, as is the poultry plant in Farmington, a trip to see it would be a valuable experience for your group. Such a trip would help promote the understanding *that in any community there are businesses especially suited to the needs of the people who live there.*

Resource people: You will want to invite someone engaged in business, or one of the professions, or both to tell your boys and girls of the ways in which his work contributes to the welfare of the community.

Discussion: Provide an opportunity for the children to tell you about the kind of work their parents, neighbors, or friends do, being sure that each child understands how this work contributes to the business or welfare of the community. If a parent works in a local community other than the immediate community with which you are concerned, make certain that the child sees how his parents do contribute to business and other aspects of living in the community.

Discuss what people come to your own business centers to buy, sell, or do, and why this is important to your local community. Discuss what things your children and their parents go to other communities to buy and why they do this.

To summarize these discussions and to emphasize the values and behavior traits involved, have the children indicate the reasons *that it is important for people living in a local community to carry on as much of their business as possible in that community.* Try also to bring out *why it is important to show respect for the property and efforts of the people who provide business and other services in your community.*

Written and pictorial records: Plan with the children what materials telling about business in their own community will be prepared for "Exploring Our Community."

Help your youngsters plan and make a frieze based on the theme, "How People We Know Make Business Better in Our Community." Each child should draw or paint a picture showing how one person, preferably one of his parents, contributes to the business or professions in the community through the work that he does. In mounting these pictures on the long strip of paper, help the children group together pictures showing similar occupations and so *promote the ability to classify.*

Mapping: On the flannel map, using pictures or symbols, the children should show the location of the main business center in your local community, their own neighborhood business center, and any large business center which they have visited. If you have visited a particular plant or industry, it should be shown. In similar fashion, each child should record this information on his individual map.

Books: Place on your library table *I Want to Be a Storekeeper* by Carla Greene, *Little Town* by the Haders, *Ray and Stevie on a Corn Belt Farm* by Joan Liffring, and *Let's Go to a Farm* by Laura Sootin. If you have available copies of *New Centerville,* a group of good readers would profit from reading and discussing pages 6-31.

SATURDAY NIGHT IN FARMINGTON
CLUBS IN YOUR LOCAL COMMUNITY PAGES 115-120

The purpose of this selection and the accompanying study page is to help third-graders understand how important it is for people with apparent differences of opinion regarding community problems to exchange ideas honestly and arrive at a plan for attacking their problems that is based on sound democratic procedures. The total learning experience should also help youngsters realize that in every community organized groups of various kinds do work for community improvement even though their efforts may not always be coördinated.

Thinking abilities promoted: Grasping the main idea—*an organization (club) to make improvements of value to everyone in the community can be started by any group interested in improving the community, but people from all parts of the community should have a chance to participate and together they must decide what improvements need to be made and how to go about making them. (In all communities, clubs of various kinds improve the community in different ways.)*

Perceiving relationships—time: *building more than a hundred years old;* place: *Main Street as a gathering place on Saturday night;* part-whole: *farmers on Read Road in relation to other people in Farmington local community, group talking in store in relation to total group in local community, work of own club in relation to work of other clubs in own community.*

Making inferences—*why Middletown carpenters were busier than Farmington carpenters, why there were so few people in town on Saturday night, why county had delayed in improving Read Road, why people from total local community would get action from the county more quickly than would just the people living on Read Road, how advertising by Middletown stores affected business in Farmington, how a motel would help business, how people stopping to see the old buildings would help business, how helping young people have a good time would be good for the community.*

Anticipating outcomes—*how the participation of people from all parts of a community would make a community club more effective, how the suggested improvements would make the Farmington community better, how work of clubs in own community brings about community improvements.*

Recognizing emotional reactions and motives—*Mr. Carter's response to Steve Hardy's news about the Middletown carpenters, Mr. Carter's feeling that the one thing most needed was a new road, Mr. Van's early resistance to change and his eventual support of the Community Club, Bill Turner's pleasure when asked to build the barn.*

Making associations—*proposed community club with clubs in own local community, proposed improvements with those made by clubs in own community, democratic procedures used in organizing community club with same procedures in own group living.*

Making judgments and drawing conclusions—*determining that when people with seemingly different problems talk things over they are likely to come to understand each other and to want to work together on their problems.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the importance of democratic procedures in organizations concerned with the improvement of community living.*

Understandings developed: In any community, improvements of various kinds need to be made, but no one improvement is of first importance to all the people in the community. As people representing different groups in the community talk about their problems, they begin to see what improvements are needed. They also begin to realize that one small group or neighborhood cannot solve its problem without the coöperation of the several neighborhoods that make up the local community.

Sometimes an organization such as a community club is needed to get improvements started. Plans for starting such a club can be made by any group of people interested in community improvement, but people from all parts of the community must work together in it. They should begin by deciding together what improvements are most needed and planning how to make them. All local communities have clubs whose members are working together to improve their community. *All the foregoing understandings contribute to the basic understanding that people at all times and in all places provide procedures by means of which they organize and govern themselves.*

Values and behavior traits emphasized: Doing whatever you can in your own clubs to make the community better. Doing all that you can in your own groups to help with planning and carrying out any activities. Accepting decisions of the group.

ESTABLISHING READINESS

New words: *seems,* tonight,* few,* along,* been,* club, decide, hundred, improve, advertise, motel, young,* close, whole,* organizing, dairy, belong, committees, member*

Before turning to page 115, you might say, "Now we know a few more things about Farmington's problem. Which farmer on Read Road didn't *seem* to want to *belong* to the Farmington local community? What makes you think so? Why had Steve Hardy *been* selling his chickens in Middletown? Why did Mr. Carter feel that he was a *member* of the Farmington community? Then, why did he *decide* to try to get a Middletown carpenter to build his *dairy* barn? Why did the people who lived in town want the county to *improve* Read Road? What might happen to the *whole* town of Farmington if more and more farmers went to Middletown to trade?

"What do the owners of stores in our community do to get people to buy the things they have to sell?" When *advertise* is mentioned, discuss its meaning in terms of the children's actual experiences by asking, "How do our stores advertise? How do our motion-picture theaters advertise? How do *motels* advertise?" Then, say, "At home *tonight,* look through the newspaper for advertisements of business in our own community and bring them to school tomorrow. We will choose a *committee* to arrange all the advertisements you find on our bulletin board."

Continue, "Now let's get back to Farmington. At the *close* of the last story, how did most of the people in Mr. Best's store feel about Farmington's problem? Today, we'll find out what the people decided to do about it. They even thought of a way to use something in Farmington that was more than a *hundred* years old. After you have read the story, we will discuss the answers to these questions." (Write questions on the board.)

1. What improvements besides a new road did the people think were needed in the Farmington community?
2. What did they want to do for the *young* people?
3. Why did the Farmington people want to *organize* a *club*?
4. Why didn't they organize the club when they first talked about it?

INTERPRETING THE TEXT

Pages 115-119: Here, as in the previous selections, there is little action. Instead, one comes to know and understand the people of the Farmington community through the things they say as they talk together in town on a Saturday night. For this reason, oral reading can again be of great value to interpretation.

When most of the children have finished reading the selection, choose twelve to read the parts of the different characters. Urge each child to read as he thinks the character spoke. Ask the children representing Bob Carter, Mrs. Carter, and Mr. Hardy to go to a spot designated as Carter's farm and those representing the group in the store to assemble in another place. After the conversation at the farm has been read, the children representing Mr. and Mrs. Carter should join the group at the store and read their parts in the ensuing discussion.

This oral reading will take a little time but will set the stage for discussing the questions which appear in blue type on each page.

Page 120: Begin by saying, "We know why the Farmington people wanted a Community Club and we know how they planned to get it started. Read the first paragraph on this page and see

what you can find out about clubs in other communities."

Guide the reading and discussion of the remainder of the page, question by question, giving attention to the suggestions printed in blue.

EXTENDING EXPERIENCES

Investigation: Plan with your children to find out what clubs their parents belong to that work to improve the community and what each club is doing.

Resource people: Invite an older child, an adult, or both from organizations such as those suggested under "Setting the Stage" to tell about their club's work for community improvement. It would also be helpful for the mother of one of your youngsters to explain how the P.T.A. contributes to community welfare.

Discussion: Discuss with the children the activities of the clubs to which they belong. Emphasize *the value of each child doing his best to contribute to community betterment in the club to which he belongs.*

Discuss the clubs to which the parents of the children belong and the ways in which these clubs are working to improve your community. As these community improvements are mentioned, list them on the board, and at the close of the discussion, have the children note the number of improvements and organize them under a few general headings, if they lend themselves to such classification.

Help the children relate the democratic procedures emphasized in the organization of the Farmington Community Club to their own group living. Bring out, in third-grade language, *the values which result when everyone concerned shares in identifying a problem, in planning how to work on it, and in carrying out the plans.*

Then, say, "These things are important in any club to which we belong but they are just as important in groups that are not clubs. How have we worked in much the same way here in our own room?" As the youngsters recall such experiences as organizing classroom committees, planning a party, taking the trip to the central fire station, trying to improve playground conduct, or any of their usual group experiences, help them appreciate *that they have a responsibility to help plan and carry out the various activities and to accept the decisions made by the group.*

Written and pictorial records: Help the children dictate a short article in which they tell what they have learned about the contributions of organizations to the improvement of their community and write it on the board. An individual can then copy this article for inclusion in "Exploring Our Community."

As an outgrowth of the foregoing discussions, help the children summarize their understandings in a few brief statements. These you can letter on a large sheet of oaktag which the children can decorate with simple sketches. In one third grade, the following chart resulted:

Things to Remember in Group Work

Decide together what needs to be done.
Plan together how to do it.
Do your part in carrying out the plans.
Do this even if you don't exactly agree with the plans made by the group.

The sketches on the chart showed a group of children and a teacher talking together, children signing their names under the committee headings, and children carrying on the work of their committees such as straightening books on shelves, picking up paper on the floor near the wastebasket, watering plants, and the like.

Bulletin board: Be sure to have the children tell about the advertisements which they have clipped from newspapers and brought to school. If no one brings a shopper sheet or flyer, contribute yours and discuss its purpose.

If the materials which you and the children have collected lend themselves to organization into categories such as food, clothes, automobiles, shows, and the like, help the children decide upon the categories to be used. Each child should then place his advertisements with the others in the same category, *thus promoting the ability to classify.* A committee should then be selected to arrange these materials on the bulletin board under a heading decided upon by the group.

Books: *Ghost Town Treasure* by Clyde Bulla is a book which your youngsters would enjoy hearing you read, but advanced readers can read it independently. If you have copies of *New Centerville,* a group of good readers should read pages 32-42.

THE FARMINGTON COMMUNITY CLUB IN YOUR COUNTY PAGES 121-127

The purpose of the total learning experience initiated by this selection and the accompanying study page is twofold: The children should understand how the people in any local community can organize to improve it. But, far more important, they should also begin to understand that a local community cannot solve all its problems by itself, but as a part of a larger community, the county, it must have the coöperation and help of that larger community at times.

Thinking abilities promoted: Grasping the main idea—*the people in a local community are also a part of a county community, and in order to carry on many of their activities, they need the help of people representing the county or employed by the county, many of whom work in offices in the courthouse at the county seat.*

Perceiving relationships—sequential: *action that takes place from beginning of work by New Road Committee to time in picture when work on road is nearing completion;* place: *location of own local community in own county, location of county seat in own county, location of courthouse in own county seat;* part-whole: *own local community in relation to own county, own county seat in relation to own county, Farmington local community in relation to Wells County;* cause-effect: *why members of own family might need to go to the courthouse, why each committee had to go to the courthouse, why building or improving roads is so expensive, why county must have permission from state highway department to improve any county road, why the Recreation Committee's way of beginning work was so desirable, why the Business Committee concentrated on advertising.*

Making associations—*own courthouse with people responsible for county affairs in own county, chairmen of four committees with community problem in which each was most interested.*

Anticipating outcomes—*consequences in own county community if the advertising signs on highways were not regulated, confusion resulting if ownership of property were not recorded in one central place such as the courthouse.*

Making inferences—*why the first club meeting was held in the high-school building, why Read Road had not been improved before, what advertisements the flyer might carry, how the old building may have changed through the years.*

Recognizing emotional reactions and motives—*reluctance of some farmers to move their fences, willingness of county officials to help Farmington people, feelings of Mr. Van and Mr. Hill after visiting courthouse.*

Forming and creating sensory images—visual: *exterior and interior of own county courthouse, camp in process of construction at Spring Lake;* auditory: *sounds in road building such as men calling directions, rattle and crunch of gravel being unloaded, rumble of heavy machines.*

Making judgments and drawing conclusions—*deciding why it was a good idea to organize committees at first meeting of club, concluding that all the people living in a county community depend upon the county in carrying on some of their activities.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the interdependence of the local community and the county community.*

Understandings developed: If an organization (club) for community improvement is to be most effective, the members must decide on the most-needed improvements and organize committees to work on

them. The improvements decided upon should include those of concern to people in various parts of the community. Improvements needed by a local community are sometimes expensive. *All the foregoing understandings contribute to the basic understanding that people at all times and in all places have provided for the creation of new tools and techniques to meet new demands.*

The people in a local community also live in a larger community—the county. The people responsible for the government of a county and others employed by the county can help the people in a local community in many ways. To make improvements in a local community, people usually find that they must have the help of people representing the county. Many county employees work in offices in the courthouse at the county seat. Sometimes the county needs the help of the state in providing the services important to a local community. *The foregoing understandings contribute to the basic understanding that people at all times and in all places provide procedures by means of which they can organize and govern themselves.*

Values and behavior traits emphasized: Doing everything you can to show respect for the efforts of people representing the county in any services you use. Doing everything you can to show respect for local and county public property.

ESTABLISHING READINESS

New words: *superintendent, recreation, history, courthouse, state, plan, leveled, wider,* fences,* camp, fish,* over,* bring,* weekly,* flyer,* signs,* museum, once,* settled, seat, questions, answers**

Before opening the books to page 121, say, "We already know that some of the Farmington people had a *plan* to start a Community Club. Let's think about some of the things that might happen at the first meeting. Who might join the club? What people who work in the Farmington schools might want to belong?" If *superintendent* is not mentioned, suggest this person and write the word on the board.

Continue, "What problem would people from Mr. Carter's neighborhood bring up? Let's look at the picture on page 100. What would have to be done to make Read Road a good road?" The discussion should bring out that the road would need to be *leveled* and made *wider*.

Then, say, "When people want the county to improve a road, they first talk to the man in charge of county roads. His office would be in the county *courthouse*. Every county has a courthouse in one of the towns or cities in the county. That town or city is called the county *seat*. What town do you think might be the county seat for the Farmington community? We'll see if you are right.

"An important *question* concerning *recreation* for young people came up at that first meeting." If your children do not know the word *recreation*, develop its meaning. Continue, "Why would spending some time at a *camp* be a good form of recreation? Where do you think the people of Farmington might camp out?" If necessary, have the children turn back to pages 96-97 to locate Spring Lake.

Then, say, "You all remember when Mr. Van spoke of the old buildings in Farmington that were built more than a hundred years ago. What word can we use that means all the things that happened in the past?" As with recreation, develop the meaning of *history*. Recall the Log of Special Events kept by your children last year as history they have lived. Then, say, "Some communities have a place where you can see things used by the first people who *settled* the land in that community or even that *state*. What is such a place called?" Here, develop the meaning of *museum*, and ask, "Where do you think the people in Farmington might have a museum?"

After a brief discussion, say, "Think about these questions as we read today." (Write on the board.)

1. How did the Community Club begin its work?
2. What help did the people working on each improvement need?
3. Where did they go for this help? What help was given them?

INTERPRETING THE TEXT

Pages 121-126: This selection can be read by most third-graders without further guidance. Use the questions and directions printed in blue on the text as a basis for discussion. If there is not time to discuss adequately the entire selection on the day it is read, discuss only the organization of the club and the work of the New Road Committee. On the following day, review briefly what the children have learned from these pages, and discuss the remainder of the selection together with the motivating questions.

Page 127: Guide the reading and discussion of this page, sentence by sentence. However, the children should not carry out the directions in the final paragraph until they have concluded the investigations suggested under "Extending Experiences." The questions and answers which each child writes can then serve as a partial summary of his experiences.

As you work with your boys and girls when they write this material, you will want to help each one do the best work he can. At the same time, you will want to help each child write as he normally speaks and so promote growth in written expression.

EXTENDING EXPERIENCES

Discussion: In your discussion, you may need to provide some meaningful experiences to help your youngsters become acquainted with the name of their county, form an image of their own courthouse, and associate it with the name of the town or city in which it is located.

Help the children associate their county with something that is within their experience. For example, in Iowa, the system of numbering automobile licenses by counties would be an association which eight- and nine-year-olds could readily make.

Ask if anyone knows where a person can go to get a copy of his birth certificate, should it be lost. If no one knows, tell the children that their birth record can be found in the courthouse of the county in which they were born.

In practically every county, it is possible to purchase a picture post card of the county courthouse which you can show to your boys and girls. As they look at it, help them understand that this, their own courthouse, is located in a special town or city, the name of which they probably know.

Throughout the discussion, capitalize upon any comment or question of a child which can lead your third-graders to find out about the people employed by their own county or the activities carried on by such people. The rôles of the county sheriff and the county superintendent of schools are always of great interest to children.

You will also want to interject some questions of your own. For example, in your state, the official responsible for county roads may have a title other than that used in the text. In this case, you might say, "The man in charge of county roads is not always called the county superintendent of highways. We will want to find out what he is called in our county."

Keep all these questions, and use them as a basis for either initiating or planning the trip to your county courthouse.

Investigation: Make every effort to take your youngsters on a trip to your courthouse, even though it may mean going some distance. Since this trip is especially important, you may want to turn back to the Golden Section and review the suggestions for taking a trip.

Going to and coming from the courthouse, help your youngsters note the route traveled and so begin to see the geographic relationship of the courthouse and the county seat to their own local community. If your local community is the county seat, noting the route traveled should help your third-graders see *the relationship of the county courthouse not only to their own neighborhood but to their total local community*.

Inside the courthouse, provide experiences which will begin to make the government of the county meaningful to your third-graders. For example, as they notice signs on the various office doors, you will want to interpret the meaning of such titles as sheriff, health department, recorder, and treasurer.

The children might go inside the office where births are recorded, and if the person in charge is not too busy, find what information about a few members of the group is recorded there. If you pay a dog tax in your community, your children could profitably see the place where this tax is paid.

If court is not in session, take the children to see the courtroom, and explain what takes place there so that they will know why the building came to be called a courthouse.

Be sure that your children learn the correct title of the person in charge of road maintenance and improvement and as much about his responsibilities as they can understand.

Since the services rendered by counties vary to some extent, prior to the trip you should become informed about those that would be meaningful to your third-graders. It may be that your county provides your community with a hospital or other health services. During your visit, one of the persons concerned with these services should explain to your youngsters how, where, and when they and their families can avail themselves of these services. This experience should further develop the understanding *that people responsible for the government of the county and others employed by the county can help the people in a local community in many ways.*

The children might also investigate how some of the persons responsible for the government of their county are selected. It might be of great interest and value to your children to find out how their county happened to get its name.

Most of your boys and girls have seen a stretch of street or road being built, but sometime during the year, you may find it possible to take your group to watch such work going on. If so, help them observe carefully the work of the men and machines and the materials used.

Plan with your children to find out whether the county or city is responsible for the construction and repair of streets and roads in their local community and how this work is paid for. They should find out also how the people in their own neighborhood should go about getting a street or road built or repaired. While it is of great importance for the children to secure answers to these questions, remember that the information acquired will be elementary if it is to have meaning for eight- and nine-year-olds.

Resource people: After your third-graders have visited the courthouse, they are certain to have even more questions about the county for which they will want answers. A visit at this time from a person closely connected with the county would be especially valuable.

Discussion: After your trip, discuss what has been learned, giving attention to *the location of the courthouse in relation to the local community in which the children live and the ways in which the work going on at the courthouse is related to living in their own local community and, in particular, to their lives.*

To emphasize the values and behavior traits inherent in this experience, help the children think about specific ways in which they can show *that they value and respect the efforts of county workers* and ways in which they can show *that they respect public property.* This part of the discussion may center around such simple questions as why library books furnished by the county library should be well cared for and promptly returned, why immunization of any kind provided by the county health department should be taken cheerfully and without causing the health worker trouble, or why rules made by the county such as those related to dog licenses should be observed.

As the outgrowth of the experience of watching a road being built, your third-graders can begin to understand *that road construction and other community improvements are expensive.* This can well lead to a discussion of the cost of various improvements in their own local community which they take for granted and of *ways that they can show that they respect public property and that they appreciate its costliness.* The windowpanes in school buildings or street lights, so easily broken by a flying ball or stone, could serve as examples of the costliness of repairs made necessary by carelessness.

Dramatization: The children can divide into three groups to dramatize on a floor map of the county some of the things they have learned. If your town or city is the county seat, the children should use the floor map of your local community. Your children will need and use the understandings acquired through these dramatizations when they make a map of the county for their book at the close of this section.

Be sure to provide a time when your boys and girls can use the questions and answers which they have written (in accordance with the instructions in the last paragraph on page 127 in the text) to dramatize a TV show in your classroom.

Written and pictorial records: You will want to plan with your youngsters for the materials to be included in "Exploring Our Community" and how and by whom these materials will be prepared. They could include a picture of the courthouse drawn or painted by a child, a brief article about the location of the courthouse indicating the name of the county and of the county seat, sketches of county workers whom the children have met, with a sentence or so about the responsibilities of each, the list of things which the children's parents go to the courthouse to do, pictures and brief "stories" telling of the ways in which the county is of service to the children themselves, and accounts of any interesting things which have grown out of the experiences of your third-graders as they have learned about their own county community.

Your youngsters should paint or draw pictures of the street or road construction they have observed. This could be done as a mural, using either the board or a strip of wrapping paper as the base, or a series of pictures could be made and mounted on the bulletin board.

Pictures, films, filmstrips: Use any pictures or films you have available that will add to the children's understandings of their county, the courthouse, or road building.

Books: You will want to read and discuss *Abner's Cabin* by Alf Evers and *I Live in So Many Places* by Jane Hengesbaugh before placing them on the library table for the children to enjoy. For your less able readers, try to make available *I Want to Be a Road-Builder* by Carla Greene. "The New Highway," pages 43-79, in *New Centerville* will have interest and value for a group of good readers.

A MAP OF WELLS COUNTY **PAGES 128-129**

In addition to the map symbols introduced in the map of the Farmington–Middletown area, this map of Wells County makes use of the symbol for the county line and the shading in color to indicate high land. A key explaining the map symbols and a sign indicating cardinal directions are introduced.

This map with its accompanying text should promote the ability to read any county map using conventional symbols and particularly the map of the child's own county.

Thinking abilities promoted: Perceiving place relationships—position: ***county line as place where one county ends and other counties begin; location of hilly land, level land, and water bodies; location of specific towns in county; location of towns in relation to rivers, railroads, and highways; location of county seat;*** direction: ***identifying towns east and west or north and south of rivers, highways, or railroads;*** part-whole: ***towns, land forms, and water bodies in relation to county community; county seat in relation to county.***

Making associations—***places and things with the dots, blocks, and lines that stand for them, level and hilly land with the color that stands for each, water bodies with the blue that stands for water, correct cardinal directions with sign indicating cardinal directions, symbols used on maps of Wells County with those used on map of own county.***

Making judgments and drawing conclusions—***determining the relative size of towns by the symbol***

used to stand for them, determining from shading the land areas which are high and those that are low.

Generalizing—formulating statements of the understandings growing out of the learning experiences centering around the study of the Wells County map on which color, conventional map symbols, a key to these symbols, and a direction sign are used.

Understandings developed: A map with symbols shows where places and things are, but it does not show how they look. A county is so large that a picture map could not show all of it. You can learn many things about a county from a map on which blocks, dots, lines, and colors stand for places and things. A county line is established and recorded but is not visible. A map key tells what each symbol stands for. A direction sign helps you tell the direction one place is from another. You have to use the map key and direction sign to read a map.

Values and behavior traits emphasized: Making it a habit to turn to maps for specific purposes. Making it a habit to use map symbols in making your maps.

ESTABLISHING READINESS

New words: *key, below, direction, page, ends,* color**

Begin by having your youngsters look at the floor map of your own county which they used for their dramatizations. Ask, "What places in our county does this map show? In which part of our county is our own local community? In which part is our county seat? In which *direction* did we go when we went to the courthouse?" Such questions promote *the ability to perceive place relations in terms of position and direction.* Continue, "How can we tell where our county *ends* and another begins?"

After discussing any other features shown on the map of your county, ask, "How did we happen to get interested in finding out about our own county?" As the children refer to Farmington, Middletown, and Wells County, comment, "We know that Farmington and Middletown are in Wells County. What else do we know about Wells County?"

After a brief discussion, ask, "In which part of Wells County do you suppose Middletown is? Farmington?" In each case, arrive at a majority opinion through a showing of hands and record this opinion with any strong minority opinions on the board.

Then, say, "Today, we can find out whether you are right, for we are going to study a map of Wells County. You will be interested in this map because it has some things that we haven't seen on maps before. Just *below* the map there is a sign to help us tell directions. And this map has a *key*. How do you suppose a key might be used on a map?"

When a number of suggestions have been made, continue, "We will talk about the key again after you have used it. The map is on *page* 128. After we study it, think how you can answer these two questions."

1. What new things have you learned about Wells County?
2. What new things have you learned about maps?

INTERPRETING THE TEXT

Pages 128-129: In order to help your third-graders attain maximum growth in their ability to read and understand maps, you should guide the reading and discussion of the text on these pages carefully.

After the first page has been read, the key and direction sign located, and their purpose discussed, be sure that every child makes *the association between the cardinal directions as they pertain to the map and these same directions as indicated on the sign.* In many instances, as in previous map work, you will need to have the children point with their fingers to make these associations. If your children are mature and have already had sufficient first-hand experience with cardinal directions, you may want to discuss the semicardinal directions shown by the sign.

In examining the key, have different children read the words following each of the symbols.

Ask all the children to look at the symbol as it appears in the key and to find one place on the map where the same symbol appears. Help the children understand why the word *key* is so appropriate as it is used with this map.

In response to the first question printed in blue, help the children recall the picture map of the Middletown–Farmington area, how high in the air one must be to see even that much of the county, and how small everything appeared. This should lead to the understanding *that to see an entire county one would need to be much farther away and that the things seen would be too small to be distinguishable.*

As you discuss the county line, ask questions which will help the children understand *that county lines are established and recorded but are not visible.* If yours is a neighborhood of homes with unfenced yards, this might be the place to begin. You could then move on to the limits of the school neighborhood and of your local community. If you live in a state where signs on the highway tell when you are leaving or entering a county, draw upon the experiences of your children with such signs.

In identifying the kind of line standing for railroads, you may want to ask the children why that line makes them think of a railroad track.

Help the youngsters decide in what part of Wells County Farmington and Middletown are and to compare the actual locations with their previous guesses. This experience should encourage the children in *making it a habit to use maps for the specific purpose of finding where places are in relation to each other.* Then, using the suggestion printed in blue on the text, help them compare the location of Middletown in Wells County with the location of the county seat in their own county. You may want to go on and ask why they think each is located as it is.

When the question about lakes in the county has been answered, say, "Look at the blue spot on the map that stands for Spring Lake and pretend that you are looking at Spring Lake from nearby. What do you see?" As the children respond, the camp which was pictured on page 124 should be mentioned.

When the question concerning hilly land has been read, ask, "What has been used on this map to show us where the hilly land is? Point to two parts of the county where the land is hilly." Have the children turn back to the picture map on pages 104-105 to see if the hilly land appears in the same places there. When they discover that the hilly land in the south cannot be seen, ask why this is so. This discussion of the lake and hilly land will *promote the ability to associate land forms and water bodies with the symbols and colors that stand for them.*

Conclude by discussing the questions used to motivate the study of this map.

EXTENDING EXPERIENCES

Mapping: Your children can now look with profit at a commercial map of their own county. If a large map of your county is not available, cut that section showing the boundary lines of your county from a road map of your state, and using an opaque projector, project it on a wall or screen.

Help the children *associate the symbols used on the map of their own county with those on the Wells County map.* Help them identify those places with which they are familiar. If one child knows about another town in your county, ask him to tell the group something about this town so that a beginning can be made in the understanding *that every dot on the map of their own county stands for a local community of people, buildings, streets, and the like.*

After studying the map of Wells County and the commercial map of their own county, the children may want to add certain features to the county map which you prepared and which they have used for dramatization. In doing this remember that places on a map can only be meaningful to eight- and nine-year-olds to the degree that they have concrete experience behind them. The *ability to associate real places and features with map symbols* is basic to all map interpretation. Help the children decide what symbols to use and, wherever possible, help them *appreciate the value of using conventional map symbols.*

CHANGES IN FARMINGTON
CHANGES IN YOUR COMMUNITY PAGES 130-138

This selection and the study pages which follow round out the Farmington story. The purpose of these pages is to promote learning experiences centering around changes leading to improvement in any local community. These experiences should help eight- and nine-year-olds begin to understand that a local community can be improved when its citizens decide as a group what needs to be done and then work together to make the needed changes.

Thinking abilities promoted: Grasping the main idea—*a local community can be improved and living for everyone can be made better when people decide together what changes most need to be made and work together to make these changes.*

Perceiving relationships—sequential: *events from arrival of flyer to purchase of bicycle;* place: *poultry plant in Farmington, recreation center in Farmington, location of places for recreation in own community, location of places in own community related to long ago;* part-whole: *money Dick had in bank and money from sale of chickens in relation to total amount needed for the bicycle and to buy more baby chicks, chickens sold by Dick at poultry plant in relation to other chickens sold there by farmers;* cause-effect: *why Dick must know how much it cost to raise his chickens, why Dick must pay back borrowed money, how the motel helped Farmington, why changes in own community have been made, how changes have improved own community.*

Making associations—*Dick's desire for bicycle with improvement of Read Road, improvement of road in Farmington with similar improvements in own community, use of museum objects with those used for same purpose today.*

Making inferences—*why bicycle was a good buy, how family might help Dick with chickens, why so many farmers wanted to sell chickens, where Mr. Workman might sell chickens, how museum would help Farmington, why business has changed in own community.*

Anticipating outcomes—*what might happen if Dick waited for the chickens to get bigger before selling them, how streets and roads in own community might change, how business in Farmington might change.*

Forming and creating sensory images—visual: *activities outside poultry plant, activities at completed 4-H club camp, motel completed, museum objects pictured, objects used in earlier day in own exhibit;* auditory: *rumble of trucks, unloading of crates, talking of people and sound made by crated chickens at the poultry plant, splash of water from diving and rowing, laughter and talk at 4-H club camp;* olfactory: *smells of camp and poultry plant.*

Recognizing emotional reactions and motives—*Dick's reaction to the advertisements in the flyer, Dick's confidence in his 4-H leader, Mr. Workman's pleasure at seeing the Hardys, the changed attitudes of Steve Hardy and Mr. Van toward the Farmington community, feelings of Farmington people about improvements in their community.*

Generalizing—*formulating statements of the understandings growing out of the learning experiences centering around the improvement of living for everyone as a result of changes that have been made.*

Understandings developed: Farmers sell the things that they raise on their farms, and with the money they receive, buy other things that they need. They can only make money when they sell what they raise for more than it cost to raise it. They must sell what they raise at the time when they can get the best price for it. If a person cannot get enough money from what he sells to buy what he needs, he can borrow the needed money, but he must produce more goods to sell in order to pay back the money. Farm boys and girls also earn money by raising things and selling them. A 4-H club leader helps boys and girls raise better animals or do other things better. Advertising helps both the person who wants to sell something and the person who wants to buy something. *The foregoing understandings contribute to the basic understanding that people at all times and in all places provide for the production, exchange, and consumption of goods and services.*

A local community can be improved when the people living in it see changes that need to be made and work together to make these changes. Changes of different kinds improve a local community in different ways and so make living better for everyone in the community. Any improvement in a local community is or has been made only because people have worked hard to bring about a needed change. People who have been against making certain changes often have a different attitude when they see how much their community has been improved by the changes. It is important for a community to look ahead and think about the kinds of changes needed and how these changes can best be brought about. *The foregoing understandings contribute to the basic understanding that people at all times and in all places provide for the creation of new tools and techniques to meet new demands.*

Values and behavior traits emphasized: Doing all that you can to help with improvements which are being made at home or at school. Anticipating need for change and meeting changes constructively. Making every effort to pay back as soon as possible any money which you have borrowed.

ESTABLISHING READINESS

New words: *changes,* sale, price, poultry, leader, cost, only,* dollars, fine,* hurried,* ever,* also, grass,* since,* built, scouts, pond,* else,* great,* deal, wrote*

Begin by saying, "We have learned a *great deal* about Farmington *since* we read the story about the fire. What were Farmington's two big problems? Why did the people start the Community Club? We know that the Community Club got a new road *built*. We *also* know that the club made other *changes*. Which change do you think you would enjoy most?" When someone mentions the 4-H camp, comment, "I suppose every community could do something like that for its boys and girls. There might not be a lake near the community but what other places with water in them might there be?" When *pond* is mentioned, write it on the board. Continue, "I don't suppose the 4-H club was the *only* group that could use the camp. What other groups of girls and boys would enjoy going there?" When *scouts* are suggested, write the word with the others.

Then, say, "What *else* did the Community Club start?" If no one mentions the flyer, ask, "What information could the businessmen put in the flyer that would help the farmers?" Watch for answers such as the following and list the words indicated. "How much things *cost*." "The *price* of things." "What is on *sale*." "That they are having a *dollar* sale."

Continue, "Mr. Hardy was a *leader* in the group that got the new road. What does he raise on his farm?" From the children's answers, develop the meaning of the word *poultry*, and ask, "Where did Mr. Hardy sell his poultry at the time of the fire? Where do you think he sells it now?"

Conclude by saying, "You'll be glad the authors *wrote* these next two stories, for they tell us how all the changes really worked out in Farmington and how the people felt about them. As you read, think about these questions."

1. How do the town and farm people feel about the changes in their local community?

2. Why do they feel as they do?

3. How did the changes make the Farmington local community a better place in which to live?

INTERPRETING THE TEXT

Pages 130-134: Your third-graders will be interested in this story of a boy's efforts to secure a bicycle and should be able to read it without further guidance. After silent reading, use the questions and directions printed in blue on the text to guide the discussion. Conclude with the motivating questions given above.

In the discussion, be sure that the children have a beginning understanding of the economic principles involved in Dick's transactions. Help them apply these principles to business enterprises with which they are familiar.

The reading and discussion of these pages should constitute the work for one day, leaving the following pages for another day.

Pages 135-138: Begin these pages by saying, "Now we'll find out about a few more changes in the Farmington community that were made by the Community Club, and we'll talk about changes in our own community. Read the first paragraph and find out what the Road Committee did that we have not known about." After the paragraph has been read and discussed, guide the reading and discussion of the rest of the page and the following pages.

EXTENDING EXPERIENCES

Investigation: Help your children organize themselves into four committees—each responsible for carrying on one of the following investigations:

1. How streets, roads, or highways have changed since we started going to school.
2. What places for recreation we have, such as ponds, a lake, a recreation center, or a zoo, and how they have been changed or improved.
3. How business has changed since we were babies and what businessmen are doing to get business.
4. What we can see in our community that tells how people lived here long ago.

If a change of importance to your community is being made near your school, take your children to see it. Help the youngsters observe carefully so that they can better understand how this change will improve your community.

Suggest out-of-school trips which your children can take with their parents or other adults to see changes that have recently been made or are being made in your community.

Ask your third-graders to find out what changes people are talking about and think should be made.

Arrange for a committee of children to visit your school principal to find out whether your local community is growing or getting smaller in terms of the number of boys and girls in school.

If there is a museum in or near your community, take your group there to see articles used by people at an earlier time. There may be other things in your community which your children should see and so begin to understand how people lived long before your pupils were born. A log cabin or early home of some other type, a store or other building that has been preserved, or an individual's collection of antiques would serve this purpose.

Resource people: If you have located an adult in your community who is associated with a change which your children can understand, have him explain this change to your youngsters.

Discussion: You will want to talk with your youngsters about *the importance of paying back borrowed money promptly.* You might begin with the experiences of Dick Hardy in borrowing money from his father, but quickly bring the discussion to the children's own experiences. Lead the children to think about how they would feel if someone borrowed money from them and why they would want the money paid back promptly.

After the four committees have completed their investigations, provide a time when all the children can hear and discuss the information secured. Try to help your youngsters understand *that behind the improvements, too frequently taken for granted, lie the efforts of many people who worked to make them possible.*

At another time, discuss the changes in the community which the children as a group or as individuals have observed. Discuss also the

changes which people are talking about and think should be made. Again, at their level, help your youngsters understand *why these changes have been or should be made, how they will benefit the people in their community, and how their success will depend upon the coöperative efforts of many people.*

Discuss with your third-graders specific ways in which they can coöperate in community improvements. Explain that families work together to make changes that will make living better for everyone in the family, that school groups work together in the same way, and that neighborhood groups also try to make changes that will improve living for everyone in the neighborhood. Help your eight- and nine-year-olds see *that they have responsibilities which they can and should assume in helping improve their home and school communities.*

When the committee reports the information regarding the increase or decrease in population, you will want to give the children census figures which you have secured and explain the source of your data. While the numbers in themselves may not be meaningful, many pupils will be interested in the new idea of census reports. You will also want to talk about the reasons that your community is growing larger or smaller.

If your children have visited a museum or other places to view old things, you will want to talk about the things you saw there, how they were used, and what is used for the same purpose today. At this time, you will also want to share with your boys and girls anything of interest which you have found in a history of your community. Out of this discussion should grow plans for an exhibit of "old things" in your classroom.

Bulletin board: Now and throughout the remainder of the year, the children should be encouraged to bring newspaper pictures that tell of changes in your local community or in your county community. These can be mounted on the bulletin board temporarily for all to see and then transferred to a scrapbook titled "Changes in Our Community."

Exhibits: You may want your youngsters to collect and bring to school articles for an exhibit of "old things." This could lead to a variety of valuable teaching-learning experiences centering around living in your community at an earlier time.

Written and pictorial records: Before going on, help your children plan and prepare materials for the classbook, "Exploring Our Community." These materials should include accounts of any trips taken and reports in pictures and words of the things the children have learned about changes in their own community.

Mapping: On the flannel map, the children should indicate with pictures or objects where changes are being made and what these changes are. If you have visited a museum in your community, it should be shown in its correct place on your map. Each child should then show these same items on his individual map.

Books: Your youngsters will be able to gain additional information from the pictures and text in Warren Schloat's *The Wonderful Egg.* Able readers will enjoy *Binkley's Bottleneck* by Stella Rapaport. You will also find pages 80-84, "The Big Sale," in *New Centerville* useful. *Ho Fills the Rice Barrel* by Mary Sherer would be valuable for your youngsters to hear and discuss.

Pictures, films, filmstrips: Use any pictures, films, or filmstrips you have available that show 4-H club activities or a poultry plant or some other plant peculiar to your local community.

IN YOUR LOCAL COMMUNITY

PAGE 139

Here it is suggested that each child make or add to a book about his local community and his county, using the questions on the page as an aid in preparing the material which he will include. Since the questions listed are those which the teaching-learning experiences initiated by this section of *In City, Town, and Country* have equipped the children to answer, they set the goals and at the same time help define the limits of the booklets.

The purpose of the questions and the proposed activity is to help the children recall and organize the understandings which they have recently acquired about their own local community and their county and so help them remember what they have learned.

Thinking abilities promoted: Summarizing and organizing ideas and understandings for the purpose of remembering them.

Values and behavior traits emphasized: Appreciating the value of the ideas contributed by others in planning a group activity. Doing all that you can to help in planning the books about your own community and your county. Appreciating the value to good citizenship of remembering what you have learned about your own local community and your county. Doing the best that you can to make a booklet to help you remember what you have learned.

ESTABLISHING READINESS

New word: *remember**

Before turning to page 139, say, "While we have been reading about the changes the Farmington people made to improve their community, we have learned many things about our own local community. Of all the things we learned, which one do you think is the most interesting?" After a number of children have indicated the items most significant to them, ask, "Why do you think that it is important for the people in any community to *remember* the things they learn about their community?" Develop the understanding *that a good citizen tries always to help make his community better and that to do this he must know as much as possible about that community.* Then, say, "Page 139 suggests something interesting for you to do that will help you remember some of the important things you have learned. As you read the page, think about these questions." (Write on the board.)

1. What plan is suggested?
2. In what different ways can this plan be carried out?

INTERPRETING THE TEXT

Page 139: After this page has been read silently, discuss with the children the plan for making the books. For suggestions for constructing the books, see "Making Written and Pictorial Records" in the Golden Section.

Next, guide the discussion of the page, question by question, helping the children get clearly in mind the information which they will record in their books.

Your next step will be to help your youngsters plan interesting materials which they can use to answer these questions. Since the actual preparation of these materials will require a number of days, on any given day help the children plan only as much work as they can do well in the allotted time. To do this, have the children read a specific question and briefly recall the answer which was previously agreed upon. Then, encourage them to suggest various ways in which the answer can be told or shown.

For example, a statement could be written telling whether the community is getting larger or smaller and what serves as the basis for this information. Using facing pages in the book, the children could make simple contrasting pictures of people and buildings to show growth or decrease in population in the community. The second of these pages would carry some such written generalization as the following: "Our local community is getting larger (or smaller) all the time."

A mere listing of items with a generalizing statement could answer the next question. This would be more interesting, however, if illustrated with simple line drawings. Some children may want to select one specific activity and describe it in words and pictures.

In telling about the improvements of streets or roads in your community or in your county, some children may want to describe the work which they observed, using crayon drawings and simple explanations. If a major improvement is under way, some children may have clipped newspaper pictures telling of this improvement and could include these pictures in their books.

After each question is discussed and a variety of ways for showing the answers suggested, urge the children to prepare the material for their books in the way that each thinks most interesting. You want the books to be informative but, at the same time, individualistic.

Do not allow the questions to limit the content of the books. As you have explored your community, you are certain to have learned of something unique to your community which should be included. The question about what else is being done to improve your community is intended to provide for the recording of just such information.

The children will, no doubt, want to put into their books one or more of the maps which they have used at their desks. If yours is an urban community, the map showing the various neighborhood fire stations might be included. The maps showing the neighborhood business sections of the community would be an interesting addition.

The final sentence directs the children to make a map of their county. The trip to your courthouse and the dramatization on the floor map of your county will provide the basic information needed by your youngsters to make this map. Do not expect exactness of shape or of scale. Just be sure that the county seat is shown and your own community if you do not live in the county seat. This could well be a picture map with labels. A sketch of the courthouse could represent the county seat and other such pictures could represent any parts of the county which the children know about.

ALL TOGETHER

Metropolis, Middletown, and Farmington provide the setting for this section. The content centers around the rôle played by each local community in producing, processing, distributing, exchanging, and consuming materials needed for food, clothing, and shelter. The text then shows the rôles played by transportation and communication in bringing communities together and the ways in which the people of one community enjoy things of beauty in another community.

Throughout the section, the children's attention is focused on their own local community. They are helped to understand what their own community produces, processes, distributes, or exchanges that is needed by people of other communities and similarly what they use, need, and enjoy that must come from other communities. They are also helped to understand specific ways in which transportation and communication are provided in their own and other local communities. The section closes with a map which provides an opportunity for your third-graders to put into use what they have learned about interpreting maps through the use of a key.

Thinking abilities promoted: Grasping the main idea—*the people in every local community depend upon other local communities for many of the things they want, need, and enjoy that their own local community may not provide.*

Forming and creating sensory images—*the sensory images that the children form will depend upon their own direct contacts; children will use the sensory images formed by direct contact to create sensory images of similar places and processes with which they have no direct contacts, including such images as transportation in their own local community at other times.*

Perceiving relationships—place: *where things are raised, processed, produced, and exchanged;* sequential: *raising, processing, producing, exchanging, distributing, and using goods and services; new developments in transportation;* class: *foods, clothing, building materials, means of transportation, means of communication, esthetic experiences;* part-whole: *each step in process as related to whole;* cause-effect: *why communities must depend upon each other for things they want and need.*

Anticipating outcomes—*what would happen if people in one local community could not depend upon other communities for things they need.*

Making associations—*associating materials, processes, and services with places where they are grown, processed or produced, and used; your experiences with various aspects of interdependence.*

Making judgments and drawing conclusions—*determining what your local community produces that others need and those things for which your local community must depend upon others.*

Generalizing—*formulating statements of the understandings growing out of the experiences centering around the interdependence of local communities and the ways in which people's needs for food, clothing, and shelter are met.*

Understandings developed: Everybody needs food, clothing, and shelter. People eat many different kinds of food. Most foods are produced on farms and ranches. People work hard to produce food—either by planting and harvesting crops or by taking care of animals that furnish meat.

After crops are harvested or animals butchered, there is more work that people must do before the food is ready to be eaten. Some foods can be eaten right away; these foods are cleaned, sorted, and packaged. Some foods are changed in such a way that they can be eaten many days or weeks or months later; such foods are canned, dried, or frozen.

In addition to getting food from farms and ranches, people also get materials for clothing from farms and ranches. Parts of some plants, such as cotton, are sent to factories where they are changed into thread, which is then made into clothing. Wool from some animals, such as sheep or goats, is made into thread, which is then made into clothing. Much clothing is also made of leather, which comes from the hides of certain animals.

Most building materials come from mines, quarries, and forests. These materials are sent to mills, plants, and factories where they are changed in various ways to make the things needed for building.

Many people make a living by producing or extracting the raw materials needed for food, clothing, and building. People make a living by working in the mills, plants, and factories where materials are made into goods people need. People make a living by buying and selling different materials and goods.

Many things made in plants, mills, and factories are sent to wholesale houses. From wholesale houses, the goods go to retail stores and other places where people buy them. It is easier for a retailer to buy goods from a wholesaler than it is for him to go to many different producers trying to get all the items he needs.

Many kinds of transportation are necessary to take goods where they are needed and people where they want to go. Many people make a living doing the different kinds of work needed in providing transportation. New and better ways are being invented to take people and goods more swiftly from place to place.

The people in every local community provide some things that the people in their own community and in other communities need or enjoy. People depend upon other local communities for many of the things that they want, need, and enjoy.

People communicate with each other in many different ways. Transportation and communication bring communities together.

Many people make a living by providing music, pictures, books, and other beautiful things that people enjoy.

Many local communities and counties can be shown on one map.

Values and behavior traits emphasized: Appreciating the importance of all kinds of work. Taking pride in the contribution one's own local community makes to other communities. Appreciating the importance of the contributions of other communities in maintaining the standard of living in one's own local community. Appreciating how transportation and communication bring people closer together. Showing respect for any worker with whom one has contact. Exhibiting loyalty to your local community.

SETTING THE STAGE

As you guide your children in reading this section of *In City, Town, and Country,* the children's most significant understandings will be those related to their own local community. So you will set the stage for the development of these understandings in terms of the community in which you teach.

Consider the resources of your own community as the basis for the teaching-learning experiences you plan.

Securing information about your local community

Exploring community resources: As you thoughtfully pursue the questions in the text, you will become increasingly aware of resources within your local community that you can profitably use. For example, there may be a dairy farm or a dairy plant in or near your local community. Your children are consumers of milk and should know where it is produced, where it is processed, and how it is brought to their homes and stores.

Locating resource people: The directions in blue type suggest that the children whose fathers work in a tannery, a shoe factory, or a quarry find out about this work and report to the class. It would be even better if a father could tell the class about his work and answer the children's questions.

Assembling materials

You will find it helpful to assemble at this time the maps, pictures, films, filmstrips, and other material needed for the extending experiences sections of this *Guidebook.*

Maps: Secure a map that shows your own local community and the communities beyond your county line. The picture on pages 140-141 of the text indicates what your map should show. While you may not be able to make a map exactly

to scale, your map should show an area of not more than three or four counties, and the cardinal directions should be indicated. You can use conventional symbols to represent the local communities, highways, railroads, and any natural features.

The children may help in planning and making the base map. See "Introducing 'All Together,'" on page 196 in this *Guidebook* for suggestions. You could then prepare smaller maps of the same area on paper or flannel and duplicate the individual maps that the youngsters will need for use at their desks.

Art supplies: In addition to the usual art supplies, try to have on hand some cement or concrete that the youngsters can use to make paperweights or book ends.

Try to secure some raw wool, a pair of carders, and dyes. See "Extending Experiences" following "Clothes for Many Communities" for detailed description of these materials.

Exhibit materials: Note the materials that you will need in building readiness for the sections on clothing, building materials, and transportation. While the children will help in the collection of these materials, you will want to make your plans well in advance to be certain that the materials are available. As you plan teaching-learning experiences that will help your boys and girls relate the understandings developed by this section of the text to living in their own local community, you will think of additional exhibits that can be of great value.

Pictures, films, filmstrips: Because communities as well as the materials available differ, the *Guidebook* contains no specific suggestions for the use of pictures. However, after reading the text and thinking of its content in relation to your own local community, look for pictures, films, and filmstrips that can be profitably used.

Books: The books listed below will contribute to the understandings emphasized in "All Together." You will want to have as many as possible readily available.

Beskow, Elsa Maartman. *Pelle's New Suit,* New York: Harper & Brothers, 1929. The description of each step in making a suit for a little boy from the shearing of a lamb to carding, spinning, dyeing, and tailoring.

Buchheimer, Naomi. *Let's Go to the Telephone Company,* New York: G. P. Putnam's Sons, 1958. In words and pictures, this book tells what happens the instant one dials a number. It points up the many values of telephone service. For good and advanced readers.

———. *Let's Go to a Television Station,* New York: G. P. Putnam's Sons, 1958. An informative book that takes the reader behind the scenes at a television station. Should lead to an increased appreciation of this modern miracle. For good and advanced readers.

Buehr, Walter. *Trucks and Trucking,* New York: G. P. Putnam's Sons, 1956. Accurate and up-to-date information about the historical and present-day importance of trucks. All kinds of trucks are described as well as the work of the men who drive them. For advanced readers.

Bunce, William. *Freight Train,* New York: G. P. Putnam's Sons, 1954. With brief, factual text and full-color drawings, this book tells of the various kinds of cars making up a typical freight train.

Cooke, David C. *How Automobiles Are Made,* Dodd, Mead and Company, 1957. Pictures and words tell how an automobile is made from the time a new model is designed until it is tested and produced on assembly lines. For advanced readers.

Daly, Kathleen N. *A Little Golden Book of Travel,* New York: Simon and Schuster, Inc., 1956. A brief survey in pictures and simple text of how man has traveled and carried goods from the earliest times until now. Easy reading.

Floethe, Louise Lee. *The Farmer and His Cows,* New York: Charles Scribner's Sons, 1957. Past and present methods of dairy farming are contrasted here in brief text and colorful, informative pictures. For the library table.

Freeman, Lydia. *Don, Pet of the Met,* New York: Viking Press, 1953. A gay picture storybook about a music-loving mouse and a music-hating cat who live in the Metropolitan Opera House. The unexpected climax comes when they meet on the stage during a performance of Mozart's *The Magic Flute.*

Goodspeed, J. M. *Let's Go to a Dairy,* New York: G. P. Putnam's Sons, 1957. Explains the processes involved in the handling of milk and milk products from a dairy farm to a large commercial dairy. For good and advanced readers.

Hanna, Paul R., and Hoyt, Genevieve Anderson. *New Centerville,* Chicago: Scott, Foresman and Company, 1948. The third and fourth sections of this social-studies text describe a trip to a grocer's wholesale house, to a clothing wholesale house, and to a cattle farm.

Hays, Wilma Pitchford. *The Little Horse That Raced a Train,* Boston: Little, Brown and Company, 1959. Lightning, a horse, is trapped on a Colorado mountain top in a snowstorm. Elmer, a young boy, tells the editor of the newspaper about the disaster. Newspapers, radio, and television carry the story. Food is carried to Lightning by helicopter. A good story that will appeal to many third-graders.

Ipcar, Dahlov Zorach. *Ten Big Farms,* New York: Alfred A. Knopf, Inc., 1958. Double-page pictures and brief text describe poultry, fruit, horse, tobacco, dairy, cattle, pig, sheep, and truck farms. The final picture shows a small farm producing a variety of foods and animals. Excellent introduction to different kinds of farming.

Israel, Marion. *Sheep on the Ranch,* La Puente, Calif.: Melmont Publishers, Inc., 1958. A brief account of sheep raising in western states with emphasis upon sheep shearing.

Lacey, Marion. *Picture Book of Musical Instruments,* New York: Lothrop, Lee and Shepard Company, Inc., 1942. Twenty-four instruments are clearly described with a full-page drawing of each.

Liffring, Joan. *Dee and Curtis on a Dairy Farm,* Chicago: Follett Publishing Company, 1957. Excellent photographs and easy-to-read text describe day-by-day living on a Wisconsin dairy farm. The work of the dairy farmer is highlighted as is the making of butter and cheese in nearby factories.

Phillips, Eula Mark. *Chucho: The Boy with the Good Name,* Chicago: Follett Publishing Company, 1957. Chucho's grandmother dies, and he is left with a frail, little brother and the plans his grandmother had made for him to go to a distant relative and become a hat weaver. The long, difficult journey on foot through the mountains provides a wonderful picture of Mexico, the country, the crafts, the ways of living, and the goodness of the people. Read this book to your youngsters.

Posell, Elsa. *The True Book of Transportation,* Chicago: Childrens Press, Inc., 1957. A brief summary of ways of traveling and carrying goods. Easy reading.

Sootin, Laura. *Let's Go to a Farm,* New York: G. P. Putnam's Sons, 1958. Excellent information. Emphasizes the work of the farmer in providing food, particularly milk, vegetables, poultry, and eggs.

———. *Let's Go to a Newspaper,* New York: G. P. Putnam's Sons, 1956. In straightforward, factual style, this book describes the process by which news of the world is made available through the daily paper. For advanced readers.

INTRODUCING "ALL TOGETHER"

Begin by having the children look at the picture on pages 140-141. Tell them that this shows how parts of three counties would look from high up in an airplane. Using the directions printed in blue type, help them identify known features.

Next, ask the youngsters to read page 140 to find out the most important thing it tells about the three communities shown. The discussion should point up the need each community has for the things other communities have. Then, say, "Let's think about these three communities that we have come to know so well. How did the local communities in Metropolis depend upon each other?" Continue, "How did the people on the farms and in Farmington depend upon each other? How did the people in Middletown and in Farmington depend upon each other?"

After discussing these questions, ask, "What are some of the things that we use for which we must depend upon the people in some other community?" As you guide this discussion, build upon the understandings your youngsters have acquired concerning their own and other local communities. For example, if you live in a large city, help the children recall some of the things they learned from reading "Farmington." Or, if yours is a small community, bring out what the children have learned from reading about Metropolis or Middletown.

Then, ask, "From the title, what do you think this section of *In City, Town, and Country* will be about?" Point up the interrelatedness of the three communities. Continue, "As we read about each of the three communities in this picture, we found out certain things about our own local community. Now, we will want to find out how our community depends upon other communities and how others depend upon ours. If we make a map something like this picture to show our own and some other communities not too far away, what towns or cities do you think we should show?"

Conclude by either showing the children the map you have made or by planning with them to make such a map. Then, say, "As we read 'All Together,' we will see how Metropolis, Middletown, and Farmington depend upon each other. But even more important, we'll find out how our own community helps and depends upon other local communities."

PLANNING A NEW DAIRY BARN **PAGES 142-145**

This is the first of three related selections, which describe the production, processing, and consumption of milk and milk products. The purpose of each selection is defined and suggestions are given for establishing readiness and interpreting the text. The extending experiences suggested for the three selections are combined and follow "Dairy Business in the City."

The purpose of "Planning a New Dairy Barn" is twofold. Not only should it help third-graders appreciate the care that goes into planning a modern building, but it should also acquaint them with two types of barns used by dairy farmers.

ESTABLISHING READINESS

New words: *forth,* between, give,* Joe,* agent, met* stall, cup, feed,* drink,* loafing, pasture, cold,* parlor, explained, insurance, company*

Before the children open their books to page 142, say, "Let's think again about the fire at the Carters' farm. You remember how it started things happening that were good for the Farmington community. But, how was the fire bad for the Carter family?" Continue, "Since it was summer, the cows could stay out in the *pasture*. Why do you think Mr. Carter was so eager to get the barn built right away? When we read 'Farmington,' we learned that a Farmington carpenter was going to build the barn. Today, we are going to find out about the different things Mr. Carter did as he planned the new barn. He really had two problems. He had to decide what kind of dairy barn to build, and he had to find out if he had enough money to pay for it.

"As you know, dairy barns aren't all alike. In some barns, each cow has her own *stall* and her own drinking *cup*. Some barns have a place called a *parlor* and a place for *loafing*. How do you suppose those places are used?" After discussion, comment, "We'll see when we read the story."

Then, ask, "If you were going to build a dairy barn, how would you go about deciding what kind to build?" After several suggestions have been made, continue, "Wells County had a farm *agent*." Explain the work of a county farm agent, and add, "Our story will *explain* how the farm agent helped Mr. Carter decide about the kind of barn he was going to build."

Continue, "Let's think for a moment about paying for the barn. Building a dairy barn takes a great deal of money. How would it help Mr. Carter if he carried *insurance* on the barn that burned?" Relate to the children's experiences and as suggestions are made, say, "That's right. The insurance *company* would pay Mr. Carter the amount of money he had the barn insured for. But that might not be enough to pay for a new barn. What could Mr. Carter do then?" Encourage the children to speak freely, and then, say, "We'll see what really happened. When we have read the story, see if you can answer these questions." (Write on the board.)

1. What kind of dairy barn did Mr. Carter decide to build? Why?
2. Name in order the steps Mr. Carter took in planning the new barn.

INTERPRETING THE TEXT

Pages 142-145: Use the questions and directions printed in blue type as a basis for discussion. Since the pictures are so rich in information, take time to explore them with your boys and girls. At the same time, you will be able to introduce the new words from the next selection in a natural and meaningful situation.

For example, as you look at the picture on pages 142-143, comment, "We speak of a flock of chickens. What word can we use to mean a group of cows such as these?" If no one suggests *herd*, do so yourself, and write the word on the board. Then, discuss the number of cows the children can see in the picture. Explain that since a dairy farmer might have a large herd, a number of stalls would be needed. Help the children understand the economy of the milking parlor.

Then, ask, "How do you suppose the watering cups work?" After discussion, comment, "By having watering cups, the cows would always have *plenty* of water to drink. What do you think the cows are eating?" As *hay* is suggested, add the word to your list.

Compare the milking machine on pages 144-145 with the one shown on page 143. Call attention to the *hose* that extends from the machine to the pipes, and ask the children where they think the milk goes. Comment, "Notice how clean everything is *kept* that touches the cows in any way."

Through their study of the pictures and text, make sure your third-graders see *how new tools and techniques have been used both to improve milk production and to lower costs.*

In discussing the questions used to motivate the reading, emphasize the way in which Mr. Carter sought expert advice and considered all aspects of his problem before reaching a final decision.

DAIRY BUSINESS ON THE FARM **PAGES 146-149**

This selection tells of the year-round work of a dairy farmer. It should help children understand that dairy farming is a business and that dairy farmers work hard to supply the milk that people need.

ESTABLISHING READINESS

New words: *brought,* herd, plenty,* cuts,* hay,* green,* silo, kept,* touches,* ribbon, hose*

You will note that many of the new words have been introduced in the discussion of the pictures in the preceding selection.

Before the children open their books to page 146, say, "We know what two buildings Mr. Carter decided to build so that his business would be better. Why do you think he wanted to improve his dairy business?" After a brief discussion, ask, "What do you think Mr. Carter might have to do besides building those new buildings to make money in the dairy business?" When work is suggested, say, "Today we are going to find out about the work on a dairy farm. What different kinds of work do you think Mr. Carter might have to do?" As the children suggest feeding the cows, comment, "Mr. Carter used a *silo* to store some of the feed."

Then, say, "As we read the story today, think about these questions."

1. What different kinds of work do the Carters perform in their dairy business?

2. Why is the Blue *Ribbon* Dairy important to the Carters?

INTERPRETING THE TEXT

Pages 146-149: Begin by having the children examine the picture to see how the buildings are like those shown in the previous selection. Then, have them turn back to pages 100-102 to recall how this place looked immediately after the fire. Throughout the selection, use the pictures to develop and clarify understandings.

In addition to the questions and directions printed in blue type, you may need to make additional explanations as you guide the discussion. Page 147 provides an excellent opportunity to help the children recall what they learned about the conservation of soil and water in Middletown. You might lead them to conjecture how the pond on the Carter farm was formed. As you study the picture on page 149, have the youngsters look again at the picture at the bottom of pages 144-145.

After a discussion of the questions raised to motivate the reading, you might ask, "Why do you think Mr. Carter doesn't bottle and sell his milk to stores and families instead of to the Blue Ribbon Dairy?" A discussion of this question will give added background for the interpretation of the next selection.

DAIRY BUSINESS IN THE CITY

PAGES 150-153

The purpose of this selection is to help third-graders understand how milk is processed in a modern dairy plant and distributed to stores and homes. It emphasizes the interdependence of people living in urban and in rural communities.

ESTABLISHING READINESS

New words: *butter,* ice,* cream,* bottles, sterilized, cartons, heated, cases, loaded, delivery, sent*

If you are not familiar with how milk is processed in dairy plants, you will find the following information helpful.

How milk is processed

In a modern dairy plant, as in all industries, improvements are continuously being made. In all dairy plants, however, the following procedures in the care and processing of milk are of basic importance.

Cleanliness is essential. Not only must the milk and its containers be clean and sanitary, but all equipment as well as the plant itself must be clean.

The floors and walls of the plant are washed daily. Each day, all equipment is cleaned and sterilized, including the tanks in which the milk is brought to the dairy. Every night, all the pipes through which the milk passes are cleaned, sterilized, and reassembled. Since the latter takes much time, some dairy plants now use glass or stainless steel pipes that can be cleaned and sterilized without being taken apart.

Bottles are washed in a machine that operates automatically. In this machine, each bottle is rinsed, soaked, scrubbed, rinsed again, sterilized, and cooled. As the bottles come from the machine, they are inspected painstakingly. Only perfect bottles are allowed to move along a covered conveyer to the bottle-filling machine.

When paper cartons are used as containers for milk, the same amount of care is given to make sure that they are clean and safe. The manufacturers of these fiber containers must comply with regulations formulated by the United States Public Health Service. The cartons are sterilized and waxed with hot paraffin.

Milk arriving at a dairy plant in tank trucks is unloaded through sterile pipes into a temporary storage tank where it is held at a temperature of 34 to 40 degrees Fahrenheit. The milk is weighed and tested. If the milk deviates from standards, it is immediately rejected, and the dairy farm and means of transportation are investigated.

From the storage tank, the milk passes through a machine, called a clarifier, which filters the milk. From the clarifier, the milk flows directly into the pasteurizer, unless it is to be homogenized.

Pasteurization is the most important step in making fresh milk safe to drink. It is a necessary safety measure, even though the milk has been continuously guarded for cleanliness. During this process, the milk is heated to a temperature which kills bacteria. Most cities allow only pasteurized milk to be sold within the city limits. Some counties and states have similar ordinances.

There are two methods of pasteurization. In the short-time, high-temperature method, the milk is heated to 161 degrees Fahrenheit for at least fifteen seconds and emerges cooled to about 35 degrees. The entire process takes only two minutes and is completed in one machine. Such a machine is shown at the right in the picture at the top of page 152 in the textbook.

In the long-time holding method, it is recommended that the milk be heated to 145 degrees Fahrenheit, held at that temperature for not less than thirty minutes, then cooled rapidly to about 35 degrees.

During either method of pasteurization, thermostatic control ensures accuracy. Recording thermometers register time and temperature automatically. At the end of each day, the records are inspected by health officers. In the plant and in city public health laboratories, samples of the milk are tested for effective pasteurization. Experienced workmen supervise the mechanical equipment that pasteurizes milk. Such a worker is shown in the picture on page 152.

Many people prefer homogenized milk, and it is now provided in many communities. The machine at the left in the picture at the top of page 152 is a homogenizer. Milk to be homogenized generally passes through such a machine just before it enters the pasteurizer.

Homogenization is a mechanical process. The milk is heated until it is warm. It is then forced by great pressure through tiny openings. The openings are so tiny that the milk fat or cream is broken up into particles so small that they cannot collect and rise to the top of the milk as cream. The food values of the milk are unchanged, but the milk is uniformly rich.

The picture at the bottom of page 152 shows the machine that automatically bottles the milk and caps the bottles. Notice the hooded conveyer at the right that is bringing the sterile bottles to the filler. As the bottle filler rotates, each bottle is filled with just the right amount of cold milk. The bottle is capped and moves along on the conveyer to the workmen who inspect the bottles and place them in cases. Again on conveyers, the cases of milk are taken to a refrigerated storage room. From this cold room, milkmen load the milk into their delivery trucks.

To establish readiness for "Dairy Business in the City," begin by saying, "Let's think about the milk that you use at home. How many of you go to the store or to the *super market* to buy milk? When you can choose either a *carton* or a *bottle* of milk, which do you take? Why?" After a brief discussion, comment, "In one way it really doesn't make much difference, since the bottles and the cartons are *sterilized* before they are filled with milk. What do we mean when we say that something is sterilized? How have you seen something sterilized at home? That's right.

One way is to *heat* whatever you are sterilizing until it is very hot."

Continue, "I know that some of you have milk delivered to your homes. Where does it come from?" Encourage the children to name the various dairy plants in your local community. Then, ask, "How is the milk *sent* from the dairy plant to your house? When you have looked inside a dairy *delivery* truck, what have you seen?" As the youngsters suggest *cases* of milk, *butter*, and *cream*, add these words to your list. Comment, "It must be a big job to get one of these delivery trucks *loaded*." Then, say, "Everything in a dairy is always kept very cold. Have you ever seen any *ice* in those trucks?" Discuss the methods used by delivery trucks to keep milk and other products cold and why this is important.

Continue, "Even though you buy your milk at a store or a super market, it comes from a dairy. What names of dairy plants have you seen on the cartons or bottles that you buy? What else do you buy at the store that comes from a dairy plant?"

Then, say, "Our story today is about the Blue Ribbon Dairy. Since most dairy plants are a good deal alike, you will learn many things about the dairy from which your milk comes. When we have read the story we will discuss these questions."

1. What happened to the milk from the time it left the Carter milk tank until it was delivered in Farmington?

2. What communities depend upon the Blue Ribbon Dairy?

3. On what communities does the dairy plant depend upon?

INTERPRETING THE TEXT

Pages 150-153: Use the questions and suggestions printed in blue type to guide the discussion of the text and the pictures. Develop the meaning of Blue Ribbon as the award given to the best or the winner in an exhibit or contest. Have the children look at the pictures on pages 150-151 in order to understand that the milk has traveled a long way to get from the Carters' farm to the dairy in Metropolis. Ask how they think the milk is kept "ice cold."

The question on page 151 asking which kind of work is most important should lead the children to conclude that the various kinds of work are equally important. If your youngsters have not noticed the word *pasteurized* on bottle tops or cartons, introduce this word, develop its meaning, and ask the children to look for the word on milk containers at home.

In discussing the questions used to motivate the reading, emphasize the importance of a dairy plant in the processing of milk. Point up the added work that Mr. Carter would have to do if he ran a dairy plant in addition to his dairy farm. Lead the children to answer the final question in terms of specifics so that the children have a clear understanding of the interrelatedness of the three communities.

EXTENDING EXPERIENCES

Investigation: Your primary purpose here is to help your third-graders realize how much work and how many workers are needed to provide milk and dairy products for them. They will then see the rôle played by their own local community in producing, processing, distributing, exchanging, and consuming these important foods. Where your children live and what experiences they have had will determine the investigations they will make.

If yours are rural children, they would profit greatly from visiting a large dairy plant or a butter factory. Urban youngsters would find either of these trips valuable, but they might profit most from a trip to a dairy farm.

If there are dairy farms in or near the local community in which you teach, your children should find out how the milk is collected, where it is sent, and whether any of it returns in any form to be used by people in your community. They should also find out why dairy farming is carried on in their county or area.

If you teach in an urban community, your children should find out where the milk they use is produced. They should also find out where the milk and milk products from the dairy plants in their own community are sent.

Find out what experiences in making butter your youngsters have had. If they have never made butter, now would be a good time. You will need a quart jar and a bottle of cream that parents may be willing to provide. As your third-graders take turns shaking the jar containing the cream, they will be able to see the butter form. Then, they should separate the butter from the buttermilk. After they rinse the butter in cold water, they should press out the excess moisture with a paddle or a spoon. The children will enjoy tasting the butter and buttermilk. Such an experience will help the children begin to understand the processing of other foods.

If yours is a very large local community served by a number of dairy plants, have the children make a collection of cartons or bottle caps. This will help the children realize that a number of dairy plants are needed by the people of a large community.

Regardless of the size of your local community, encourage the youngsters to collect various types of containers used for milk products. Include in the collection only one carton for each product. This will help the children realize how many different things are made from milk.

Resource people: One of your children's parents may drive a dairy truck. Since he works early morning hours, he may be free to tell the children of his work and to answer their questions. Or, you could arrange with the man who delivers milk to your school to talk with your children.

Discussion: Take one period to discuss the importance of milk as a food and the ways in which milk is used. Discuss the rôle of your own local community in the milk industry. Let the children decide if their community produces, processes, or only consumes dairy products. Discuss also the interrelatedness of your own and other local communities in providing milk.

Dramatization: Your local community is a part of a milk shed. On the floor map, the children can use toy milk trucks and delivery trucks to show how milk is picked up at dairy farms, taken to dairy plants, and delivered to nearby towns. Or, they can show on the floor map how milk is brought to the dairy plant in your own local community and delivered to homes and stores. The opportunities for dramatization are many. Make certain that those activities in which your youngsters engage show the true pattern of the production, processing, and distribution of milk in your own local community.

Mapping: Help the children locate correctly dairy plants or dairy farms on your flannel map or base map. Using pictures, they can show tank trucks and delivery trucks enroute to and from dairy plants. If yours is a large community, you may have the children locate the various dairy plants in your community on the map. The children should then record this information on their individual maps.

Written and pictorial records: The materials that your boys and girls prepare for the classbook will depend upon the community in which they live and the experiences that they have had. Help them record their most interesting experiences and their most significant learnings. Make certain that the interrelatedness of their own and other local communities is emphasized.

Books: Try to have on your library table books such as *The Farmer and His Cows* by Louise Lee Floethe, *Let's Go to a Dairy* by J. M. Goodspeed, and *Dee and Curtis on a Dairy Farm* by Joan Liffring. Your children would profit from reading materials provided by the National Dairy Council and similar organizations.

FOOD FOR MANY COMMUNITIES PAGES 154-155

This short selection should help third-graders realize that they depend upon farmers or ranchers to raise the food they eat and upon many other people to process this food and make it available for purchase. Its primary purpose, however, is to lead children to find out about the foods raised or processed in or near their own local community and how food is brought to their community from other places.

ESTABLISHING READINESS

New words: *super market, cattle, pigs,* sheep,* vegetables, fruit, fresh, frozen*

As you will note, the words *super market* were introduced in the previous selection. In order to present the other new words, begin by saying, "We know how important it is to drink milk every day. But, it is just as important for us to eat *fruit, vegetables,* and meat. What vegetables do you like best?" As the children name their favorites, list a few under the word *vegetable.* Then, ask, "What is your favorite fruit?" If a child mentions either a *frozen* fruit or a frozen vegetable, contrast it with *fresh* ones and write the two words on the board. Otherwise, when fruit, such as peaches, are mentioned, ask, "Which do you like better, *fresh* peaches or *frozen* peaches?" After a brief discussion, ask, "If your mother asked you what kind of meat you would like to have for dinner, what would you choose?" When various meats have been mentioned, ask, "What animals are used for meat?" From those named, list *cattle, pigs,* and *sheep.*

Then, say, "Most of the food we eat is produced in the country. What two food products did the Hardys sell?" The children should then recall Steve Hardy's eggs and Dick Hardy's chickens. Continue, "From the pictures of the land around Farmington and Middletown, what foods do you suppose are raised in those communities?" In the discussion, help the children be realistic in their answers. For example, should oranges be suggested, ask, "Did the pictures of Wells County look like pictures of land where oranges grow?"

After some discussion, say, "Today we'll find out what foods are raised in those communities and some things that happen to them. We'll also have some interesting questions to answer about food in our own local community."

INTERPRETING THE TEXT

Pages 154-155: After the children have read page 154 silently, it would be well to discuss this material. In addition to the suggestions printed in blue type, you may want to ask other questions and make explanations. For example, ask why the children think cattle, pigs, sheep, and poultry are raised in Wells County. Help them recall the corn and other grains that Mr. Carter raised to feed his cows; then point out that other animals could eat the same food and could profitably be raised in this community.

Explain briefly how animals are sold and processed. Help the youngsters associate bacon and ham with pigs and other kinds of meats with the right animals.

Guide the reading and discussion of the first half of page 155 by paragraphs. Discuss the action in each picture, and associate it with the text. If the children have seen any of the work described or pictured, be certain to have them tell about it.

The questions in the final three paragraphs are very important. Many youngsters will be unable to answer those in the first and third paragraphs. This discussion, however, will set the stage for securing the needed information.

EXTENDING EXPERIENCES

Investigations: The unanswered questions cited above and your own local community will determine the investigations that your children should make. Children who live in large cities, as well as those in smaller cities and towns, should find out what is raised on farms or ranches near their community that is used for food. If your children live in a fishing area, broaden the question to include fish.

Your boys and girls should also find out about any processing of food that is done in your local community. If grain is made into flour in a flour mill; if vegetables or fruits are canned, frozen, or dried; if honey, maple syrup, or sorghum are processed and packaged; or if fish are frozen or canned in your local community, discuss the processes with your children. Have your pupils find out about such work either as individuals or in class committees. They should also find out how these foods are shipped from the community and where they are sent.

Try to plan for youngsters to see trucks from wholesale markets or from farms delivering goods to stores or super markets. If there is a grocery wholesale house in or near your local community, your children will profit from visiting it. Such a visit provides the background needed to understand any type of wholesaling.

Resource people: Locate someone who can tell your third-graders how the community in which they live produces or processes foods needed by other communities. Ask your grocer to talk with the children about the various sources from which the foods that he sells come, how he orders the foods, and how the foods are shipped to him.

Discussion: At least two discussions are imperative. In one, help the children summarize all the ways in which their own local community helps provide foods needed by other communities. In another, help them list foods for which they must depend upon other communities. In both cases, be certain that they understand why this is so.

Mapping: Two types of mapping may be important here. If food is produced or processed in your local community, you will want your youngsters to locate on the map of your community the place where this work is done. Then, on the map showing various communities, you will want to show how these communities depend upon one another for certain foods. For example, if there is a packing plant in your community, this should be correctly located on the map of the local community.

If hogs are raised in your area, place pictures of hogs at the places where they are raised. Attach pieces of colored yarn to the pictures of the hogs and fasten the other ends to the symbol indicating the community where the packing plant is located. Similarly, place pictures of meat in the communities to which it is shipped with strings going back to the packing plant.

Written and pictorial records: Help the children plan and show through a series of pictures and appropriate captions, the steps in producing, processing, and exchanging foods in their own local community. These pictures can be mounted on the bulletin board or used in the classroom "movie."

The children should prepare materials for the classbook that will show ways in which their community helps provide food for other communities. The youngsters might also list foods they use that are provided by other communities.

Books: A group of your good readers can profitably read sections three and four of *New Centerville* by Paul R. Hanna and Genevieve A. Hoyt. Try to secure *Ten Big Farms* by Dahlov Z. Ipcar and *Let's Go to a Farm* by Laura Sootin for your library table.

CLOTHES FOR MANY COMMUNITIES PAGES 156-159

This selection should cause third-graders to place greater value on the clothes they wear and to appreciate the work of the many people in various communities who have shared in producing and processing the materials for their clothes and in the making, buying, and selling of clothing. It is equally important for the children to see the contribution made by workers in their own local community.

ESTABLISHING READINESS

New words: *tan, leather, soften,* sends, top,* heavy,* wear, wool, yarn, cotton, thread*

If you are not familiar with how leather and shoes are made, you will find the following information helpful.

How leather and shoes are made

America is the largest producer and consumer of leather products in the world. More than 80 per cent of all leather produced goes into the making of shoes. The leather used for shoes, belts, bags, and other familiar items comes from the hides and skins of many different animals—some raised in the United States and some in other countries. Most of these animals, especially cattle and goats, are raised primarily for their meat or milk. Their hides and skins are a by-product.

The pelts of animals come to the tanner in different conditions. When the pelts are fresh from the animal, they are called "green"; when salt has been rubbed on the flesh side, they are "green-salted"; and when the drying has been thorough, they are called "dried" or "dry-salted."

The first step in preparing hides for tanning is to soak the hides. They are then washed until they are clean and soft. This is quickly accomplished with green or green-salted stock by washing it in clear water. If the hides are dry-salted or in a dry condition, they may need to be soaked for several days. It may be necessary to put these hides into a vat where they are pounded to hasten the softening. The picture at the top of page 156 in the textbook shows such a vat with its soak paddles.

When the skins are clean and soft, they are placed between the rollers of the fleshing machine. Sharp knives remove any excess fat and flesh.

In order to obtain the part of the skin that is to become leather, the hair and the epidermis must be removed. First, the hides are soaked in a lime and sodium solution for three or four days. The hides are placed on the dehairing machine where a blunt knife removes the loosened hair and the epidermis. The process is shown in the picture at the bottom of page 156.

The hides are then placed in a solution containing sulfuric acid, common salt, and water. After being in this solution, the hides take on a white appearance and assume a leathery feel. Upon removal from the "pickle," the skins are ready for the actual tanning.

There are two principal tanning methods—vegetable tanning and chrome tanning. An extract from the bark and wood of trees is used in vegetable tanning. This process takes several months. It produces a firm leather that is highly water resistant.

Chemicals are used for chrome tanning. It is a much more rapid process and takes only a few weeks. Chrome tanning shrinks the skin and produces long-wearing, heat-resistant leather. The steps detailed here are those used in chrome tanning.

The pickled skins are placed in a large revolving wooden drum containing a heavy green liquid of chromic salts. The skins are tumbled in this drum for several hours until the green color in the solution disappears, and the skins have taken on a robin's-egg blue. The chrome that remains in the stock is known as chrome tannage. The hides are now leather, and they are washed clean.

Each hide then passes through a machine that cuts the skin to a uniform thickness. The hides are then sent to the color room where they are placed in drums similar to those in which they were tanned. Hot water is added; the drums are set in motion; and a dye solution is put into each drum. In a short time, the leather is taken from the drums.

The dyed leather now goes into an emulsion of oil called "fat liquor." The oil gives the leather life and flexibility. When the skins are taken out of this fat liquor, they are very wrinkled. Wringer-type machines smooth the leather.

The picture at the top of page 157 shows the drying of skins in pasting units. An adhesive is applied in paste form. The skins are slicked out on glass plates where they remain while passing through heat- and humidity-controlled dryers. When the leather is dry, it is trimmed and sorted and sent to other departments to be finished for specific purposes.

The pictures on page 157, below the picture of the truck, show all but two of the steps used in the making of shoes. They are:

1. The upper part of the shoe is carefully cut from leather or fabric with a pattern.
2. A sewing machine stitches the leather or fabric to form the upper part of the shoe.
3. The heavy outer sole of the shoe is cut from heavy leather by means of a metal press that forces the punch through the leather.
4. The light inner sole is cut from thin leather or fabric. This step is not shown.
5. The upper part of the shoe and the inner sole are fitted on a foot-shaped last and sewed together by machine. This step is not shown.

The four pictures appearing horizontally at the bottom of the page should be studied in order, beginning with the one at the left.

6. The heavy, durable outer sole is attached to the shoe by a stitching machine that uses strong thread.
7. A leather, rubber, or composition heel is attached to the shoe by a nailing machine.
8. The shoe goes through a finishing process. In the picture, the leather is being polished or burnished by a machine.
9. Laces are added. The shoes are finished, and they are ready to be packed.

In establishing readiness for "Clothes for Many Communities," it is of primary importance that your children not only have a strong purpose for reading but also have a background knowledge of the tanning processes.

In order to emphasize the value of clothing, use garments from the Lost and Found collection in your school. You will need two woolen garments such as a scarf and a mitten. You will also need a cotton shirt and a leather object such as a shoe, belt, glove, mitten, or purse. The latter you may have to acquire from another source. Have on hand a skein of brightly colored yarn and a spool of cotton thread.

Begin, "When we read today, we are going to answer a few interesting questions about the clothes we *wear*. When I read the questions, I thought about the things that we *send* to the Lost and Found. So often, no one claims the things that are there. I wonder if you have ever stopped to think about how valuable your clothes are.

"I have a few things from the Lost and Found here. Look at this nice *heavy* mitten and this scarf. What do you think they are made of?" When *wool* is suggested, write the word on the board, and say, "They are made of woolen *yarn*." Pass the skein of yarn so that the children can feel it. Discuss with the children the woolen garments that they have seen their mothers or other people knitting and how long it takes to make such articles. Comment, "You can see that woolen things are valuable and yet no one has claimed this mitten and scarf."

After holding up the shirt, say, "There are always quite a few good shirts in the Lost and Found. They aren't made of wool, but they are valuable, too. This one is made of *cotton*." Show the group a spool of thread. Continue, "*Thread* like this was woven to make this shirt. Just think how many pieces of thread would have to be woven together to make a piece of cloth as large as this shirt."

Continue, "And then I found this." Show the leather object. "What is it made of?" Add *leather* to your list. "Leather is very hard to make, and it took a long time to make the leather used in this _____. It is made in a tannery and we say that the people who work there *tan*

leather. We'll find out today what material is used for the production of leather."

Then, ask, "Why do you think so many articles such as these are left unclaimed in the Lost and Found when it has taken so much time and work to make them?" Encourage the children to speak honestly. After a brief discussion, say, "As we read today, you will learn new things about the clothes you wear."

INTERPRETING THE TEXT

Pages 156-159: While your third-graders will be able to read this material with ease, you will deepen their understandings of how shoes are made by guiding the reading and discussion through the use of short units. When a sentence or sentences explain the action in a picture, have the children read the explanation and then discuss the picture.

After reading page 157, have the youngsters examine the shoes they are wearing to see if they are made of leather. If not, try to determine what material has been used. They may need to look at the shoes they have at home and report later whether or not they are made of leather.

The discussion of page 158 will be determined by the location of your community and the experiences of your children. Although you may not live where sheep are raised or cotton is grown, individual children may have had experiences, such as seeing a sheep sheared or cotton picked, that they would like to share with the class.

After reading the first two paragraphs on page 159, the youngsters should be able to answer the question concerning the sequential steps in the processing of wool and making it into garments. Should you teach in an area where cotton is grown or processed, use cotton rather than wool as the basis for this question.

The questions on page 159 constitute the heart of this selection. If you feel that you do not have time to discuss them adequately, reserve them for another day's lesson. When you do use these questions, you may find that the youngsters will need to carry on investigations before the questions in the final four paragraphs can be fully answered.

EXTENDING EXPERIENCES

Investigation: Your own local community will determine your investigations to some degree. You may not feel that the community in which you teach is closely related in any way to the raising, growing, or processing of materials used in making clothing. Yet cattle and sheep are raised in many parts of our nation, even where they may not be the major source of farm income. Small manufacturing companies in many small communities turn out work clothes or other items. In practically every community, a cobbler repairs shoes.

If you find that your community neither raises, grows, processes, nor manufactures materials or clothing, the children should find out where the clothing in their local community comes from. A committee might visit a clothing store and obtain this information by looking at the labels on boxes and cartons.

The children should also look at their own articles of clothing to decide which ones are made from wool, cotton, or leather. The labels on many garments will tell where they are from.

If possible, provide teaching-learning experiences that will enable your boys and girls to understand how a raw material is changed into cloth. Wool is an excellent material with which to experiment. If possible, secure some raw wool. The children should feel it and note the natural oil in the wool as well as the dirt, grass, and the like. They should then wash it, card it, and try to twist it into a string. They should then compare the wool with commercial yarn.

The children would also profit from experimenting with materials found in your own community to see what the early settlers used for dyeing cloth. Materials might include walnut bark, red oak, hickory bark, goldenrod juice mixed with indigo and a little alum, sassafras and barberry bark, the outer skin of onions, red cabbage, beets, and tea.

Using a coarse material such as heavy yarn or narrow strips of cloth sewed together and wound into a ball, your boys and girls could do a little weaving. Handmade looms strung with heavy string can be used. The material woven should then be used for marble bags, bags for jacks, or something of value to the youngsters.

Discussion: Discussion will go hand in hand with your investigations. The questions on page 159 of the text establish the topics that should be discussed. Make certain that in these discussions the children understand why their local community or nearby farms, ranches, and other communities raise, process, manufacture, or sell materials, cloth, or clothing.

Mapping: The mapping experiences provided here would be similar to those related to foods. Always start with fresh maps or remove objects from the flannel map so that the information related to the topic under discussion will stand out clearly.

Bulletin board: Help the children mount an exhibit on a sheet of oaktag to show the steps taken in processing wool. They may include unwashed wool, washed wool, carded wool, the twisted string, small bits of wool dyed with each of the dye materials used, and a sample of woven cloth. Each item should be properly labeled.

Written records: For the classbook, "Exploring Our Community," use pictures and short explanations to tell of different ways in which your own local community provides clothing for other communities and, similarly, for what clothing your community depends on other communities.

Books: Your best source of reading materials at this time may be the pamphlets you secure from companies which process wool, cotton, or leather. "Buying Children's Clothes" on pages 115-121 in *New Centerville* by Paul R. Hanna and Genevieve Anderson Hoyt describes the selection and purchasing of clothing at a wholesale house. *Pelle's New Suit* by Elsa Maartman Beskow explains the steps in changing wool into a boy's suit. *Sheep on the Ranch* by Marion Israel will be interesting to advanced readers.

BUILDING MATERIALS FOR MANY COMMUNITIES PAGES 160-166

This selection should help children become aware of the many different kinds of building materials used in their local community. At the same time, they should begin to understand how and why the people in their own local community produce, distribute, and exchange any of these materials and how they depend upon other communities for many building materials that they need.

ESTABLISHING READINESS

New words: *limestone, rock, cement, concrete, sand,* mixed, wood,* bridges,* those,* steel, bricks,* glass, notice*

If you are not familiar with how cement and concrete are made, you will find the following information helpful.

How cement and concrete are made

The minerals needed in making cement are lime, silica, and alumina. They are used in the following proportions: 60 to 64 per cent lime, 19 to 25 per cent silica, and 5 to 9 per cent alumina.

Lime is obtained from limestone, cement rock, marl, or oyster shells. (Cement rock is a stone, found principally in Pennsylvania, that combines the necessary elements of cement in approximately the right proportions.) Silica and alumina are obtained from clay, shale, cement rock, or the slag from blast furnaces.

The steps taken in producing cement are as follows:

1. Limestone is blasted from quarries, loaded into quarry cars by massive power shovels, and taken to the crusher.

2. Giant crushers reduce the huge rock to pieces about the size of a hen's egg.

3. The rock fragments are again crushed in a hammer mill.

4. The limestone is then mixed with clay, shale, marl, or slag, and the mixture is pulverized. After this final grinding is accomplished, the particles are so fine that 85 per cent of them will pass through a sieve that is fine enough to hold water.

5. The powdered cement is then placed in a kiln that is heated to 3000 degrees Fahrenheit. At this temperature, the powdered stone forms into lava-hot clinkers. The heat produces the chemical and physical changes that give Portland cement its cementing qualities.

6. The clinkers, ranging in size from a pea to a walnut, drop from the kiln and pass through long coolers to storage piles.

7. Before a final grinding, a small amount of gypsum, from 2 to 3 per cent by weight, is added to regulate the hardening of the cement.

8. The cement is then ground twice and the resultant finely ground powder is the finished Portland cement.

9. Some of the cement is sacked by machine, and some is loaded in bulk into freight cars.

Concrete is one of the principal construction materials. The ingredients of concrete are Portland cement, water, fine aggregate (sand or other fine material), and coarse aggregate (gravel, crushed stone, or other material). Mixed with water, the cement forms a paste and is the material which, upon hardening, binds the aggregate particles together to give concrete its strength, durability, and watertightness.

In establishing readiness for "Building Materials for Many Communities," you will find that exhibiting samples of building materials will make the materials more meaningful. Try to obtain a specimen of limestone. Instead of assembling the other materials yourself, enlist the help of a few of your boys who are avid collectors. Ask them if they can bring some of the following materials: a small rock, a chunk of concrete, a bottle of cement or a small bag of ready-mixed cement, a brick, pieces of wood and glass, sand, and something made of steel. The latter may be a discarded piece of an automobile, a kitchen utensil, or a toy. As the materials are brought in, make a large label for each. Just before you are ready to introduce the selection, have the boys arrange the materials so that they can be seen easily.

Begin by saying, "We have learned how communities depend upon each other for food and clothing. We are now going to find out about another important thing that people in every local community need. *Notice* the articles in this exhibit. I'm going to ask the boys who brought these specimens to show us what they brought. Each boy will ask one of you to read the name of his specimen."

As each boy holds up the material for which he was responsible, he should also hold the label so that it can be clearly seen, and he should ask a classmate to read the name. Introduce the limestone specimen later. Your youngsters will thus associate actual materials with the words *rock, sand, cement, wood, concrete, glass, steel, brick.*

Then, say, "These materials are all used for the same purpose. What do you think it is?" One of your group will probably say, "To build houses." Comment, "That's right. These materials are used in building houses, schools, *bridges,* roads, and many other things. Where have you seen sand used in building?" After some discussion, continue, "Even though sand must be *mixed* with something else, it is an important building material."

Then, say, "As we read today, we'll talk about all these materials, how and where they are produced, and how they are used in our local community. But first, we'll find out something new about Middletown. The production of one of these materials is an important business in Middletown. Other communities depend upon Middletown for this material. It requires a great deal of *limestone* rock." Show specimen of limestone. "What do you suppose Middletown makes for other communities?" After several suggestions, say, "Let's see if you are right."

INTERPRETING THE TEXT

Pages 160-166: Before asking the children to open their books to page 160, have them determine what building material is produced in Middletown. If no one knows, ask the children to read the first two paragraphs to find out.

Most third-graders will have little difficulty in reading this selection, but there are many new concepts that you will need to develop through careful discussion. Guide the reading, page by page. For example, the making and use of cement is described in detail. Use this as the basis for helping your youngsters see how a common building material is made from several materials, used in a variety of ways, produced in one community, and sent to many other communities.

Consider each building material as a unit. Discuss the information given, and answer the children's questions. Give major emphasis to the materials produced or processed in or near your own community. In most third grades, it would be wise to use two periods for reading and discussing the entire selection.

You will find many questions in the text that will help the children associate the new understandings with their own experiences. As you use these and the questions in blue type, ask additional questions or make explanations in terms of the maturity of your boys and girls. For example, when you ask the question in blue type on page 160 about the location of the cement plant, you may need to explain that a cement plant is usually located near a supply of limestone.

After talking about the pictures on page 163, ask the children where they would expect a sawmill to be located and why. When you are discussing bricks on page 165, tell your youngsters that a certain kind of clay is needed in order to make good brick. Ask why they think bricks are, or are not, made in or near your local community. With such discussions, you will strengthen the *understanding that industries are usually located near sources of raw materials.*

Your boys and girls will enjoy discussing the questions on page 166. In order to answer some of these questions, they will have to observe building materials used in their homes and in their neighborhood. They will need to find out what building materials are found in or around their local community and what things made from these materials are manufactured in their community. Plan with the youngsters how these needed data may be secured.

EXTENDING EXPERIENCES

Investigations: Make sure that your youngsters discover any way in which building materials are used in their community for the manufacture of needed goods. This need not be limited to large factories. There may be a small establishment that makes concrete bird baths. One man in his woodshop may make doll furniture or toys from wood. Have the children find out where the materials are secured and where and how the finished articles are sold.

Building materials will become more meaningful if your children can experiment with them. They can use ready-mixed cement or concrete to make a paperweight for the library table or book ends for the shelves. If there is a clay quarry near your neighborhood, the children may dig clay, shape it into bricks, and "fire" it in the sun.

Exhibits: Using whatever building materials are produced or used in or near your local community, help the children arrange an exhibit to show what they have learned about them. At the lumberyard, they can secure odds and ends of the types of lumber commonly used in their local community. These pieces can be labeled. If trees used for any of the lumber in the exhibit grow in your neighborhood, make certain that the children are able to identify these trees and associate them with the lumber.

Discussions: The questions on page 166 and the teaching-learning experiences that you provide will serve as a basis for your discussion. In these discussions, emphasize why certain building materials are produced or used in or near your local community or why some must be secured from other communities.

Mapping: The mapping experiences will be similar to those carried on in connection with food or clothing. However, it may be interesting for your children to realize in this mapping that while their local community may not produce any of the materials used in clothing, it does produce some of its needed building materials. On the map of your local community, the youngsters should locate any plants processing building materials or manufacturing articles from these materials.

Written and pictorial records: The children may make a series of pictures to tell of anything that they have observed related to the production or processing of building materials or of the use of these materials in the manufacture of furniture or other articles. Making such pictures will help them recall their experiences and clarify and deepen the understandings acquired.

The materials that they prepare for the classbook, "Exploring Our Community," will depend upon the local community in which they live and the teaching-learning experiences in which they have engaged.

Books: The pamphlets and pictures that you can obtain from companies producing, and selling building materials will be useful on your library table.

TRANSPORTATION BRINGS COMMUNITIES TOGETHER PAGES 167-170

This selection shows the changes in transportation that have taken place since the first settlers came to America. Its purpose is to help eight- and nine-year-olds understand how new tools and techniques have been created to meet changing transportation needs and to help the children realize the importance of transportation in linking their own local community with other communities.

ESTABLISHING READINESS

New words: *transportation, low, automobiles, swiftly, horses**

A few days before you plan to introduce this selection, suggest that the children bring pictures or models of old and new automobiles. Help a committee arrange the pictures on the bulletin board and the models on a table.

After the children have gathered around the exhibit, initiate the discussion by asking, "What do you think is most interesting about our exhibit of *automobiles*?" After various comments have been made, say, "All these automobiles are alike in one way. They have all been used to take people back and forth from one place to another."

Then, ask, "What do you think is the biggest difference between the older automobiles and those we have today?" If someone says that the old cars are higher or that the new cars are lower, ask, "Why do you think the newer cars have been made so *low*?" Someone will probably say that the low cars can go faster. Comment, "I'm certain that is one reason that our cars are much lower than they used to be. They surely can go fast. What one word can we use to say that a car is going very fast?" If no one suggests *swiftly*, introduce the word, discuss its use, and add it to your list of new words. Then, ask, "Why do you think we need automobiles that move *swiftly*?" Encourage discussion.

Conclude by saying, "Of course, automobiles are only one kind of *transportation* that people use. I know that you will be interested in the material that we read today, because it tells about all the kinds of transportation that have been used in our nation since the first settlers came.

What do we mean when we say our nation?" Explain, if necessary, that this is another word that we use to mean the United States.

Then, say, "As we read, think about the ways in which transportation has changed since our nation was first settled and why these changes have taken place."

INTERPRETING THE TEXT

Pages 167-170: Guide the study and discussion page by page. Take time to talk about each picture and to discuss the questions in the text.

The questions and directions printed in blue type focus on change. At times, you may need to make explanations to help the children see how each new invention led to change or came in response to a need. For example, because people had to transport themselves and their goods for long distances over level land and mountains where there were no roads, they devised covered wagons and they used oxen. Take time to help the children understand what those long overland treks entailed. Emphasize the fact that our good roads today are the result of the invention and widespread use of automobiles.

You can profitably spend an entire period discussing the questions on page 170. Most third-graders will need to turn back to earlier sections to note the different means of transportation shown in the three communities.

EXTENDING EXPERIENCES

Investigations: When your youngsters read about transportation in Metropolis, they probably visited the airport, freight yards, or bus station in your local community. They may have observed trucks carrying goods into and out of your local community. They may also have learned how the first settlers came to their community.

Now, the children should find out which kind of transportation is most important to their local community. Such an investigation will focus on the importance of transportation in linking their local community with other communities. If possible, the children should see some of the vehicles used for transportation in earlier days. In almost every local community, there is an antique automobile prized by a collector. Someone may even have a surrey or a sleigh.

Discussion: As you discuss why a particular kind of transportation is most important in your community, land, water, and air use will necessarily come into focus. As you discuss earlier types of transportation, you will have further opportunity to emphasize the ways inventions lead to change or how change comes in response to need. In so far as it is possible for eight- and nine-year-olds, help the children understand the sequential development of transportation.

Mapping: On your floor map showing the various communities in your area, the children should show how people and goods are carried into and out of their own community on railroads, highways, or water. Toy cars, trucks, or freight cars should contain goods that are actually shipped. The children can even devise a way to keep an airplane in the air if they are not content to have it at the airport. Later, on individual maps, symbols can be used to represent these same methods of transportation, with a key to aid in interpretation.

Written and pictorial records: Plan with the children what materials telling about transportation will be needed for the classbook, "Exploring Our Community."

Help your children plan and make a frieze in which they show the sequential development of transportation in our nation. Be certain that each child has a part in making the frieze. In mounting these pictures on the long strip of paper, help the children group together pictures showing similar modes of transportation and so *promote the ability to classify.*

Books: At this time, read to your group *Chucho: The Boy with the Good Name* by Eula M. Phillips. This story telling how a boy made a long journey on foot through the mountains of Mexico will help your third-graders place greater value on our modern means of transportation that they may have been taking for granted.

For your library table, try to have books such as the following: *A Little Golden Book of Travel* by Kathleen N. Daly, *The True Book of Transportation* by Elsa Posell, *Freight Train* by William Bunce, *Trucks and Trucking* by Walter Buehr, and *How Automobiles Are Made* by David C. Cooke.

COMMUNICATION BRINGS COMMUNITIES TOGETHER PAGES 171-174

This selection focuses on significant incidents in the text in which communication has played a major rôle. Its purpose is to make children aware of the various kinds of communication that they and all members of their own community need and use in their daily living, as well as the importance of communication in bringing communities together.

ESTABLISHING READINESS

New words: *communication, idea, means,* reporters, almost,* order, faraway**

The day before you introduce this selection, ask the children to watch and listen to the news report on television.

Begin by asking, "What was most interesting to you in the television news report?" Encourage the children to respond honestly. Then, say, "You've named *almost* everything that I heard on that newscast. We learned about things that were happening in *faraway* places. What different ways did the *reporter* use to get those *ideas* to us?" As the children respond, "talked," "showed pictures," "showed movies of things happening," "had people from other places talk," and "used cartoons to tell about the weather," discuss each suggestion. Then, say, "We could say that he used all these different *means* to give us the news." Ask, "Do you think that newscasts are for entertainment or for educational purposes? Why?" This should lead to an interesting discussion.

Continue, "Television is just one of many ways in which ideas are exchanged. What one word can we use for all the different ways we get and give ideas?" If *communication* is not suggested, introduce the word and add it to your list of new words.

Continue, "We use many different kinds of communication at school. What kind do we use when we *order* our books from the library? What kind does our principal use when he sends messages to our room?" After discussion, say, "We have one of the most interesting parts of our book to read today. After we have finished reading this selection, we will have talked about all the different means of communication that are used in our local community. And then, every-one of you will need to answer this question: What means of communication have I used to tell something to other people?"

INTERPRETING THE TEXT

Pages 171-174: While your third-graders will be familiar with most of the kinds of communication discussed in this selection, their experiences will vary and their understandings may lack clarity and organization.

Every question is designed to bring a certain aspect of communication into focus. Take time to discuss these questions and to examine the pictures carefully.

If every child cannot answer the concluding question on page 174, you will have to plan a way to help the children. For example, you may decide to have each child make a booklet in which he can answer the question with pictures and words.

EXTENDING EXPERIENCES

Investigations: Your boys and girls should find out about the various types of communication used in your local community and the central offices of each type. Have them find the answers to questions such as the following: Where is the central post office located? How does the postman reach his route? How is the mail taken from the central post office to the branch offices? If postal zones are used in your local community, how many are there and what is the approximate boundary of each? Where is the telephone company and the telegraph office? Where are the newspapers published? Are magazines or books published in our community? Where are the radio and television stations? If radio, television, and newspapers come from other communities, where are these communities located? Who, besides the police, uses radio in the community for two-way communication?

This information can be secured by individuals or committees and then reported to the class and discussed by the entire group. Children who have never seen a radio or television broadcast would profit from this experience. If your group has never visited the central post office, now would be an excellent time to do so.

Discussion: As you discuss the various means of communication used, emphasize the unique values of each type and the ways in which communication links your local community with others.

Dramatization: You will see innumerable opportunities for dramatization to clarify and deepen understandings. If the youngsters visit a broadcasting studio, they can best recall what they have observed through "acting it out."

Because eight- and nine-year-olds have lived all their lives in a world of rapid communication, you could use dramatization to help them understand the difference that communication makes in today's world. Station children at several points in the room to represent different local communities. A small group can then plan a news item of importance for all the communities. One child could pretend that he is on horseback and go from child to child telling his news, while another child times him. Another child could pretend to announce the news on radio, while a child times him.

If you read *The Fourth of July Story* to your youngsters while they were studying "Metropolis," help them recall how long it took to inform the people in the thirteen colonies about the Declaration of Independence. Ask how soon people all over the United States would know of such an important happening today. Discuss the different means of communication that would now be used to provide this information.

Mapping: Have the children locate on the map of their local community the headquarters for the various types of communication. If postal zones are used, these should be indicated and numbered.

On the map showing various communities, the children should locate the places from which radio or television programs or newspapers come to their local community. If the telephone service center is in a nearby community, that should also be shown. The children should then record this information on their individual maps.

Written and pictorial records: The material prepared for the classbook, "Exploring Our Community," will depend upon the investigations concerning communication that the children make.

Books: For your library table, try to have books such as the following: *Let's Go to the Telephone Company* and *Let's Go to a Television Station* by Naomi Buchheimer, *Let's Go to a Newspaper* by Laura Sootin, and *The Little Horse That Raced a Train* by Wilma Hays.

THE METROPOLIS ORCHESTRA COMES TO MIDDLETOWN
BEAUTIFUL THINGS FOR MANY COMMUNITIES PAGES 175-182

This selection and the accompanying study pages should lead third-graders to think about the many things they enjoy that are provided by people living in other communities. At the same time, they should become aware of the things in their own local community that provide enjoyment for people living in other places.

ESTABLISHING READINESS

New words: *band, trumpet, violin, age, manager, auditorium, recordings, clapped, front,* smiled,* authors, artists*

Begin by asking, "Whom have we gotten to know in Metropolis, Middletown, and Farmington this year?" After several people have been named, ask, "How have the *authors* and *artists* who made *In City, Town, and Country* helped us feel as if we really know these characters?" The discussion should bring out that the author tells in words what a person says, does, and feels, and the artist shows through pictures how the person looks, feels, and does certain things.

Then, say, "Today we are going to read a story about several people whom we already know. Turn to page 20 in your books and you'll see two of them." When the page has been found, ask, "Who are these men? How do they make a living? What instrument does Mr. Atwill play?" Write *trumpet* on the board. "What instrument do you think Mr. Morely has in the case he is carrying?" Write *violin* on the board.

Continue, "Where did this orchestra give its concerts? Of course, people paid to hear the concerts, but I'm certain they did something else that meant a great deal to the players in the orchestra. When you hear an orchestra or *band* play, hear someone sing, or see a play, how can you show the performers that you enjoy what they have done?" As *clap* and *smile* are suggested, add these words to your list.

Continue, "Many people heard the Metropolis Orchestra play and yet did not go to the concert hall. How could they do this?" The children will probably suggest television and radio. If *recordings* are not suggested, introduce this word and relate it to the children's experiences. Then, say, "In one way, an orchestra is like a ball team. It has a *manager*. What work do you think the manager of the Metropolis Orchestra might do?"

After a brief discussion, comment, "In our story today, the manager arranges for the orchestra to play for some boys and girls. Some of them are just about your *age*. This time the concert is given in an *auditorium*. Where do you suppose the auditorium is? We'll find out when we read the story. As we read today, think about these questions."

1. Who do you think enjoyed the concert the most?
2. How did the concert bring communities together?

INTERPRETING THE TEXT

Pages 175-180: Before the children begin reading, discuss the meaning of the title. The entire story should be read silently. The directions and questions in blue type can then be used to guide the discussion. Use the pictures to help the children *form sensory images related to the concert.*

The experiences of your youngsters will determine the explanations you will need to make. In response to the first question on page 176, make clear that the two most important things leading to the children's concert were the fact that Mr. Gates had a new idea and that many people worked together to get this idea into action.

To answer the first question in blue type on page 177, the children may need to turn to the map of Wells County. Conclude the lesson by discussing the motivating questions. There is no one answer to the first question. The orchestra players may have enjoyed the concert most, for they had an eager and attentive audience. The manager, Mr. Gates, Mrs. Green, and Mr. Howland enjoyed seeing the happy results of their efforts. The teachers who had helped the children become familiar with the music must have enjoyed the reactions of the children and the orchestra players. If your boys and girls want to center the discussion around the enjoyment of John and Andy, interject the ideas indicated above.

Pages 181-182: Begin by saying, "The selection, 'Beautiful Things for Many Communities,' on pages 181-182 tells us about other ways in which the people in one local community can provide enjoyment for people who live in other places. Let's see what they are." The children may want to read the two pages silently.

Guide the discussion by sections. Associate the first section about the art museum with the children's own experiences. If such background experience is lacking, tell the youngsters about art museums that you have visited, emphasizing those aspects of particular interest to your boys and girls. Explain that most of the paintings and other art objects in an art museum were not made by the people who live in the community but by people from all parts of the world.

Begin discussing the second section by commenting on the pictures that the schools in Farmington can borrow. If it is possible for people in your local community to borrow pictures, explain the procedures. Tell the children about any pictures or other art objects in your school and plan to go see them.

Page 182 describes a Book Fair that is typical of those held annually in many cities in the United States. If you teach in a city where such a Book Fair is held, make certain that your children know about it and have sufficient interest and curiosity to want to attend it the following year. In many communities, similar activities are sponsored by the public library either during Book Week or at another time.

You will want to allow ample time for discussing the concluding questions on page 182. During the discussion, make comments and raise questions that will lead to investigations. Almost all your children will have gone to another community to see and enjoy something. Most third-graders will know of at least one thing coming from another community that they and their families have enjoyed.

Give particular attention to helping your youngsters realize that there are beautiful things in their own community that people come to see and enjoy. You may not have an art museum. Your community may not hold a Book Fair. But, tourists may visit your community to see other things. They may come to see the fall colors, lilacs, crab apples or other flowering shrubs in the spring, or there may be a historic stone bridge over a winding stream in your community.

EXTENDING EXPERIENCES

Investigation: The discussion of the questions on page 182 will determine the children's investigations. Should you live in or near a city where a book festival for boys and girls is held in the spring, urge your youngsters to have their parents take them to see it. Wherever you live, help the children appreciate those things in their own local community that give pleasure to other people.

Mapping: You will think of interesting ways in which your third-graders can show, both on the map of their local community and the map showing several communities, the understandings developed here.

Books: Your more mature youngsters or those who play musical instruments will enjoy *Picture Book of Musical Instruments* by Marion Lacey. All your third-graders will enjoy hearing you read and, then, looking at the pictures in *Don, Pet of the Met* by Lydia Freeman.

USING WHAT YOU KNOW PAGE 183

The purpose of the material on this page is to provide an opportunity for your third-graders to put into use all they have learned about interpreting maps by means of a key.

ESTABLISHING READINESS

Before turning to page 183, say, "We have learned many things about maps this year. What has been most interesting to you?" Give particular emphasis to those suggestions that relate to the map work in which the children are about to engage. Then, say, "Today, we will use a map in a different way. Let's turn to page 183 and see what our book tells us to do."

INTERPRETING THE TEXT

Page 183: Begin by discussing the title. If you have a group of third-graders who can use the directions on this page successfully without further guidance, ask them to read to find out what they are to do. Then, plan with them how and when their questions will be exchanged.

In most third grades, however, you should guide the reading and discussion of the directions in the following manner. After the first direction has been read, discuss the features of the map. In response to the second direction, encourage the children to suggest a variety of names for the map. Point out that each child should select the name that he thinks is best. Be certain that the third sentence is clearly understood by asking, "What are some things that your keys might include?" Again, encourage variety. In the next sentence, make clear that the questions each child asks must be answerable in terms of the key he has made. Plan with the children how and when the questions will be exchanged. You may want the children to prepare the key and questions at this time and wait until another period to exchange them.

It is imperative that each child obtains satisfaction from his work. While the youngsters make the keys and write the questions, give needed help to those for whom you feel this map work may be difficult.

IN YOUR LOCAL COMMUNITY

The purpose of this section of *In City, Town, and Country* is to help third-graders clarify and organize the many understandings about their own local community that they have acquired throughout the year. These understandings include the ways in which the basic human activities are carried on by the people of their own local community; how the land, water, and weather of the community affect these activities; how their local community contributes to and depends upon other communities; and how their local community has changed since the time of its settlement. The section closes with a map of the United States on which the children are helped to locate their own community.

Thinking abilities promoted: All thinking abilities used throughout the year are called into play with special emphasis upon organizing and summarizing for the purpose of remembering.

Values and behavior traits emphasized: The opportunity is provided to emphasize those values and behavior traits underlying responsible citizenship.

ESTABLISHING READINESS

New words: *mountains, nation, production, produce, education*

Since all the new words listed above have been introduced in the preceding sections, begin by having the children turn to page 184 in the text, read the title, and compare it with the name of the book. Then, say, "On this page, you will find many of the things we have learned about our community. Read the page and see what they are."



After the page has been read and the topics named, ask, "What is the purpose of this part of our book?" When the question has been answered, ask the children to glance through pages 185-195 to see in what ways they will be *helped to organize all that they have learned so that they can remember it and use it.* At this time, your third-graders should note only the headings, the lists of questions, and the map.

Then, say, "As I read this part of our book, I had a good idea. At the beginning of the year, I showed *In City, Town, and Country* to your parents and told them some of the things we would do in our social-studies work. All year long, your parents have helped us in many ways. I wondered if we could have a meeting and tell and show your parents the things we have actually learned about our local community. What would you think of such a plan?" Discuss the plan.

Continue, "This is the way I thought we could get ready for the meeting. We should discuss the questions in our books so that we can get all our ideas together. That will take a number of days. Then, when we are through, we could divide into committees with each committee responsible for one topic." Name a few of the headings as they appear in the text. "The committees would have a few days to work out ways to tell what we have learned. Then, we would have the meeting." Discuss the meeting.

You may prefer inviting the fourth-grade class rather than the parents. The important point is for the children to have a real purpose for discussing the questions in the text.

INTERPRETING THE TEXT

Pages 184-195: Each day, complete the discussion of the topic or topics that you have selected for that day's work. The time needed for each discussion will depend to some extent upon the community in which your children live. No more than two topics, however, should probably be discussed during any one period.

Try to vary the ways in which you guide these discussions, using the materials you have at hand. For example, as the weather is discussed, the children should refer to the weather record that they have been keeping. When you discuss people who have come to your community from another nation, have the classbook, "Exploring Our Community," open to the section concerning parades and festivals.

You are certain to have many things in your classroom that will help the youngsters recall what they have learned—the frieze telling of the development of transportation, the exhibits of building materials and of the results of experiments with dyes, the scrapbook of clippings telling of happenings in your local community, maps showing the relationship of your community to others. These same materials can be used advantageously as the committees tell parents or others what they now know about their local community.

On page 191, all the children should discuss what they would tell if they were writing a history of their community. You may want each child to do this. Or, you may leave the actual writing up to the committee responsible for this topic.

Every child, however, should individually carry out the map work on pages 192-195. You will probably need to guide the reading of these pages. A small committee should then follow the same steps in presenting these map learnings to the parents. The maps made by the children would need to be larger and a wall map of the United States should be used.

EXTENDING EXPERIENCES

As you prepare for the meeting with the parents, organize the committees in terms of the children's interests wherever possible. Then, work with the youngsters in each committee to make certain that they (1) select the most important understandings, (2) present them in an interesting way, (3) plan carefully so that only five minutes is needed for each presentation.

YOUR RECORD OF LEARNING EXPERIENCES

YOUR RECORD OF LEARNING EXPERIENCES

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 68 67 66 65 64 63 62

In City, Town, and Country

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Dear Boys and Girls,

Last year, you learned how people live in your own neighborhood and in other kinds of neighborhoods.

This year, you will learn how people live in your local community and in other kinds of local communities.

Your own neighborhood and all the other neighborhoods in your city or town make up your local community.

If there are farms around your town, and the children who live on these farms go to school in your town, then your town and these farms make up your local community.

In City, Town, and Country tells about three kinds of local communities.

Metropolis is a very, very big city with smaller cities and towns around it. All the neighborhoods in Metropolis make up a big city local community. Each smaller city and town around Metropolis is a local community made up of the neighborhoods in that city or town. If you live in a very big city, you will start your year's work with "Metropolis."

Middletown is a big town. Some people call it a city, but it is not as big as the city of Metropolis. All the neighborhoods in Middletown make up the local community of Middletown. If you live in this kind of local community, you will start your year's work with "Middletown."

Farmington is a small town with farms around it. The children who live on these farms all go to school in Farmington. The town and the farms together make up the Farmington local community. If you live in a local community like this, you will start your year's work with "Farmington."

After you read about the local community most like your own, you should read about the other two communities.

All this time, you will be learning more and more about your own local community. You will learn some ways that all local communities depend on one another.

Next, you should read "All Together." Here you will learn more ways that local communities depend on one another.

Last, read "In Your Local Community."

The Writers of This Book

See *Guidebook* for detailed lesson plans.

Metropolis

Metropolis is a very big city. Many, many people live there.

There are many stores, factories, and big buildings where people go to work.

Every year, more people come to Metropolis to live. More and more apartment houses and other buildings are going up.

There are more and more cars and buses and trucks on the busy streets. There are more airplanes, trains, and boats going in and out of the city.

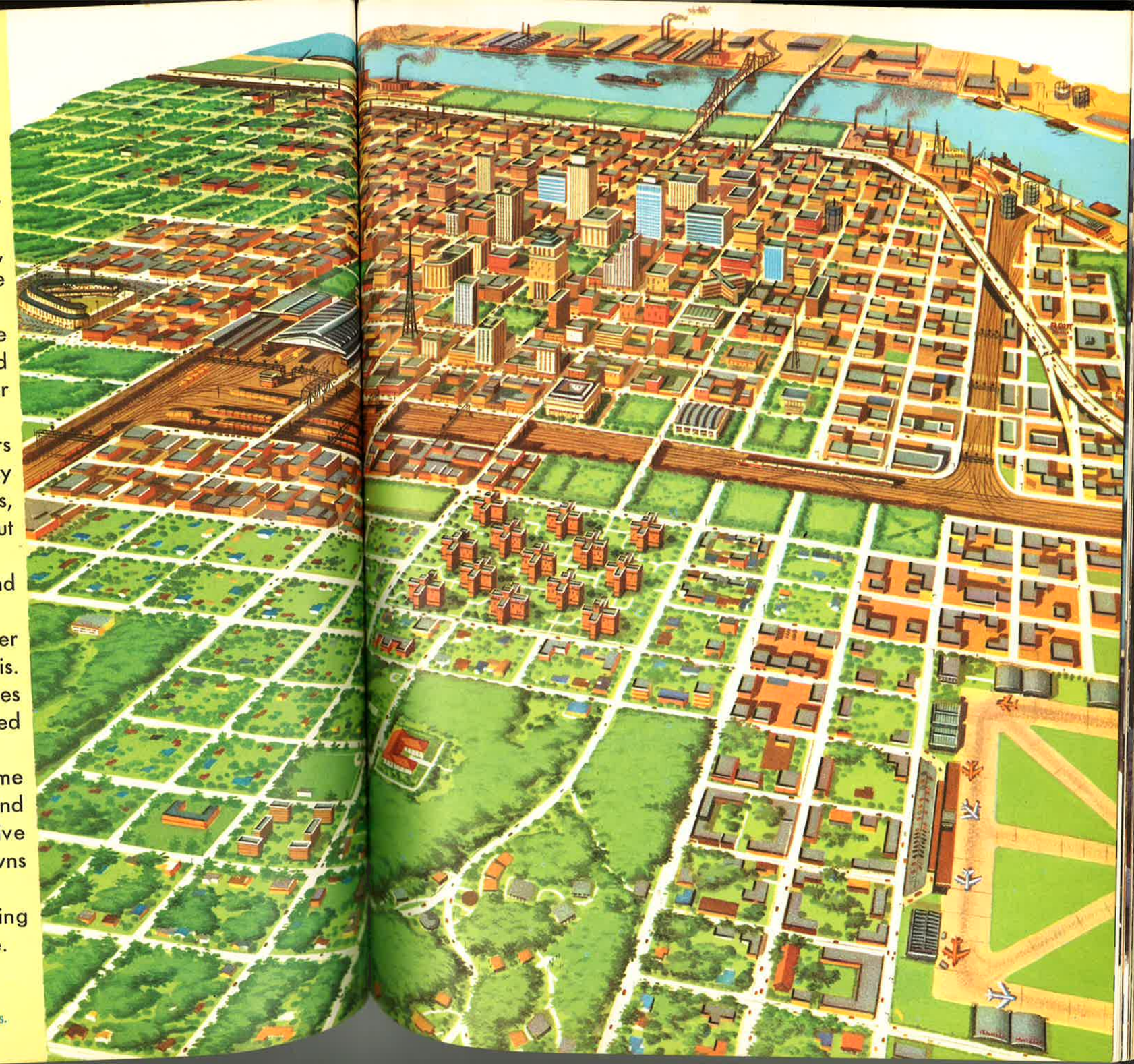
Metropolis is getting bigger and changing all the time.

There are towns and smaller cities around the city of Metropolis. Metropolis and these smaller cities and towns all together are called Greater Metropolis.

Every year, more people come to live in these smaller cities and towns. Many of the people who live in these smaller cities and towns work in Metropolis.

Greater Metropolis is changing and getting bigger all the time.

Clarify meaning of Greater Metropolis.





Calling All Cars

Identify characters and setting, discuss title and establish purpose for reading. See *Guidebook*.

It was concert night in Metropolis.

Mr. David Morely was in the orchestra. All year long, he and the other players had worked to get ready for their concerts.

Some of the players lived in Metropolis. Some of the players lived in cities and towns around Metropolis. The Morelys lived in a town called Fairfield.

Relate concert to children's experiences.

When the concert was over, Mrs. Morely said, "Let's stay right here, Carol. It will be some time before your father is ready to go home."

At last Mr. Morely came.

"Come on," he said. "Let's get the car. It will take a long time to get home."

"Why did Mr. Morely think it would take a long time to get home?"

But he did not know how long it would take to get to Fairfield that night.

"How do you think the Morelys feel?"
"What do you see on the street that has been put there to protect people and property?"
"Why had it been so hard to find a place to park?"

As the Morelys walked through the door of the concert hall, Mr. Morely asked, "Where did you park the car, Susan?"

"I had to park it way down the street," said Mrs. Morely. "Every parking place near the concert hall was taken and every parking lot was full."

The Morelys talked about the concert as they walked down the street. When they came to the place where Mrs. Morely had parked the car, she said, "Where is our car? I know I parked it right here near the street light."

"Oh, Susan, think again," Mr. Morely said. "All places look the same at night."

"I know I parked the car right by this light," Mrs. Morely said. "David, someone must have taken it! Call a policeman!"

Mr. Morely looked all around, but there was not a policeman to be seen.

"Oh, David! What will we do?" asked Mrs. Morely. "How will we get home?"



"What did the police use to send messages to another? Why?"



Just then a police car came down the street with two policemen in it.

"Stop! Stop!" Mr. Morely called. He told the policemen about his missing car. He told them the color, make, year, and number. He told them his name, where he lived, and his telephone number.

Right away the police got to work. One of the policemen called Metropolis Police Headquarters. He told the man at Police Headquarters about the Morelys' car.

Soon policemen in their cars all over Greater Metropolis heard "Calling all cars! Calling all cars!"

They listened to a man at headquarters tell about the Morelys' missing car.

Out on the highways, policemen in their cars listened to the call, too.

Before long, policemen all over Greater Metropolis were on the lookout for a blue car with the Morelys' number.





"Tell in order the things that happened from the time Mr. Morely stopped the police car until policemen all over Greater Metropolis were on the lookout for the missing car."

"How do you know that the police were doing their work well?"
"What do you suppose the police thought when they saw the blue car drive up and stop?"
"How do you think the driver of the car feels?"

While all this was happening, the three Morelys were going home on the train. But back in Metropolis, near the concert hall, two Metropolis policemen saw a blue car drive up and stop. The driver parked near where Mrs. Morely had parked.

The two policemen looked at the number. This was the Morelys' car all right! The policemen jumped out and ran over to the Morelys' car.

One of them asked, "What's going on here? We have a call out on this car!"

"I am not surprised," said the driver of the car. "My name is Mike Fellers. The funniest thing just happened to me. We came to the concert and I parked over on the next street by a light. After the concert, we got in what we thought was our car and started home.

"We were nearly home when my girl Linda asked for a doll she had left in the car. When we looked for the doll and other toys, I saw right away that this was not my car. So I turned around and came back here as fast as I could."



"What do you suppose the police thought when Mr. Fellers first told them his story?"

"How is this picture like the one on page 9? Different?"
"How did the policemen help Mr. Fellers?"
"What advice did they give him?"

One of the policemen said, "The owners of this car had to go home on the train."

"I would like to tell them how I feel about what I did," said Mr. Fellers.

"You can," said the other policeman. "But now, let's go and look at the blue car like this one parked on the next street and see if it's yours."

The policemen went with Mr. Fellers and his family to look at the other car. It was Mr. Fellers' car!

"How did you start Mr. Morely's car?" one of the policemen asked.

"The same key must start two cars," Mr. Fellers said. "I sell cars in Garden City. I know that once in a while the same key will start two cars."

"Yes, I have heard of that. But next time, look at the number and be sure the car is yours. You just missed getting picked up," said the other policeman.

After the Fellers family started home, one of the policemen telephoned Police Headquarters. He said that the Morelys' car was found. Then he called the police garage and asked to have a truck come and pick up the Morelys' car.



"What three things caused Mr. Fellers to take the Morely car by mistake?"

Compare actual key incident with children's conjectures before reading.

"Why did the policemen tell Police Headquarters that the Morely car had been found?"
"Why did they take the car to the police garage?"



"How do the Morelys feel in each picture? Why?"

By this time, the Morelys were in Fairfield. At this time of night, there were no buses running, so they started the long walk home.

As the Morelys opened the door to their house, the telephone rang.

Mr. Morely ran and answered it. He listened as a man at Police Headquarters told him what had happened to his car.

Mr. Morely told Mrs. Morely and Carol the good news right away.

"I'm glad we have our car back," said Mrs. Morely. "The Metropolis police work very fast, don't they?"

"Yes, Susan, Metropolis has good police protection," said Mr. Morely. "We have found that out tonight!"

"Why are suburban trains needed in Greater Metropolis?"



"How did the police help the Morelys?"
"How well do you think the police would handle other problems in Metropolis? Why?"

Guide the reading and discussion paragraph by paragraph.

Protecting People And Property

Metropolis provides a great many kinds of protection for the people who live there.

The city provides good police and fire protection for every neighborhood. When there is a big fire, fire trucks and firemen from many neighborhoods come to put out the fire.

Policemen, firemen, and many other city workers in Metropolis work day and night to protect people and property.

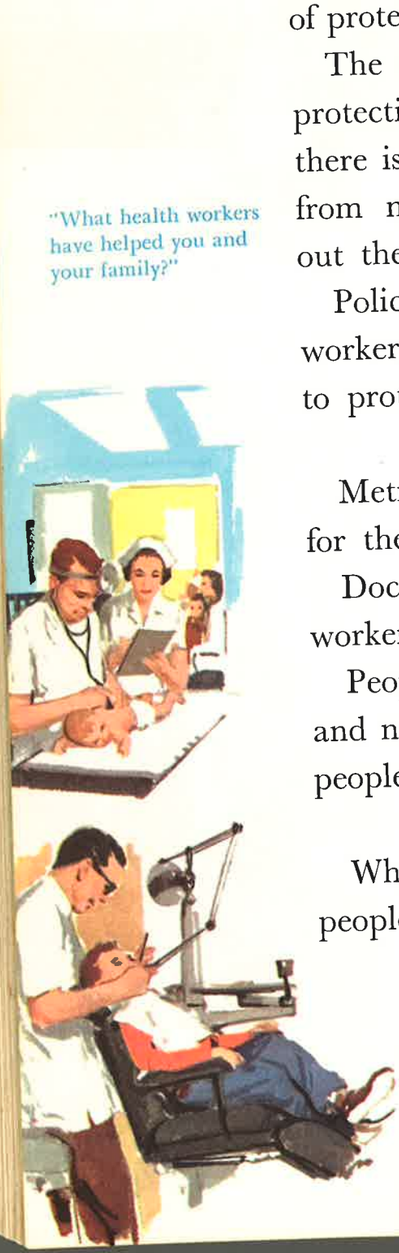
"What health workers have helped you and your family?"

Metropolis provides health protection for the people who live there.

Doctors, nurses, and many other health workers help keep people well.

People in the big hospitals work day and night trying to find new ways to keep people well.

What kinds of health protection are the people in the pictures providing?









"What kinds of work shown in the pictures have you seen people in our community do?"

Men and machines are at work all year long keeping the many streets clean.

All year long, men and machines are at work taking garbage and paper away from homes and other buildings.



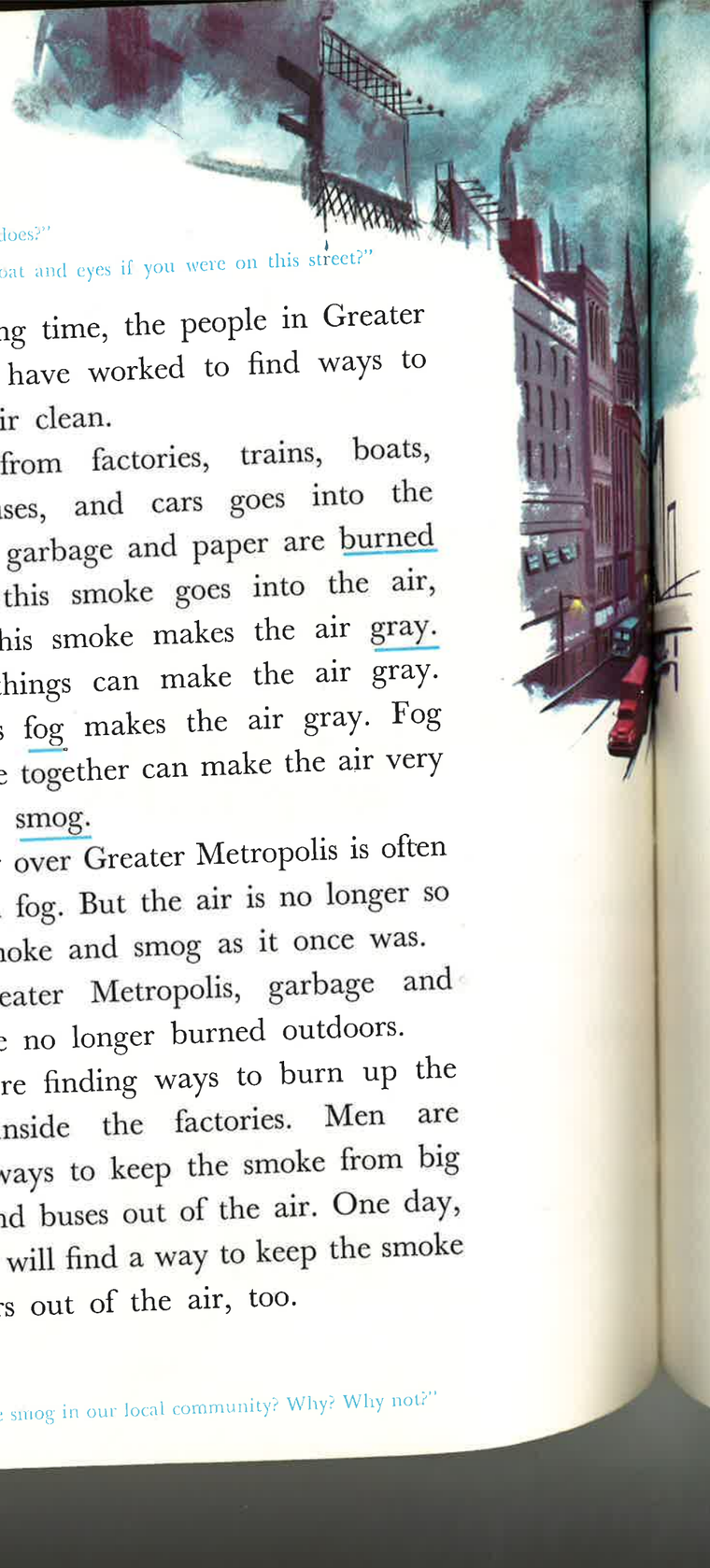


Metropolis provides many other services that help keep the city clean and safe.

How do the services shown here help?

"In what other ways have you seen people working to make our community clean and safe?"





"What makes this street look as it does?"

"How would smog affect your throat and eyes if you were on this street?"

For a long time, the people in Greater Metropolis have worked to find ways to keep the air clean.

Smoke from factories, trains, boats, trucks, buses, and cars goes into the air. When garbage and paper are burned outdoors, this smoke goes into the air, too. All this smoke makes the air gray.

Other things can make the air gray. Sometimes fog makes the air gray. Fog and smoke together can make the air very gray with smog.

"Why would people want to get rid of smog?"

The air over Greater Metropolis is often gray with fog. But the air is no longer so full of smoke and smog as it once was.

"What different things are people doing to get rid of smog?"

In Greater Metropolis, garbage and paper are no longer burned outdoors.

Men are finding ways to burn up the smoke inside the factories. Men are finding ways to keep the smoke from big trucks and buses out of the air. One day, someone will find a way to keep the smoke from cars out of the air, too.

"Do we have smog in our local community? Why? Why not?"

"What kinds of protection does each town and city in Greater Metropolis provide?"

Each town and city in Greater Metropolis provides police and fire protection for all the people who live there. Each has a Police Headquarters and one or more firehouses.

There are health workers in each town and city. In each, many people work to keep streets and buildings clean.

But all the local communities in Greater Metropolis work together in many ways.

The Metropolis police found the Morelys' car. But police in other parts of Greater Metropolis were looking for it, too.

When there is a big fire in one part of Greater Metropolis, firemen and fire trucks from other parts come to help.

All the cities and towns in Greater Metropolis are working together on the smog problem.

How do the police, fire, and health protection provided in your community help you?

What is done in your local community to keep it clean?

What can you do to help make it a safer, cleaner, and healthier community for all?

See "Extending Experiences" in *Guidebook*.

"How do the local communities in Greater Metropolis work together to protect people and property?"

Establish purpose for reading. See *Guidebook*.

"What part of the picture on pages 6-7 is shown here?" "How are the two pictures alike? Different? Why?"

The Metropolis Business Center

There are many business centers in Greater Metropolis. There is a main business center and smaller neighborhood business centers in each city and town.

"Why does Greater Metropolis have so many business centers?" "Name a town in Greater Metropolis that would have a main business center."

The main business center in Metropolis is the biggest one in Greater Metropolis.

As you look at the picture, you will see many, many big buildings. There are offices and stores in many of these big buildings. There are banks in others.

"Find one hotel." "Why do you suppose it has that name?"

There are big hotels and eating places on nearly every street and big garages near many of the hotels.



"Why are the City Hall, Police Headquarters, and other government buildings located in the main business center of Metropolis?" "Why is the main business center in Metropolis so large?"

The concert hall and the moving-picture houses are in this part of Metropolis.

Find the concert hall. Find the radio and TV stations.

Discuss local government and kinds of workers needed. See "Extending Experiences."

Find the telephone building and the post office.

Now, find the new Police Headquarters and the Metropolis City Hall.

As you look at each of these buildings, think about the work that people would be doing there. In which buildings would you find people at work for the city government? What kinds of services would their work provide?

How is this business center like the main business center in your community?



Identify characters and setting.

"What do you think the title means?"
"When is traffic heaviest in our community? Why?"
Establish purposes for reading.



Five O'Clock Traffic

Have four children read orally conversation of characters.

David Morely was at work at the concert hall. He and the other players in the orchestra were getting ready for the next concert.

"May I ride home with you, David?" Dick Atwill asked.

"I would be glad to take you home," said Mr. Morely. "But I have to go to the police garage to get my car." Then he told Mr. Atwill what had happened.

Just then a girl called, "Mr. Morely! Telephone!"

Mrs. Morely was calling. She asked, "Did you get the car, David?"

"I'm going to get it right now," answered Mr. Morely.

"Why did Mrs. Morely telephone?"

"You will have to hurry," Mrs. Morely said. "This is the night of Carol's play at school. You know how she will feel if you don't get home in time to see it."

"I will be there," said Mr. Morely. "It shouldn't take me long to pick up the car."

"Why did Mr. Morely think it wouldn't take him much longer than usual to get home?"

"Why was the traffic so heavy in the Metropolis business center?"
"What in the picture shows that the traffic is heavy?"
"What sounds do you think Mr. Morely could hear?"
"Why did Mr. Morely's trip to the garage take longer than he thought it would?"

Mr. Morely ran out to the street. It was just five o'clock. The sidewalks and streets were crowded with people hurrying home from work.

He tried to find a taxi, but every taxi was taken. He tried to get on a bus, but the driver said, "No more room! Take the next bus!"

But that was the only bus he could see. So he started to walk. He tried to hurry, but there were too many people coming and going. He had to walk all the way to the police garage.



"Why was the traffic even heavier by the time Mr. Morely got his car?"
"How do you know this is a one-way street?"

By the time Mr. Morely got his car from the police garage, the streets were full of cars, trucks, buses, and taxis. He had to wait at every traffic light.

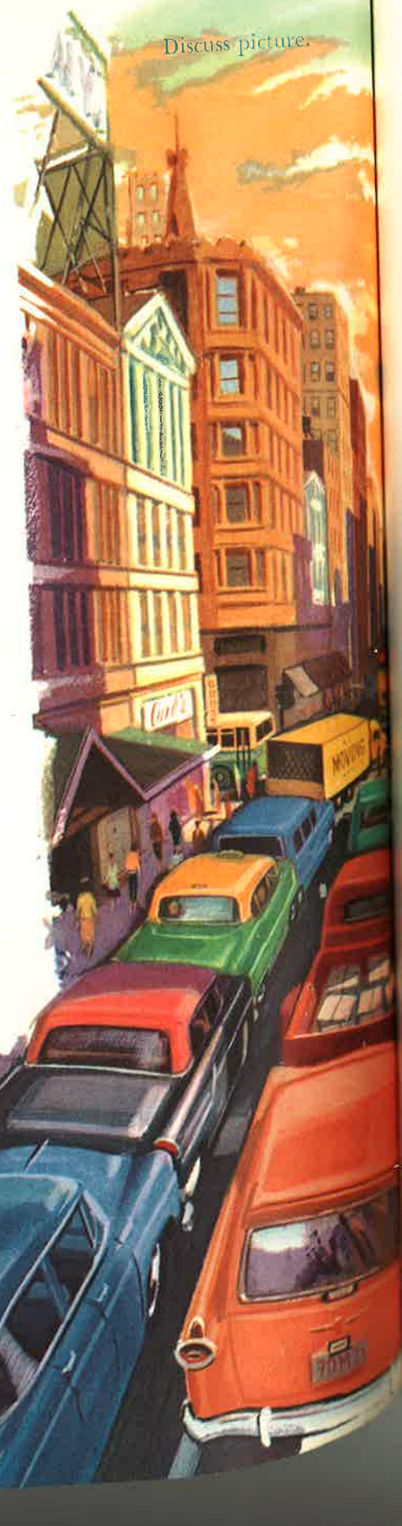
He thought he could miss some of the five o'clock traffic if he could turn to the left at the next corner. But when he came to the corner, he could only turn right. It was a one-way street.

He went to the next corner. It was a busy two-way street. He started to turn. Then he read, "No Left Turn." So on down the same street he went.

At last, Mr. Morely found a street where he could make a left turn He went only a little way when all traffic stopped.

Mr. Morely got out of his car to look up the street. He saw a big moving van. It had stopped at a street crossing, and the driver was trying to get it started.

Discuss picture.



"Even after traffic got started again, why did the cars have to move slowly?"
Relate to experience.

Mr. Morely got back into his car. It was getting later and later.

At last, the van started. The long line of cars, trucks, taxis, and buses slowly began to move again.

Mr. Morely thought of another street he could take to miss some of the traffic. So he turned at the next corner. But that street had a lot of traffic, too.

By this time, the people who worked in the factories and other places outside of the main Metropolis business center were hurrying home from work, too.

Mr. Morely had driven only a little way when all at once the long lines of cars stopped again.

Mr. Morely stopped beside a big bus crowded with people.

"What do you suppose Mr. Morely thought would happen when he got on a good street?"
"How was he surprised? Why?"

"How can you tell the bus is full?"
"How does the bus driver seem to feel? Why?"
"Mr. Morely? Why?"



Mr. Morely called to the bus driver, "Why are we stopping here?"

"It's the new detour," the bus driver called back. "This is the place where work is starting on the new expressway! Only one line of cars can go through at a time!"

"Oh, I forgot that this was the day we were to start using a detour on this street," Mr. Morely said.

"You can't get in or out of this city. When you do get in, you can't find a place to park. You can't get on a bus downtown. You can't find a taxi. One way streets! Wait, wait, wait for traffic to move! Detours! It takes all night to get home. What a place!"

"What do you want for nothing?" asked the bus driver. "You people live outside of Metropolis and don't pay city taxes. But you want good streets and policemen at every corner. And who pays for it all? It's people like me who live here that pay for it. That's who!"

Mr. Morely looked at the bus driver in surprise, but he didn't say a thing.



"Why do you think Mr. Morely said what he did?"
"Why do you think the bus driver said what he did?"
"Who do you think was right? Why?"

"Why do you suppose Mr. Morely didn't say anything more?"



Just then, the bus moved on. And at last, Mr. Morely got through the detour.

Before long, he came to Garden City. Fairfield was the next town. He would soon be home. But in Garden City, he had to slow down again. The traffic laws in Garden City were not like the laws in other parts of Greater Metropolis. Cars had to go more slowly there than in other cities and towns.

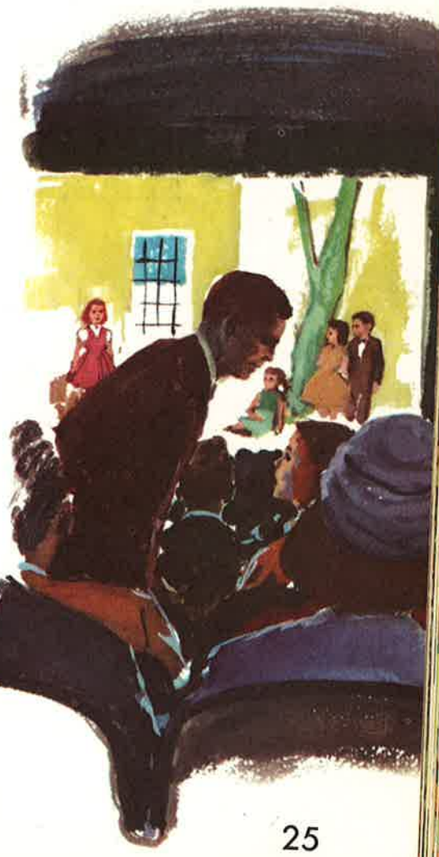
"Why does Metropolis have traffic problems?"
"What is Metropolis doing about them?"
"What else do you think could be done?"

"The traffic laws should be the same all over Greater Metropolis," Mr. Morely thought. "We should have a Greater Metropolis Traffic Council to work out problems like this."

When Mr. Morely came to Fairfield, he drove to his house and stopped. He was late, and Mrs. Morely and Carol were not there. So he hurried on to Carol's school.

He got there just as Carol came out to do her part in the play. Carol looked out over the big room and saw her father.

Everything was all right now. He had made it in time, after all.



"How do you think Mr. Morely feels? Why? Carol? Why?"

Read and discuss each paragraph and relate to picture.

Other Parts of Greater Metropolis

When Mr. Morely drove home, he went through different neighborhoods. He saw many different kinds of homes.

In most of the local communities around Metropolis, many people live in houses with big yards on tree-lined streets.



"Why wouldn't you see many neighborhoods like this in a very big city?"

In some parts of Metropolis, people live in houses with trees and yards, too. But even more of the people live in big apartment buildings.



"In a big city, why would many people live in apartment buildings?"

In some old neighborhoods, people live in crowded places with no trees or yards.



"How is this neighborhood being improved? Why?"

What different kinds of homes are there in your local community?

What different kinds of homes are being built?

"Which of the neighborhoods shown looks something like yours?"

"Why are the schools in Greater Metropolis changing?"
"Where in our community have you seen schools something like these?"

There are many different kinds of schools in the different neighborhoods in Greater Metropolis. Some schools are changing. Old schools are adding new rooms. New schools are being built.





There are many different kinds of places of worship in the different neighborhoods. As more and more people come to Greater Metropolis, some groups are adding to their old buildings.



Other groups are building new places of worship.



"Why are there so many kinds of places of worship in a big city?"
"Which places of worship in our community are something like those in the pictures?"

What work is going on in your local community so that people can have better homes, schools, and places of worship?

See "Extending Experiences."

"How can you tell this is a factory neighborhood?" Discuss picture.
Discuss smells associated with factory districts.
"Find this part of Metropolis in the picture on pages 6-7."

There are many factories in Greater Metropolis. Some of these factories are big, others are small. Some are near the river, others are near the railroads.

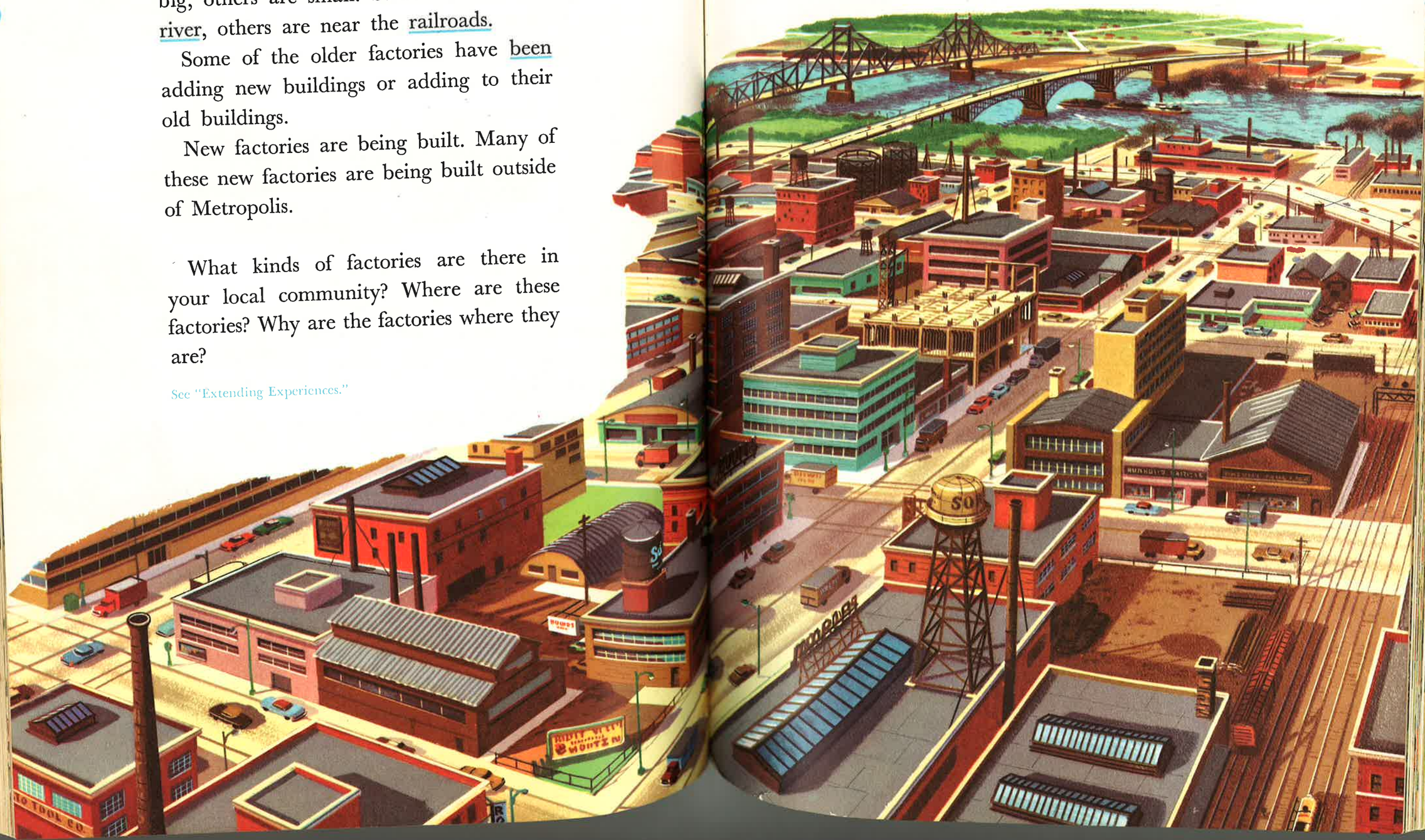
Some of the older factories have been adding new buildings or adding to their old buildings.

New factories are being built. Many of these new factories are being built outside of Metropolis.

What kinds of factories are there in your local community? Where are these factories? Why are the factories where they are?

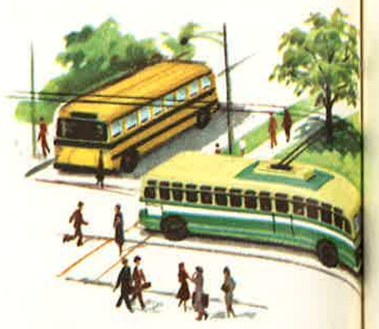
See "Extending Experiences."

"Why are the factories near the river or railroad?"
"How else are goods taken in and out of Metropolis?"
"Why does Metropolis have so many factories?"
"Why are new factories being built in Metropolis?"
"Why are new factories being built outside of Metropolis?"



Guide reading and discussion paragraph by paragraph, associating text with pictures.
"Why do only a few workers in Metropolis walk to work?"
"What problems do people have if they drive their cars to work?"

In and Out of Metropolis



Many people who work in Metropolis live in the city. Many others live outside of Metropolis.

Some people who live in Metropolis can walk to work. Others drive to work in their own cars. Many come and go in buses and streetcars. The streetcars and many of the newer buses are run by electricity.

"Why will the newer buses make less smog in Metropolis?"



Many people from the towns and cities outside of Metropolis drive to work in their own cars. Others always go to work by bus or by train. Some cross the river on ferryboats and then take a train or bus.

Not many people take taxis from their homes to work. But some people do take taxis to and from the bus, train, and ferryboat stations to the places where they work.



"How do the people who come to Metropolis to shop and to enjoy different things help the local community?"
"What problems do they cause for Metropolis?"

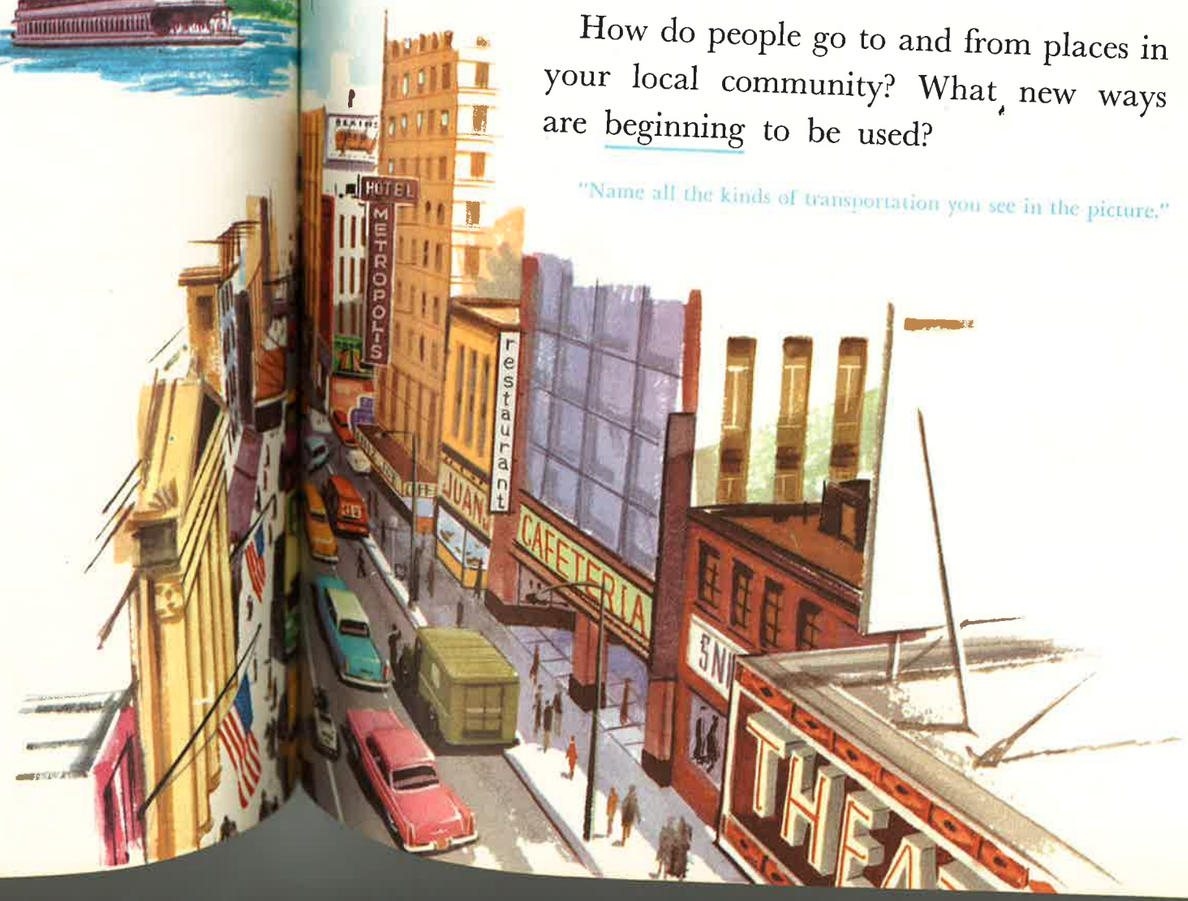
People from local communities all over Greater Metropolis come to the city to shop in the stores.

People come to Metropolis to enjoy the parks, the zoo, and the ball games. They come to the concerts, the moving-picture houses, and the many eating places.

Day and night, people are coming in and going out of Metropolis. The streets are always busy with traffic. And every day there is more and more traffic.

How do people go to and from places in your local community? What new ways are beginning to be used?

"Name all the kinds of transportation you see in the picture."



"What would you see at the station? The airport?" "What would you hear?" Help children associate pictures with own experiences.

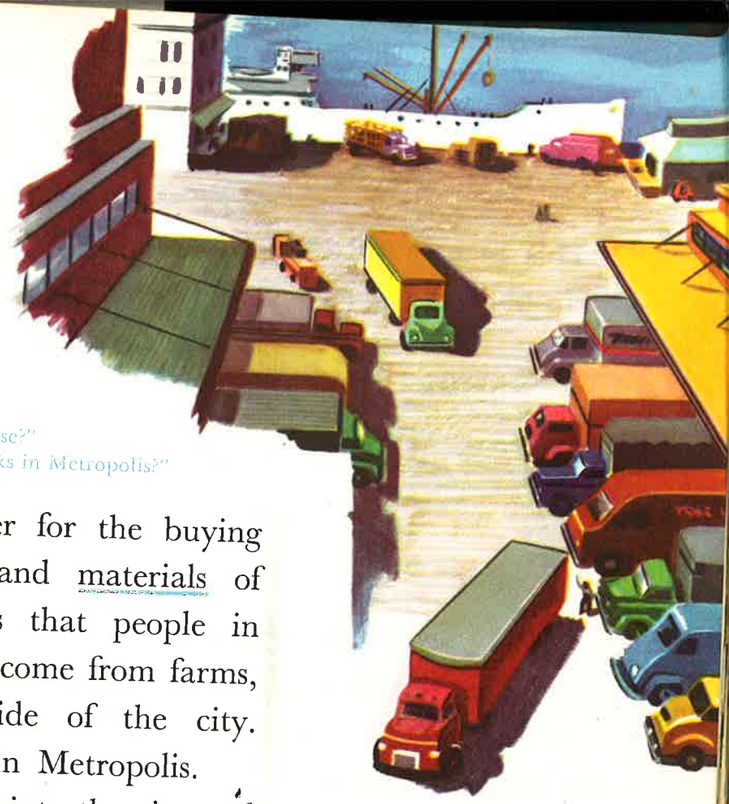


Metropolis is a center for buses, trains, boats, and airplanes. People are always going from place to place in the city. People are always coming into and going out of Metropolis.

Day and night, airplanes are landing and taking off at the Metropolis airport. Day and night, trains, buses, and boats are taking people anywhere they want to go in and out of the city of Metropolis.

Develop understanding of Metropolis as a transportation center. Relate to traffic problems.





"Where have you seen trucks like these?" "Why would you see many such trucks in Metropolis?"

Metropolis is a center for the buying and selling of goods and materials of all kinds. Many things that people in Metropolis buy and sell come from farms, cities, and towns outside of the city. Many things are made in Metropolis.

Some goods that come into the city and many of the things made in factories go to the big Metropolis wholesale houses. Some of these goods then go to stores in the city, but many of them are taken to local communities outside of Metropolis.

"In what part of Metropolis are these wholesale houses?"

Day and night, trucks go from place to place in Metropolis. Day and night, boats, trucks, and freight trains come into and go out of Metropolis.

"Name some things that you might find in these trucks." "What different materials might you find on the boats?"

What ways are used to take people and goods in and out of your local community?

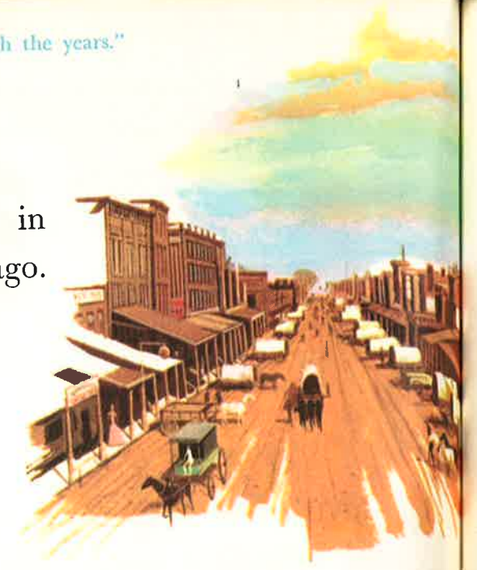
See "Extending Experiences."

"Why does Metropolis have so many different kinds of transportation?" "What have we learned about the transportation in our own community?"

"Let's see how this part of Metropolis has changed through the years."

Old and New

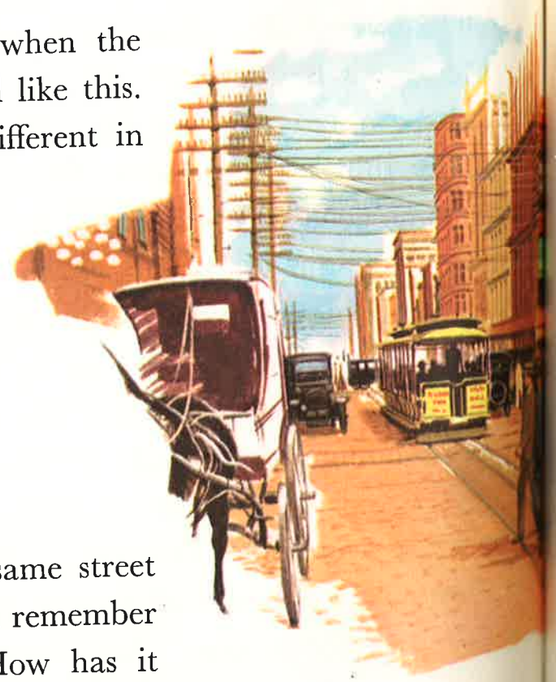
This picture shows the main street in Metropolis as it was a hundred years ago.



"What different kinds of transportation can you see?"
"How were covered wagons used?"

Some people can remember when the main street in Metropolis looked like this.

In what ways is the street different in the two pictures?



Compare streets, buildings, transportation in two pictures.
"What new kinds of transportation have been invented by this time?"

You have seen part of this same street as it looks today. See if you can remember how the street looks today. How has it changed? What changes are taking place now? What other changes do you think need to be made?

Discuss picture.

As more and more people used the streets in and out of Metropolis, the streets were more and more crowded.

The cars, taxis, trucks, and buses needed faster and better ways to get in and out of the city. So an expressway was planned.

Before work could begin on the new expressway, many old buildings had to be torn down. Old streets had to be torn up. Many people had to move.

After the work began, detours slowed traffic for a long time.

It was a long, long time before the new expressway was ready for traffic.

"Why was the expressway needed?"
"How does it help many people in Greater Metropolis?"
"Why did it cost a great deal of money to build?"

How have the streets in your local community changed since your grandfather was a little boy? What work is being done on the streets in your local community?



Compare with bottom picture on page 34.
"How has transportation changed in Metropolis?"
"Why has it changed?"
See "Extending Experiences."

Establish purpose for reading. Locate Forest Park in picture on pages 6-7.

In Forest Park

Bob Eaton was the bus driver who talked to David Morely at the detour.

When Mr. Eaton came home from work that night, he said, "What a day!"

"What happened?" Mrs. Eaton asked.

"The same old thing," said Mr. Eaton. "Traffic! Detours! Cross people! Today I told one man what I thought of him!"

Jane Eaton laughed and said, "You will feel better when you have had dinner."

After dinner, Mr. Eaton did feel better. He began to think about the next day. It was his day off. He asked his boy, "What do you plan to do tomorrow, Jim?"

"I'm going to Forest Park with my scout group. We are taking our lunch," said Jim. "In the afternoon, we are going to play ball with a scout group from Fairfield."

"Why don't we go to the park, too, Jane?" Mr. Eaton asked. "Tomorrow is the twins' birthday. We can have their party in the park and take them to the zoo."

"That sounds like a good day for all of us," said Mrs. Eaton.

"On what day do you think the Eatons went to Forest Park? Why?"

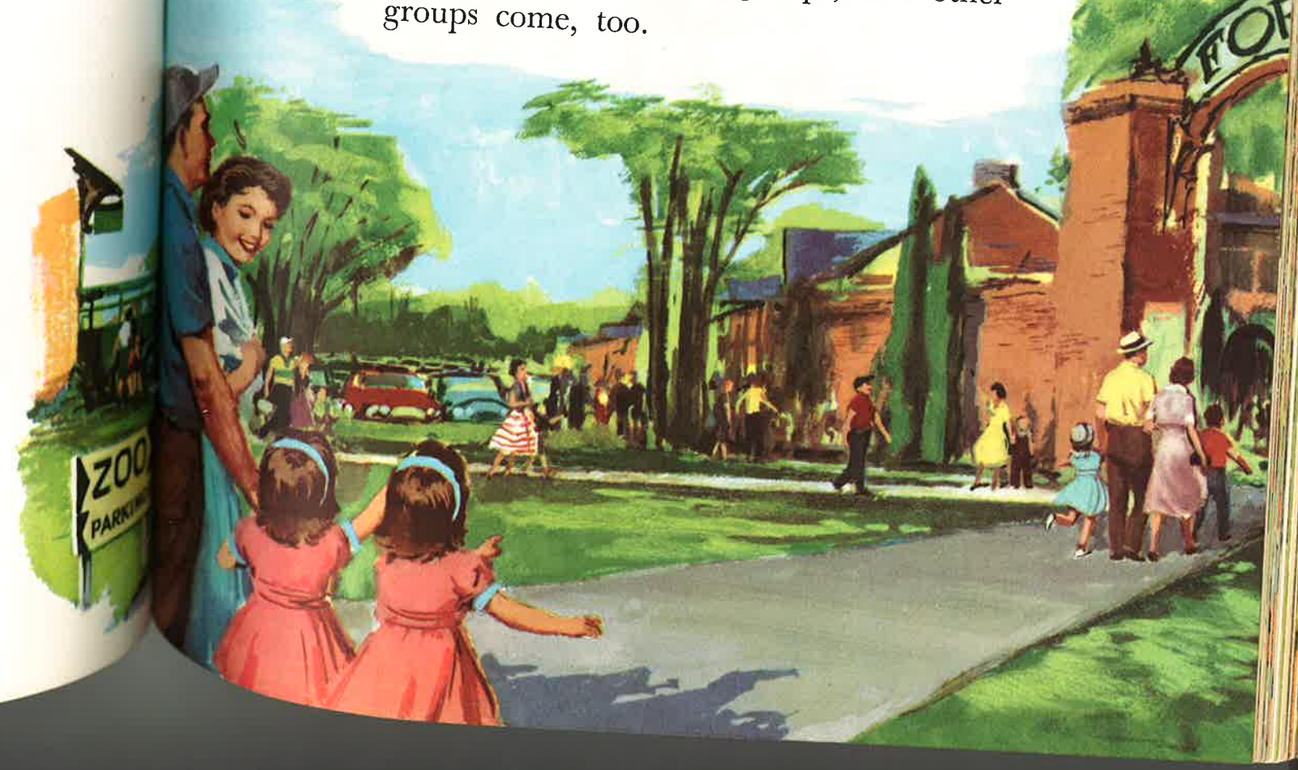
"Why does Metropolis provide a place like Forest Park?"
"How do you think it is paid for?"

Jim left with his scout group early the next morning. Mr. and Mrs. Eaton and the twins, Kathy and Judy, left later. The Eaton family were off to enjoy their day in Forest Park.

All over Greater Metropolis, many other people were on their way to Forest Park.

There are many interesting things to do and to see in Forest Park. People from all over Greater Metropolis come there to enjoy themselves.

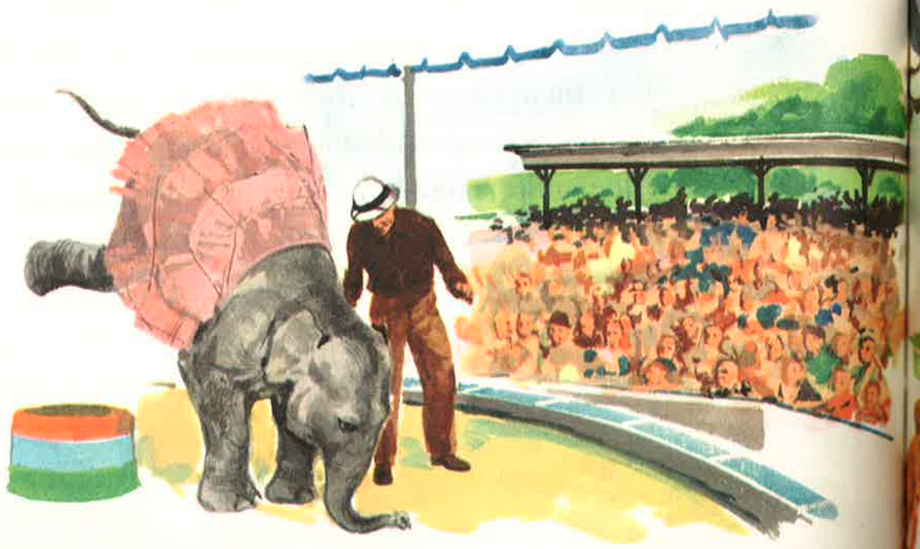
Families come with their children. Some of the older children come without their mothers and fathers. Scout groups come. School groups, church groups, and other groups come, too.



Children like the zoo better than any other place in Forest Park.

They like to see the monkey show and the elephant show. Every morning, there is a monkey show, and every afternoon, there is an elephant show. On Saturdays, there are two monkey shows and two elephant shows.



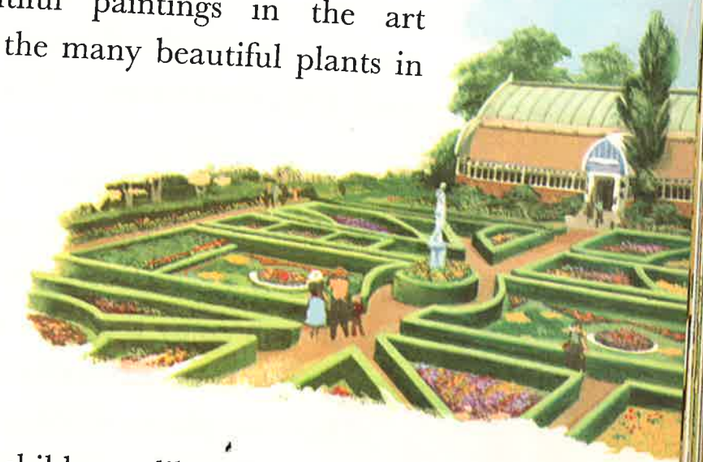


The Children's Zoo is another one of the children's favorite spots.

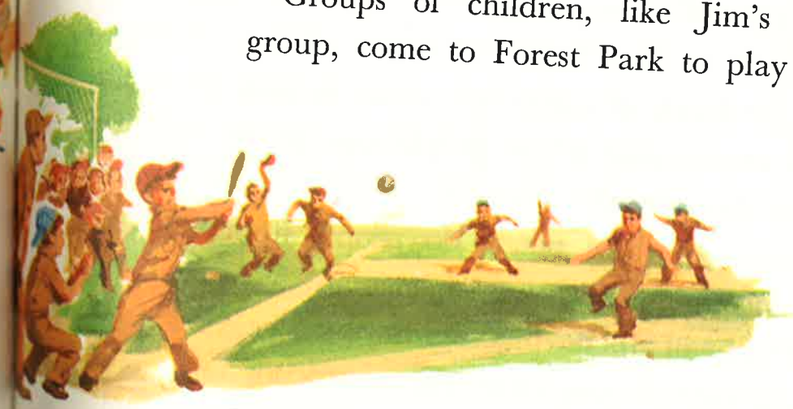


There are many other interesting places to enjoy in Forest Park.

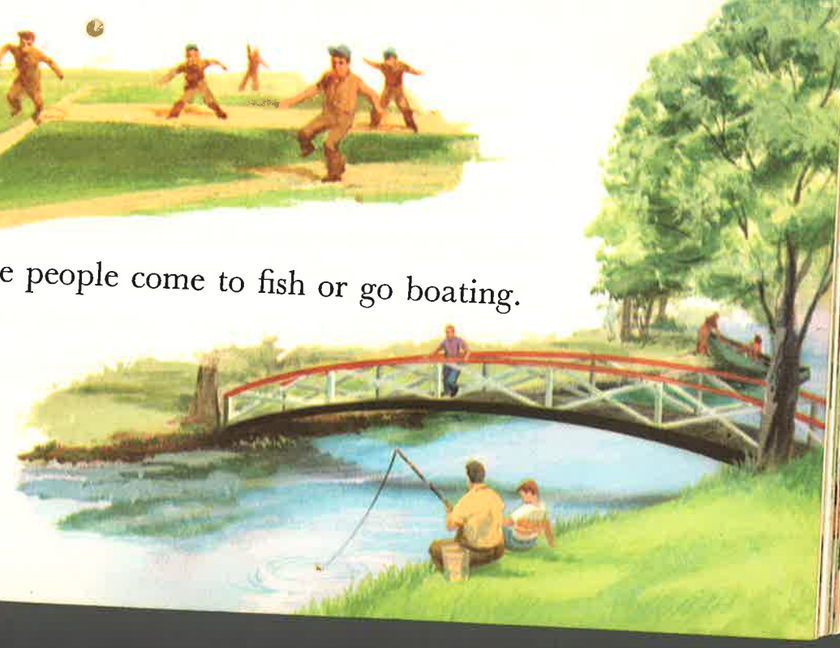
Mrs. Eaton likes the art museum and the beautiful gardens. She enjoys looking at the beautiful paintings in the art museum and the many beautiful plants in the gardens.



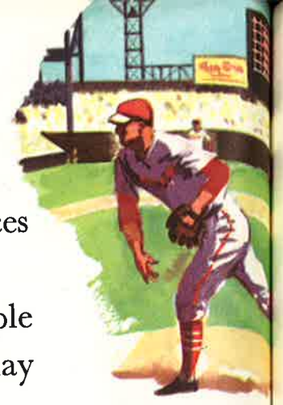
Groups of children, like Jim's scout group, come to Forest Park to play ball.



Some people come to fish or go boating.



Other Places to Enjoy



There are many other interesting places to enjoy in Metropolis.

There is a big ball park where people can go to see the Metropolis team play ball with teams from other cities.



There are places where people can see plays and other kinds of shows.

There is a big Riverview Playland Park. People can enjoy the rides and many other things to do at Riverview Park.

There are places where people can camp and eat outdoors.



What kinds of places are there in your local community where people can go to enjoy themselves?

Which of these places do people from other communities come to enjoy?

Which of these places in your local community do you enjoy the most? What can you do in each place?

Which places are paid for with taxes?

Which ones are owned by someone in your community?



"What different things can people in Metropolis do to enjoy themselves?"
"Where can we do these same things in our local community?"

Parades and Festivals

One spring there was a festival in Forest Park. It began with a parade. Then there were dances and music in the park.

People who had come from many other countries were in the festival. Their clothes were like the clothes people used in festivals in these other countries.

Some groups sang songs, and other groups did dances they had learned in their old countries.

Each group did something for everyone at the festival to enjoy.

Just before the spring festival was over, everyone sang three songs that people all over America sing. The first song was "God Bless America." Then everyone sang "America the Beautiful." And last of all, they sang the song, "America."



What kinds of parades and festivals are there in your local community?

Why does your community have each kind of parade or festival?

What have you learned about people from other countries?

See "Extending Experiences" in *Guidebook*.

Establish purpose for reading
and identify characters and setting.

Not Enough Water

"Look at us, Daddy!" Judy Eaton called. "See us run through the water!"

Mr. Eaton had come out to pick up the newspaper. He looked down at Kathy and Judy playing in the water. Then he looked at the newspaper and said, "I thought this would happen. It always happens when we have a dry summer."

Then he called down to his two little girls, "Kathy! Judy! You will have to turn that water off."

"Why, Daddy?" Judy called back.

"First, turn it off, Judy," Mr. Eaton said. "Then I will tell you why you can't play in the water."

After Judy turned the water off, the two little girls ran up to their father.

Mr. Eaton sat down and said, "I know what fun it is to play in the water. But the newspaper says that Metropolis does not have enough water. So we will have to be careful about using it. You can't play in the water for a while."

"What do the Eatons use water for?"



That night, many people all over Greater Metropolis heard the news. They read it in the newspapers. They heard it on the radio and on television.



In Fairfield, Carol Morely was watering the garden. Mrs. Morely heard the news and went out to tell Carol.

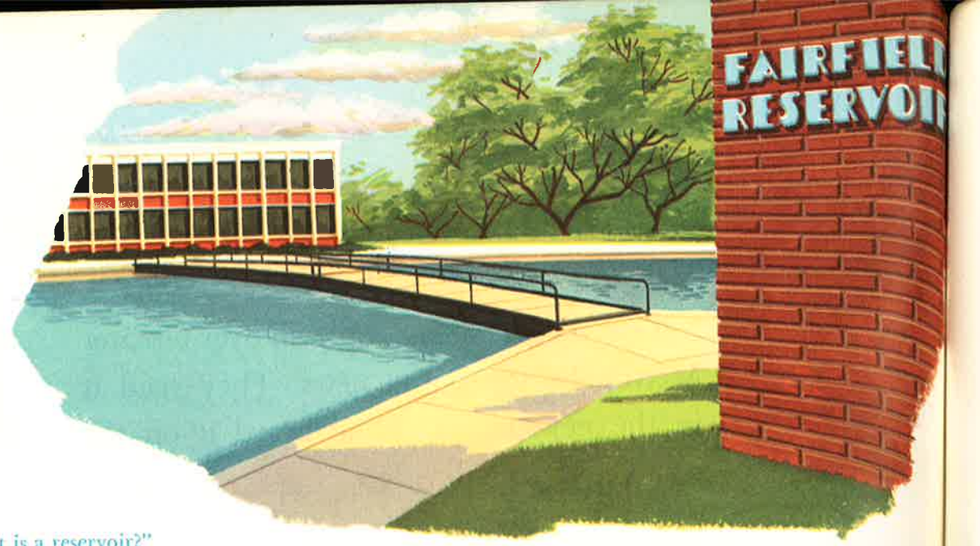
"But, Mom!" Carol said after she heard the news. "It has not rained for a long time. The garden needs water. I can use water for it, can't I?"

"I don't think so, dear," Mrs. Morely said. "This has been a very dry summer. The man on television said that we must be careful about using water. We can't even water the grass for a while."



"How did the communities in Greater Metropolis learn about the water shortage?"
"Why was there a water shortage all over Greater Metropolis?"





"What is a reservoir?"

"There is a lot of water in the Fairfield Reservoir," Carol said. "Our teacher took us to see it one day."

"The Fairfield Reservoir does have a lot of water in it," said her mother. "But the people in Fairfield use a lot of water. So the water in the reservoir only lasts for a little while."

"But the water comes from deep wells," Carol said. "It is pumped up out of the wells into the reservoir. So the reservoir is always full. My teacher said so."

"Most of the time that is right, dear," said Mrs. Morely. "But this has been a very dry year. It has not rained for a long time. We can't get enough water from the deep wells."

"What would happen if the people in Fairfield went on using all the water they wanted to use?"

In Garden City, Mr. Fellers had planned to take Linda and her brother David to the swimming pool.

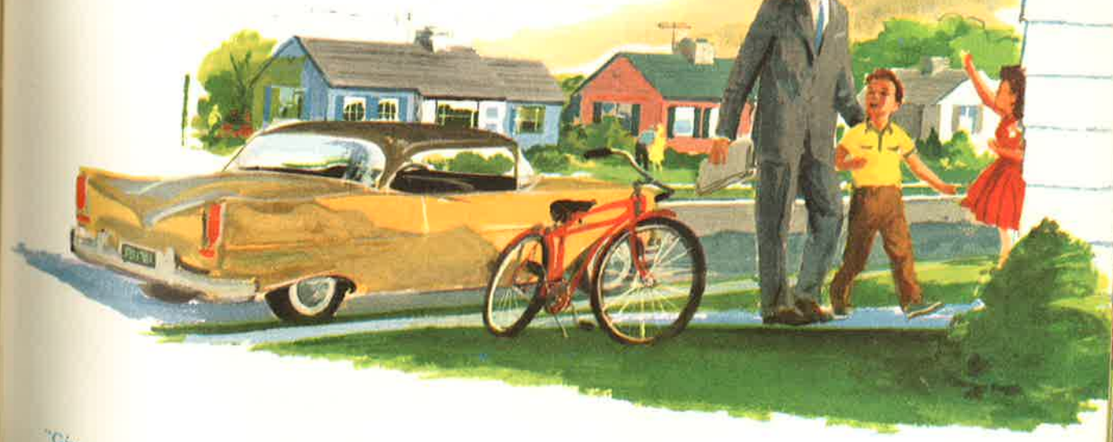
When Mr. Fellers got home from work, David said, "We're ready to go, Dad."

"I don't think we can go swimming," said his dad. "The pool may be closed. Today I heard that we have to be careful about using water. It has been a dry year, and the Garden City water plant is small."

"Oh, I don't think the pool will be closed," said David. "It only takes a little water for our swimming pool."

"Telephone and ask," said Mr. Fellers.

David called and found out that his father was right. The swimming pool had been closed, and no one could tell when it would open again.



"Give two reasons for the water shortage in Garden City."

Big Springs is another city in Greater Metropolis. Jim Camp owned a garage there. He was ready to close up for the night when Mr. Overstreet drove in.

Mr. Overstreet was a shoe salesman. He lived in Big Springs and traveled to many other cities and towns.

"My car needs to be washed, Jim," said Mr. Overstreet. "Can you wash it for me?"

"I wish I could," Mr. Camp answered. "I need the business, but I was asked not to wash cars. The springs where we get our water are drying up."

"This has been a dry year everywhere," said Mr. Overstreet. "But I can have my car washed in Middletown. That's one place that always has enough water."

"I wish Big Springs had enough water," Mr. Camp said. "I don't know what would happen if we had a big fire."

Mr. Overstreet started to drive away. Then he stopped and said, "There isn't a city or town in Greater Metropolis that has enough water. If everyone would work together, we could build bigger reservoirs and waterworks. Then there will be enough water even when another dry year comes."

"Give two reasons for Mr. Camp's concern about the water shortage."

"Name the sources of the water in Greater Metropolis."
"Why was a Greater Metropolis Water Committee formed?"
"What did the committee have to do?"

People began thinking of ways that the local communities in Greater Metropolis could work together to provide enough water at all times.

Then they began to talk about how they could work out this problem.

Finally, a Greater Metropolis Water Committee was organized. People from each town and city were on the committee.

By the time the committee got to work, it was beginning to rain. Again everyone had enough water. Soon most people forgot about the time when they did not have all the water they needed. But the people on the Water Committee went right on working.

They had to plan ways to provide enough water when another dry year came. They had to plan ways to provide enough water for everyone at all times.

It took a long time to plan just what to do. It took a long time to work out ways to pay for the new reservoirs and waterworks that had to be built.

After all the building is done, people who live in all the local communities in Greater Metropolis will have enough water.

"What was the water problem in Greater Metropolis?"
"What different things did the people do to solve it?"

Discuss information in terms of your local community.
"Why is water from some sources not safe to use?" See *Guidebook.*

Water in Your Local Community

Plants, animals, and people need water. Water is needed in homes, schools, and hotels. Water is needed in factories and business buildings, on farms and ranches.

Water is needed to put out fires. It is needed to keep things clean.

Everywhere people need safe water.

Everywhere communities provide ways to get water from wells or springs, rivers or lakes.

Everywhere communities provide ways to carry water off yards and streets, farms and ranches after it rains.

When it does not rain for a long time, there is not always enough water. So people in the cities and towns and on farms and ranches have to work out ways to have enough water at all times.

Name some different ways you use water at home and at school.

Name some other ways that people in your local community use water.

The water for some local communities is taken from a river or lake.

The water is taken from a river or lake through an intake.

It is pumped through pipes to the place where it is made safe to use.

Then the water is stored in a reservoir or water tank or standpipe.

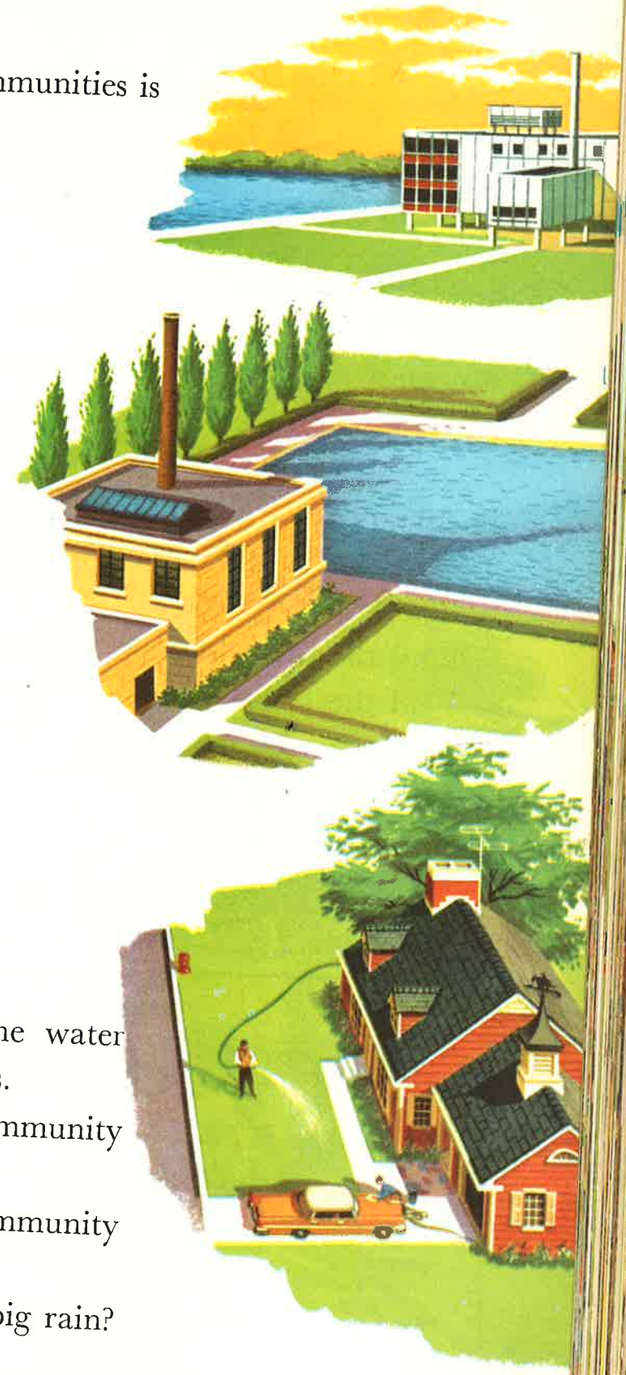
From there, it is pumped through water mains to all the neighborhoods where it is needed.

In some local communities, the water comes from deep wells or springs.

Where do people in your local community get the water they use?

What happens in your local community when there is not enough rain?

What happens when there is a big rain?



See "Extending Experiences" in *Guidebook.*

A Map of Greater Metropolis

Look at the key below the map. It tells you what the little pictures on the map stand for.

Find the line that shows where Metropolis ends and other local communities begin.

How many local communities are shown on this map? Which ones are named?

Find the factories near Smokey River.

Find the waterworks.

Find the main business center.

Find the train yards in Metropolis.

Find the new expressway.

Find the airports.

Find Forest Park.

Discuss meaning and use of map key.

Map Key

Business Center		Forest Park	
Airports		Waterworks	
Factories		Train Yards	
Expressway		Local Communities	
Highways		Railroads	

Have children trace dotted line which shows boundary of Metropolis.

Metropolis

Fairfield

Garden City

Big Springs

In Your Local Community

You may live in a city. You may live in a town, in a village, or in the country.

Wherever you may live, you have been learning many new things about your own local community.

If you have not started to make a book about your own local community, you can begin one now. Name your book, "In My Local Community."

First, tell where you live. Then, tell what kind of local community it is. Do you live in a city, a town, a village, or in the country on a farm or ranch?

If your local community is by a lake, a river, or an ocean, tell about that, too.

Make pictures that show people providing some of the services that help keep your community a clean, healthy, and safe place to live.

What have you found out about other kinds of services that your community provides for the people who live there?

Make pictures showing the kinds of work that people do in factories.

Make pictures showing some workers who take people and goods from place to place in your local community.

Show ways that people get to work.

Use one or two pages to tell about the airport, and the train, the bus, or the ferryboat stations.

On other pages, show workers who make a living helping people enjoy themselves.

Tell what you have learned about your local government.

Tell about a festival or parade you have seen or been in. Be sure to tell where you saw it and when it took place.

Write a story telling what you have learned about the water in your local community. Make pictures to go with your story. Use this outline for your story:

"Ways that we use water."

"Where the water we use comes from."

"Our waterworks plant."

What changes in your local community have you seen, talked about, or perhaps heard people talk about?

Add anything else that you have learned about your local community.

See "Interpreting the Text" in *Guidebook*.

See *Guidebook* for detailed lesson plans.
Compare and contrast part of Middletown shown with own local community.

Middletown

Middletown is a small city on Smokey River.

Long ago, it was just a little neighborhood community by the river. There were not many people living there. There were not many homes. There was just one school. There was just one church.

Now, the city of Middletown has many, many homes and many neighborhoods.

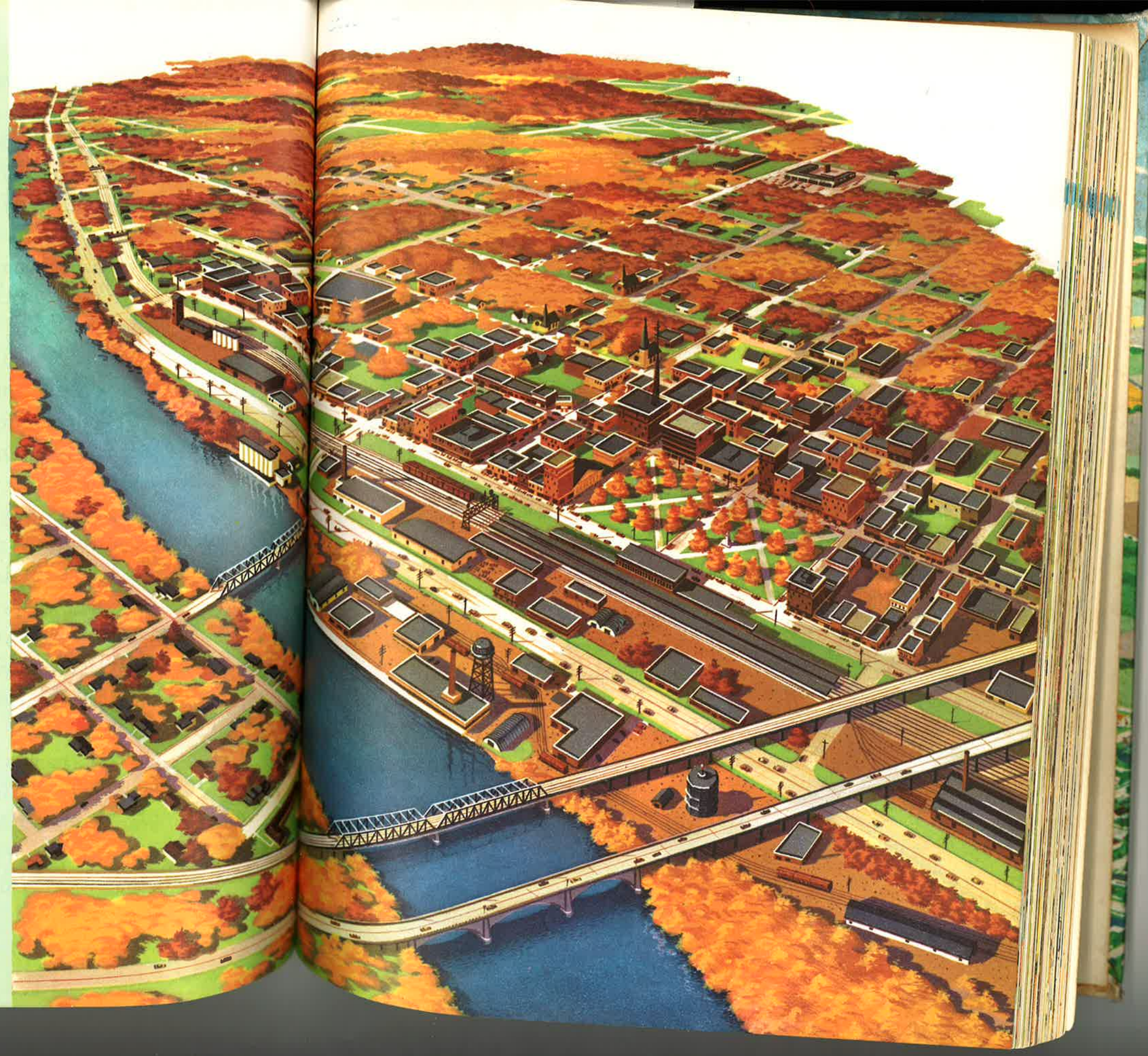
Now, there are many schools in Middletown and many places of worship.

Now, Middletown has factories. There is a main business center and smaller business centers in many of the neighborhoods.

Now, there are beautiful parks and other places where people can go to have fun.

Today, Middletown is not the same as it was long ago, but the river is always there.

Discuss what children learn from reading that could not be learned from picture.



Identify characters, setting, and establish purpose for reading. "What do you think Grandfather Allen is telling John?"

Long Ago in Middletown

John Allen lived with his family in a house in Middletown. John's Grandfather and Grandmother Allen lived next door.

The Allen family had lived in Middletown for a long time. Grandfather Allen had always lived in Middletown. His father and his grandfather had lived there, too.

So Grandfather Allen knew about things that had happened in Middletown a long, long time ago.

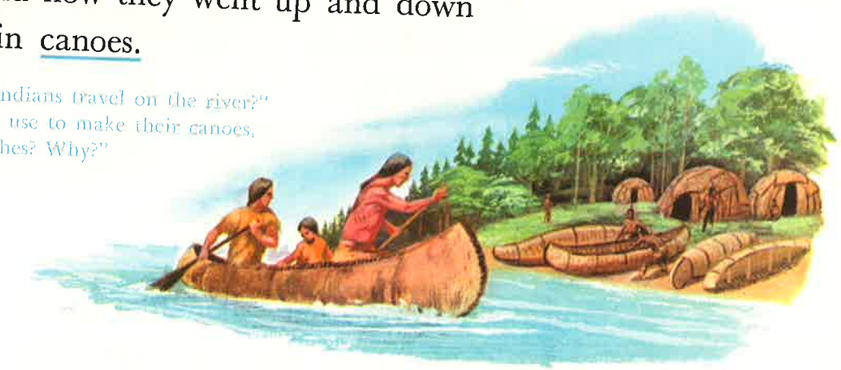
John and his grandfather had many good times together. But the times that John liked the best were when Grandfather told him stories. The stories John liked best were about things that had happened in Middletown a long, long time ago when Grandfather Allen's grandfather was just a little boy.

"How did Grandfather Allen know what had happened in Middletown a long, long time ago?"



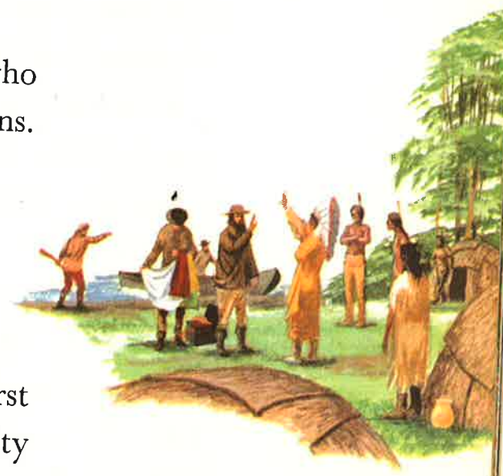
Some of the stories were about the Indians and how they went up and down the river in canoes.

"Why did the Indians travel on the river?" "What did they use to make their canoes, homes, and clothes? Why?"



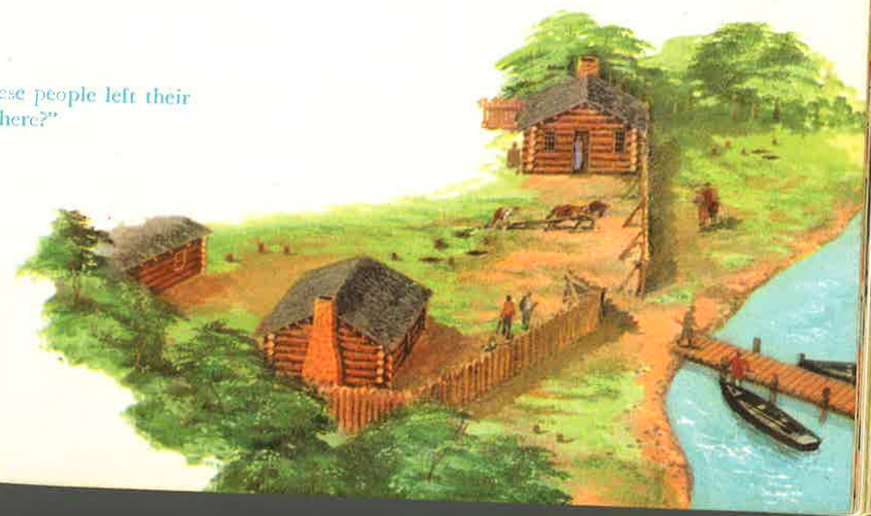
Some were about the first people who came up the river and found the Indians.

"What are the men who came up the river trying to do?"



And some stories were about the first people who came to settle a new community by the river.

"Why do you think these people left their old homes and settled here?"



"Think of the picture of the first settlement."
"Now think of John's ride with his grandfather."



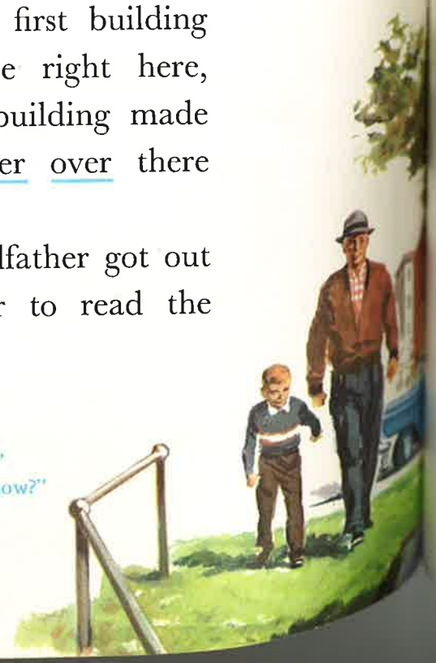
One day Grandfather Allen took John for a long ride. They went up one street and down another. They went from one neighborhood to another.

Soon they came to the middle of town where there were many stores and high buildings. From there, they could see the river.

Grandfather stopped the car beside a little park. He said, "The first building in Middletown used to be right here, John. It was just a little building made of logs. There is a marker over there that tells about it."

Then John and his grandfather got out of the car and went over to read the story on the marker.

"How has Middletown changed in size through the years?"
"Why do you suppose the little log building isn't there now?"



"Why is this called a marker?"
"Where have you seen other markers that tell about important things?"



The story on the marker told when the settlers came and it told about the first little log building. It said that the marker was put in the park so the first building and the first settlers would not be forgotten.

"But why was the first building down here near the river?" John asked.

"All the first buildings in Middletown were down here near the river," said John's grandfather.

"In the old days, this river was very important to Middletown. All the first settlers had to come up the river in boats. The mail and most of the things people needed had to come by boat, too.

"Middletown people used the river to take things to Metropolis and other places. So the people needed the river."

"What did John Allen learn from the market?"
"How was the river important long ago?"
"How has Middletown changed through the years?"

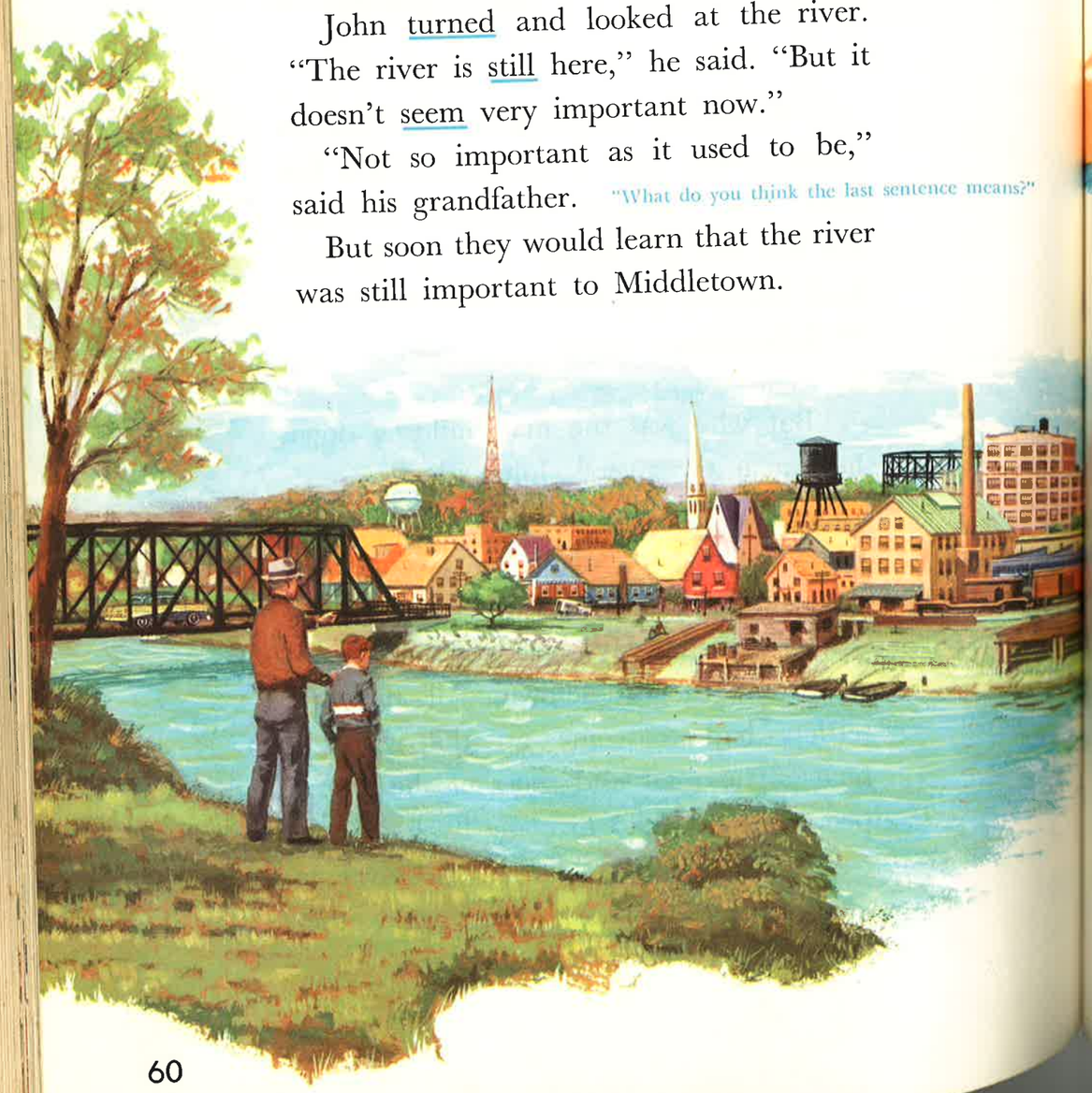
John looked up at the big buildings. "I wish I could see just one of the first little old buildings," he said.

"So do I," said his grandfather. "But there isn't one left for you to see."

John turned and looked at the river. "The river is still here," he said. "But it doesn't seem very important now."

"Not so important as it used to be," said his grandfather. "What do you think the last sentence means?"

But soon they would learn that the river was still important to Middletown.





See "Interpreting the Text" in *Guidebook*.

Long Ago Where You Live

Long, long ago, Indians were the only people who lived in America.

Then people from other countries came to live in America. These people settled in many places.

Some people came to settle on the land where Middletown is now. They came up the river in small boats.

People came in other ways to settle new communities in America, too.

What Indians were living in your local community when the first settlers came?

What do you know about the Indians' food, clothes, and homes? Tell anything else you have learned about them.

How did the first settlers come to your community? Why did they settle there?

What can you find in your community that tells about the first settlers?

How else can you find out what happened in your community long ago?

Write a story telling as much as you can about how the first settlers lived in your local community.



See "Extending Experiences" in *Guidebook*.

Have children turn books if necessary to orient maps to cardinal directions. Identify cardinal directions on map.

Establish purpose for reading. Compare with picture on pages 54-55. Read and discuss sentence by sentence.

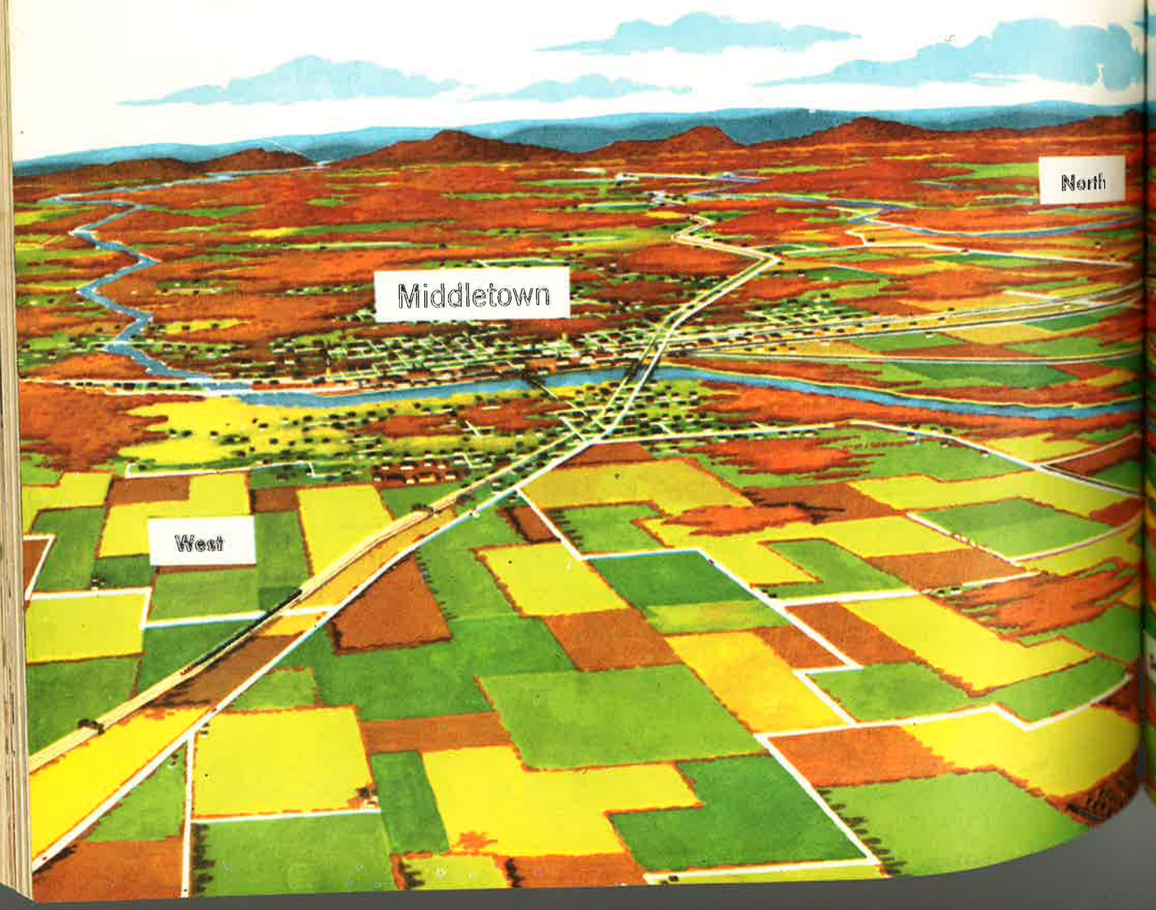
A Picture Map to Read

This picture map shows how the city of Middletown and some of the land around it look from high up in an airplane.

What would you see in each direction if you were in the airplane?

Name one thing you would see when you looked north.

Name one thing you would see when you looked east.



Discuss Farmington. Associate with small towns known by children. "Why do you think it is called Farmington?"

Name one thing you would see when you looked south.

Name one thing you would see when you looked west.

Find Smokey River.

Find a small town.

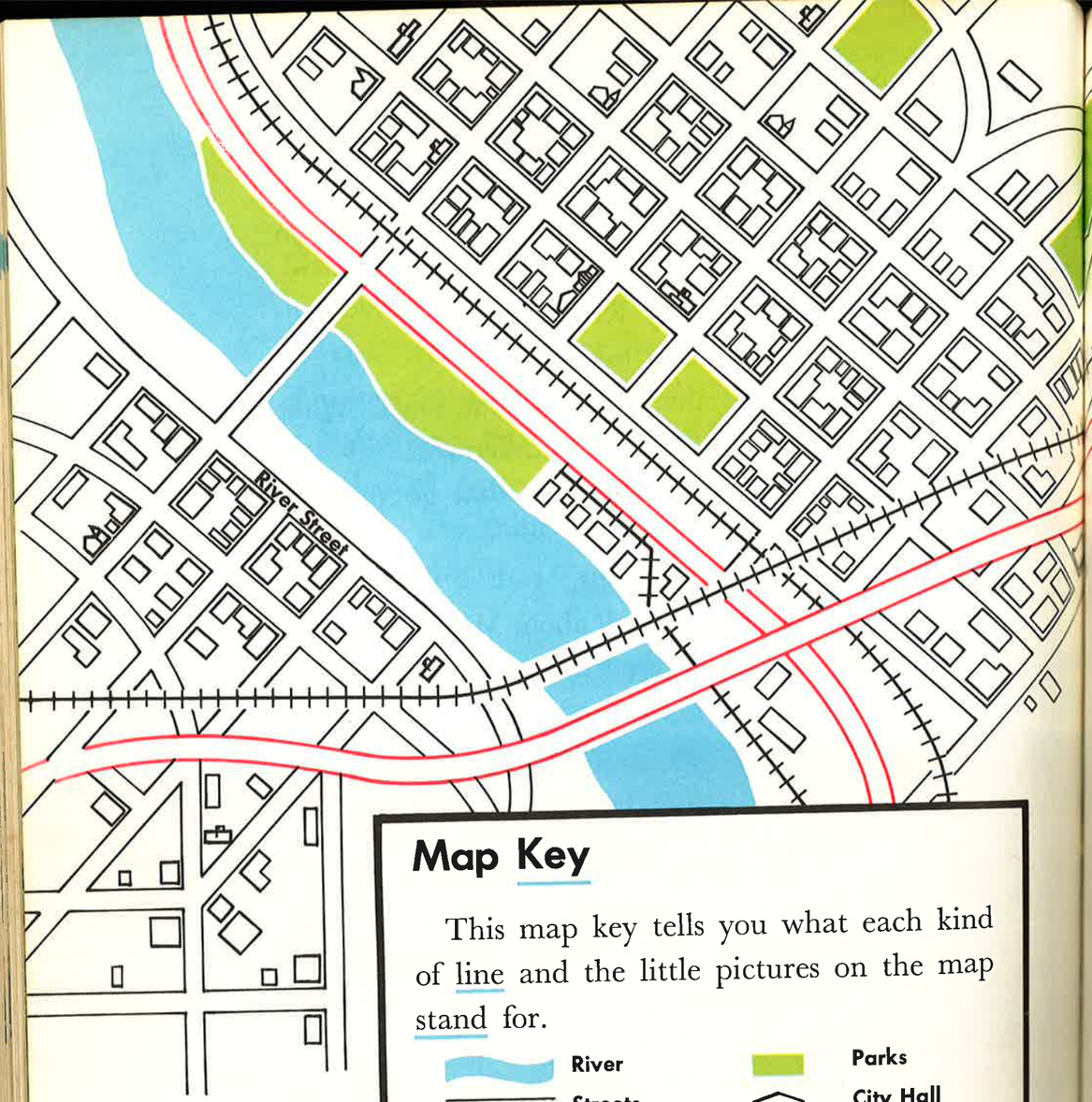
What is the name of that town? What direction is it from Middletown?

Find all the highways that go through Middletown.

Find the railroads.

What can you tell about Middletown and the country around it by reading the map?





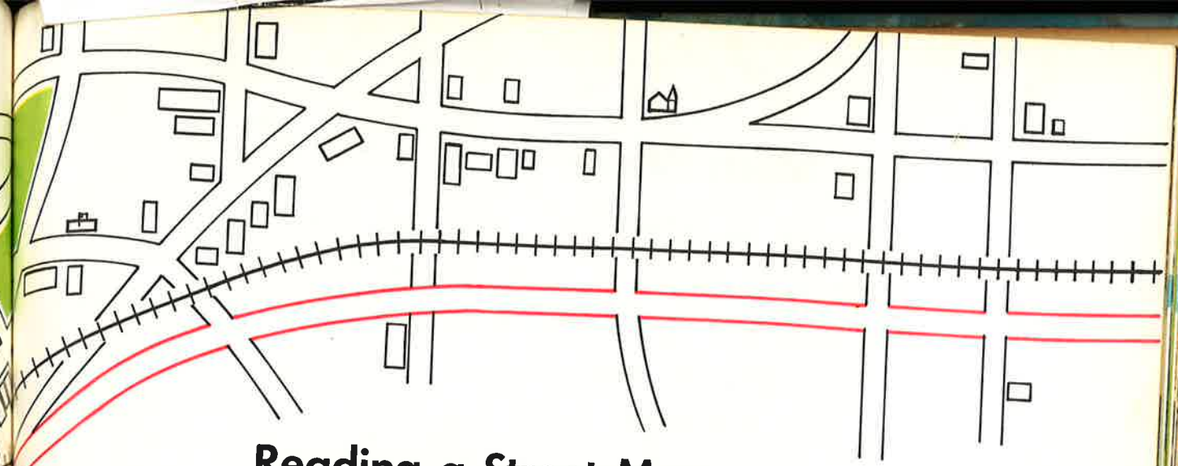
Map Key

This map key tells you what each kind of line and the little pictures on the map stand for.

River	Parks
Streets	City Hall
Highways	Courthouse
Railroads	Post Office
High School	Church
Grade School	Other Buildings

Associate symbols in map key with symbols on map. Discuss meaning and value of key.

Ask the children to determine the distance certain features are from each other by counting the blocks between them.



Reading a Street Map

This street map shows where some of the streets and the buildings are in Middletown.

Look at the key under the map. It will help you read the map.

Find Smokey River.

Find the highway that goes through Farmington and Middletown.

Find River Street.

Find the railroads that go through Middletown. How many are there?

Middletown has a big high school. Find the high school.

Every neighborhood in Middletown has a grade school. How many neighborhoods are shown on the map?

Find the park in the business center.

Find the Middletown City Hall and the county courthouse.

"What different things have we learned about maps?"

Identify characters and establish purpose for reading.
"What do you think the title means?"

Too Much Water

People in Middletown did not often think about the river. It was always there, but somehow it did not seem important.

Then one day it began to rain. It rained for days and days. Every day there was more and more water in Smokey River.

The banks of the river were not very high in Middletown. People began to talk about what would happen if the rain did not stop.

One night at dinner, Mr. Allen said, "Turn on the radio, John. See if there is any news about the river."

As John turned on the radio, a man was saying, "It looks like Middletown is in for a big flood! Smokey River is going over its banks. River Street is under water now. Families are moving out.

"Higher places should be safe. But stay at home and keep your radios on. We will let you know just what to do."



"What unexpected thing did Smokey River do?"
"How did the weather play a part in this?"
"How do you know that River Street was on low land?"

"Why did Mr. Allen go to the river to help?"

"I must put our boat on the car and go down to the river to help," said Mr. Allen.

"What if the river comes up here? Won't we need our boat?" Mrs. Allen asked.

"It won't come up this high," John said. "Grandfather said so. He told me about two floods Middletown had long ago. The water didn't come up this high then."

"I think Father was right," Mr. Allen said. "It is safe here, but I am needed at the river. You go to sleep now. I will see you in the morning."

At last, the family went to sleep.

John was sleeping soundly when he heard Grandfather call, "John! John! Get up! We have to get out of our houses!"

"Is it the flood, Gramps?" John asked.

"Yes, the river is coming up here, after all," said Grandfather. "Our street may be flooded soon. We are going to your Uncle Bill's farm."

As John put on his clothes, he asked "Why don't you turn on the lights, Gramps? It's so dark. I can't see anything."

"We can't turn on the lights," Gramps said. "The electricity is off all over Middletown."

"Why would the electricity go off?"
"How would this cause trouble?"
"How do you think John felt as he was getting ready to leave?"



Note lantern.

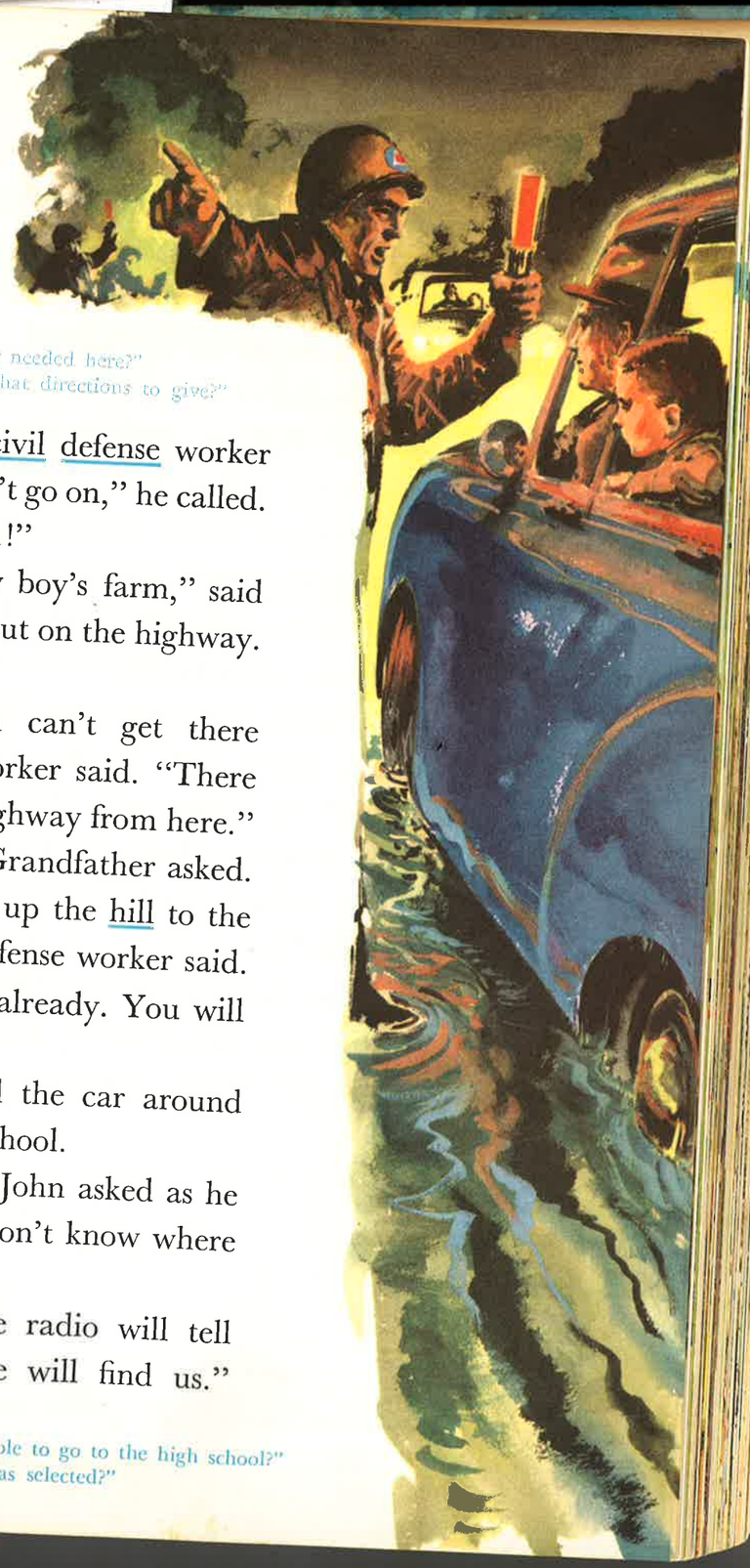
Before long, John and his little sister Janey were ready to go. Mrs. Allen looked around the room and called, "Oh, John. Please take the radio and some of these things out to the car. We may not be back for days, so we must take food and clothes with us tonight."

John thought, "Not back for days!" But he did not say anything. He just got busy and took the baskets out to the car.

Grandfather and Grandmother Allen, Mother, John, and Janey got in the car.

Slowly down the dark streets they went. Already the streets were under water. Water was coming up higher and higher on Grandfather's car.

"If you were in the Allen car, what might you see and hear?"
"How would you feel?"



"Why was the civil defense worker needed here?"
"How do you suppose he knew what directions to give?"

Before very long, a civil defense worker stopped them. "You can't go on," he called. "The water is too high!"

"I have to get to my boy's farm," said Grandfather. "He lives out on the highway. I must go this way."

"I'm sorry, but you can't get there tonight," the defense worker said. "There is no way to get to the highway from here."

"Where can we go?" Grandfather asked.

"Turn around and go up the hill to the high school," the civil defense worker said. "Many people are there already. You will be safe there."

So Grandfather turned the car around and drove to the high school.

"What about Father?" John asked as he got out of the car. "He won't know where we are."

Grandfather said, "The radio will tell him about the roads. He will find us."

"Who do you suppose planned for people to go to the high school?"
"Why do you think the high school was selected?"

Identify setting and discuss picture.
"Why was it important for each person to do what he was told to do?"

Many people were at the high school already. More and more were coming from every direction.

There was no electricity. Car lights and spotlights on police cars helped people find their way into the dark building. Firemen and civil defense workers were helping. Each person did what he was told to do.

John heard a civil defense worker call, "All refugees come this way."

"Are there refugees here?" John asked.

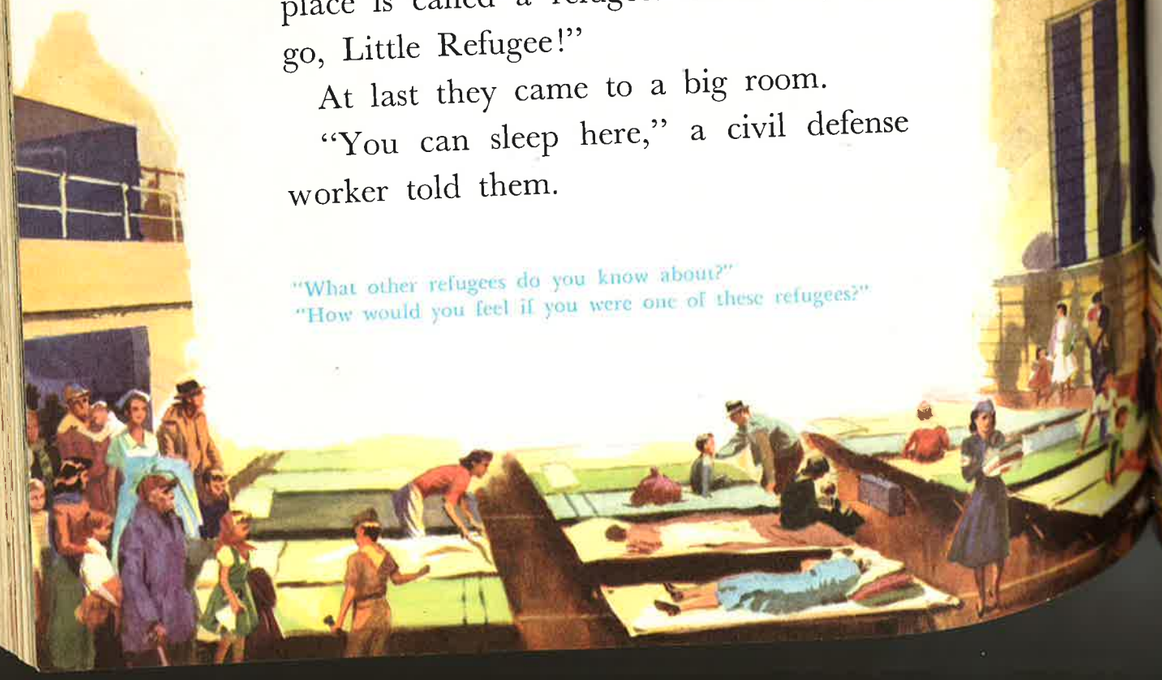
"We are all refugees," his mother said.

"But Mom, refugees come from another country, don't they?" John asked.

"Yes," his mother said. "But anyone who has to leave his home and go to a safer place is called a refugee. Come on, let's go, Little Refugee!"

At last they came to a big room.

"You can sleep here," a civil defense worker told them.



"What other refugees do you know about?"
"How would you feel if you were one of these refugees?"

Discuss action in each picture and associate with text.
"How was a helicopter used?"

There was little sleep for John Allen that night. There was little sleep for anyone in Middletown.

The men at the radio station were busy all night telling people what to do.

Civil defense workers went from house to house to get people out of their homes.

Some people did not leave their homes in time. Mr. Allen and other men with boats helped them get to a safe place. Men in helicopters helped other people get to a safe place.

Men and high-school boys worked all night. They were trying to hold the river water back.

Women and older girls worked all night, too. They had to get food, clothing, and other things ready for the refugees.

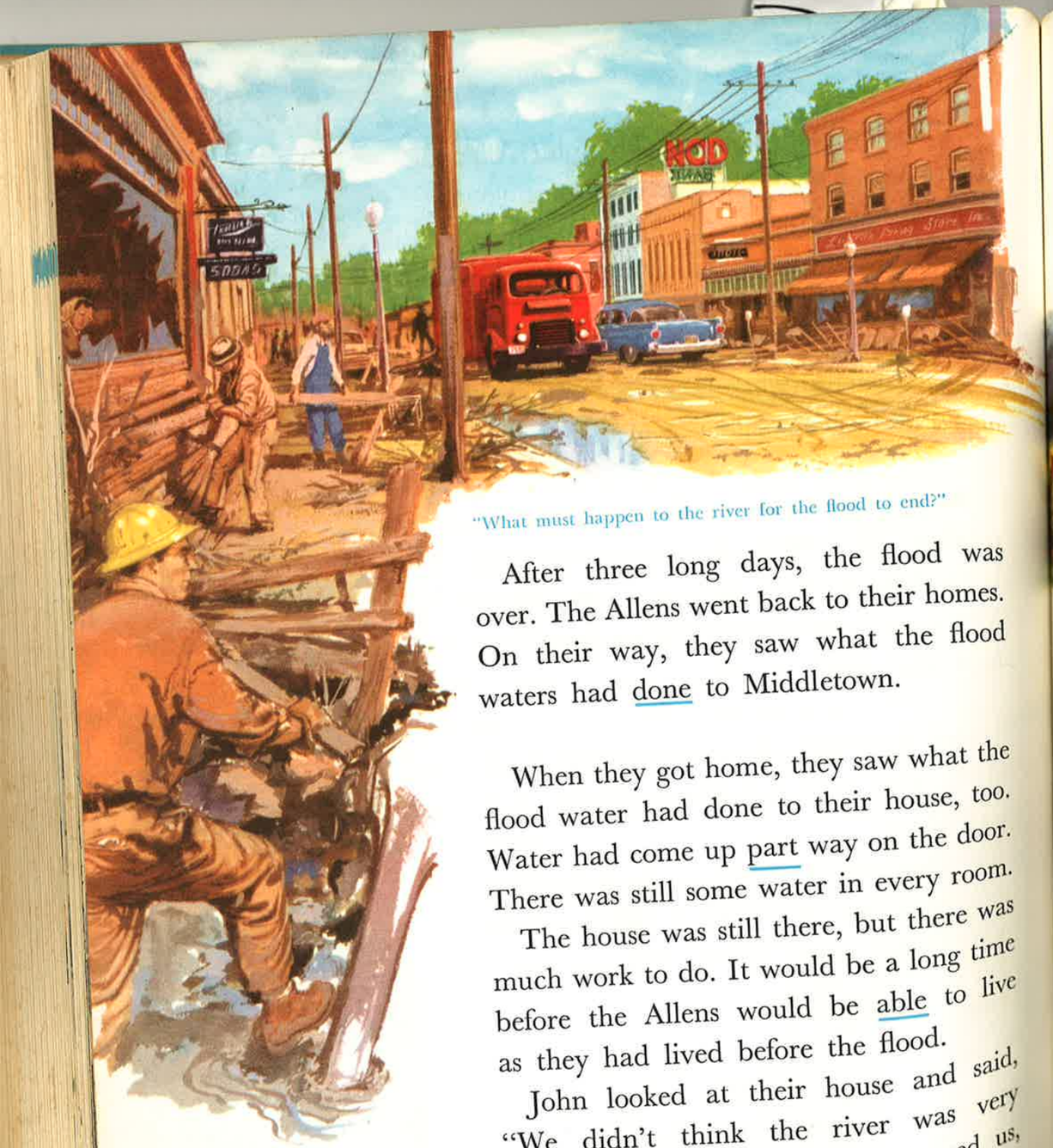












"What must happen to the river for the flood to end?"

After three long days, the flood was over. The Allens went back to their homes. On their way, they saw what the flood waters had done to Middletown.

When they got home, they saw what the flood water had done to their house, too. Water had come up part way on the door. There was still some water in every room.

The house was still there, but there was much work to do. It would be a long time before the Allens would be able to live as they had lived before the flood.

John looked at their house and said, "We didn't think the river was very important any more. But it showed us, didn't it?"

"What different kinds of flood damage can you see on this street?"

"What happened to the Allen family because of this trouble?"
"In what different ways did people help one another at this time?"

Relate each picture to text.
"What problems does weather cause?"

Many Kinds of Weather

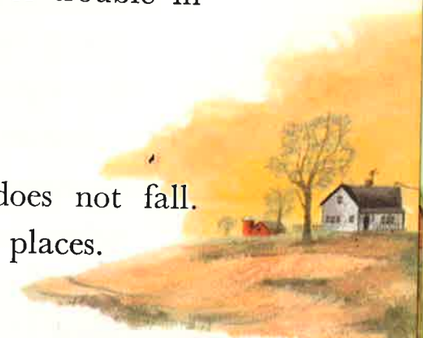
The flood in Middletown caused people a lot of trouble.

Some communities do not have floods, but weather sometimes causes trouble in other ways.

Weather causes this kind of trouble in some places.



Sometimes enough rain does not fall. This causes trouble in some places.



In some communities, the weather causes this kind of trouble.





Sometimes a big snow causes this kind of trouble.



In what other ways may weather cause trouble for a community?

Tell how weather has caused trouble in or near your local community.

See "Extending Experiences" in *Guidebook*.

Establish purpose for reading.
"Where have you seen water run off the ground?"
"Where did it go?"

How Floods Happen

When it rains or when the snow melts, much of the water goes into the ground. Some of it runs off the ground. A small part of the water goes back into the air.

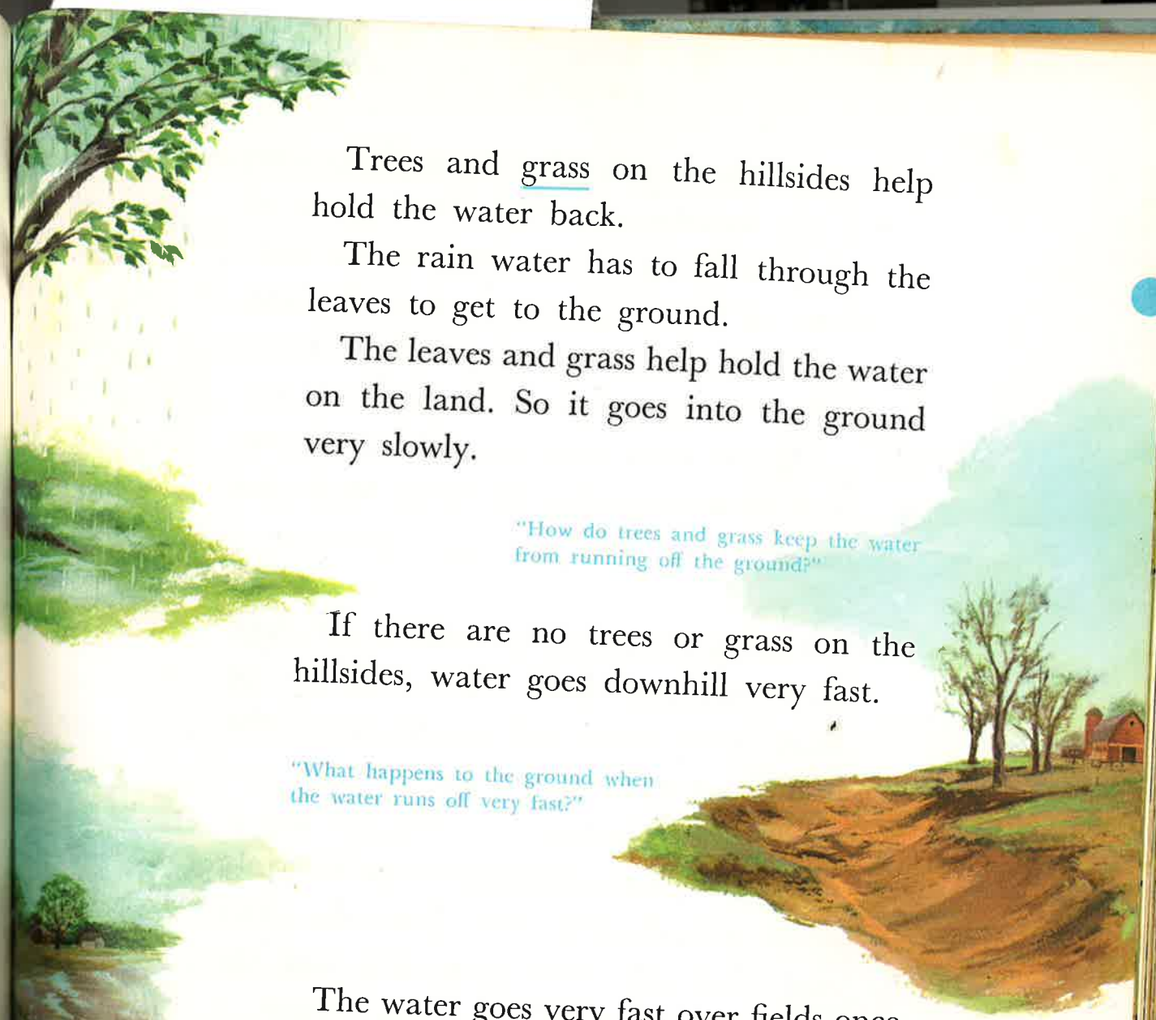
Sometimes it rains for days and days. Then a time comes when no more water can go into the ground. More and more of the water runs off the land.

"At what two times does a great deal of water run off the land?"
"How might this cause floods?"

Sometimes a lot of rain falls all at once, or snow melts very fast. Then most of the water runs off the land. Only a little goes into the ground, and only a little goes back into the air.

The water that runs off the land always runs downhill. Sometimes it goes fast and sometimes it goes slowly. If there is nothing to hold the water back, it goes faster and faster down the hillsides and over the fields.

Some of the water runs off the land and into the river. Some of it runs into little streams. The water in these little streams runs into bigger streams that run on down into the river. As it goes downhill the water often takes some of the land with it.



Trees and grass on the hillsides help hold the water back.

The rain water has to fall through the leaves to get to the ground.

The leaves and grass help hold the water on the land. So it goes into the ground very slowly.

"How do trees and grass keep the water from running off the ground?"

If there are no trees or grass on the hillsides, water goes downhill very fast.

"What happens to the ground when the water runs off very fast?"

The water goes very fast over fields once they are plowed.

"Why does water go fast over plowed land?"

Look at the picture of the plowed field. The water is taking some of the good soil from the field with it. It will take the soil on down to the streams and to the river.

"Why is it important to work to prevent the soil from being carried away by water?"

"How can soil or logs in a river help cause floods?"

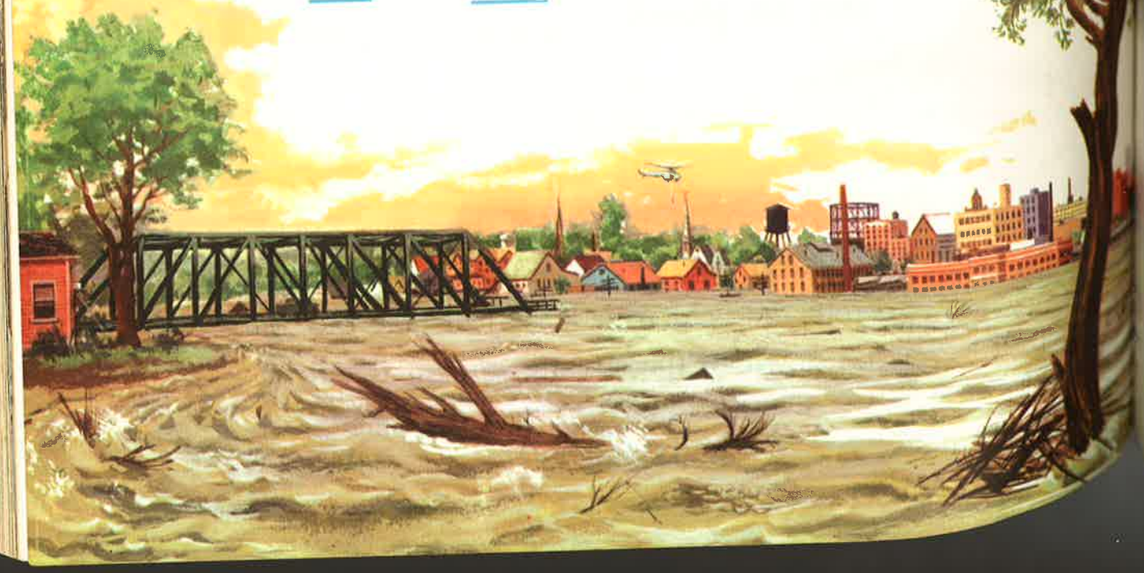
Some of the soil will settle in the bottom of the streams and river. There may be logs and old trees in the streams and river. Some of the soil will settle around them.

After a time, there will not be so much room for water inside the banks of the streams as there once was. There will not be so much room for the water inside the banks of the river.

Then a big rain may come or the snow may melt very fast. There will not be room in the rivers and streams for all the water that runs off the land.

The water in the river will get higher and higher. Soon it will flow over the banks of the streams and river. Then the water will flood the towns and cities and the level land along the river and streams.

"Name in order the things that happen to cause a flood."
"Why should people try to stop floods?"



"In working to stop floods, why would the people in Middletown need the help of people in other communities?"

Working Together To Stop Floods

After the flood, the people in Middletown began to think how they could stop floods. They talked with people in nearby towns and with farmers living near the streams and river. Soon many of the people began to work out a plan. Then they went to work.

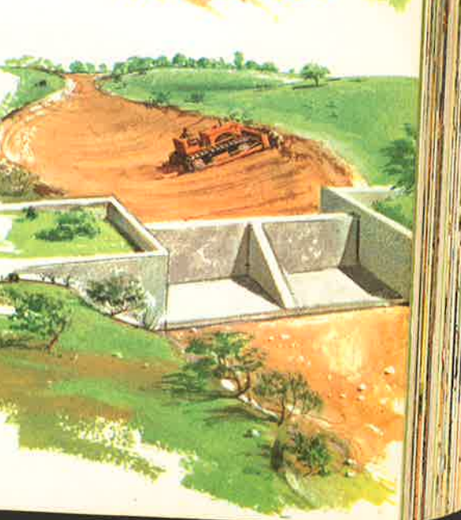
Farmers along the small streams and along the river planted trees and grass on the hillsides. Some planted grass on the level land that they had once plowed for fields. Many plowed the land around the hills to keep water from running downhill.

Some farmers made dams on the small streams. When the rains came, the dams did hold the water back. The water in back of the dams made ponds. This helped stop floods.

Some people began tree farms. Children helped by planting school tree farms. This helped hold the water in the soil.

Use pictures to clarify content.
Develop meaning of *conservation*.
See "Interpreting the Text."





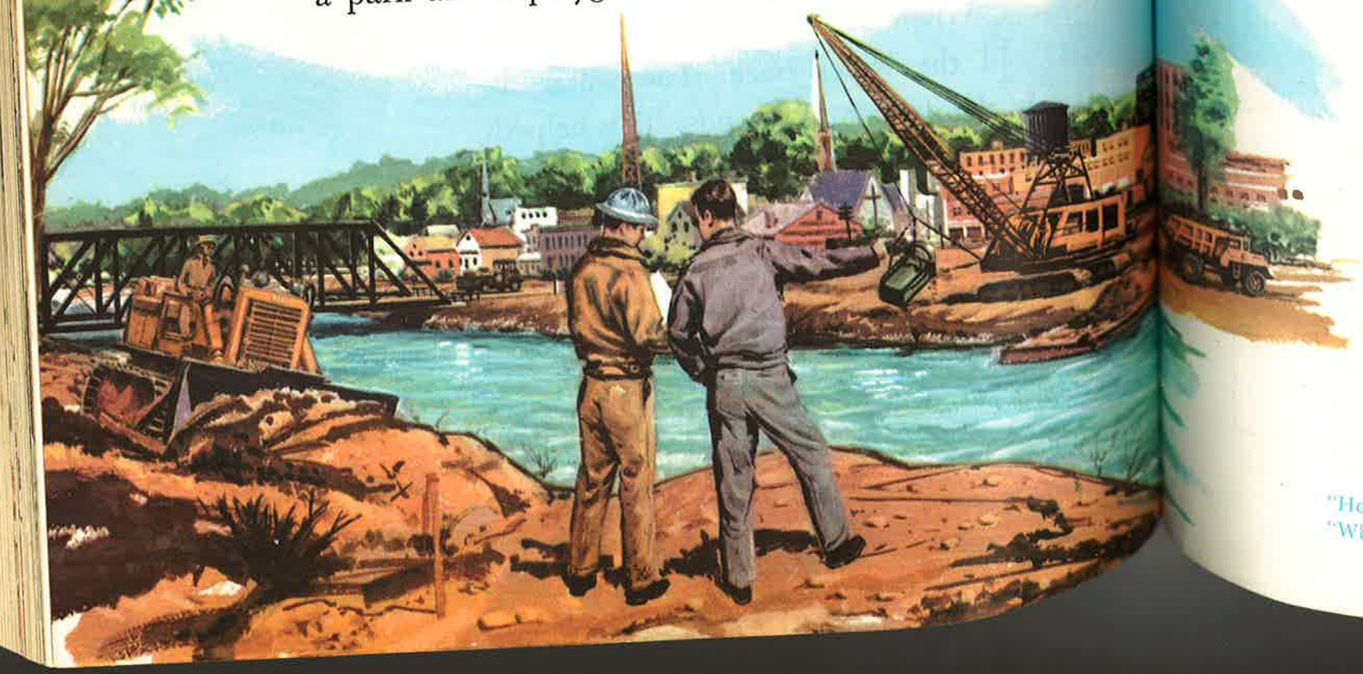
"In what two ways did this work help the farmers themselves?"

Everything the farmers did helped stop floods. What they did helped keep the good soil on the farms, too. This good soil was needed to grow good crops of corn and other plants.

But the work that the farmers did was not enough. The people in Middletown had to do their part of the work.

All that summer men and machines worked to clear the river. They took old trees and logs out of the river. They took some of the soil from the bottom of the river where it had settled. They put this good soil on the land beside the river.

Other men and machines worked to make a park and a playground along the river.



"In what three ways did this work help Middletown?"
"What would have happened if this work had not been done?"

It took a long, long time to do all the work that had to be done on the river. But at last, the work was done, and people in the Middletown community could enjoy the river and the new park.



One night, Mr. Allen came home from work and said, "Guess what good news I heard today."

"What did you hear?" Mrs. Allen asked.

"I heard that a man from Metropolis is going to build a big factory right here in Middletown. And why do you think he picked Middletown?" asked Mr. Allen.

"Because Middletown is a good town," said Grandfather Allen.

"Yes, but that isn't all," Mr. Allen said. "He picked Middletown because of the river. The new factory will use a lot of water, and we always have enough water. Then, too, he wanted a place where the factory workers and their families could have good times. They can have good times on the river and in the new river park."

John looked at his grandfather and said, "Gramps! It's like long ago. The river is still bringing people to Middletown."

"How was the river important to Middletown this time?"
"What changes do you think the new factory will make in Middletown?"

Orient maps to cardinal directions. Establish purpose for reading. Associate key with map.

"Which town is nearest to Spring Lake? Which town is farthest from Farmington?"

A Map to Read

This map shows where the Middletown local community and some places near it are. But it does not show how they look.

Find Middletown. Find the dot that stands for Farmington. What direction is Farmington from Middletown?

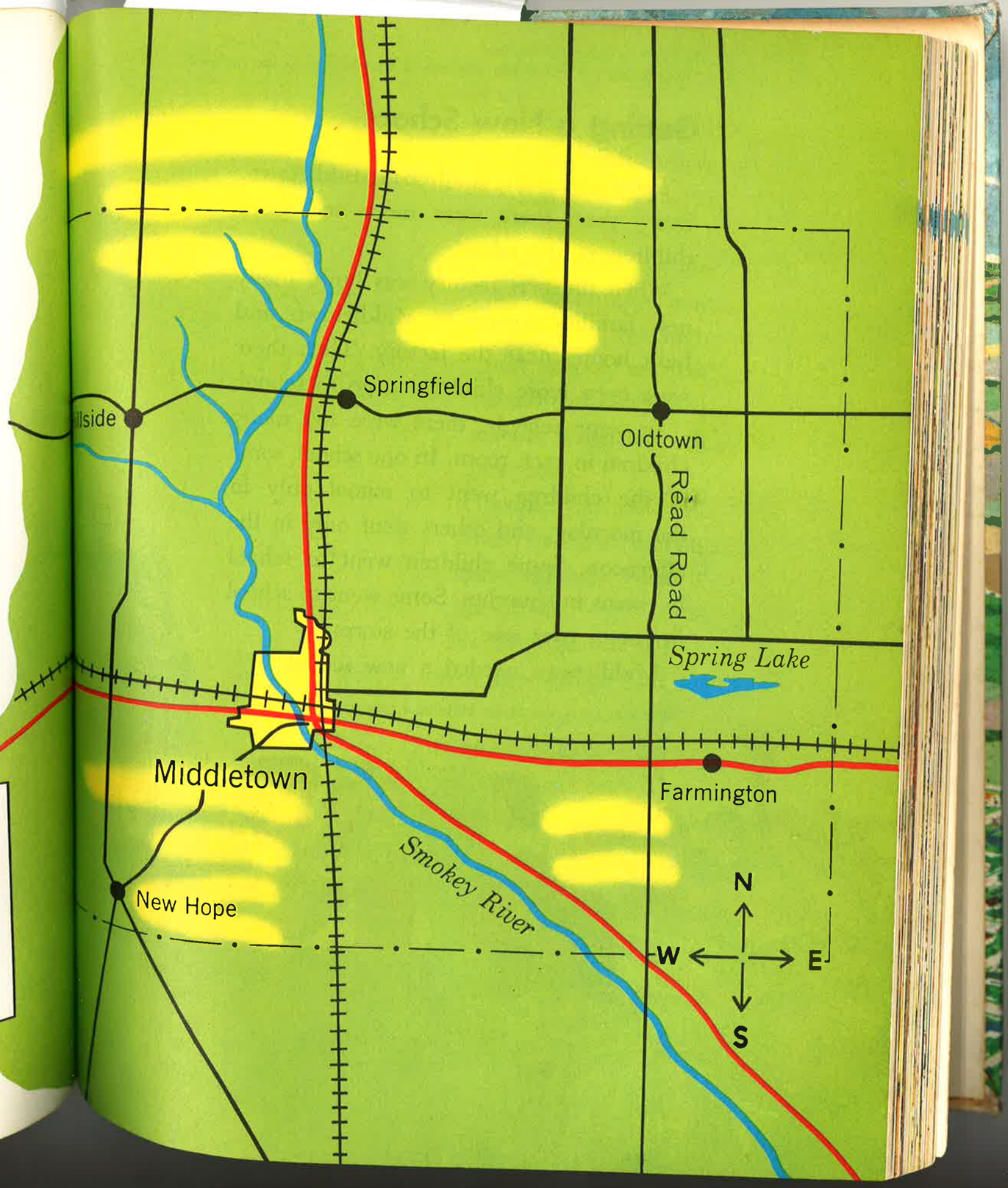
What small town is north of Middletown?

Find Spring Lake. Find Smokey River. How many streams flow into it? Find where each stream begins.

Find the highway that goes through Farmington and Middletown.

Name all the towns that are on the railroads.

"In which direction does the land slope?"
"How can you tell?"



"What new things have you learned about maps?"
"What do you know about the land and towns near Smokey River?"

Establish purpose for reading.
"How would you feel if you were one of the children in the picture?"

Getting a New School

There were many children in Middletown. Every year, there were more and more children in the schools.

When the new factory was built, many new families moved to Middletown and built homes near the factory. Then there were even more children to go to school.

In some schools, there were too many children in each room. In one school, some of the children went to school only in the morning, and others went only in the afternoon. Some children went to school in rooms in churches. Some went to school in rooms over one of the stores.

Middletown needed a new school.

"Give four good reasons for building a new school."



"Why would people have to pay higher taxes if a new school were built?"
"Why were some people against paying higher taxes?"

Many people thought that Middletown should build a new school. But others thought that it would cost too much to build another school.

Mr. Canfield lived next door to the Allens. He did not want to build a new school. He said, "Our taxes are too high now. If we build a new school, we will need more teachers and more of everything it takes to run the schools. Then we will have to pay still higher taxes."

But many of the people did not feel this way. They wanted a new school, and they wanted more teachers even if they had to pay higher taxes.

The people on the Middletown school board thought that a new school had to be built.

At a board meeting, they talked about how much a new school would cost. They talked about how much higher taxes would have to be.

Then they said, "All the people in Middletown must know these things. They must know what a new school would do for the community, too. Then, the people must tell us what to do."

"What three things did the Middletown school board think people should know before they decided about building the school?"

"Why do you think John Allen's parents wanted the new school?"

John's school was near the new factory and the newly built, workers' homes. Most of the boys and girls from these homes went to John's school. Now there were too many children in each room.

All over Middletown parents began to talk about the need for a new school. They knew something had to be done.

Every Middletown P.T.A. went to work. The Middletown P.T.A. Council asked some people to come and talk at a big meeting. People from many different neighborhoods came to the meeting.

"How did the P.T.A. Council show they wanted both sides to have a fair chance?"

At the meeting, some people told why Middletown needed a new school. Other people told why they thought Middletown did not need a new school.

At last, a day was named when everyone would vote to see if Middletown would have a new school.

"Why is voting a good way to decide things?"

The children learned that they would get a new school if enough people voted to have one. So the children went to work to get people to vote for a new school. They asked their parents to vote for a new school. And they made posters telling people to vote for a new school.

"Why do you think the children worked so hard for the school?"



Discuss action in pictures.
"Why would some people be willing to work so hard for the new school or against it?"

The people who wanted a new school worked very hard. They told other people why Middletown needed a new school.

The people who did not want a new school worked just as hard. They told people all over town why they thought Middletown should not have a new school.

There were stories in the newspapers. There were posters in many store windows. People spoke on the radio and TV. The P.T.A. Council got a sound truck to go up and down the streets telling people to get out and vote.

On the afternoon before the voting, people went from door to door all over town. Some of them said, "We need a new school. Vote YES tomorrow!" Others said, "We cannot pay for a new school. Taxes are too high now. Vote NO tomorrow!"





The next day people from all over Middletown came out to vote.

Some of the people voted NO. But more of the people voted YES.

Middletown would have a new school.

"Why did Middletown get the new school?"

That night the Canfields stopped to see the Allen family. Mrs. Canfield said, "Well, it looks as if Middletown is going to get a new school."

"We all worked hard for it," John said. "Teachers, parents, and children, too."

"I know you did," said Mr. Canfield. "Maybe that is why more people voted YES than voted NO. In the United States, that settles it. So it is all right with us."

"Where in our community have you seen people going to vote?"
"How do you think these people are going to vote?"



"How do you think the Allens felt?"
"How did the Canfields feel?"
"Name in order the things that had to happen before it was decided that Middletown should have a new school."

"Why are schools so important?"
"Why do schools cost so much to run?"

Schools and Taxes

People in every local community think good schools are important. They know that good schools make good citizens, and good citizens make a good community.

Good schools cost money to build and to run. Teachers and other school workers must be paid. Things children use in school cost money. The money needed for schools comes from the taxes people pay.

When the people in Middletown voted to build a new school, they knew they would have to pay higher taxes.

Every time a community builds a new school or builds on to an old school, more tax money is needed.

How many grade schools do you have in your local community? How many high schools do you have? What do you use at school that is paid for with tax money?

Where is the newest school in your local community? When was it built? Why? In what ways are the schools in your local community changing? Why?

See "Extending Experiences."

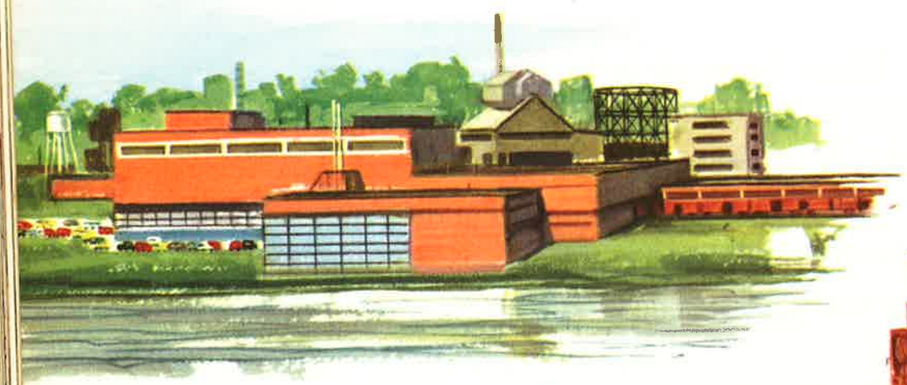
"Let's see how these changes helped or hurt Middletown."

Changes of Many Kinds

The first picture shows the new factory near the river.

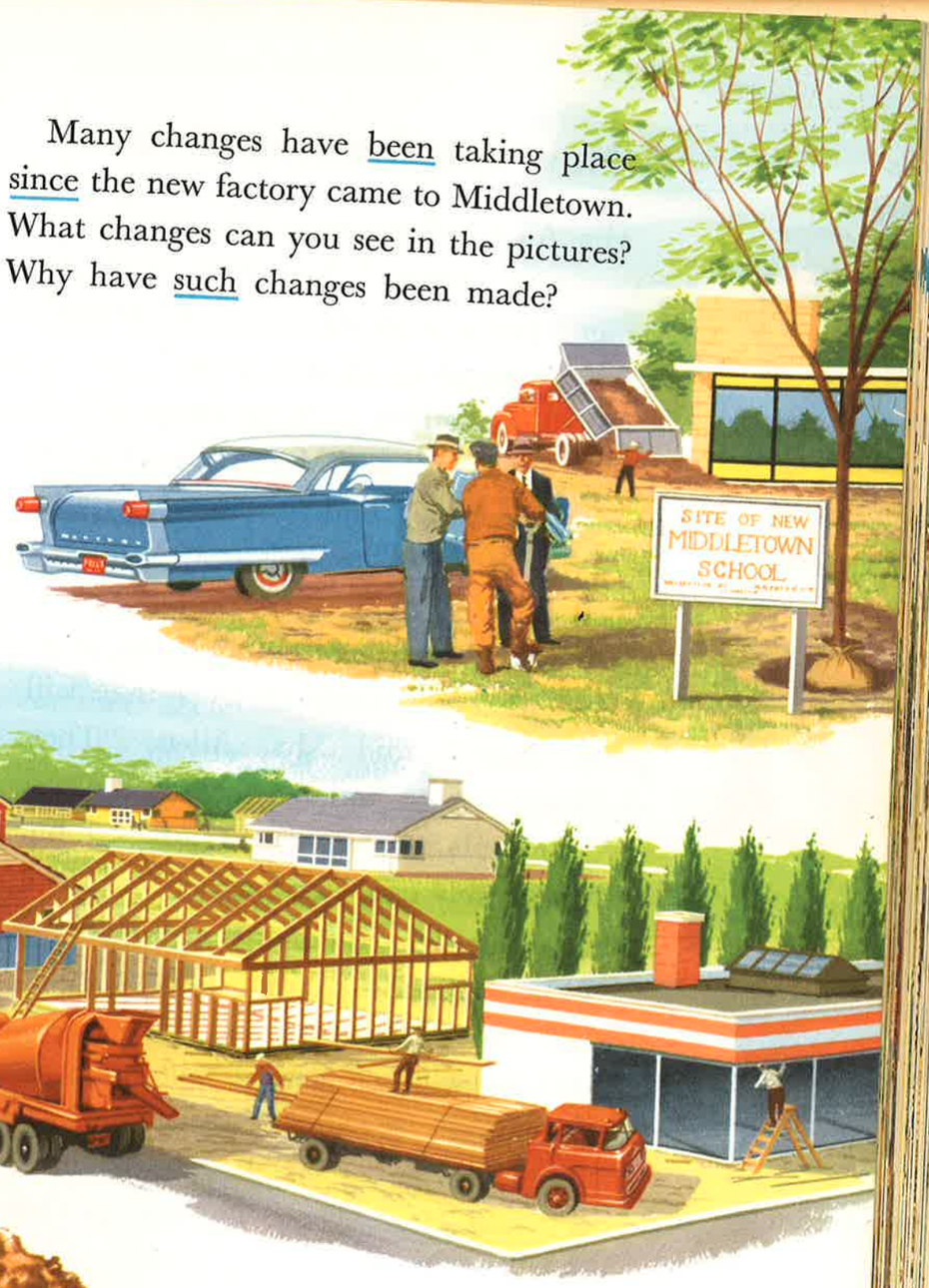
What other changes were there along the river in Middletown after the flood?

What changes were there along the river and streams outside of Middletown after the flood?



"What part did the river play in getting a new school for Middletown?"

Many changes have been taking place since the new factory came to Middletown. What changes can you see in the pictures? Why have such changes been made?



"How does a new factory help a community?"
"What problems may it cause?"
"How will all these changes affect business in Middletown?"



A New Forest on the River

Mrs. Allen had just come from a meeting. "You look excited," Mr. Allen said. "I thought you said nothing happened at your conservation meetings any more."

"Well, something exciting happened at today's meeting," said Mrs. Allen. "We are going to start a Children's Forest."

"What is a Children's Forest, Mother?" asked John.

"It is a forest where children can plant all the different kinds of trees that will grow there," said Mrs. Allen. "Then everyone can go and see them."

"Can I plant a tree there?" asked John.

"You surely can," his mother said. "All the children in our county can help."

"Where is the Children's Forest going to be?" asked Mr. Allen.

"Where will we get all the different kinds of trees to plant?" asked John.

"I am not going to tell you any more now," said Mrs. Allen. "But doesn't that sound like a good thing to do?"

"Yes, it sounds good," said Mr. Allen. "But it sounds like a lot of hard work."



"Why would a conservation group be likely to have this idea?"
"Why do you think Mrs. Allen was interested in it?"

"Name all the ways people worked together in making plans."

Many people did work very hard on the Children's Forest.

First of all, Mrs. Allen and some other people on the Conservation Council went to talk to members of the Park Board. Mrs. Allen told the Park Board all about the Children's Forest.

The members of the Park Board thought that a Children's Forest would be good for the community. One member said, "Why couldn't we use some of the land we cleared along the river?"

Another member thought the forest should be on the other side of the city.

Still another member thought it would be a good thing to plant the forest outside the city.

The members of the Conservation Council and the Park Board talked about two other places. But they decided that the forest should be planted along the river.

Then the council went to work to get other people interested in the forest. Stories were put in the different newspapers. Members told about the plans for the forest on radio and TV. They asked all the people in the county to help with the forest.

"Why do you think it was decided to plant the forest along the river?"
"How do you think the land they planned to use looked at this time?"



"Why did the tree planting begin on Arbor Day?"
Discuss activities pictured on both pages.
"How can you tell that this is hard work?"

Tree planting began on Arbor Day.

The trees had come from different parts of the United States. Boys and girls from all over Middletown and other parts of the county had come to plant the trees.

The mayor planted the first little tree.

After the mayor had planted the first tree, groups began planting other trees. Each little tree was planted where it could get the light and the air that it needed.



The planting on Arbor Day was only the beginning of the work on the forest. It took a lot of work to protect the trees.

The trees had to be watered when there was not enough rain.

Some trees did not live and others had to be planted in their places.

Markers were made and put next to each tree. The markers told the kind of tree it was and from which part of the United States it came.

The work went on for many weeks.

One Saturday, when the Allens were at work in the forest, John said, "Gramps, I wish I could see how our forest will look when all the trees are big and all the work is finished."

"The work will never be finished," said Gramps. "I will not live to see these trees when they are big, but you will. Even then, there will be work to do.

"Someday, you may bring your own grandchildren here to see a beautiful forest. You can tell them how your mother helped the Conservation Council start the forest when you were a boy. And you can tell them how you helped with it."







"What different things had to be done to carry out the idea?"
"How did it change the way the land along Smokey River looked?"
"How will this idea help people now and for years to come?"

See "Interpreting the Text" in *Guidebook*.

Places to Enjoy That Help You Learn

The Middletown Conservation Council started the Children's Forest so that children could learn more about trees.



Is there such a forest or a tree farm in or near your local community?

Do people in your community plant trees on Arbor Day or at some other time of the year? Why do they plant these trees?

In some communities, there are beautiful gardens for everyone to enjoy. These gardens help people learn more about different kinds of flowers.

Some communities have places where people can go to learn more about birds, animals, and fish.

Some communities have places where people can go to learn about the stars.

What places are there in your community where you can go to learn about such things as flowers, fish, and stars?

Tell what you have learned at each of these places.

How do people pay for these places?



See "Extending Experiences."

Establish purpose for reading.
Discuss each paragraph and plan what to include in books.
See "Interpreting the Text" for work to be done at this time and in future periods.

In Your Local Community

While you were reading "Middletown," you were learning many things about your local community.

If you have not started to make a book about your own local community, you can begin one now. If you have started to make a book, you can add to it now.

Start your work by adding your story of the first settlers in your community. Tell about any places or streets named for the settlers or named for the Indians. Tell how your town or city got its name.

Make pictures to show what you learned about the land, water, and the weather.

Make pictures to show what people are doing about the conservation of water, trees, and soil in your community. Tell why you think this conservation is important.

Write a story telling all you have learned about your community's schools.

Tell what you have learned about the way taxes are used in your community.

How has what you have learned helped you be a better citizen?

See *Guidebook* for detailed lesson plans.
"What do you see here that we have in our local community? That we do not have?"

Farmington

Farmington is a very pretty little town with farms all around it.

There are some stores and other business buildings on each side of Main Street.

There are homes with yards and three small churches on the other streets. Many farm families go to these churches.

Farmington has a big high school for older boys and girls. There is another big school for the smaller children.

Children from Farmington and from all the farms around it go to these two schools.

The farmers sell some things that they raise to people in Farmington. And the people in Farmington sell many other things to the farmers.

The town of Farmington and the farms all around it depend on each other for many things.

"How would the people who live on farms depend on the people in Farmington?"

"How would the townspeople depend on the farm people?"



Identify highway and Main Street.



A Fire in the Country

See *Guidebook* for suggestions.

It was a hot summer day in Farmington.

Mike Best and Andy Hope were riding their bicycles up and down Main Street looking for something exciting to do.

When they came to Mr. Jim Best's store, Mike called, "Hello, Dad!"

Mr. Best stopped talking to Mr. Van and called back, "Hello there, boys. Where are you two going?"

"No place," said Andy.

"There's no place to go," said Mike. "I wish something exciting would happen."

"So do I," said Mr. Best. "I wish some people would come to town. That would be exciting enough for me."

"Why did Mr. Best want people to come to town?"
"How can you tell it's a hot summer day?"

"Why did Mr. Best and the other men run to the firehouse?"
Discuss how a volunteer fire department operates.

"Me too!" said Mr. Van. "But that isn't going to happen. The farmers are working in the fields, and the people in town don't want to go shopping on a day like this. Nothing exciting happens on a hot day."

"Listen!" called Mike. "The fire bell!"

Then one after another, many things began to happen.

Mr. Best called to Mrs. Best, who was inside the store, "Take care of the store, Ann. Someone may come in."

Then Mr. Best ran down the street to the firehouse.

In many of the other stores on each side of Main Street, other men stopped their work. They ran to the firehouse, too.

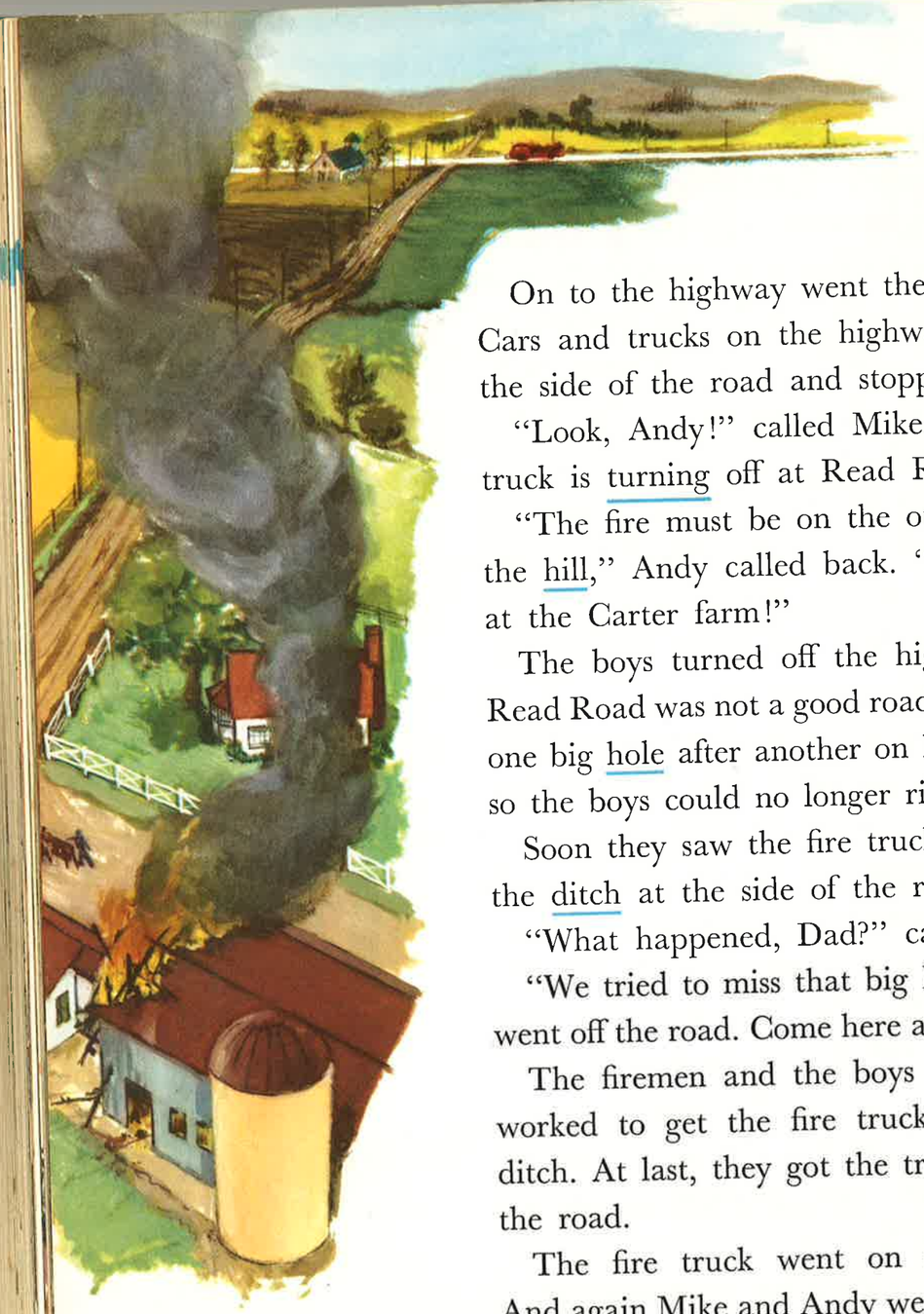
Other people ran out on the sidewalks just to see what was happening.

Out of the firehouse came the big new fire truck. Jim Best and the other men jumped on. Off the fire truck went, down Main Street.

"Let's go and find out where the fire is," said Andy. "Maybe there is some way we can help."

"Let's go," said Mike. And down Main Street went the boys on their bicycles.





On to the highway went the fire truck. Cars and trucks on the highway went to the side of the road and stopped.

"Look, Andy!" called Mike. "The fire truck is turning off at Read Road."

"The fire must be on the other side of the hill," Andy called back. "It must be at the Carter farm!"

The boys turned off the highway, too. Read Road was not a good road. There was one big hole after another on Read Road, so the boys could no longer ride fast.

Soon they saw the fire truck. It was in the ditch at the side of the road.

"What happened, Dad?" called Mike.

"We tried to miss that big hole and we went off the road. Come here and help us."

The firemen and the boys worked and worked to get the fire truck out of the ditch. At last, they got the truck back on the road.

The fire truck went on up the hill. And again Mike and Andy went puffing up the hill after it.

"Why did the cars and trucks drive to the side of the road and stop?"
"What happened on Read Road? Where? How do you think the firemen felt?"
"What happened at the Carters' farm?"



"Why couldn't the Carters put out the fire alone?"
"What sounds would you hear at the fire?"

"Why did everyone have to work so hard to save the milkhouse and other buildings?"

By the time the firemen got to the Carter farm, many neighbors had come to help.

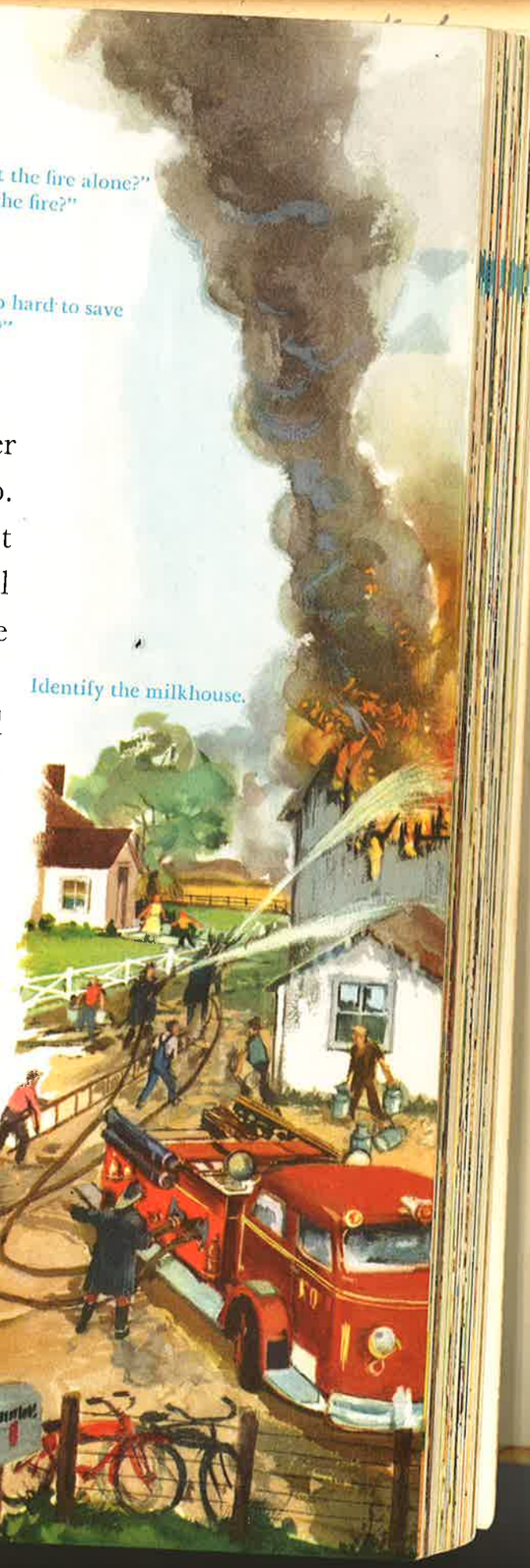
But the barn was burning so fast that the firemen could not save it. So all the men began working to try and save Mr. Carter's milkhouse.

One of the neighbors called to Andy and Mike, "Come here, boys. Come and help us keep the fire away from the milkhouse."

So Andy and Mike went to work.

Mr. Carter's two boys, Bill and Pat, had taken their father's cows to Steve Hardy's barnyard on the other side of the road. But now they went to work to help save the milkhouse and the other buildings.

Identify the milkhouse.





"In what ways did the neighbors and firemen help Mr. Carter?" "How do you think Mr. Carter felt about this help?"

The Carter barn had burned down. But the milkhouse, the other farm buildings, and the Carter house were saved. When the firemen were ready to go, Jim Best turned to Bob Carter. "I guess we weren't much help," he said. "But when the fire truck went in the ditch, I was afraid we wouldn't get here at all!"

"I know," said Bob Carter. "Read Road is no place for a big fire truck. But you got here in time to save my home and my new milkhouse."

"Where will you milk your cows, Bob?" asked Steve Hardy. "I haven't room for all of them in my barn."

"I can take care of ten or so," said Jack Ball, who lived on Read Road, too.

"Ten will be enough," Steve Hardy said. "I can take care of Bob's other cows until he can build a new barn."

"I guess we can't do anything more," said Jim Best. "And we have to get back to town."

So the firemen got on the fire truck, the boys got on their bicycles, and they started the hard ride down Read Road back to Farmington.

Discuss the four questions that were raised in "Establishing Readiness" to motivate the reading of the story.

"What things happened one after another after the fire bell rang?" Discuss differences between a volunteer fire department and one composed of full-time city or county employees.

Emphasize the importance of fire prevention. "Why is it important to prevent fires?" "How might fires start in our local community?" "How do you think the fire at the Carters' may have started?"

Your Community's Fire Department

Discuss cost of fire, both to property owners and to children's parents as members of the local community.

When there is a fire on one of the farms around Farmington, farmers call the Farmington Fire Department.

It takes money to run a fire department. So each year, the farmers pay for help from the Farmington Fire Department.

Who puts out fires on farms in your local community?

What happens when there is a big fire?

How do the people in your community pay for your fire department?

When the Farmington fire truck went to the Carter farm, the firemen were slowed down by the holes in Read Road.

What could slow down or keep firemen from getting to a fire in your local community?

Why should people in cars drive to the side of the road and stop when they hear a fire truck coming?

What should you and other people do when you hear a fire truck coming?

In what other ways can you be of help to firemen?



See "Extending Experiences" in *Guidebook* for investigations children should make in their own local community.

Establish readiness and purpose for reading as suggested in *Guidebook*. Note cardinal directions.
"What do you see here that you have seen before? That you have not seen?"
"Read the first paragraph to find out what the picture shows."

A Picture Map to Read

Guide rest of page sentence by sentence.

This picture map shows the Farmington local community and the country around it.

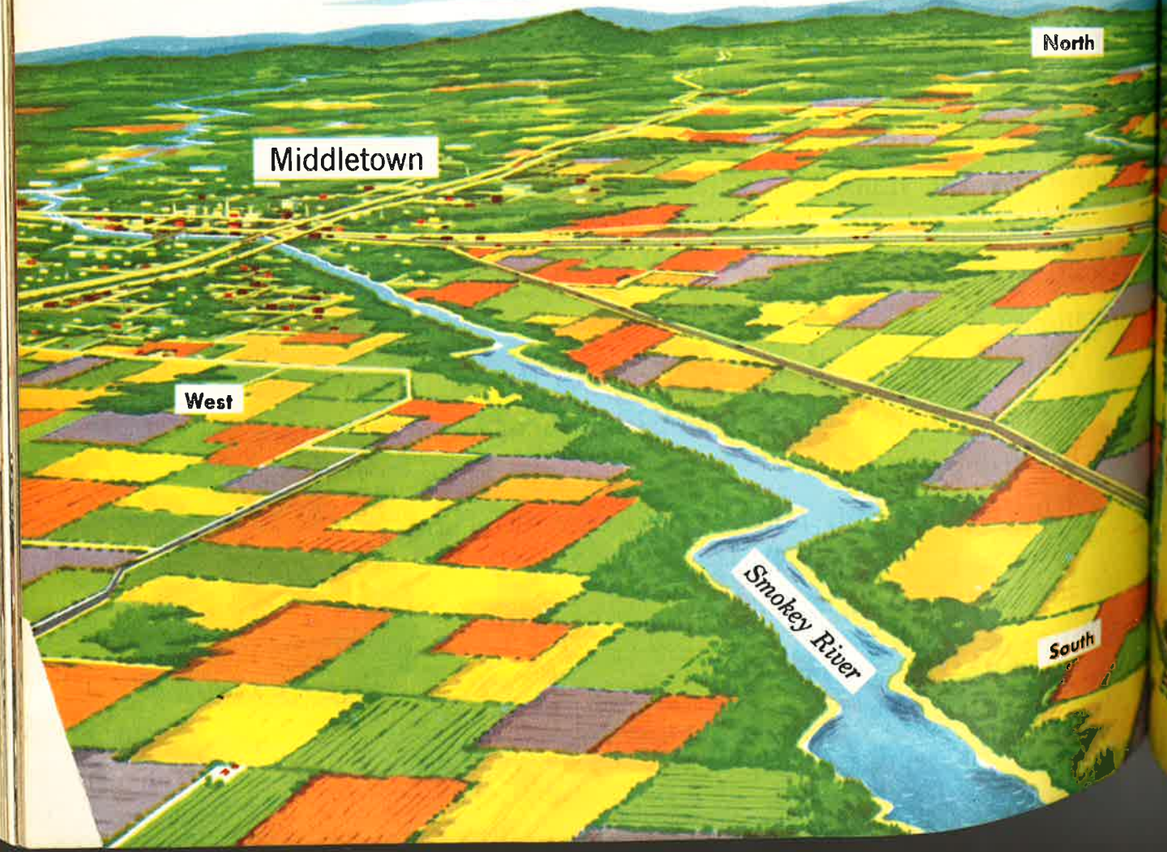
This is the way they look from high up in an airplane.

Find Farmington and the big town west of it on the picture map.

Find the main highway and Read Road.

Now find the railroads. Which towns are on the railroads?

Find Smokey River and Spring Lake.



Guide reading and discussion sentence by sentence.
After completing page, ask, "How is this picture map different from the picture on pages 96-97?"

Where are the hills on the picture map?

Find the Carter farm and the Hardy farm on the picture map.

Which farm is on the east side of Read Road?

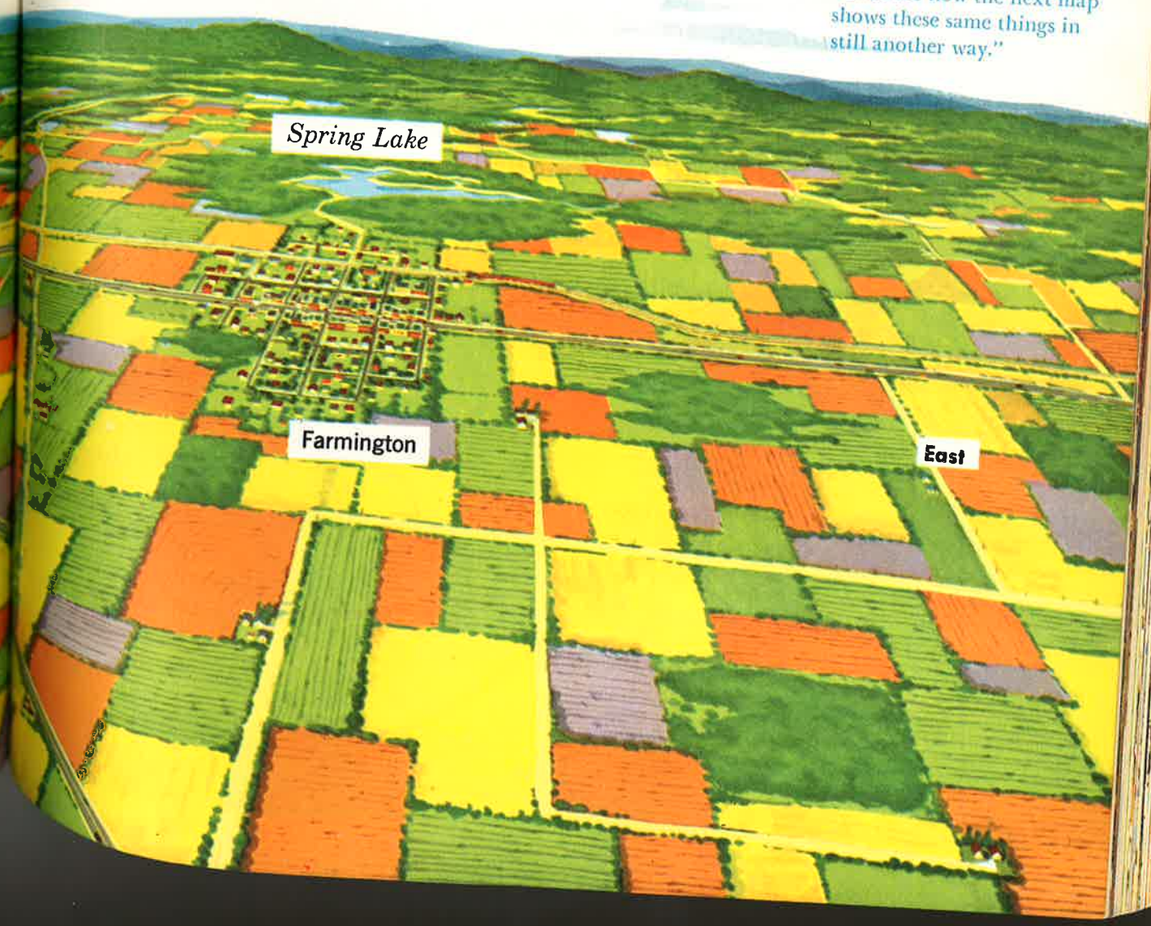
See "Interpreting the Text" in *Guidebook*.

Find Jack Ball's farm. Is it north or south of the Carter farm?

Did the firemen go north or south when they turned off at Read Road?

Did they turn east or west when they got to the highway on their way back to Farmington?

"Let's see how the next map shows these same things in still another way."



Orient books to cardinal directions.
Guide reading and discussion sentence by sentence. See "Interpreting the Text" in *Guidebook*.

A Map to Read

"What two things does the first paragraph tell you?"

This map shows where the places you saw on the picture map are. But it does not show how they look.

"What is used to stand for places?"

Find Smokey River and Spring Lake.

Find the dot that stands for Farmington.

Find Middletown.

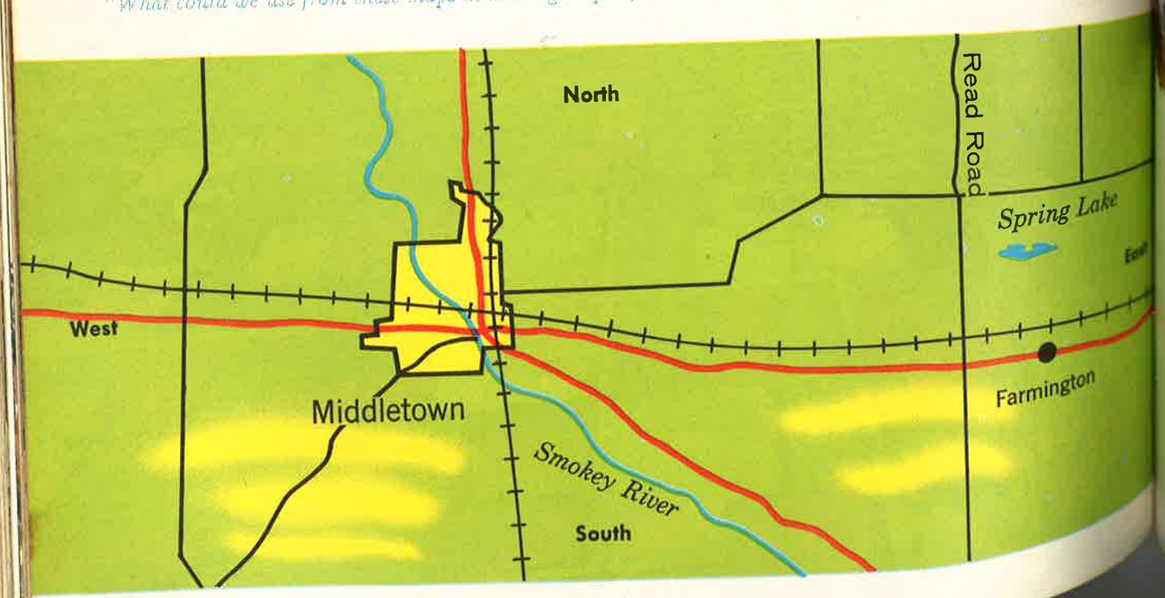
The red lines stand for main highways. A line like this ———— stands for other roads.

Find the main highway that goes from Farmington to Middletown. Find Read Road.

"What do you see here that you could not see in the picture map?"

Lines like this ++++++++ stand for railroads. Find the railroads.

"How does each map differ from the other? Why?"
"What could we use from these maps in making maps of our own local community?"





Identify characters and setting.

Farmington or Middletown?

Right after the fire, Bob Carter talked to two of his neighbors about a new barn.

"I will have to build one right away," Bob Carter said.

"I wish I could help you," said Jack Ball. "But I have to be in the fields every day this time of year."

"We all do," said Mr. Carter. "I must find a good carpenter to build my barn."

"I know of a very good carpenter in Middletown," said Steve Hardy.

"Farmington has a good carpenter, too," said Mr. Carter. "I know Bill Turner would like the work. I thought I would get him to build my barn."

"Well, I like Farmington," Steve Hardy said. "But Middletown is bigger, and I think the workmen are better."

Jack Ball laughed and said, "Steve thinks that everything in Middletown is better than anything in Farmington."

"Why did Mr. Carter have to find a carpenter to build the barn?"
"Why did Steve Hardy want Mr. Carter to get a Middletown carpenter?"

"Why did Bob Carter think he should get a Farmington carpenter?"
"Why did he agree to Steve's plan?"

"But, Steve, Farmington is our town," said Bob Carter. "We get our mail there. Our children go to school there, and we use the Farmington Bank. The people who work in the bank know us. They know that sometimes we need to borrow money. They know we will pay it back, too.

"I will have to borrow some money to build my new barn. We need Farmington and Farmington needs us. That is why I want to get a Farmington carpenter."

"You have a right to get any carpenter you want," said Steve Hardy. "But why don't you talk to a carpenter I know in Middletown and see what you think of him? His name is Jack Singer.

"I am going to Middletown on Saturday to sell some chickens. I can ask Jack to come out here and talk to you about building a new barn."

"All right," said Bob Carter. "I will talk to Jack Singer. I don't know just what kind of barn I want to build, but I will know by Saturday."

Then his two neighbors went back to their work, but Bob Carter went right on thinking about his new barn.



Identify setting.
"What do you think the men are talking about?"

When the firemen got back to town, each one went to his place of business.

Just after Jim Best got to his store, people came in to ask him about the fire. He told them that the fire was at the Carter farm. Then he went on to tell about the fire truck going into the ditch when the driver tried to miss the big hole on Read Road.

"Something has to be done about that road," Jim Best said. "We have to get to the farms on Read Road faster than we did today. If we don't, the farmers will not help pay for our fire department. Soon the farmers out there will want to use the Middletown Fire Department."

"I drive the school bus, you know," said Pete Wells. "There are a lot of times when I can't go after the children on Read Road. They have to walk all the way to the highway and I pick them up there. Their mothers and fathers don't like that, I can tell you!"

Then Jim Best said, "If the county doesn't do something about that road, Farmington is going to lose a lot of business."



"Why did Jim Best think the county should do something about the road?"

From top to bottom: local farmer, Mr. Van, Mr. Walker, and Mr. Workman.
"Why do you think Mr. Van felt as he did? Mr. Taylor?"

Mr. Van said, "Now, don't get so excited! It would take money to build a new road. Our taxes are too high now. Let the farmers get the Middletown Fire Department to put out their fires.

"The children don't have to come to our school. Why can't they open up that old country school out there? Or let the children go to Middletown if the country school isn't good enough for them?"

Mr. Dick Taylor, who had just moved to Farmington, said, "I'm another one who doesn't want to pay higher taxes to build a new road for the farmers. Why should we feel that we have to help them?"

"For one thing, we need their trade," said Mr. Walker. "I run a lumberyard to make a living for my family. I don't want the farmers to buy lumber for their new buildings in Middletown."

Tom Workman said, "I feel the same way. Steve Hardy raises good chickens. I want him to sell them to me. But he is taking his chickens to Middletown now. He will not use Read Road. Pretty soon all the farmers west of here will be taking their chickens and eggs to Middletown."

"Why did Mr. Walker and Mr. Workman feel as they did?"



From top to bottom: Mr. Taylor, Mr. Hope, and Mr. Best.
"Why did Bill Turner feel as he did? David Hope?"

Then Bill Turner, who was a carpenter, spoke up. "Farmers need carpenters and I need work. I do not want a Middletown carpenter to get the farmers' business."

"I depend on the farmers' money to run my bank," said David Hope. "When farmers have money, they put it in my bank. When they need money, they borrow it here. If I lost the farmers' banking business, Farmington wouldn't have a bank."

"I can see why you all feel the way you do," Dick Taylor said. "But this town doesn't have everything that people need. Farmington just isn't big enough for that."

"You're right," said Jim Best. "But we do want people to trade with us here."

Each one in the store that day had something to say. Each one knew that something should be done. Everyone but Mr. Van and the newcomer, Dick Taylor, thought it was important that something be done about Read Road.

People began to think about how much the people in Farmington and the farmers needed each other.

The Carter fire had started something!

"In what ways do the farmers depend on Farmington?"
"In what ways does business in Farmington depend on the farmers?"
"Why was Farmington losing business to Middletown?"

Orient books to cardinal directions. Discuss questions. Locate and discuss other places labeled.

The Farmington Business Center

This is a picture map of part of Farmington. It shows the business center and other places around it.

What is the name of the street that is part of the main highway?

On what street is the business center?

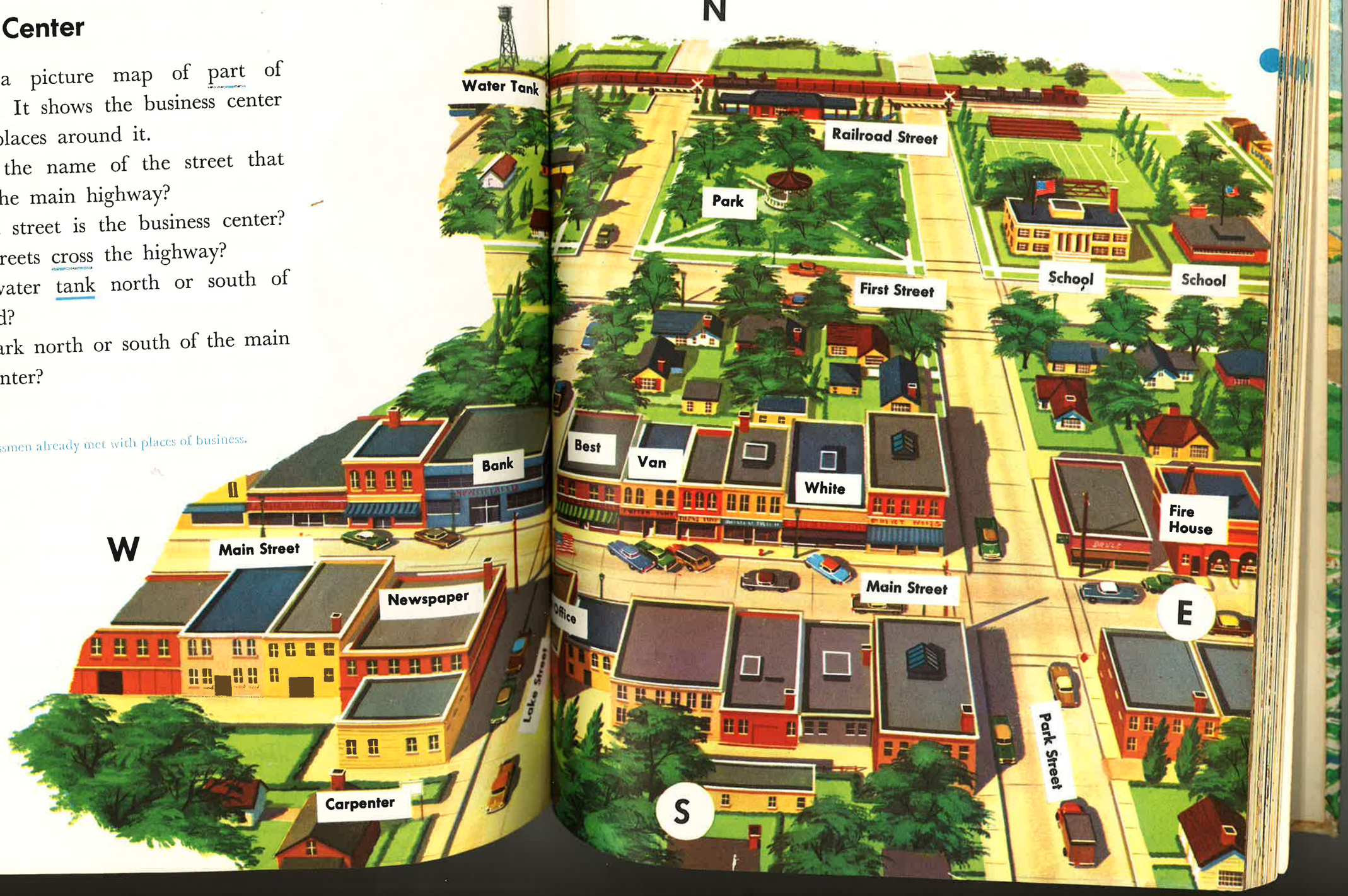
Which streets cross the highway?

Is the water tank north or south of the railroad?

Is the park north or south of the main business center?

Associate businessmen already met with places of business.

See suggestions for mapping business center in your local community given in "Making and Reading Maps," in Golden Section, and "Extending Experiences," in *Guidebook*.



Compare own local main business center with Farmington's.
"Let's see what we can find out about business centers in other local communities."

See "Extending Experiences" in *Guidebook*.

Business in Your Local Community

Every local community has a main business center. Some local communities like Farmington have just one small business center. Larger local communities have one very large business center and many smaller ones.

Some of the neighborhood business and shopping centers are beginning to get very big. There are many kinds of stores in these big neighborhood centers. Some of them even have banks, doctors' offices, and moving-picture houses. Most of them have big parking lots.

People like to use these neighborhood centers. They save the time it would take to go to the very large business center.

Tell about any new business and shopping centers in your community.

Where is the main business center in your local community? What do you and your family buy and do there?

What can you do to help businessmen and other workers in your local community?

Emphasize how children can be helpful to businessmen and other workers.
"Why do you think some neighborhood business centers are becoming so large?"
"Why do some local communities have more business centers than others?"

Identify setting. Establish purposes for reading as suggested in *Guidebook*.
Discuss activities on Saturday night in small town business center.
Compare with night in own community when stores are open for business.

Saturday Night in Farmington

When Steve Hardy got home from Middletown on Saturday, he stopped at Bob Carter's. "I saw Jack Singer, today, Bob," he said.

"Can Mr. Singer come right away?" Bob Carter asked.

"He can't build your barn!" Mr. Hardy said. "They're building a lot of new houses in Middletown. Every carpenter seems to have more work than he can do now."

"Thank you anyway, Steve," said Bob Carter. "I'm not too sorry that Jack Singer is too busy to build my barn. We are going to town tonight. I will try to get Bill Turner to build my barn."

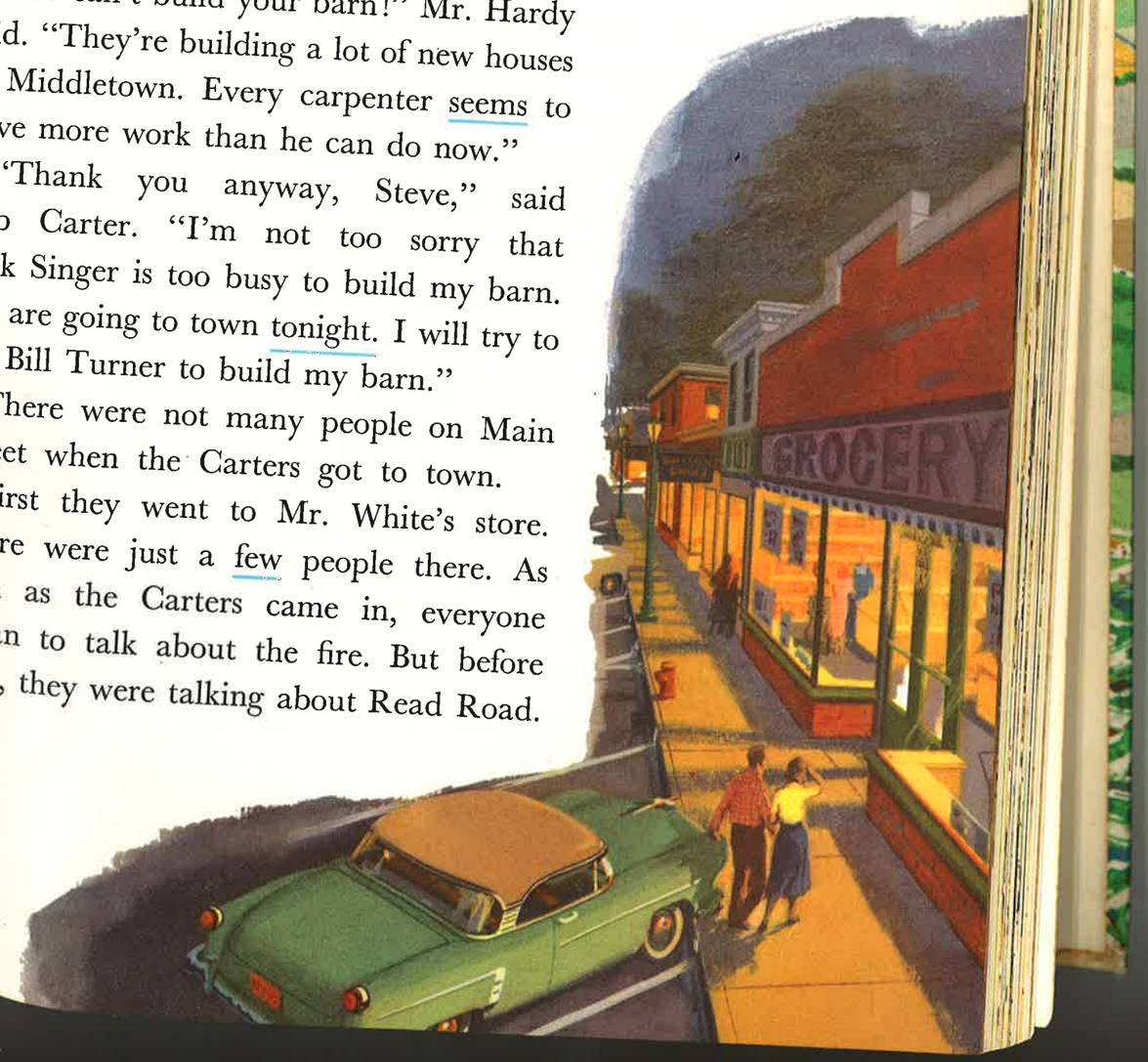
There were not many people on Main Street when the Carters got to town.

First they went to Mr. White's store. There were just a few people there. As soon as the Carters came in, everyone began to talk about the fire. But before long, they were talking about Read Road.

"Why do you think Middletown carpenters might usually be busier than Farmington carpenters?"

"Why did Bob Carter feel as he did when he heard Mr. Hardy's news?"

"Why do you think so few people were on Main Street?"



Discuss the responsibilities of the county for building and maintaining certain roads.
"Why do you suppose the county hadn't improved Read Road?"

Mr. Carter said, "We farmers who live along Read Road have tried to get the county to do something about the road. But the county keeps putting us off."

"Why would people from all parts of the local community working together be more likely to get the road improved?"

Another farmer said, "It's going to take more than the people on Read Road to get a good county road."

"You're right," said Mrs. Carter. "And I think this is the time for all of us to get busy and do more than talk. How can we help get a better road?"

Mr. Ball had just been listening, but now he spoke up. "They have a community club where my brother lives," he said. "The club does a lot of things to help that community."

"That sounds good!" said Mrs. Carter. "Why don't we start a Farmington Community Club? How should we begin?"

"First of all, let's get the farmers and townspeople together and have a meeting," Mr. Ball said. "Then we can all decide what this community needs most."

"That will not be hard to decide," said Bob Carter. "We need a new road!"

Mrs. White said, "We need other things done right here in town, too."

"Why do you think that Mr. Ball's suggestion was a good one?"
Discuss values of using democratic procedures.

"Why was Mr. Van against starting a community club?"
"How did the farmers show that they understood the problems of the townspeople?"
"How do the people seem to feel as they discuss their problems?"

Discuss picture.



Mr. Van had not said anything up to now. "I can't see it," he said. "We have been getting along for a hundred years without a community club. I don't see what it could do for this town."

"Well, I do," a farmer said. "There are a lot of things that could be done to improve this town. Farmington is losing business to bigger towns all the time."

"Yes, it is," said Mrs. White. "And it is time we did something about it!"

"For one thing, the stores here don't advertise enough," Jack Ball said. "Just the other day, Steve Hardy showed me some advertising from Middletown. It told about things they had to sell there. But it didn't advertise a thing that our stores in Farmington don't have."

The talk went on and on. Everyone got more and more excited. More and more people came into the store. They listened to the others and got excited, too. Everyone had something to say about what the community club should do.



"What different changes to improve business were suggested? How would each help?"
"Why would people want to see buildings a hundred years old?"

Mr. White said, "It would help business if we had a good place for people to stop and stay all night."

"We need a motel," said Mr. Hope. "We should build a highway motel."

"And we need to advertise," Mr. White said. "We want people to trade here."

At last, Mr. Van said, "If we have to have a community club, let's do something about our old buildings.

"This is an old town. Some of our buildings are more than a hundred years old. People would stop here to see them if they knew about them. Maybe we do need to advertise our town."

"And we need to do something to help our young people have a good time here in Farmington," said Mrs. Ball. "Then they wouldn't be going to Middletown every night." "What could be done to help young people have fun in town?"

Everyone began to tell what the community club could do. They talked on and on. Everyone forgot to go home. Mr. Carter forgot about his barn, and Mr. White forgot to close his store on time.

Then Bill Turner said, "Why not decide now what we need in this community?"

"Name three ways in which this discussion was important to everyone in the store." Bring out understanding of rural problems by townspeople, town problems by rural people, interest in working together on problems.

"What improvements besides a new road did the people think were needed?"
"What did they want to do for the young people? Why did they want to organize a club?"

"We can't decide anything tonight," said Mrs. Carter. "We can't decide anything without a meeting of the whole community. Everyone should have a part in organizing the club."

"Why didn't they organize the club when they first talked about it?"

"I guess that's right," said Bill Turner.

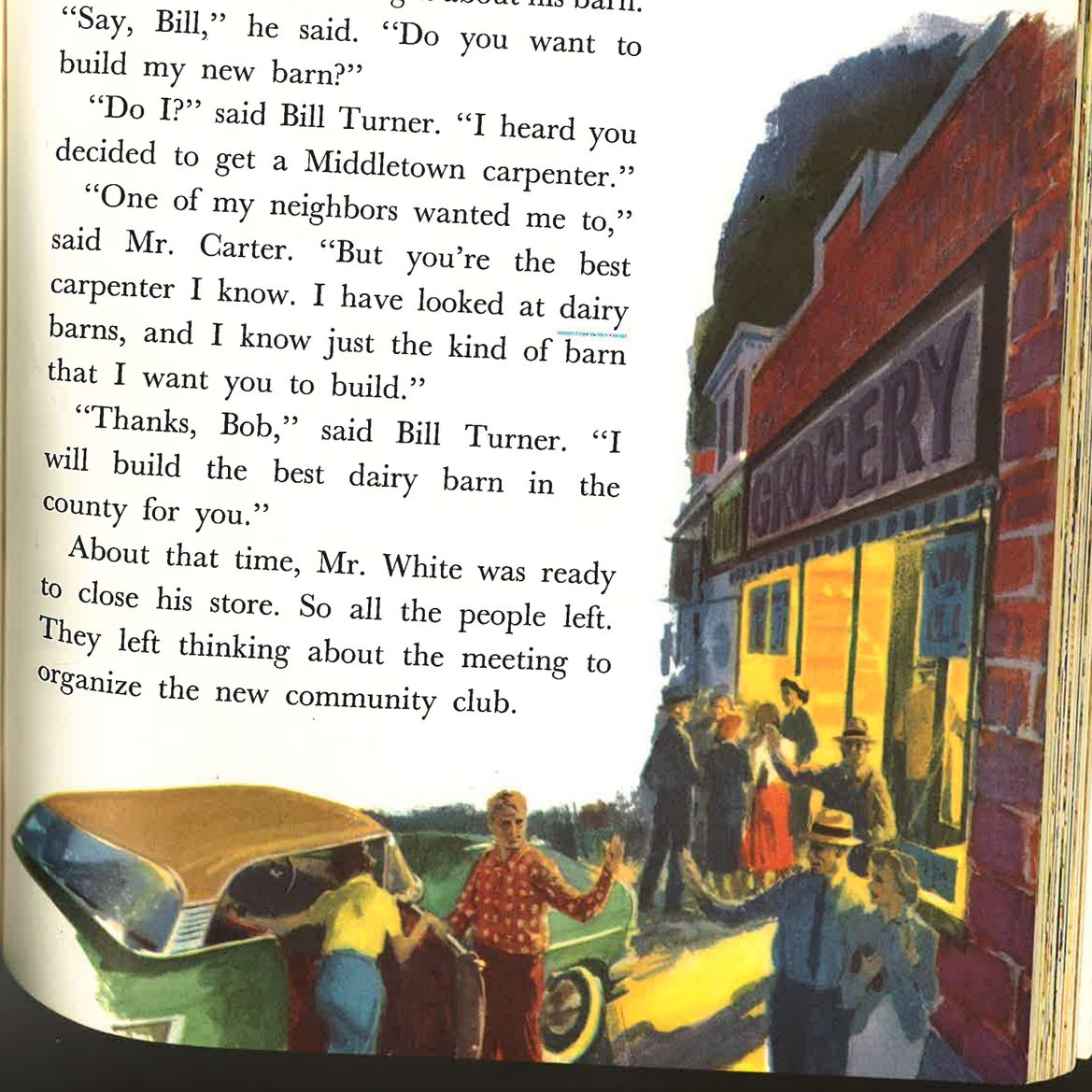
Then Bob Carter thought about his barn. "Say, Bill," he said. "Do you want to build my new barn?"

"Do I?" said Bill Turner. "I heard you decided to get a Middletown carpenter."

"One of my neighbors wanted me to," said Mr. Carter. "But you're the best carpenter I know. I have looked at dairy barns, and I know just the kind of barn that I want you to build."

"Thanks, Bob," said Bill Turner. "I will build the best dairy barn in the county for you."

About that time, Mr. White was ready to close his store. So all the people left. They left thinking about the meeting to organize the new community club.



Emphasize importance of democratic procedures in children's own clubs.
"In your own club, how do you decide what the club will do?"

Clubs in Your Local Community

"How do you make plans to get it done?"

"What do you do if you don't like what has been decided?"

There are clubs in every community.
There are clubs for boys and girls.
There are clubs for men and women.
Each club can do something for people in the community.

How many clubs for children do you know about?

In what ways do these clubs improve living in your community?

To which one do you belong?

What do you do in your club?

How is your club organized?

What committees do you have in your club? To which committee do you belong?

What can you do as a member of your club to make it better?





To what clubs does your mother belong?
To what clubs does your father belong?
How do these clubs help your community?

When you are older, to what clubs do you want to belong? Why?

See "Extending Experiences" in *Guidebook* for investigations children should make in their own local community.

Identify setting of picture and establish purpose for reading as suggested in *Guidebook*.
"Why do you think the meeting was held in the high-school building?"
"Who are the four people near the table? Why are they there?"

The Farmington Community Club

"How do you know that the idea of the community club appealed to people all over the Farmington community?"

Before long, there was a meeting to organize a Farmington Community Club. The meeting was in the high-school building. Most of the farm families belonged to the club. Most families with a business in Farmington belonged. The superintendent of schools, the principals, and many teachers belonged. Other Farmington people belonged, too.

At the meeting, four committees were organized. Each committee had some members who lived on farms and some members who lived in Farmington.

Each committee had its own work to do.

Steve Hardy was made chairman of the New Road Committee.

David Hope was made chairman of the Business Committee.

Mrs. Bill Turner was made chairman of the Recreation Committee.

And Mr. Van was made chairman of the History Committee.

As soon as the four committees were organized, each committee went to work.



"Name the four committees. Tell who was chairman of each and why you think that person was selected."



Identify characters and settings in both pictures. Establish relation of courthouse to county by recalling name of own county and location of courthouse.

The New Road Committee had to start its work at the county courthouse. Farmington was in Wells County. Wells County Courthouse was in Middletown.

Mr. Hardy and Mr. Best went there to see Mr. Sellers. He was the County Superintendent of Highways.

The two men talked to Mr. Sellers. They told him how important Read Road was to Farmington.

They told all about the Farmington Community Club. They told him how hard the Community Club was going to work to get the new road.

"The Highway Department knows all about Read Road," said Mr. Sellers. "We are about ready to start on some new work. Read Road should be the next road we work on."

"Good!" said Mr. Hardy. "What can we do to make sure we will get the new road?"

"You have done all you can now," said Mr. Sellers. "I will write to the State Highway Department today. If the Highway Department will let us improve Read Road right away, you can plan on a new road soon."

"Why do you think the Wells County courthouse was in Middletown and not Farmington?"



Discuss responsibilities of County Superintendent of Highways.
"Why do you think Read Road had not been improved before?"
"What was Mr. Sellers' first step in getting the road improved? Why?"

"How would improving Read Road to Oldtown help Farmington? Why?"
"How is the work of the men in the first picture important?"

The State Highway Department did decide that the county could begin improving Read Road. It was decided to improve Read Road all the way to Oldtown. Then men from the Highway Department came to look at the old road. They decided what had to be done.



The hills had to be leveled off. The road had to be made wider. Some farmers did not like to have to move their fences. But that was part of getting a new road.

"Why might some farmers not want to move their fences?"



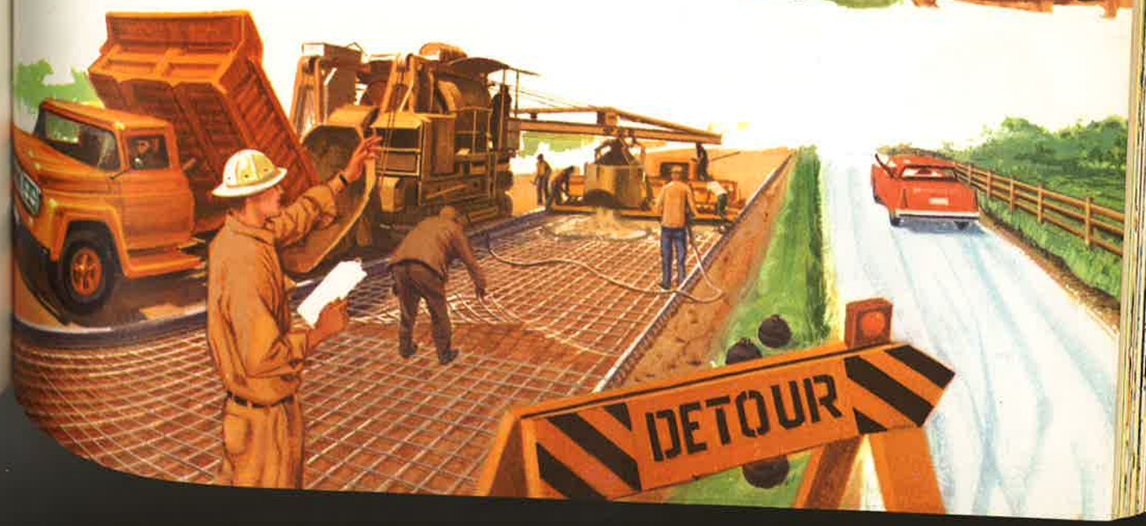
A small road was made for the farmers along Read Road to get to the highway after the work began.

Discuss work shown in pictures. Explain "detour."

Before long, men came with big machines and started work on the new road.

"What sounds would you hear?"





"What do you think about the way the Recreation Committee began its work? Why?"
"Why would Mrs. Turner go to the courthouse to find out who owned Spring Lake?"
Explain that ownership of land is recorded in own courthouse and why.

The Recreation Committee went to a 4-H club meeting. The 4-H club boys and girls wanted a place where they could camp and fish.

"What makes you think that the county wanted Farmington's young people to have good times?"

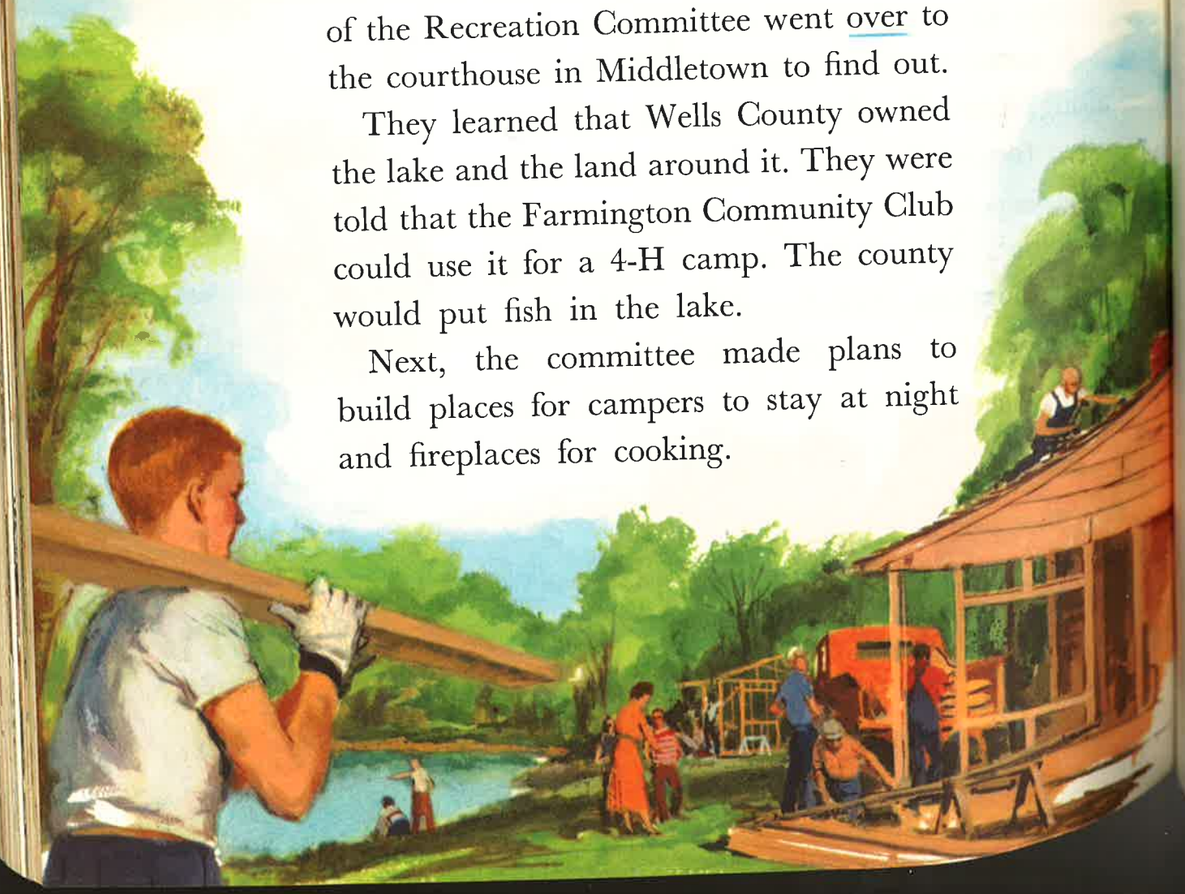
They said that Spring Lake and the land around it would be a good place for a camp. But they needed places for camping out and fireplaces for cooking. And Spring Lake needed some fish in it.

No one on the committee knew who owned Spring Lake and the land around it.

So Mrs. Turner and two other members of the Recreation Committee went over to the courthouse in Middletown to find out.

They learned that Wells County owned the lake and the land around it. They were told that the Farmington Community Club could use it for a 4-H camp. The county would put fish in the lake.

Next, the committee made plans to build places for campers to stay at night and fireplaces for cooking.



"For what two reasons would the Business Committee be concerned with advertising?"

The people on the Business Committee wanted more people to come to Farmington to trade. They talked about ways they could advertise to bring people to town.

First, they decided to do more than just advertise in the *Farmington Weekly*. They planned how they could get out a flyer, too.

The flyer would tell people what the Farmington stores had to sell. It would tell what the Farmington businessmen wanted to buy from the farmers.



Associate flyer with similar advertising in own community.
"What would be advertised in the flyer?"
"What would townspeople want to buy from farmers?"

Mr. Rider owned the *Farmington Weekly*. He said that he would run off the flyers. Then the mailman could take them to every home in the community.

"Which man is Mr. Rider?"

Next, the committee decided to put signs along the highway to advertise the Farmington community. But first, Mr. Hope had to go to the Wells County Courthouse to see about putting up the signs. He found out how big the signs could be and where they could be placed along the highway.

"Why should the county have anything to say about advertising on the highway? Who decides this where we live?"

Emphasize safety and esthetic values in terms of own locale.

Compare plans made by the Business Committee with advertising in own local community.

Associate old building pictured with old buildings in own community.

The members of the History Committee had to go to the county courthouse, too.

There was one very old building in Farmington. The committee wanted to use it for a museum. Old Mr. Van knew that it once was a school. But that was all that anyone knew about it.

Mr. Hill, the high-school principal, was on the History Committee. He had seen a history of all the schools in the county. He said that Mr. Howland, the County Superintendent of Schools, had this history. So Mr. Van and the principal went to Middletown to see Mr. Howland.

Mr. Howland said that this very old building was the oldest building left in the county. He told them that it was the home of the first family that settled in Farmington. He said that the first school in the county was started in that house.

On the way home, Mr. Van said, "The county seems to play a part in everything we do in Farmington."

"Yes, it does," said Mr. Hill. "And the people all over the county are beginning to see how important the Farmington community is in Wells County."

"How did the Community Club begin its work?"



Identify characters and setting.



"How do Mr. Van and Mr. Hill seem to feel? Why?"



"What help did the people working on each improvement need?"
"Where did they go for this help? What help was given them?"

Help children locate own local community on county map.
Guide reading and discussion of first two paragraphs question by question.
Discuss reasons for term *county seat*.

In Your County

Look at a map of your county.

What is the name of your county? How many towns or cities are in your county?

In what town or city is the county courthouse? This town or city is called the county seat. Every county has a county seat. Much of the work needed to run the county takes place in the county seat.

Why would someone in your family go to the county courthouse?

To which department in the courthouse would you go to ask about the highways or roads in your county?

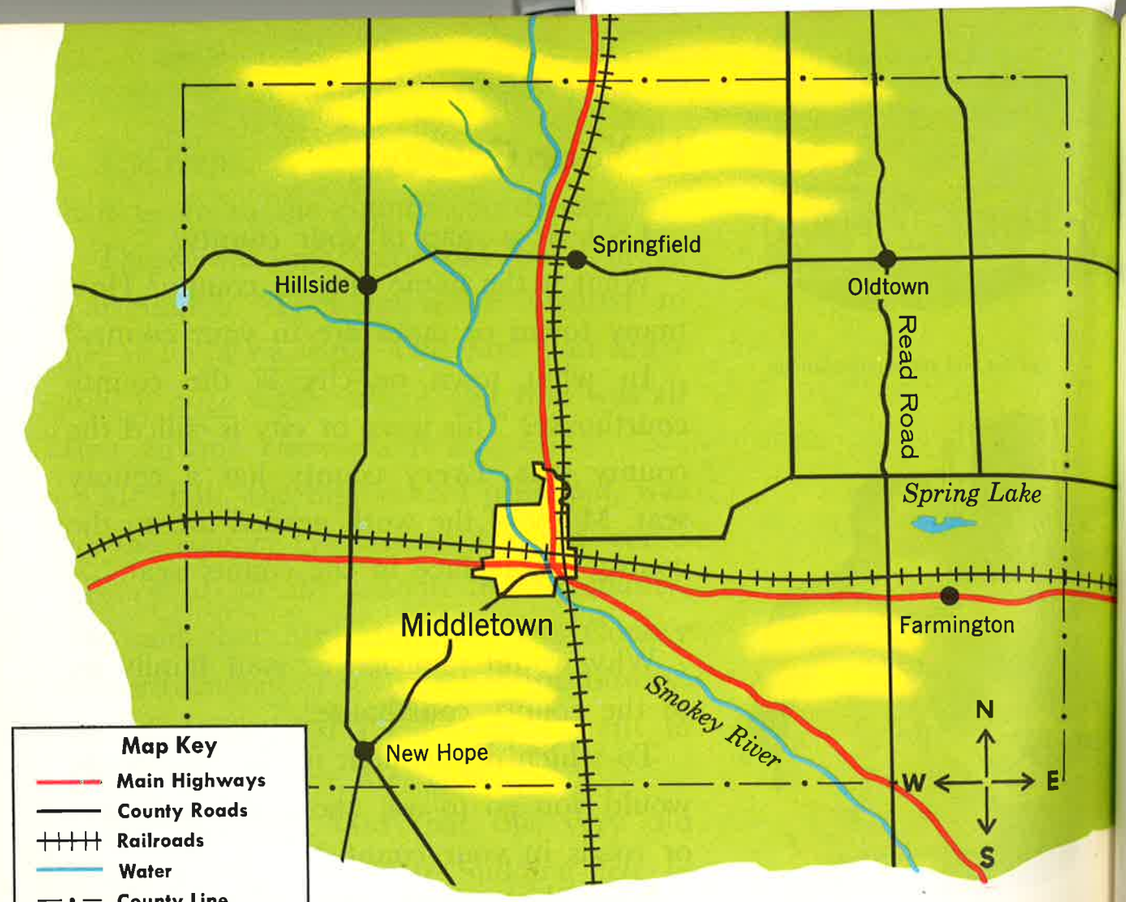
What department could tell you about the schools in your county?

See if you can find the name of your county in the telephone book. What county departments are named there?

Investigations should precede writing questions and answers.

Write three questions about your county that you would like to ask someone on a TV show. Then write the answers to your three questions.

See suggestions for discussion and dramatization in *Guidebook*.
See "Extending Experiences" in *Guidebook* for investigations children should make.



Guide reading sentence by sentence. "Read this page to find out where the sign and key are and how they can help us."

After reading, associate cardinal directions of sign with map, symbols in key with symbols on map.

"Why couldn't a picture map of a county show how all the places in it look?"

Establish purpose as suggested in *Guidebook*.

A Map of Wells County

This is a map of Wells County. It shows where places are in the county, but it does not show how they look.

Look at the key at the left below the map. It will help you read the map.

The sign at the right will help you tell the direction one place is from another.

"Read the first sentence to see what a county line shows."

Reading the Map

"Does this line stand for something we can actually see?"

The key below the map on page 128 tells you that this kind of a line —·—·—·— shows where Wells County ends, and other counties begin.

Discuss to clarify.

What kind of line stands for railroads? What is the color of the line that stands for main highways? What kind of line stands for county roads? What color stands for water?

The key tells you that dots on the map stand for small towns like Farmington.

How many small towns are there?

What is the biggest town in the county? How can you tell?

Compare location of Middletown with that of own county seat.

Which town is the county seat?

Which towns are east of the river?

How many highways cross the county?

Which towns in Wells County are on a railroad? Which ones are not?

How many lakes are there in the county?

In which part of the county do you see hilly land? In which part of the county do you see level land?

In which direction do people go to get from Farmington to Middletown?

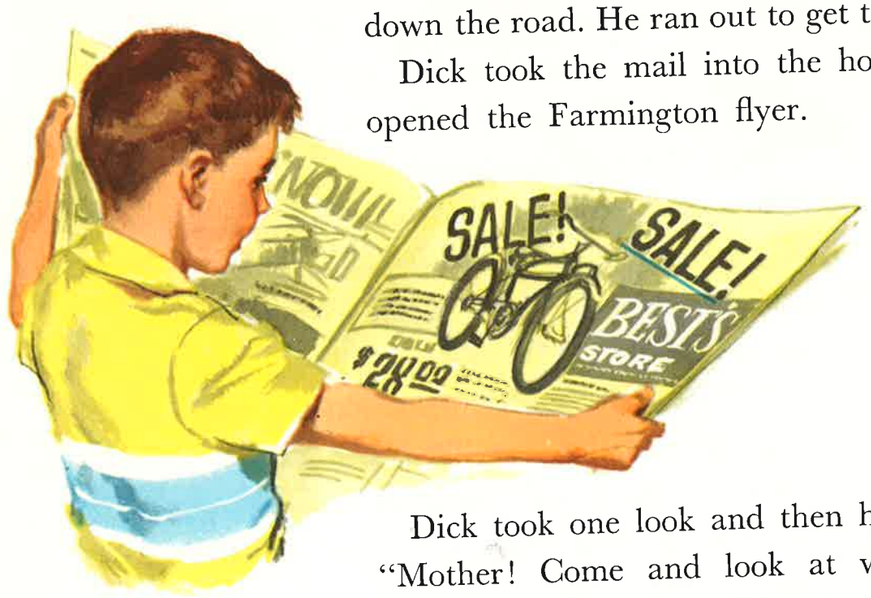
"What new things about Wells County have we learned?"
"What new things about maps have we learned?"
See "Extending Experiences," in *Guidebook*.

Establish purpose for reading as suggested in *Guidebook*.
Identify character, associate with father.

Changes in Farmington

Dick Hardy saw the mailman coming down the road. He ran out to get the mail.

Dick took the mail into the house and opened the Farmington flyer.



Dick took one look and then he called, "Mother! Come and look at what's in the Farmington flyer. There's a bicycle at Best's. It's just like Mike's!"

Mrs. Hardy stopped her work and came to look at the flyer. "This bicycle looks like a good buy," she said. "But how would you pay for it?"

"I don't know," said Dick. "I have some money in my bank, but I don't have enough for the price of that bicycle."

Mrs. Hardy went on looking at the flyer. All at once, she said, "Look here, Dick. Here is a way you can pay for the bicycle."

"Why would Dick want a bicycle?"
"Why was the bicycle a good buy?"

"Which part of the advertisement on the next page do you think interested Dick the most? Why?"



Dick looked at the flyer again.

"It may be time to sell my chickens," Dick said. "The other day, Mr. Hall came out and looked at them. He said they would be big enough to sell soon. But he told me to keep them until I could get a good price for them."

Mr. Hall was a 4-H club leader in Wells County. He had helped Dick start a small chicken business.

"Why don't you call Mr. Hall now?" said his mother.

"That's just what I will do," said Dick. "Mr. Hall says that raising chickens is a business. I know how much it cost me to raise them. Mr. Hall will know what price I should get for them now."

Dick telephoned Mr. Hall right away. Mr. Hall had seen the flyer, too. He said that Dick should sell his chickens now.

Discuss work of 4-H clubs and 4-H club leader.

"Why did Dick want to talk to Mr. Hall about selling his chickens?"

"How do you think Dick knew how much it cost to raise the chickens?"
"Why must Dick know how much the chickens had cost to raise?"

Help pupils understand why farm products must sell for more than cost of production.

"How much more money than Dick had in the bank would it take to buy the bicycle?"
"Why do you think he couldn't get that much for the chickens?" (Too few chickens.)
"In what two ways would the money his father loaned him help Dick?"

When Mr. Hardy came in from work, Dick showed him the flyer. They talked about the chickens and the bicycle. Dick told his father what Mr. Hall had said about selling his chickens.

"I think Mr. Hall is right, Dick," his father said. "How much money do you have in your bank?"

"Only about ten dollars," said Dick. "I may get a good price for my chickens, but even then, I will not have enough money to pay for the bicycle."

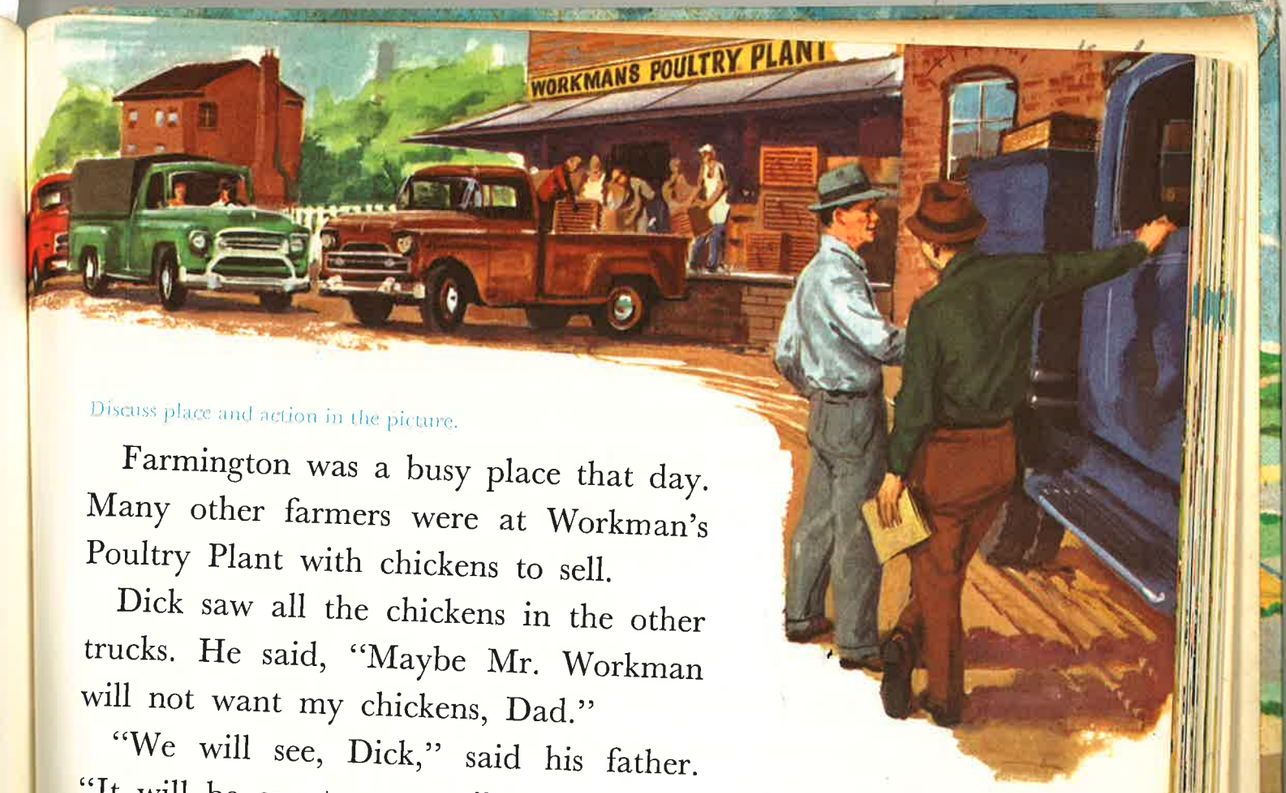
"I will help you out," said his father. "You can borrow some money from me. I will let you have enough to pay for your bicycle and to buy baby chickens to raise. When you raise the chickens, you can pay me back."

"Oh, thank you," said Dick. "Now I will have enough to buy a bicycle. How soon can we take my chickens to town?"

"On Saturday," said Mr. Hardy. "I will help you take them to the poultry plant."

Saturday came and the whole family helped Dick with his chickens. Then Mr. Hardy and Dick took them to town.

"How might his family help Dick on the day he sold the chickens?"



Discuss place and action in the picture.

Farmington was a busy place that day. Many other farmers were at Workman's Poultry Plant with chickens to sell.

Dick saw all the chickens in the other trucks. He said, "Maybe Mr. Workman will not want my chickens, Dad."

"We will see, Dick," said his father. "It will be our turn soon."

When it was their turn, Mr. Workman said to Dick's father, "You have some fine chickens here, Steve."

"They're my chickens," said Dick. "How much will you pay me for them? The flyer said you are paying good prices."

Mr. Workman looked at the chickens again and told Dick what he would pay.

"That's a good price," said Dick. "I'm glad I read the Farmington flyer."

"Yes, Dick," said Mr. Workman. "I'm glad you did, too. I need good chickens to sell."

"Why do you think so many farmers want to sell chickens?"

"Why would Mr. Workman be particularly glad to see the Hardys?"

"Why do you think he looked at the chickens before saying what he would pay?"

"Where do you think Mr. Workman will sell all the chickens he is buying?"

"Name in order the things that Dick did from the time he opened the flyer until he got his bicycle."
"What two people in Farmington seem to have changed the most? How?"

From the poultry plant, Dick and his dad hurried to Mr. Best's store. They got there just in time. There were only a few bicycles left.

Dick looked at the bicycles. He picked out the one he wanted and paid Mr. Best.

Mr. Best turned to Dick's father and said, "Business is surely good these days, Steve. Our Community Club was the best thing that ever happened to this town."

"Well, it has helped me," said Dick. "The Farmington flyer helped me sell my chickens and get the bicycle I wanted."

"And now we have a good road for you to ride it on," said his father.

"The Community Club did another good thing," Dick said. "This summer I can go to the new 4-H camp at Spring Lake."

Just then Mr. Van came into the store. "Farmington has surely changed," he said. "Many things are going on now. And a good many people are coming to town. I guess we have about the best little town in this state."

"In any state, Mr. Van," said Steve Hardy. "I wouldn't trade Farmington for any other community. I like this town."

"How do the town and farm people feel about the changes in their local community?"
"Why do they feel as they do? How did the changes make the Farmington local community a better place in which to live?"

"Now we'll find out about a few more changes in Farmington and think about changes in our own local community."
After discussing the first paragraph, guide the reading and discussion question by question.

Changes in Your Community

The members of the Road Committee got the county to improve Read Road. It also got the county to plant trees and grass along the side of the road and highway.

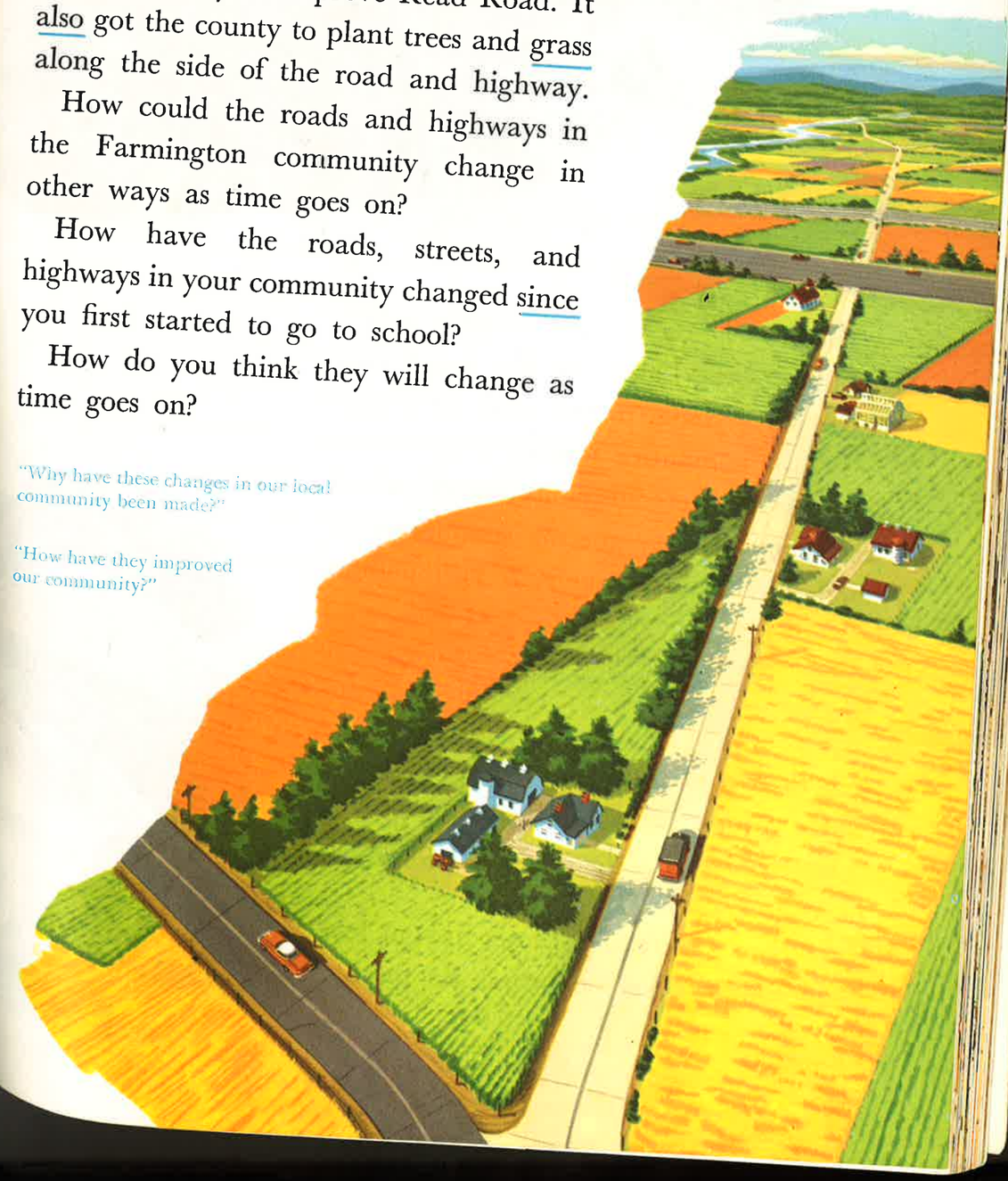
How could the roads and highways in the Farmington community change in other ways as time goes on?

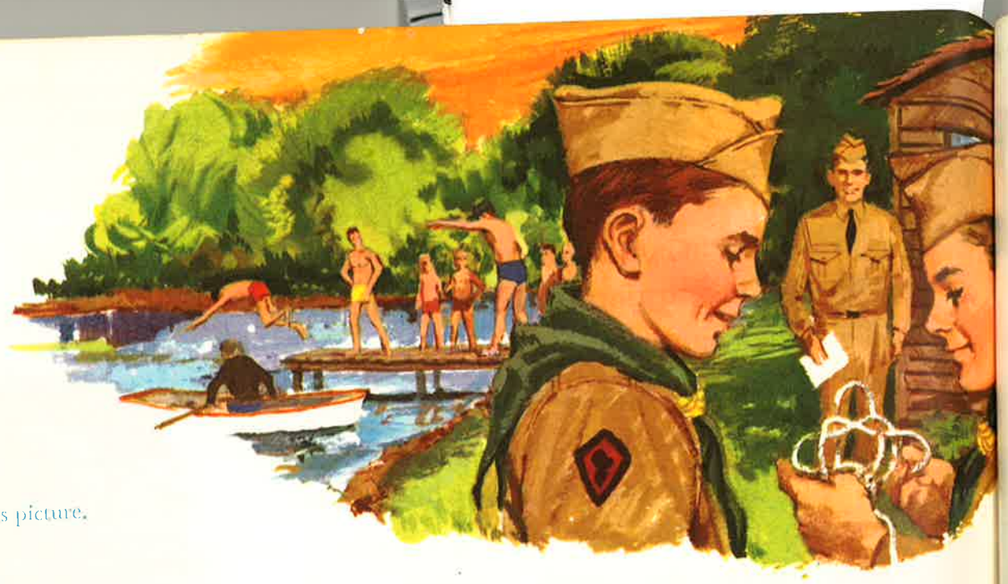
How have the roads, streets, and highways in your community changed since you first started to go to school?

How do you think they will change as time goes on?

"Why have these changes in our local community been made?"

"How have they improved our community?"





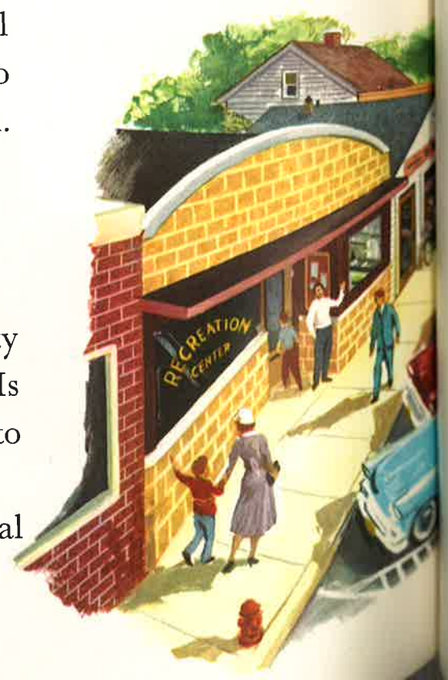
Discuss picture.

"Find out where else in Farmington people can have good times."

The Recreation Committee built a 4-H camp at Spring Lake. The Boy Scouts and many other young people used the camp.

But the committee wanted a place that everyone in the community could use all year long. So they got the community to build a recreation center in Farmington.

Discuss uses of a recreation center.
Guide reading and discussion of questions as before.



Is there a place in your local community where people can go to camp out? Is there a pond or lake where people go to have fun?

Is there a recreation center in your local community? What do people do there?

Discuss places for recreation in own community.
"How do you suppose we happen to have these places?"
(Emphasize efforts of people who recognized needs for such improvements.)



Identify motel.
"Find out where the motel was built and two ways it helped Farmington."

The people on the Business Committee did more than advertise.

Mr. Hope built a large motel out on the highway. Many of the people who stay at the motel overnight go into Farmington to shop. They like the stores and tell other people that Farmington is a fine little town.

Use last two paragraphs to stimulate investigations.

How has business in Farmington changed since the Community Club started?

How else do you think business may change in Farmington as time goes on?

How has business changed in your local community? Why do you think it has changed?

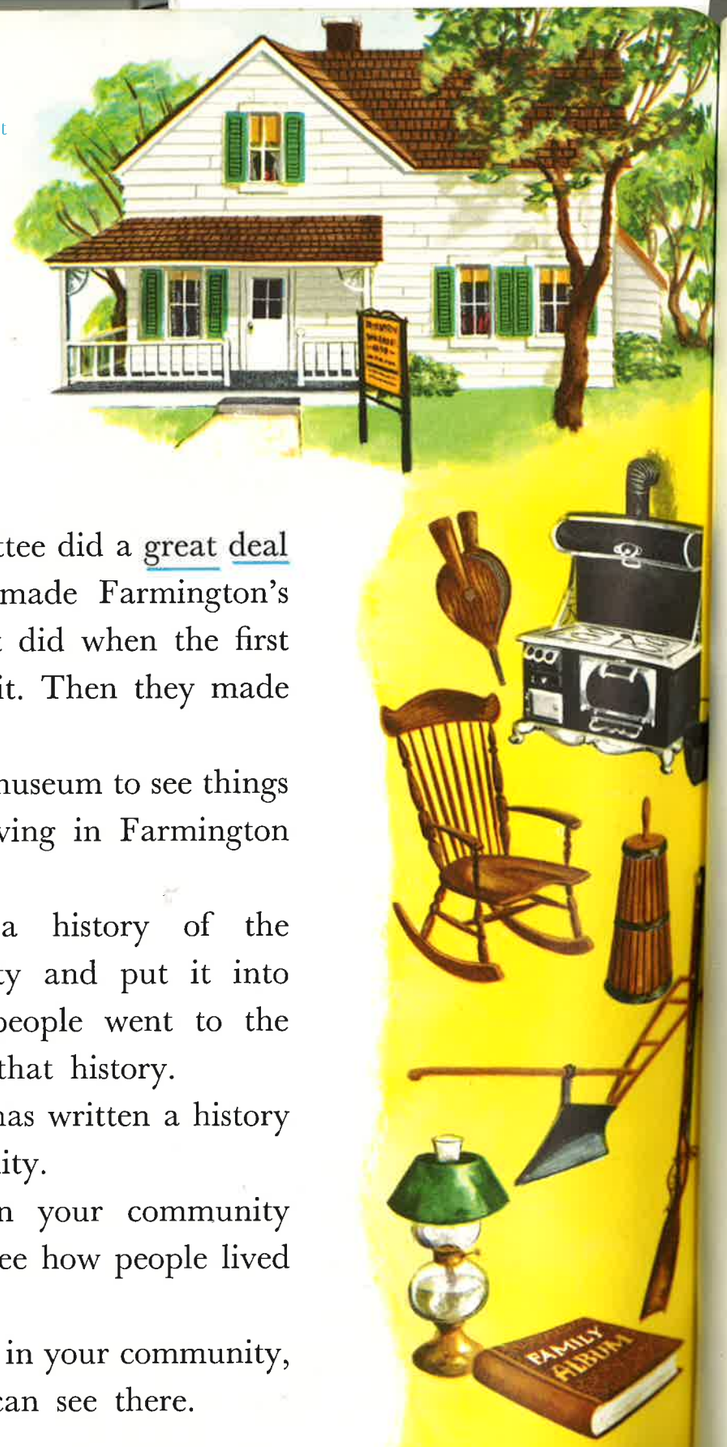
What do the business people in your local community do to get business?

See "Extending Experiences" in *Guidebook*.

Discuss improvement of old house. "See how many things about the museum you can learn from the first three paragraphs." Discuss.

Identify objects and use.

"How would this museum help Farmington?"



The History Committee did a great deal of hard work. They made Farmington's oldest house look as it did when the first school was started in it. Then they made it into a museum.

People came to the museum to see things used by the people living in Farmington long ago.

Mr. Van wrote a history of the Farmington community and put it into the museum. Many people went to the museum just to read that history.

Find out if anyone has written a history of your local community.

Is there a place in your community where you can go to see how people lived many years ago?

If there is a museum in your community, tell what things you can see there.

For activities initiated by final sentences, see "Extending Experiences" in *Guidebook*.

See suggestions in *Guidebook* for establishing readiness and purpose for reading. After silent reading, discuss plan suggested. Then read and discuss questions one by one, planning various ways of recording answers.

In Your Local Community

The questions on this page will help you organize and remember what you have learned about your local community.

If you have not started a book about your local community, you can begin one now. If you have started one, you can go on with it now.

Is your local community getting larger or is it getting smaller?

What is your local community doing to make it a place where people want to come to live and to shop?

What is being done to improve its roads, streets, and highways?

What is being done so people will know what the community was like long ago?

What is happening in your community that could make the stores lose business?

What is being done to bring new business to your community? What is being planned?

What else is being done to improve your community?

What does your county do for the people of your local community?

Make a map of your county.

See "Interpreting the Text" in *Guidebook* for suggestions.

See *Guidebook* for detailed lesson plans.

All Together

No local community is able to provide everything that the people there need, want, and enjoy.

Every local community needs things that others have. Each has things that the others need. Each needs ways to let others know what it needs and has. Each needs ways to learn what is happening in other places.

Crops grown and animals raised on farms are needed in towns and cities. Goods made in town and city factories are needed on farms. Building materials from one local community are needed in others.

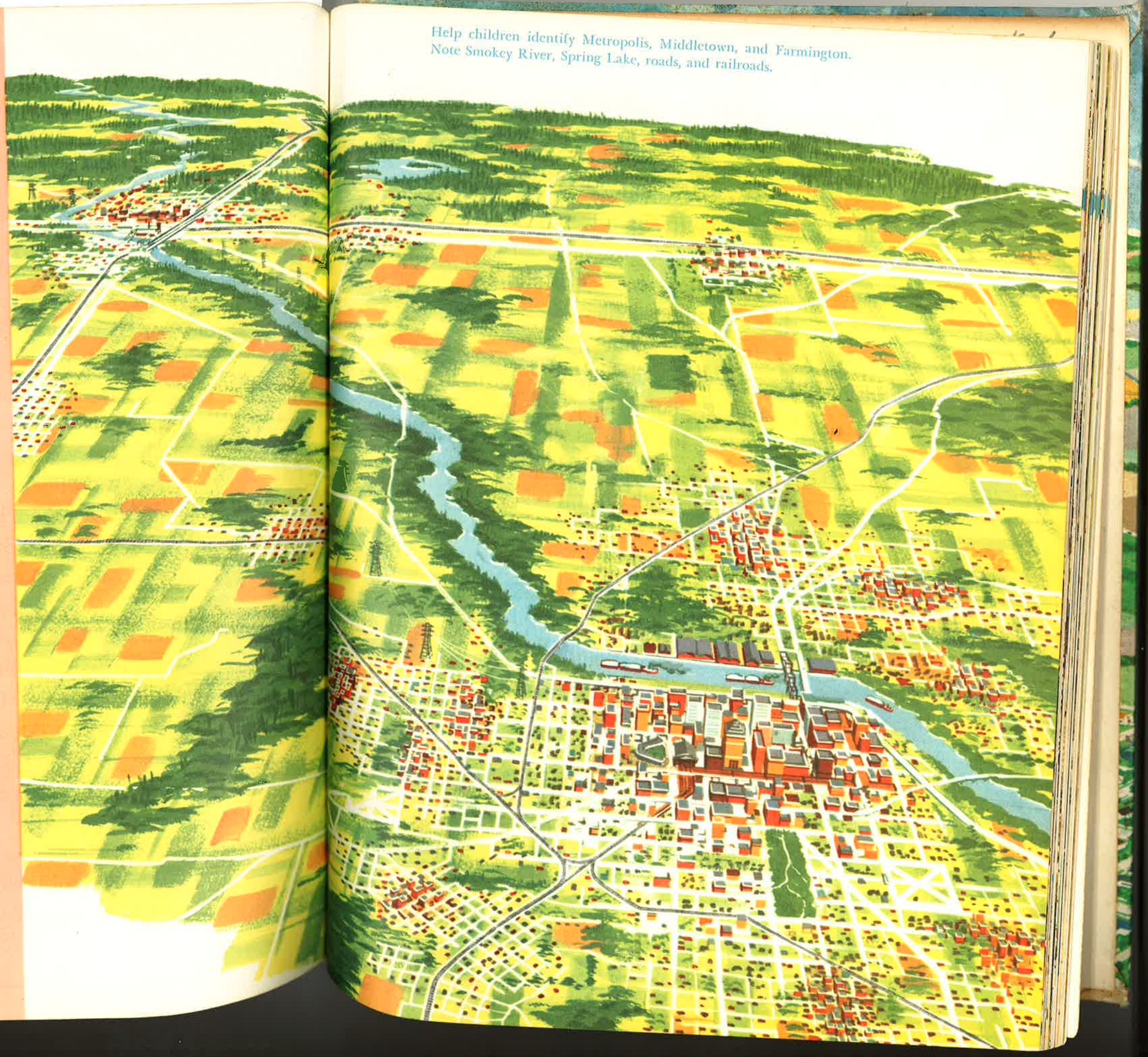
So day and night, trucks, boats, trains, and airplanes go back and forth between local communities.

Day and night, telephone calls and letters go back and forth between local communities. Day and night, radio, television, and newspapers give the news about people, places, and things.

Local communities depend on each other. All together they make each one a better place to live.

See "Interpreting the Text."

Help children identify Metropolis, Middletown, and Farmington. Note Smokey River, Spring Lake, roads, and railroads.



Establish purpose for reading.

Planning a New Dairy Barn

Bob Carter is a businessman in the Farmington local community. Running a dairy farm is his business.

After the fire at his farm, Mr. Carter wanted to build a new barn that would make his business still better.

He asked Bill Turner, the Farmington carpenter, to build his barn. But before he talked to Mr. Turner, he went to Middletown to see Joe Cousins, who was the Wells County farm agent. His work was helping farmers with their problems. Mr. Carter knew that Joe Cousins could give him the kind of help he needed.

The two men met at the farm agent's office. They talked about different kinds of dairy barns. Then Mr. Cousins took Mr. Carter to look at a few new dairy barns.

"How is running a dairy farm like any other kind of business?"
"How did the county agent help Mr. Carter?"



Note milkhouse and discuss its use.
Recall that the Carter milkhouse did not burn.

First, they drove out to Pete Young's farm. Mr. Young had one of the best dairy barns in Wells County.

The milkhouse was next to the barn. It was just like the milkhouse on the Carter farm. But the barn was much bigger and better than Mr. Carter's old barn.

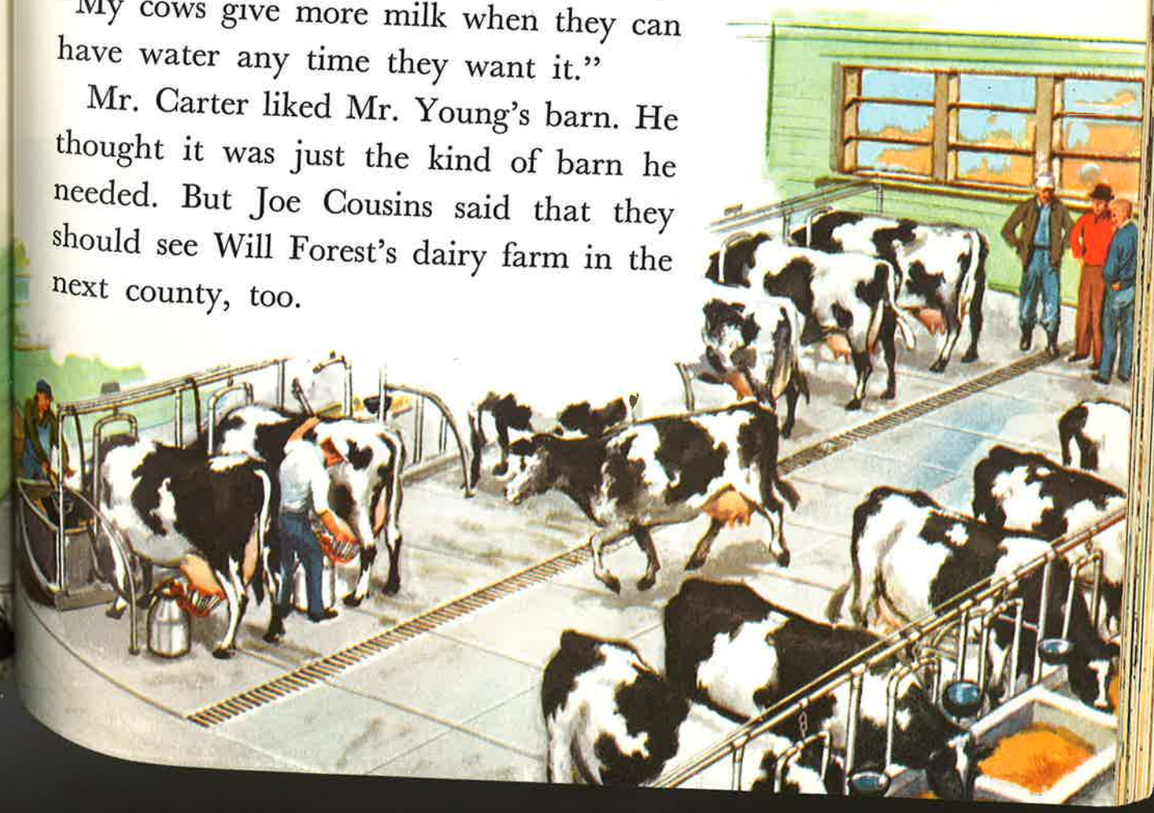
The windows were larger and let in more air and light. In each stall, there was a watering cup and a place to put feed. The cows could eat and drink while they were being milked.

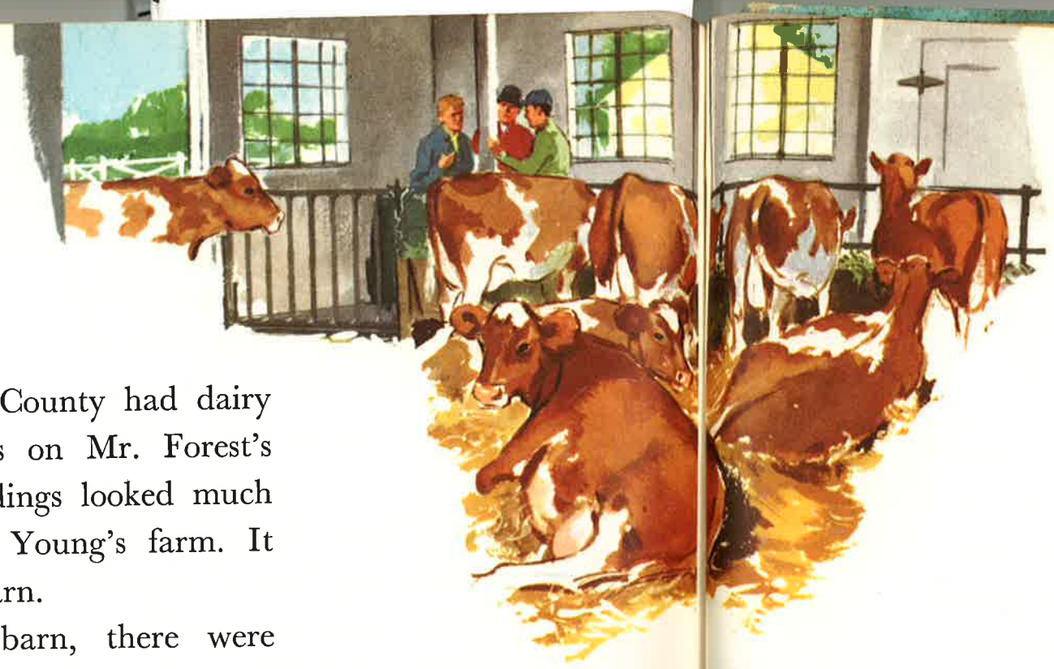
Discuss stalls, feeding troughs, watering cups, milking machines.

"Why would a new dairy barn improve Mr. Carter's business?"

"Putting in watering cups was one of the best things I ever did," said Mr. Young. "My cows give more milk when they can have water any time they want it."

Mr. Carter liked Mr. Young's barn. He thought it was just the kind of barn he needed. But Joe Cousins said that they should see Will Forest's dairy farm in the next county, too.





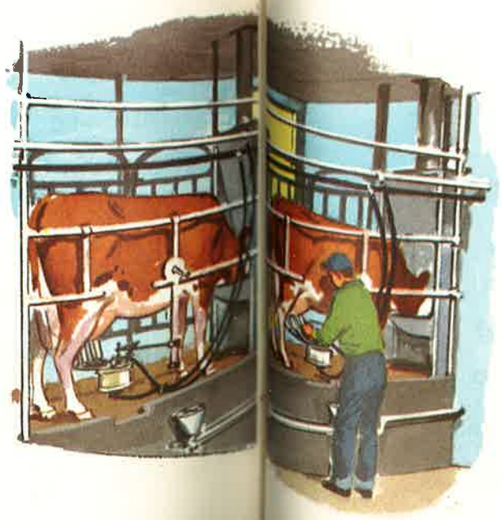
No farmer in Wells County had dairy buildings like the ones on Mr. Forest's farm. One of the buildings looked much like the barn on Mr. Young's farm. It was called a loafing barn.

Inside the loafing barn, there were places for water and feed. But there were no stalls where cows could be milked.

In good weather, the cows could come from the pasture into the barn at night. The cows stayed in the loafing barn at night and when it was cold or rainy.

There were also two smaller buildings nearby. One was a milkhouse like the one on the Carter farm. The other one was called a milking parlor.

There were only two stalls in the milking parlor. The cows came into the milking parlor two at a time. Each stall had a watering cup and a place to put feed. The cows could eat and drink all they wanted while they were being milked.



"Why are loafing barn and milking parlor good names for these buildings?"

"Why would a loafing barn and milking parlor cost less than a big barn with many stalls?"

Mr. Forest explained that the milking parlor and loafing barn did not cost as much as one dairy barn with many stalls. Then he explained that it did not take as much work to keep the buildings clean and to take care of the milk.

On the way home, Mr. Carter told Mr. Cousins that he thought he would like to build a loafing barn and milking parlor. But he had to do many things before he could be sure.

First, he had to find out how much everything would cost.

An agent from the insurance company had told Mr. Carter how much he would get from the insurance on his old barn.

But the insurance money would not pay for all the materials and the work of building the two buildings he wanted. So he went to the Farmington Bank and borrowed the money he needed.

Then he told Bill Turner to get the materials and build the first loafing barn and milking parlor in Wells County.

What kind of dairy barn did Mr. Carter decide to build? Why?"
"Name in order the steps Mr. Carter took in planning the new barn."

Establish purpose for reading.

Discuss new buildings.



Dairy Business on the Farm

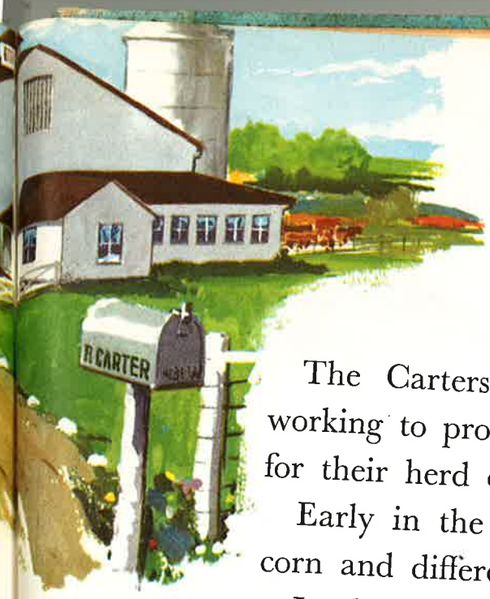
By fall, no one could tell that there had been a fire at the Carter farm. All the work on the dairy buildings was finished. The milking parlor and the loafing barn were built. The milkhouse was cleaned and painted, so that it looked like new.

Joe Cousins brought people from all over the county to look at Bob Carter's new loafing barn and milking parlor.

After the people left, they talked about Mr. Carter's new buildings and his fine herd of cows. They talked about how much money Mr. Carter must be making on his dairy farm. But only a few people talked about how much work Mr. Carter and his family have to do.

The Carters work very hard on their dairy farm. Mr. Carter wants his cows to give good milk. He wants each cow to give as much milk as she can. So he has to raise plenty of feed for his big herd.

"Why did the county agent bring people to see the new dairy buildings?"
"Why did Mr. Carter want his cows to have plenty of good food?"







Discuss each picture.
Explain use of silo.

If other types of silos are used in or near own community, compare and contrast.

The Carters are busy all year long, working to provide different kinds of feed for their herd of cows.

Early in the spring, Mr. Carter plants corn and different grass crops.

In the summer, he cuts the grasses and lets them dry to make hay. He stores the hay in a barn. He also cuts green corn and other green plants. He uses a machine to put them in his silo.

In the fall, he picks the corn that is left and stores it in corncribs. He uses a corn picker to pick this corn.

In the winter, Mr. Carter's cows eat the hay and corn he has stored and the feed he has put in the silo.

In the summer, the cows and the calves stay out in the pasture most of the time. Mr. Carter has plenty of good pasture land. He also has a big pond.

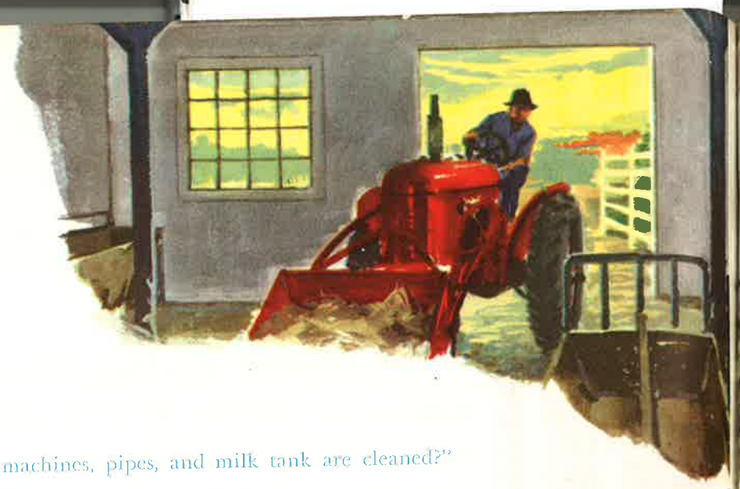
But every day of the year, Mr. Carter must give his cows different kinds of food and plenty of water.





"What makes you think that Mr. Carter tries to conserve the land and water on his farm?"
Explain why Mr. Carter buys fortified food for his herd.

Discuss action in pictures



"How do you think the milking machines, pipes, and milk tank are cleaned?"
"Why is it important to keep dairy equipment so clean?"

Providing plenty of feed is not the only work the Carters have to do.

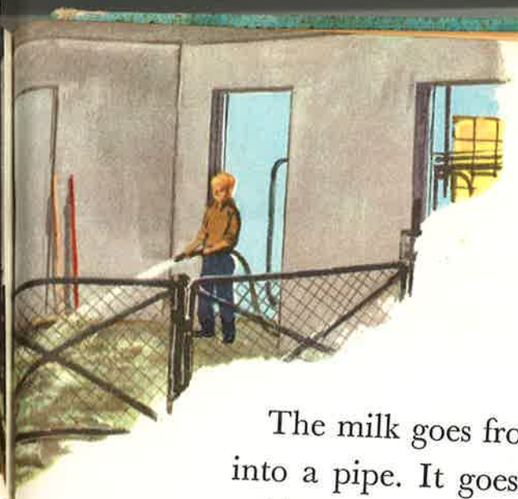
It also takes a great deal of work to keep everything clean. All the dairy buildings, the pipes, and the milk tank must be kept clean.

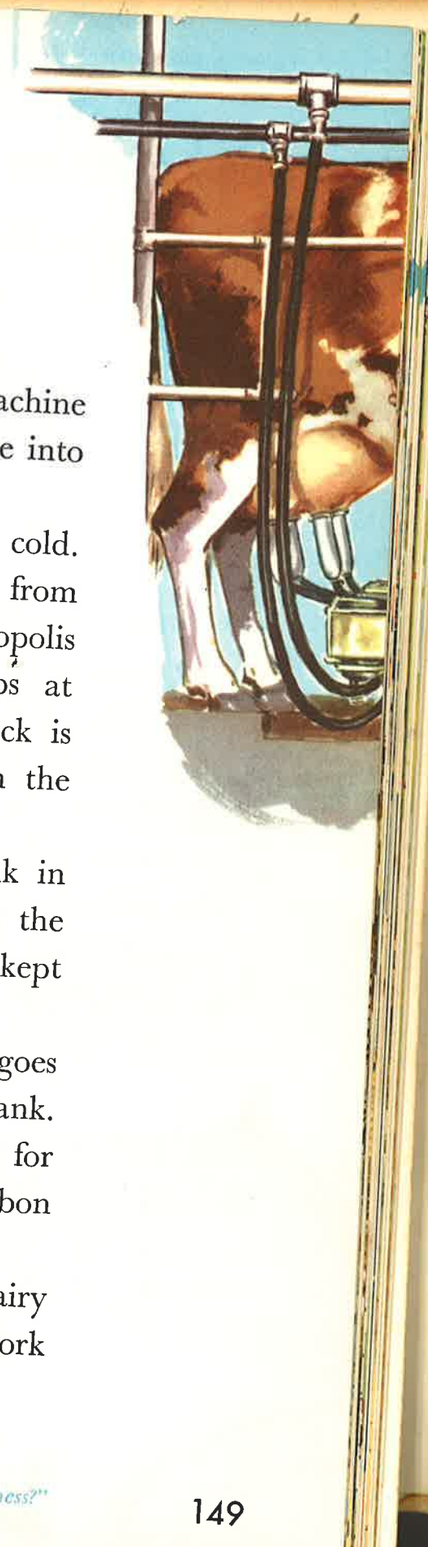
Everything that the milk touches must be kept clean. Everyone who touches the milking machines must be clean, too.

Then, too, every morning and night, Mr. Carter's cows have to be milked. Each cow is milked by a clean milking machine.

The cows are let into the stalls in the milking parlor two at a time. Each cow is given plenty of feed and can have all the water she wants while she is being milked.







The milk goes from the milking machine into a pipe. It goes through this pipe into a big tank in the milkhouse.

The milk in the tank is kept very cold.

Every morning, a big milk truck from the Blue Ribbon Dairy in Metropolis comes to the Carter farm. It stops at the milkhouse. A hose from the truck is fastened to a pipe from the tank in the milkhouse.

Then the milk flows from the tank in the milkhouse through the hose into the big tank on the truck. The milk is kept very cold in the truck tank, too.

A machine shows how much milk goes into the truck from the Carters' milk tank.

Mr. Carter is paid every two weeks for the milk picked up by the Blue Ribbon Dairy truck.

Mr. Carter does make money in the dairy business. But the Carters have to work very hard for that money.

"What different kinds of work do the Carters perform in their dairy business?"
"Why is the Blue Ribbon Dairy important to the Carters?"

Establish purpose for reading.
"Name as many products as you can that are made from milk."

Dairy Business in the City



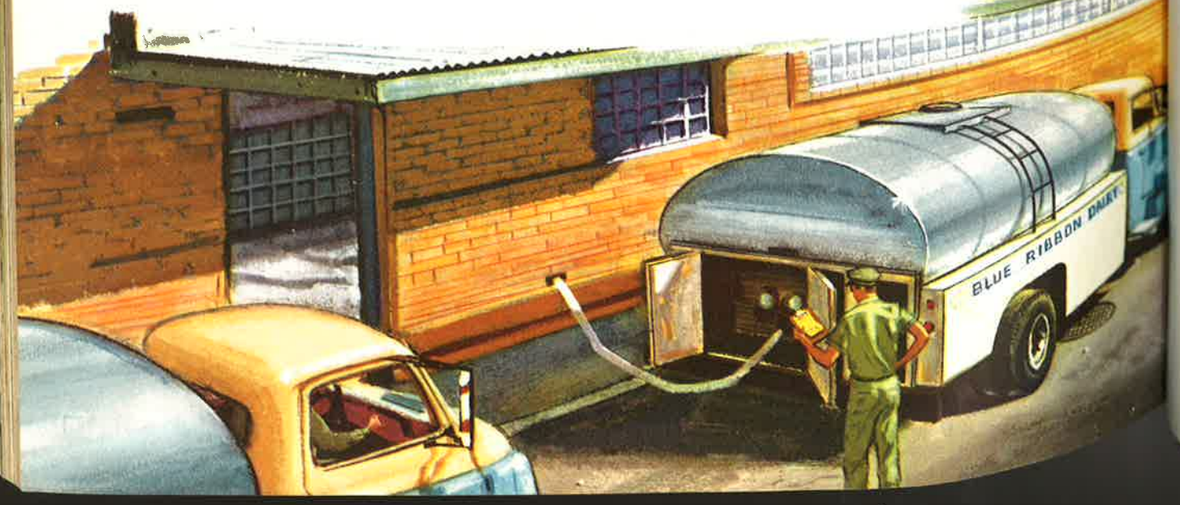
The big Blue Ribbon Dairy plant is in Metropolis. It is another part of the dairy business.

Here, milk is made safe to drink, and such foods as butter and ice cream are made from milk.

The Blue Ribbon milk trucks pick up milk from many dairy farms. At each farm, milk is piped into the ice-cold tank on the truck.

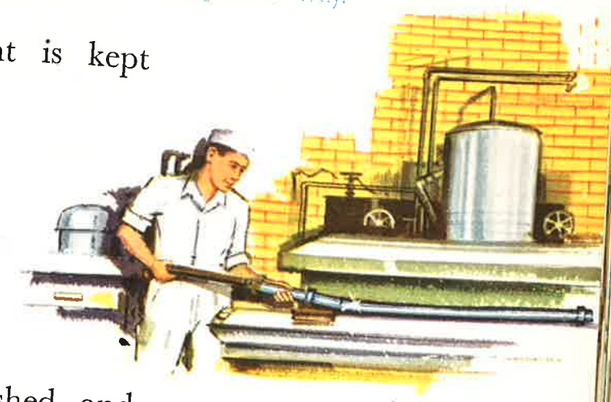
When the tank is full, the driver takes the milk to the Blue Ribbon Dairy plant in Metropolis. There, the driver stops the truck at the side of the building.

The hose on the truck tank is fastened to a pipe in the building. Then the milk flows through the pipe into big milk tanks inside the building.



Associate text and pictures.
"Which kind of work shown in the pictures do you think is most important? Why?"

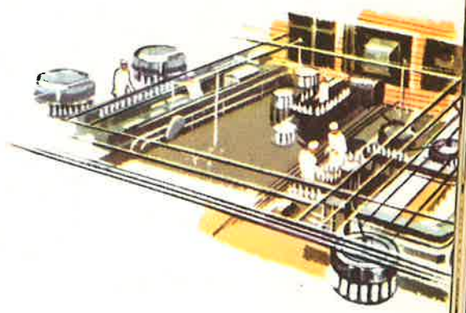
Everything in a dairy plant is kept very clean.



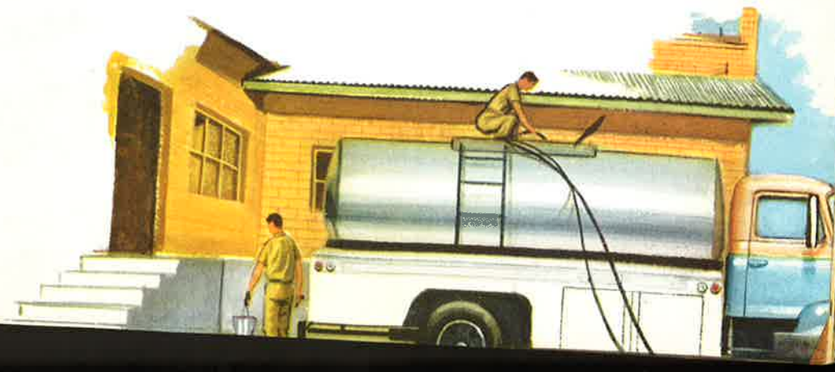
All the milk bottles are washed and sterilized until they are clean and safe.



The machines, tanks, and pipes that the milk flows through are kept very clean and sterilized.



The tanks on the milk trucks are also washed and sterilized. Everything the milk touches is kept clean and safe.

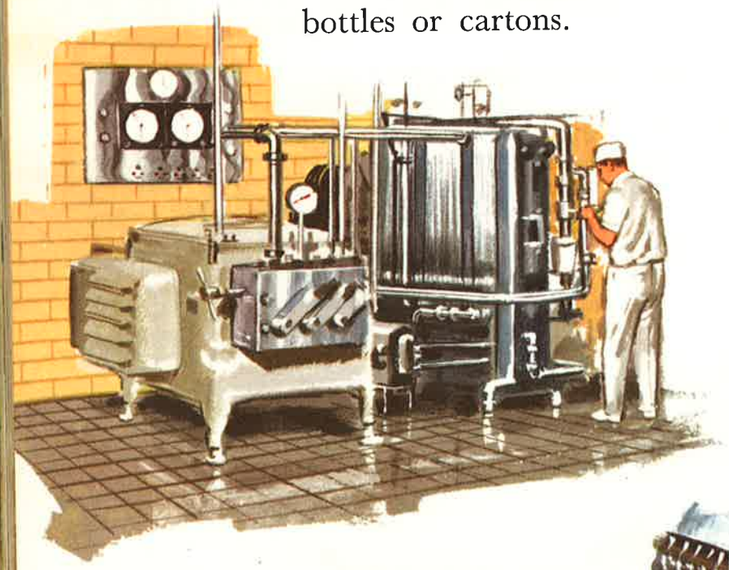


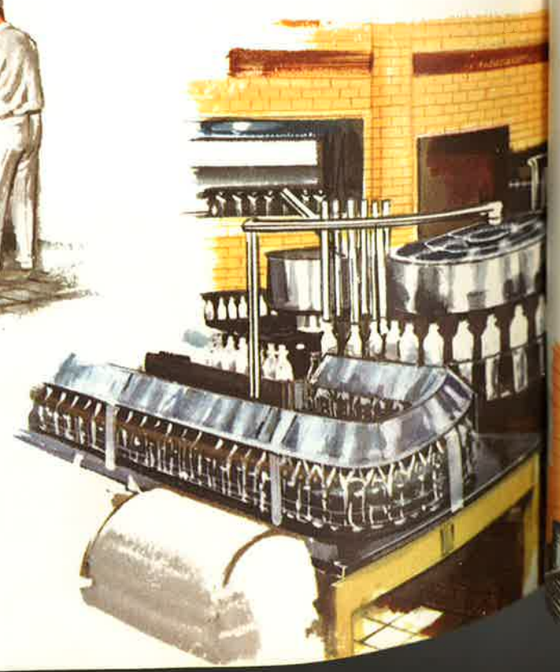
"What word on bottle caps or cartons tells you the milk is safe to drink?"
"How has it been made safe to drink?"

If you go to a dairy plant, you will not see the milk as it flows through pipes from one machine to another. You will not see the milk until it is put in bottles or cartons.

Most of the time, it is kept very cold. But in one machine, the milk is heated until it is very hot. This makes the milk safe to drink.

After the milk is heated and made safe for people to drink, it goes through cold pipes into an ice-cold tank. It stays in this tank until it is put in bottles or cartons.





Discuss pictures.

Discuss action in each picture.
"What happened to the milk from the time it left the Carter milk tank until it was delivered in Farmington? What communities depend upon the Blue Ribbon Dairy?"

The bottles and cartons are put into cases. Then the cases of milk are taken to rooms where they are kept very cold.

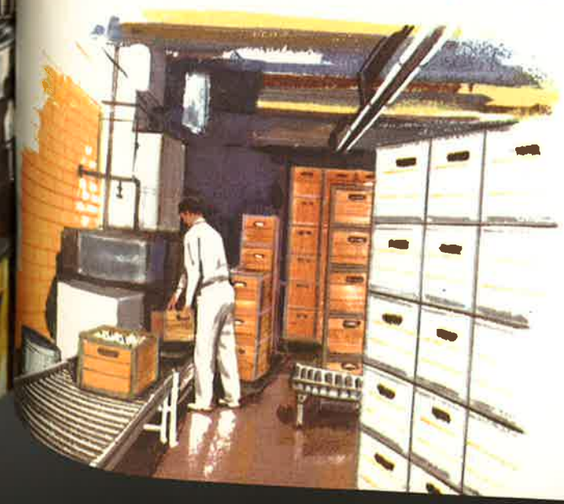
Later, the cases of very cold milk are loaded onto delivery trucks. Some of the drivers deliver milk, cream, butter, ice cream, and other dairy foods to the stores and homes in Metropolis.

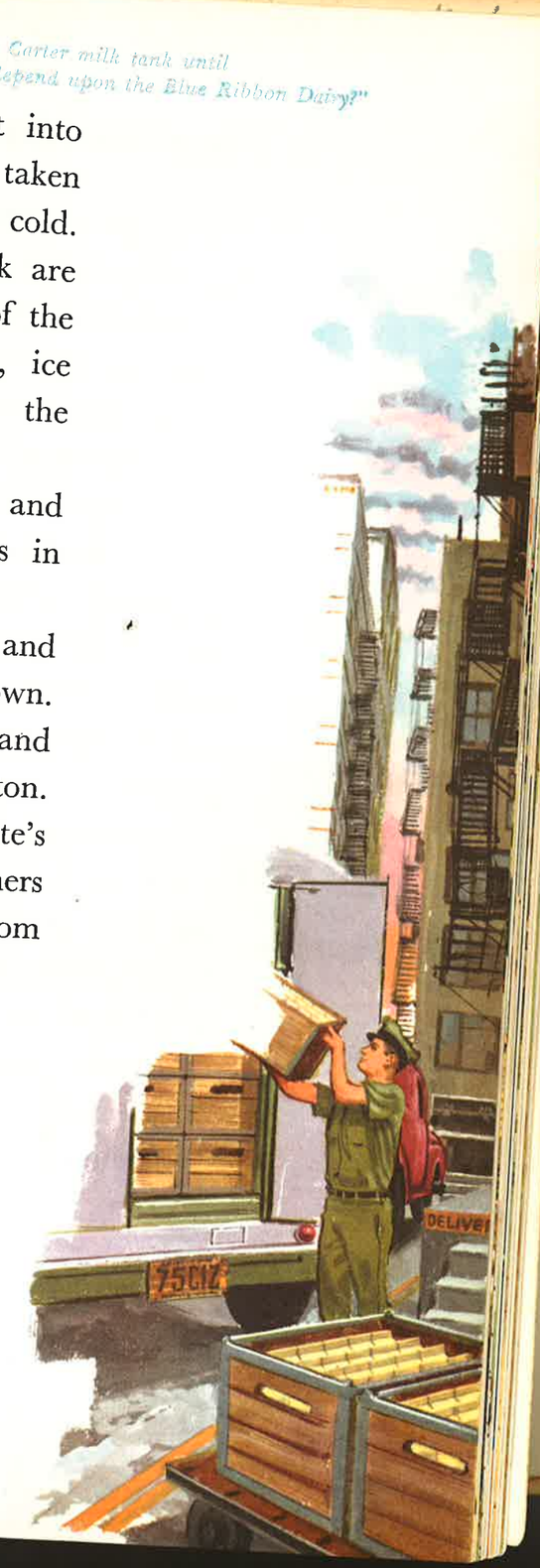
Other drivers go to the stores and to homes in other cities and towns in Greater Metropolis.

Some drivers take milk, cream, and dairy foods to the stores in Middletown.

Some of the milk, cream, butter, and ice cream is sent back to Farmington. There, it is delivered to Mr. White's store. Mr. Carter and the other farmers may buy milk or something made from milk that came from their own farms.

"On what communities does the dairy plant depend?"





Establish purpose for reading.
"Name in order the four times Mr. Hardy's chickens are sold."

Food for Many Communities

You have learned how Bob Carter runs his dairy business. You have learned how the milk from the Carters' dairy farm gets to homes, stores, and super markets.

Other foods that your mother buys in stores and super markets come from things raised on different kinds of farms.

Meat comes from cattle, pigs, sheep, or poultry raised on ranches and farms. Some farmers in Wells County raise pigs, cattle, or sheep, which they sell for meat. Others raise chickens and other kinds of poultry.

Steve Hardy has a chicken farm. He and other poultry farmers near Farmington sell their poultry and eggs to Workman's Poultry Plant in Farmington. Mr. Workman sells most of the poultry and eggs to wholesale houses in Metropolis. Then stores and supermarkets buy the poultry and eggs from the wholesale companies.

The farmers, who raise cattle, pigs, or sheep, sell their animals to meat companies. Stores and supermarkets then buy meat from these companies.

If your children live in a meat-packing area, have them find out as much as they can about the industry.

"How do Middletown and Metropolis work together to provide the fruits and vegetables that people need?"

Some farmers near Middletown raise vegetables to sell. Their farms are called truck farms. Other farmers grow fruit to sell. Some of the truck farmers and fruit growers sell fresh fruit and vegetables to wholesale houses in Metropolis.

Some truck farmers and fruit growers take their fruit and vegetables to a canning factory in Middletown.

Others take their fruit and vegetables to a frozen-food plant in Middletown.

Wholesale houses in Metropolis and other cities buy fruits and vegetables from canning factories and frozen-food plants.

Stores and supermarkets in many places buy fresh, canned, and frozen foods from these wholesale houses.



What kinds of farms or ranches are there near where you live? What is raised on these farms or ranches that is used in the food your mother buys?

What kinds of frozen foods does your mother buy? What canned foods does she buy? What fresh foods does she buy?

How did these foods get to the stores and supermarkets in your community?

Use questions to motivate investigations.
See "Extending Experiences."

Establish purpose for reading.
Discuss paragraph by paragraph.

Clothes for Many Communities

Identify action in each picture. See "Interpreting the Text."

Many different kinds of materials are used in making clothes.

Leather is one kind of material. It is used in making shoes and many other kinds of clothes.

Many of your shoes are made from the hides of the cattle that farmers and ranchers sell to the meat companies.

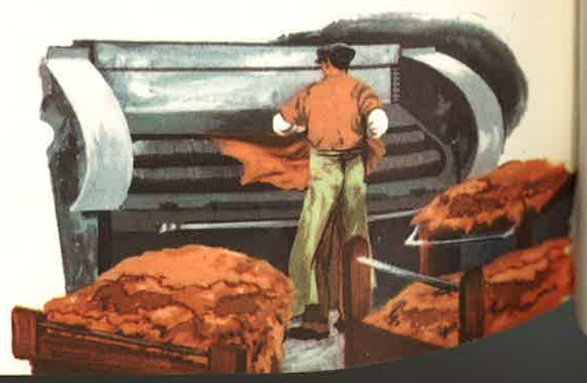
Meat companies cannot use the hides of the animals. So the meat companies sell the hides to other companies.

These companies tan the hides and make them into leather. The place where the hides are tanned is called a tannery.



First, the hides are put into big tanks of water to soften them.

Then the softened hides are cleaned in a machine like the one in the picture.



If there is a tannery or shoe factory in your area in which many of the fathers of your children work, have the children find out more about the industry.

After the hides have been softened and cleaned, they are tanned. They still look like animal hides, but now they are leather.

The tannery sends some of the leather to factories where shoes are made.

There are shoe factories in Metropolis. Many people and machines are at work in these factories.

The top parts of the shoes are cut from light leather.

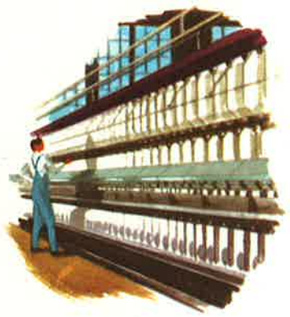
A machine is used to make the top parts of the shoes.

The bottom parts of the shoes are cut from heavy leather.

Then men and machines put the tops and bottoms together and get the shoes ready to wear.











Wherever possible, children should relate the text to their own experiences. See "Interpreting the Text."

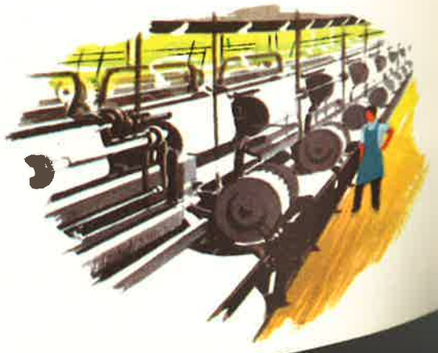
Many materials used to make other things to wear also come from farms.

Some farmers and ranchers raise sheep for their wool. The wool is cut from the sheep every year.

The wool is sent to factories where it is cleaned and made into yarn. Some of the yarn is sent to factories where it is made into cloth. This cloth is then sent to other factories where it is made into clothes and other things people use.

Some farmers raise cotton. After the cotton is picked and cleaned, it is sent to factories where it is made into thread. Some of the thread is made into cloth. This cloth is then sent to other factories where it is made into clothes and other things people use.

Some of the factories in Metropolis make clothes from the wool and cotton cloth. What else could be made from wool and cotton cloth?



"Name in order the things that happen in the production of woolen clothes from the time the wool is on the sheep's back until you buy a pair of mittens made from this wool." Questions may be used to motivate investigations.

Wholesale companies buy thread, yarn, cloth, clothes, and other things made in factories.

They sell these things to the stores in cities and towns. Then, at the stores, people buy clothes or materials with which to make clothes and other things.

Where does your mother buy the clothes you wear? Are all your clothes made in factories, or does your mother make some of them? Where does she buy the materials she uses?

What do you wear that is made of wool? What do you wear that is made of cotton? What do you wear that is made of leather?

What is raised in or near your local community that is used to make clothes?

Are there factories in or near your community that get animal hides, wool, or cotton ready to be made into things that people wear and use? If so, tell all you can about the work that people do in these factories.

What factories in or near your local community make things that people wear? What is made in each factory?

"What new things have you learned about the clothes you wear?" See "Extending Experiences."

Associate pictures with text and children's experiences.

"Why was the cement plant built in Middletown?"



Building Materials For Many Communities

Not long after the first settlers came to Middletown, limestone was found in the ground just outside of the town. Limestone rock is used in making cement. So later, people built a cement plant.

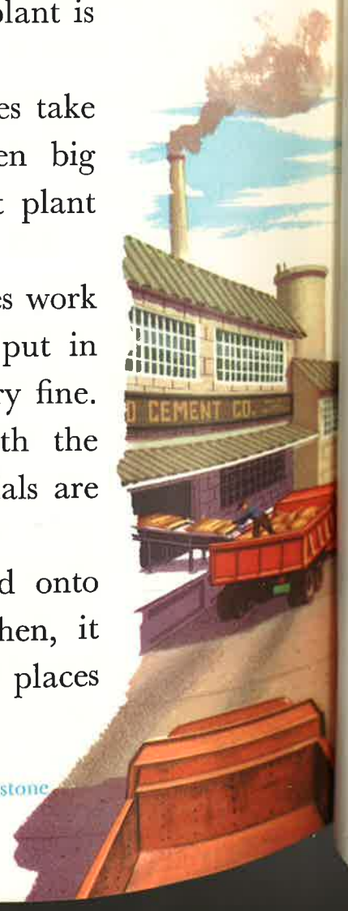
Limestone is still taken from the ground near Middletown, and the cement plant is still in Middletown.

Day after day, men with machines take the rock out of the ground. Then big trucks take the rock to the cement plant in Middletown.

Day after day, men with machines work at the cement plant. The rock is put in machines where it is ground up very fine. Then other materials are put with the fine limestone, and all these materials are heated to make cement.

After that, the cement is loaded onto large trucks and freight trains. Then, it is carried away from the plant to places where it is used.





"What other pictures are needed on this page to tell what happens in the production of cement from the time the limestone is quarried until sacks of cement are loaded into a truck?"

"What things must Mr. Hadly or his helpers put in the mixer before it leaves his place of business?"

"Where do concrete mixers that we see in our community come from?"

Most cement is made into concrete. To make concrete, sand, water, and other materials are added to the cement.

Mr. Hadly has a big concrete business in Middletown. He buys cement from the cement plant. He has to buy the sand and other materials from other places.

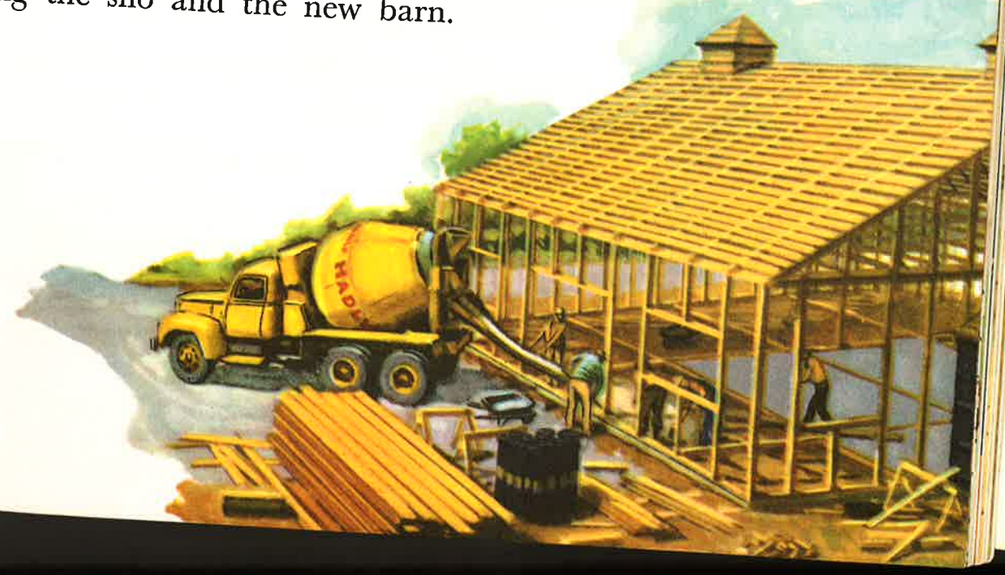
The cement is mixed with the sand and other materials in big mixers on large trucks. The concrete is mixed as the truck goes along the road.

Mr. Hadly's truck mixers carried the concrete to the place where the new Middletown school was being built.

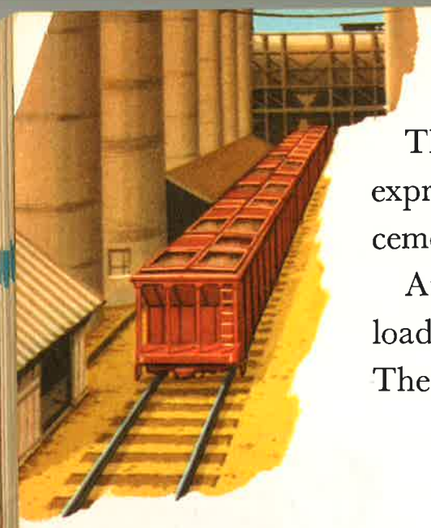
Big concrete mixers carried concrete to Farmington to be used in building the Recreation Center.

Mr. Hadly's mixers carried concrete to Mr. Carter's farm where it was used in building the silo and the new barn.



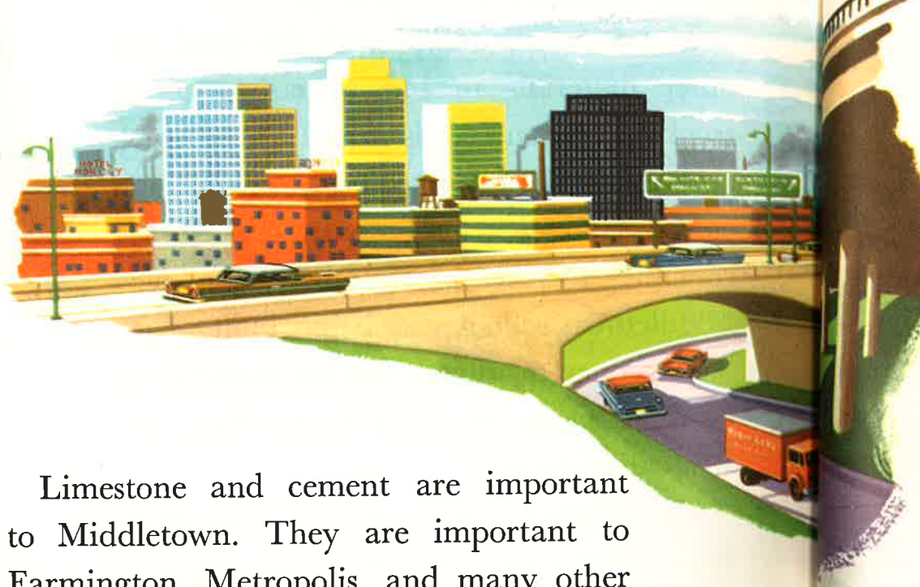


Compare method of shipping cement shown in picture with that on page 160.



The cement used in building the new expressway in Metropolis came from the cement plant in Middletown.

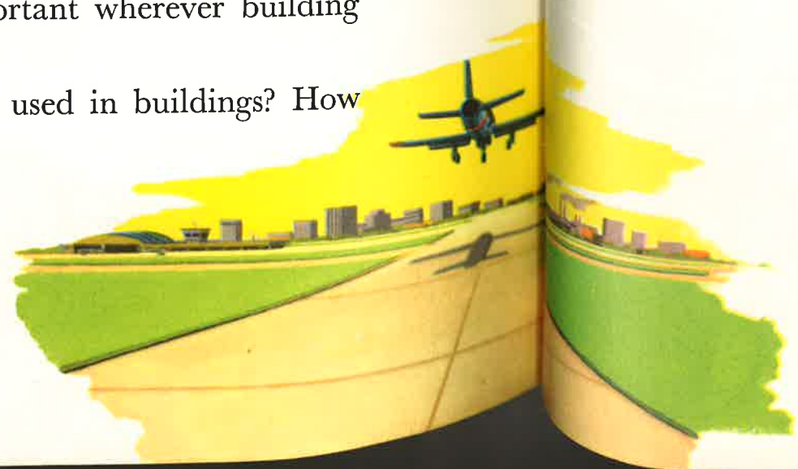
At the cement plant, the cement was loaded into big railroad freight cars. Then it was taken to Metropolis.



Limestone and cement are important to Middletown. They are important to Farmington, Metropolis, and many other local communities.

Cement is important wherever building is going on.

How is cement used in buildings? How else is it used?



"How was the production of cement in Middletown of value to three different communities?"

Use pictures to identify steps in processing lumber.
"Why were the tree farms near Middletown started?"

Wood is a very important building material. It is used in factories, homes, and other buildings. It is also used to build fences, parts of railroads and bridges, and many other things.

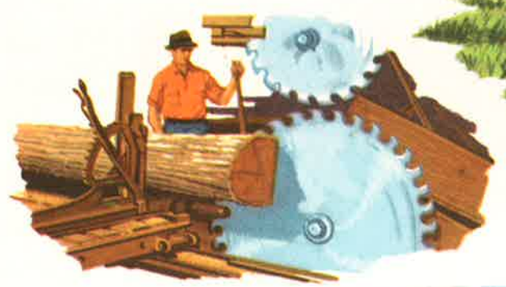
Some wood comes from trees in big forests. Some comes from trees raised on tree farms like those near Middletown.

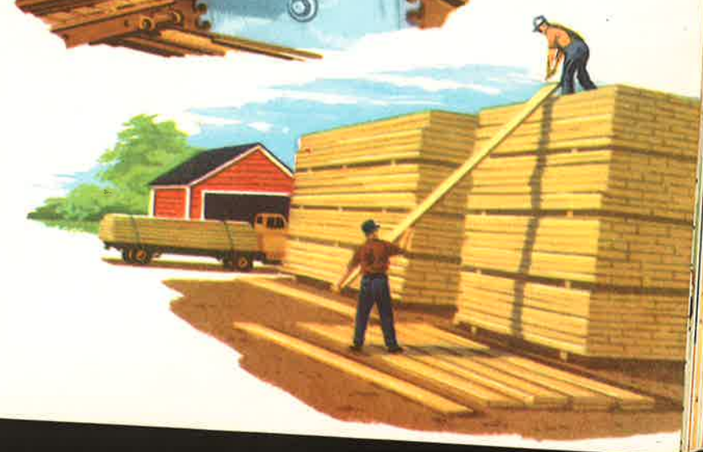
Full-grown trees are cut down and made into lumber.

The lumber is sent to lumberyards and to factories in cities and towns.

How is wood used in buildings? How is wood used in fences, railroads, and bridges? How else is wood used?







If some of the children's fathers work in a steel mill, have the children ask their fathers to explain how steel is made. Then have them discuss this information with the group.

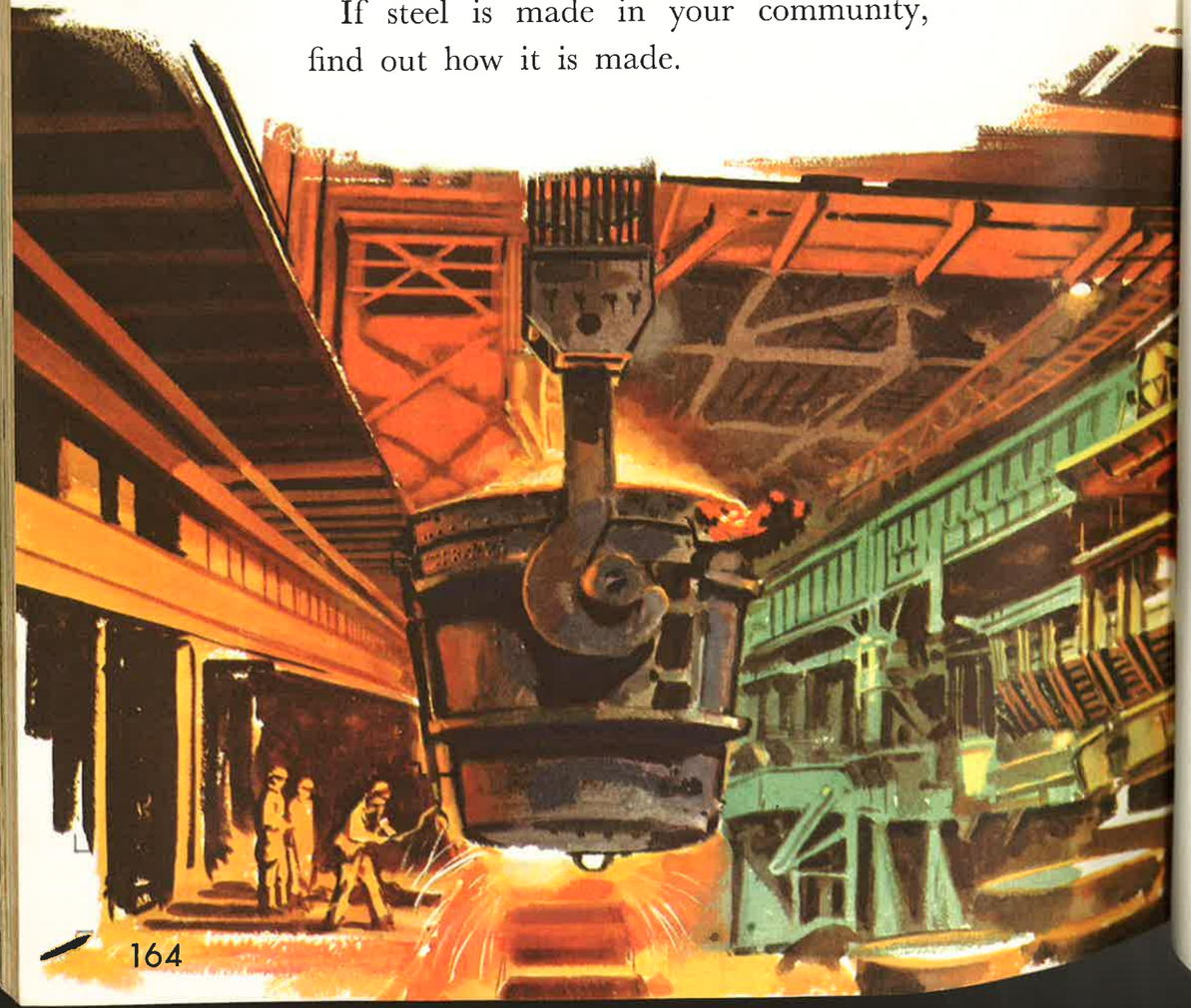
Steel is still another very important building material.

It is used in big buildings, bridges, railroads, and highways.

How is steel used in buildings and bridges in your community? How is steel used in making railroads and highways?

Name as many other things as you can for which steel is used.

If steel is made in your community, find out how it is made.



Discuss pictures.

Bricks are used in building, too. How are bricks used in buildings? In what other ways are bricks used?

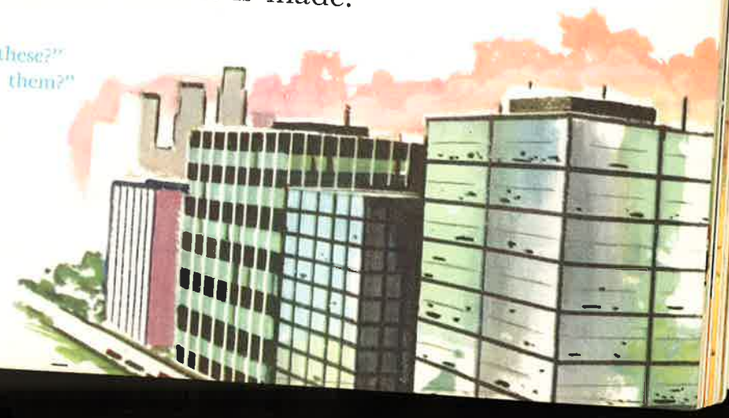
If bricks are made anywhere in your community, find out how they are made.



Glass is also used in building. How is glass used in homes and other buildings? Name as many other ways of using glass as you can.

If glass is made anywhere in your local community, find out how it is made.

"Where have you seen buildings like these?"
"How has glass been used in building them?"





Look at your school, and notice the building materials used in it.

Can you see the steel that was used? If you cannot see it, find out where it was used.

On your way home from school today, notice how cement, wood, brick, and glass are used in building.

When you get home today, find out what building materials were used to build your home.

What building materials are found in or around your local community?

You know that many building materials are used in making many things that you use every day. Which of these things are made in your local community?

Use questions as basis for further investigation. See "Extending Experiences."

Discuss meaning of title.
"Why was water transportation so important in the early days? Why is it important today?"

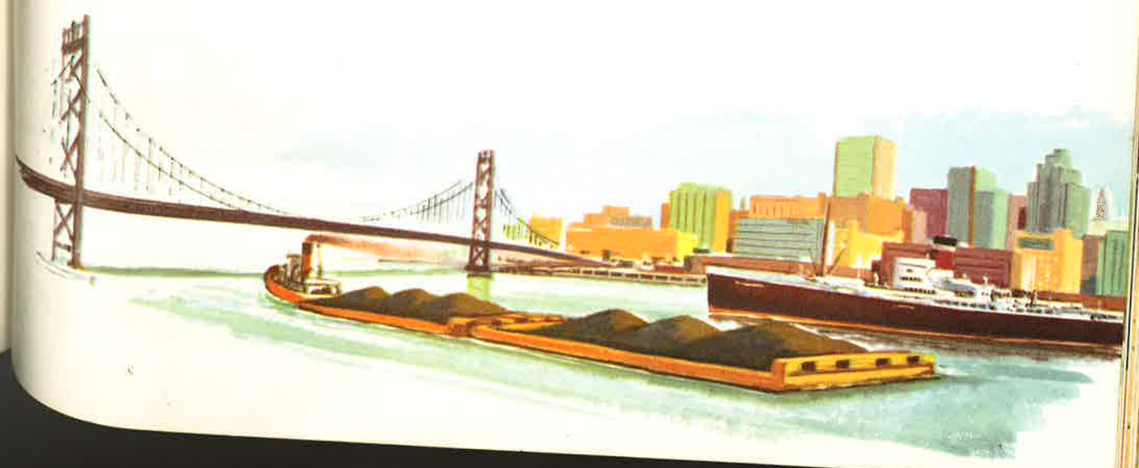
Transportation Brings Communities Together

Before the first settlers came to live in Middletown, only Indians traveled up and down the river. They traveled from place to place in canoes.

The first settlers in Middletown used the river, too. Sometimes they used canoes, but they used low wide boats to take things they raised down the river to Metropolis. They also took heavy loads of limestone down the river in boats.

Before there were good roads, people settled new communities near an ocean or along the river. Boats of all kinds were used to take people and goods back and forth between communities.

Even today, most big cities are near a lake, an ocean, or a large river. So, boats of all kinds are still important.

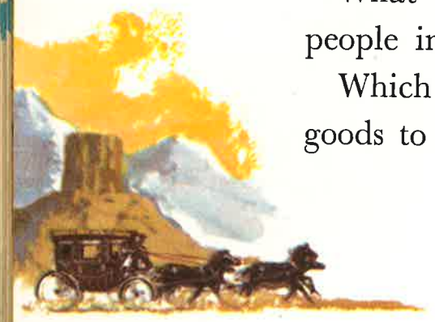


Discuss kind of transportation shown in each picture.
Associate pictures with text to establish sequence.

After roads were built, people could travel from place to place in other ways.

What kinds of transportation are the people in the pictures using?

Which kinds once brought people and goods to your local community?





When railroads were built, people could go from town to town by train.



About the same time that railroads were built, there were streetcars in the large cities.



Next came the first cars and trucks. Better roads had to be built.



A little later, the first airplane was built in America.



"Name in order the changes in land transportation."

"Why did these changes take place?"

"How have automobiles changed our way of living?"
Discuss the different kinds of air transportation and the changes which have resulted from each.

Soon many people owned automobiles. Then still better streets and roads were needed. At first, red brick was used to make city streets. But later, concrete was used.

Most people used trucks and automobiles only in cities and on brick and concrete roads. They were often afraid to drive on country roads.



Today, automobiles, buses, and trucks of all kinds travel swiftly over wide highways. They carry people and goods back and forth between cities and towns.

Today, helicopters carry people and mail swiftly from one city to another. Helicopters also carry many small, light things from place to place within local communities.

Today, some people own airplanes as well as automobiles. They use their own airplanes when they want to travel a long way swiftly. They also use their own airplanes in doing some work.





If necessary, have children turn back to earlier sections to note different means of transportation shown. See "Extending Experiences."

Now, think of all the different kinds of transportation you have seen used in Metropolis, Middletown, and Farmington. Think of all the kinds of transportation you have seen used to take people and goods from one of these local communities to another.

Which of all these different kinds of transportation were used in your local community a long time ago?

In what ways were horses once used in your local community? How are horses still used? How do you think horses may be used as time goes on?

Which kinds of transportation are there in your local community?

Which kinds are used to move heavy materials from place to place?

Which kinds take cattle and other animals from farms and ranches to market?

Which kinds of transportation do you think are most important to your local community? Why?

How does transportation bring local communities together? Why do you think local communities seem to be closer today than they were a hundred years ago?

Establish purpose. Use questions in text to guide reading and discussion. See "Interpreting the Text."

Communication Brings Communities Together

People in a local community often meet to talk things over.

People in Farmington and the people who lived on farms met and talked over what had to be done to improve their community. Together they planned the things they would do.

The P.T.A. Council in Middletown asked people to come to a big meeting. What did these people talk about?

Often, people who live in different communities meet to talk over an idea or a problem. The Water Committee in Greater Metropolis was made up of people from many local communities. Tell why people from many communities met to talk over the water problem.

If people cannot talk to each other, they use other means of communication. Markers and signs are sometimes used as means of communication. What markers and signs have you read? What did they tell you? Why were they used?

"Why is talking together a good way to communicate?"

"Name all the different means of communication used at the time of the flood."



In times of trouble, people need to use very fast means of communication.

Mr. Carter used the telephone to call the Farmington Fire Department. What was used to call firemen to the firehouse?

Metropolis police used radios to tell policemen all over Greater Metropolis about the missing car. How did Mr. Morely learn that his car had been found?

At the time of the flood, many kinds of communication were used to help people in Middletown. How were the people told where to go and what to do?

Reporters from many communities hurried to Middletown. The newspaper reporters telephoned stories about the flood to their newspapers. They took pictures to be used in newspapers and on television. Other reporters on radio and television trucks reported the news of the flood right from the spot.

People all over the United States had news of the flood almost as soon as it happened. Many of them wanted to help. They sent money, clothes, and many other things to the Red Cross in Middletown and to other flooded towns along the river.





Businessmen also need to use different means of communication. Workers from the Blue Ribbon Dairy must know where and when to pick up milk. With what other people do the dairy workers need to get in touch? What means of communication could they use?

Do you remember Mr. Overstreet? He is a traveling salesman from Big Springs. He sells shoes for a large shoe company in Metropolis. He calls on storekeepers in Middletown and in other cities and towns. The storekeepers order the shoes they need from him.

Every day, Mr. Overstreet gives these orders to his company in Metropolis. When a storekeeper needs the shoes right away, he telephones the order. Other times, he sends the orders by mail.

Name some other ways that the post office, newspaper, telephone, television, and radio can be of help to wholesale companies in Metropolis.

How could these means of communication help the cement plant in Middletown?

In what ways could they help Workman's Poultry Plant in Farmington?

See "Extending Experiences."



You have seen ways that communication is important to people everywhere. People in your community use many different means of communication every day.

People enjoy ball games, concerts, plays, and parades that are taking place in your own and in other communities. They do not even need to leave their homes to enjoy all these things. What means of communication do they use?

How can people get news of what is happening in nearby and faraway places at the time it is happening?

When would it be helpful to be able to use a telephone in a place like the one shown in the picture on the left?

What work is the man in the picture on the right doing? When have you seen someone doing this kind of work?

Name all the other ways you know about in which communication helps people in your community. Which are the fastest ways? Which ways can be used to send news to every person in your community at the same time?

Which means of communication have you used to tell something to others?



Establish purpose for reading. Discuss title.
"Why do you think there is no orchestra in Farmington?"

The Metropolis Orchestra Comes to Middletown

There is no orchestra in Farmington. But the town has a fine high-school band. Andy Hope's brother plays a trumpet in the band.

The Farmington high-school band plays at all the Farmington high-school ball games. In the summer, it gives concerts every Saturday night.

Middletown has a high-school band and a high-school orchestra. There is also a grade-school orchestra. John Allen plays the violin in the orchestra.



"What two important things led to the children's concert in Middletown?"

The city of Metropolis has had its own orchestra for years and years. Every year, the Metropolis Orchestra gives a concert in Middletown. People come from Middletown, Farmington, and other nearby communities to hear the concerts.

One year, something different happened.

Mr. Gates was superintendent of schools in Middletown. One day, he went to see Ann Green. She was the chairman of the Concert Committee. Mr. Gates said, "Ann, why can't the Metropolis Orchestra give a concert just for school-age children?"

Mrs. Green said, "What a good idea! Why, I never thought of that before!"

Mrs. Green wrote to Mr. Star. He was the manager of the Metropolis Orchestra. She asked him if the orchestra would give an afternoon children's concert in Middletown.

Soon a letter came from the manager of the Metropolis Orchestra. Mr. Star said that the orchestra would be glad to give a children's concert in Middletown. Then he told what day the orchestra could come and what music they would play for the boys and girls.

"How did Mr. Star help the children enjoy the concert even more when he told them what music the orchestra would play?"

"Name some towns and villages from which you think boys and girls would come to the concert in Middletown."

Mr. Howland was the Wells County Superintendent of Schools. When he heard about the children's concert, he went to see Mrs. Green.

Mr. Howland asked, "Why can't boys and girls from all over Wells County come to hear the concert?"

Mrs. Green answered, "There is plenty of room in the Middletown Auditorium. Grade-school and high-school boys and girls from every town and village in the county could come."

When the boys and girls heard about the concert, they liked the idea. Almost all of them wanted to go.

The teachers wanted to be sure that the children would understand and enjoy the music. So, in every room, teachers showed pictures of the big orchestra. They played recordings of the same music the children would hear at the concert.

On one record, there was a part where only a violin could be heard. John Allen liked this part best of all.

On another record, there was a part where only a trumpet could be heard. This was Andy Hope's favorite part.

"Why do you think John Allen liked one particular part of the recordings better than all the rest?"

"How do you suppose the orchestra members traveled from Metropolis to Middletown?"

At last, the day of the concert came.

Mr. Morely, Mr. Atwill, and all the other members of the orchestra were in Middletown. They went to the auditorium to get ready for the concert.

Long before it was time for the concert, the auditorium was full of boys and girls. Many teachers were there, too.

Finally, the time came for the concert to begin, and the house lights went out. Every person in the dark auditorium sat very still and waited.

Then the orchestra leader walked out. The children all clapped as he came out in front of the orchestra. He raised his little stick. Then he lowered it.

The orchestra began to play.

Andy Hope smiled. This was the music he remembered. This was the music he wanted to hear. He waited and waited. He listened carefully for the part where only the trumpet could be heard.

Explain use of conductor's baton.

Discuss picture at right.

"How can you tell that Mr. Atwill is playing alone?"
"How do you think Andy felt when he heard the trumpet?"

Soon the music of the trumpet sounded out over the whole auditorium.

Mr. Atwill played the trumpet. It sounded even better than the one in the recording. Everyone in the auditorium enjoyed his music. But no one enjoyed it more than Andy Hope and his big brother.

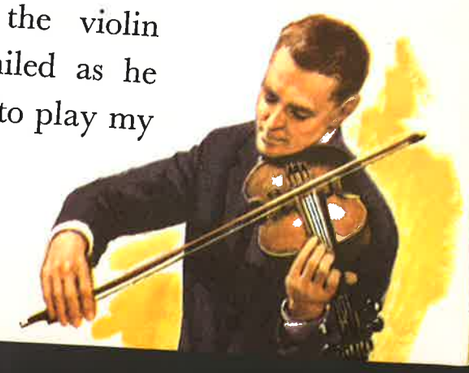
The concert went on and on. John Allen began to think that he would never hear his favorite part of the music.

The concert was almost over. John was afraid the orchestra was not going to play the music for which he was waiting. Finally, John heard his favorite music. It was Mr. Morely who had come out in front and was playing the violin.

All over the big auditorium, boys and girls thought, "This is beautiful!"

John just listened. When the violin music came to an end, he smiled as he thought, "Someday I am going to play my violin just like that!"





"What two things make you sure that John was not disappointed when Mr. Morely played?"

All too soon, the concert was over. The boys and girls clapped and clapped.

The orchestra leader came out in front again, and every member of the orchestra got up from his seat. Then the orchestra sat down. The leader lowered his stick once more, and the orchestra played again.

After the last of the music had been played, the big auditorium was very still. Then everyone clapped again. The orchestra leader turned to the boys and girls and smiled. "Thank you," he said. "We have enjoyed playing for you. Would you like us to come back and play for you again next year?"

The young people clapped and clapped once more.

The concert was over.

The orchestra went back to Metropolis. The children went back to their schools in Middletown. They went back to their schools in other parts of Wells County.

For a long time, the boys and girls talked about the beautiful music they had heard. And they began to think of the time when the Metropolis Orchestra would play in Middletown again.

"Who do you think enjoyed the concert the most?"
"How did the concert bring communities together?"

"Let's find out about some other ways in which the people of one community can provide enjoyment for people living in other places." See "Interpreting the Text."

Beautiful Things For Many Communities

In every community, there is something beautiful for people to enjoy.

Metropolis is much larger than the other cities and towns around it. It has some beautiful things that only a big city can have.

The art museum in Metropolis has many, many beautiful things in it. People of all ages from Greater Metropolis and other communities enjoy going there.

School buses often take children from Farmington, Middletown, and other nearby towns to the Metropolis Art Museum.



That is not the only way for people to enjoy the Metropolis Art Museum. They can borrow pictures from the museum and keep them for four weeks at a time.

The schools in Farmington often borrow pictures from the museum. Then all the children in the Farmington community can enjoy the pictures.

See "Extending Experiences."

Every year, Metropolis has a Book Fair. The Book Fair is for boys and girls, but people of all ages enjoy it.

Boys and girls from schools in Greater Metropolis, Middletown, Farmington, and other communities go to the Book Fair.

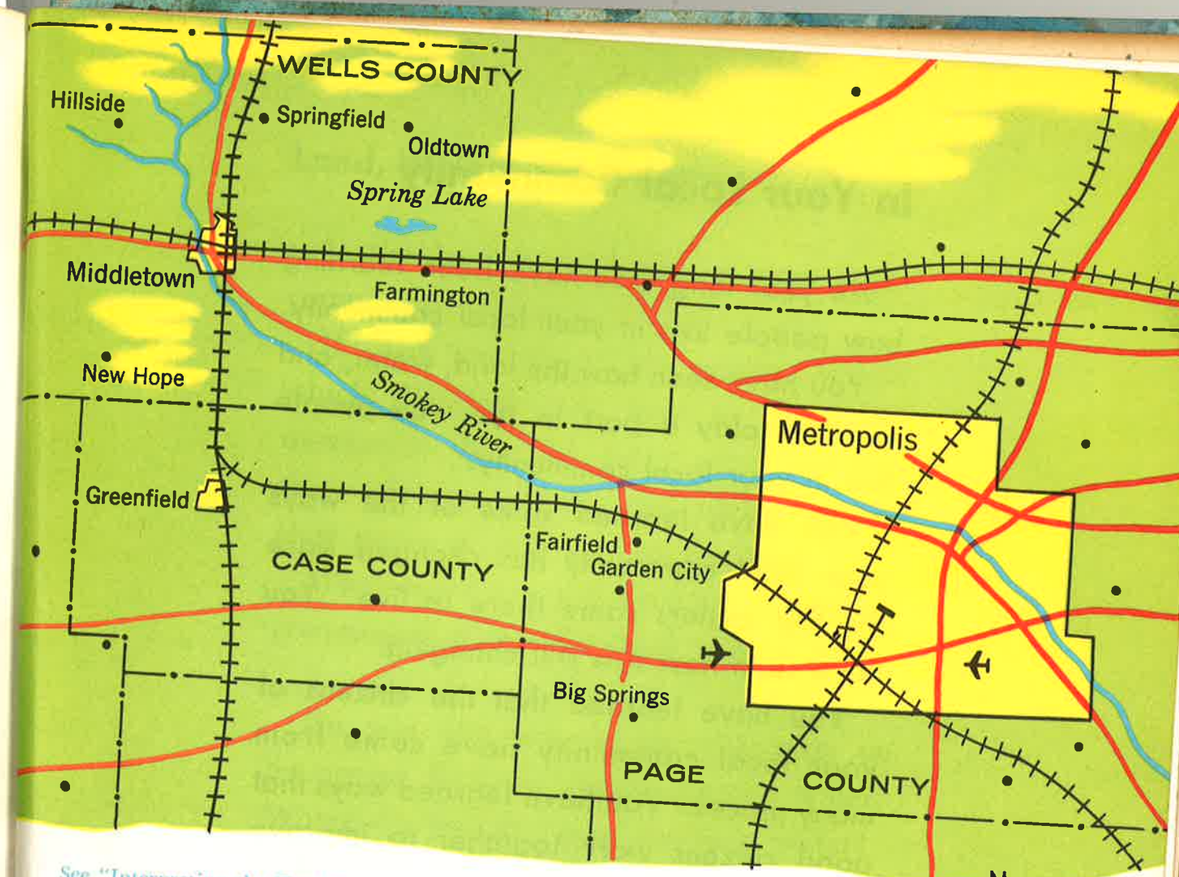
There, they can see beautiful books. They can meet some of the authors who wrote the books. They can meet some of the artists who made pictures for these books. And they can see some of the pictures that the artists made.

Authors and artists talk to the boys and girls. The authors tell the boys and girls about the books they have written. The artists show them how they make the pictures for the books.

What beautiful things are there in your local community that people from other communities come to enjoy?

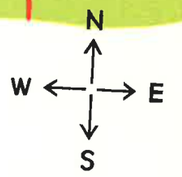
To what other local communities do you go to see or hear beautiful things? What do you enjoy in each local community?

What things that you enjoy a great deal come to your local community from other places?



See "Interpreting the Text."

Using What You Know



Look at the map carefully.
Then think of a good name for it.
Next, make a key for the map.
Write five questions about the map.
Give your key and questions to another person in your room. While that person answers your questions, see if you can answer the questions that someone else has written about the map.

In Your Local Community

All year long, you have been learning how people live in your local community.

You have seen how the land, water, and weather play a part in the way people live in your local community.

You have learned some of the ways your local community has changed since the first settlers came there to live. You have seen how it is still changing.

You have learned that the citizens of your local community have come from many places. You have learned ways that good citizens work together to improve your local community.

You have learned how you and others in your local community are helped by the people who work for your village, town, or city and those who work for your county.

You know that your local community and other local communities depend on each other in many ways.

This next part of your book will help you organize all you have learned, so that you can remember it and use it.

Land, Water, and Weather

Is the land in and around your local community hilly, or is it mostly level?

If there are mountains nearby, tell in which direction you look to see these mountains. How far away are they? Are these mountains high and rocky, or are they green all the way to the top?

What could you tell someone in another community about the land around you?

Do you live near a river, a lake, or an ocean? How do people use this water? Where do you get your drinking water?

If there is a dam nearby, tell how it has helped your local community.

How hot does it get where you live? How cold does it get? When do you most often use your umbrella? Does it often rain, or are most days clear? Is there much snow? What kind of weather causes most trouble in your local community?

Do people ever come to your community because of the weather? Which part of the year do they come?

Plants and Animals

What kinds of crops and animals are raised in or near your local community? What kinds of trees and flowers are found there? Explain what the soil and weather have to do with the kinds of plants and animals found in your community.

People

Name some of the people who have lived all their lives in your local community. Name some who came from other parts of our nation or from a nation far away.

How are people from faraway nations like you? What have you learned about their homeland? What has your community done to help them feel at home?

In what ways have these people helped make your local community a better place in which to live?

Protection

In what ways does your local community provide protection for people, property, animals, and plants? What can you do to make this protection better?

Production and Business

People in your local community do many different kinds of work to produce goods and carry on business.

The production of building materials, food, clothing, and other goods provides work for many people in your community. Business provides work for many others.

What kinds of work do people in your local community do to produce food? What kinds of work do they do to produce clothing or materials used in clothing?

What building materials are produced in or near your local community? What is made in your local community from these materials? What other kinds of production are there in your local community?

Stores, offices, banks, garages, hotels, and other places of business in your local community provide work for many people. What different kinds of work do these people do? How does their work help other people in your local community?

Why is it important for people living in your community to do business there?

Transportation

Name all the kinds of transportation used in your local community. Which kinds are most used in all communities?

What kinds of work do these different kinds of transportation provide for people living in your community?

If any streets have been torn up in your local community, tell why this had to be done.

Which kinds of transportation do you use that your grandfather did not use?

Which kinds brought the first settlers to your community?

What new means of transportation may people be using when you are grown up?

Communication

What different means of communication are there in your local community? Name the workers who provide your community with these means of communication.

Which is the newest kind? Perhaps you can think of new means of communication that people may be able to use when you are grown up.

Government

Name as many people as you can who are part of the government of your local community. Do you have a mayor or a city manager? What does the town or city council do?

Name some things in your community that are paid for with local tax dollars. Do you pay a sales tax on what you buy?

What can you do to show that you are learning to be a good citizen? How can you show others how to be good citizens?

Education

What do you like best about the schools in your local community? What can you think of that would make them better?

Where else can you go to learn new things and new ways of doing things?

Why is it important for all children to get an education?

How do tax dollars help pay for your education?

What can you do to show that schools, libraries, and other places of learning are important to you?

Recreation

Name the places in your local community where people can go to have fun. What can people do in each of these spots? To which one do you go most often?

Which kinds of recreation do people from other communities come to enjoy?

If your community has a ball team, tell about it. Tell about any parades or festivals you have in your community.

Beautiful Places and Things

Where can you see our flag flying every day? How can you show how you feel about the flag of our nation?

Where would you go to see the most beautiful views in your local community?

What beautiful things have you seen or heard this year that you had never noticed before?

Places of Worship

Many places of worship are called churches. What are others called?

Why are there different places of worship in your local community?

Your Local Community and Others

Think about the things you buy, the ways you travel, and the places you and your friends go to enjoy yourselves.

Now, think about the food you eat and the clothes you wear. Think about the materials used to build your homes, schools, streets, and roads.

For which of these things does your local community depend on others? For which things do other communities depend on your local community?

Changes in Your Local Community

Write a little history of your local community. First, tell as much as you can about the Indians and how they lived before the first settlers came.

Then tell how the first settlers came. Tell what they did that people still do. What can you do that they could not do?

Next, explain how your community has changed since those early days and how it is still changing. Finally, tell how it may perhaps change by the time you are grown up.

Where You Live

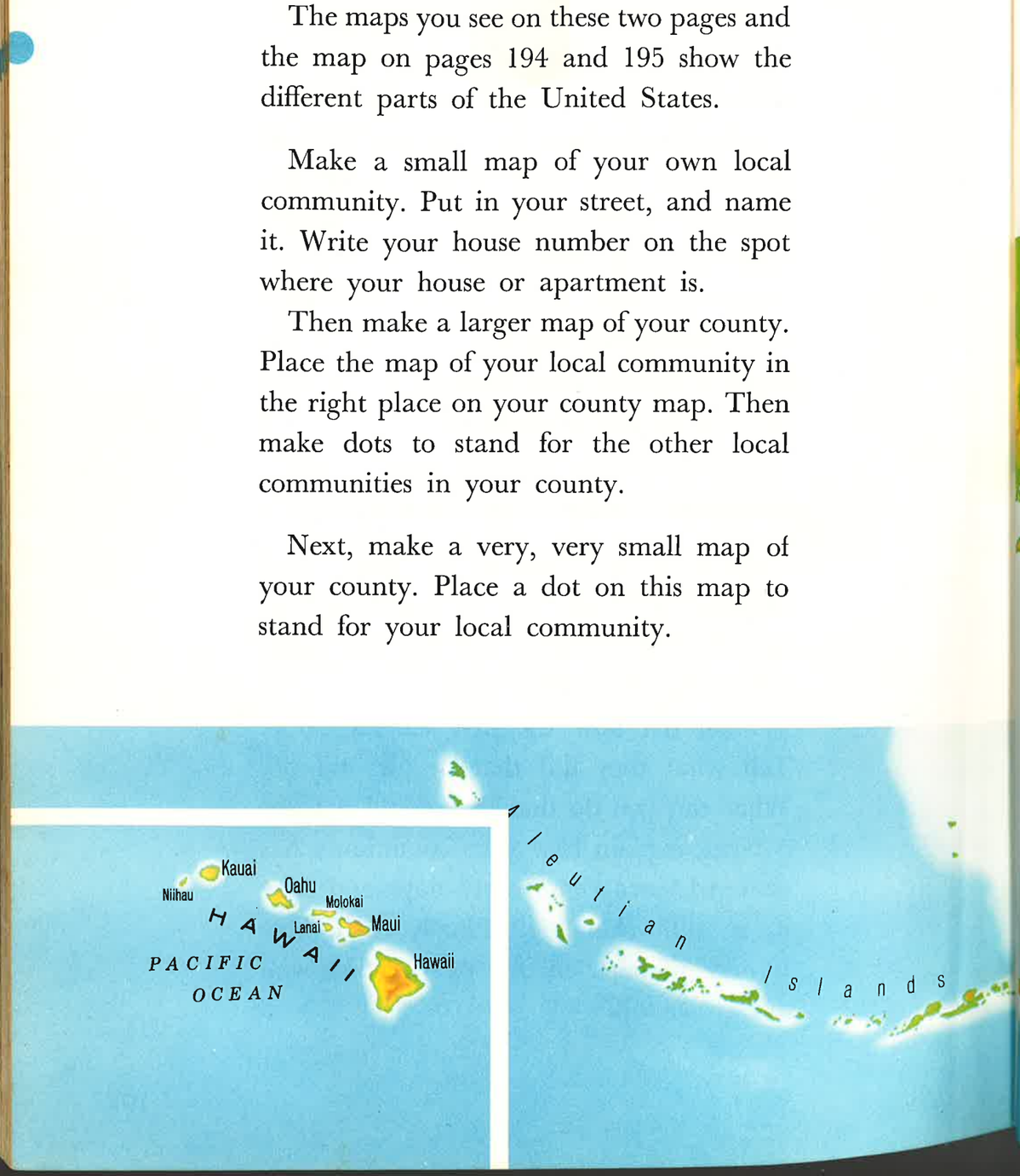
The maps you see on these two pages and the map on pages 194 and 195 show the different parts of the United States.

Make a small map of your own local community. Put in your street, and name it. Write your house number on the spot where your house or apartment is.

Then make a larger map of your county. Place the map of your local community in the right place on your county map. Then make dots to stand for the other local communities in your county.

Next, make a very, very small map of your county. Place a dot on this map to stand for your local community.

Which map in this book shows the state in our nation in which you live? Put the little map of your county in about the right place on that map.





CANADA

WASHINGTON

Columbia River

OREGON

IDAHO

MONTANA

NORTH DAKOTA

SOUTH DAKOTA

WYOMING

NEBRASKA

CALIFORNIA

NEVADA

UTAH

Great Salt Lake

COLORADO

Colorado River

KANSAS

ARIZONA

NEW MEXICO

OKLAHOMA

TEXAS

Rio Grande

PACIFIC OCEAN

MEXICO

MINNESOTA

Lake Superior

MICHIGAN

Lake Huron

WISCONSIN

Mississippi River

Lake Michigan

IOWA

ILLINOIS

INDIANA

OHIO

Lake Erie

Lake Ontario

St. Lawrence River

NEW YORK

Hudson River

PENNSYLVANIA

N.J.

MAINE

VT.

N.H.

MASS.

CONN.

R.I.

MARYLAND

DEL.

D.C.

WEST VIRGINIA

VIRGINIA

KENTUCKY

MISSOURI

TENNESSEE

NORTH CAROLINA

SOUTH CAROLINA

ARKANSAS

Mississippi River

MISSISSIPPI

ALABAMA

GEORGIA

FLORIDA

LOUISIANA

ATLANTIC OCEAN

GULF OF MEXICO

TO THE TEACHERS WHO USE THIS BOOK

In City, Town, and Country is the third-grade book in The Basic Social Studies Program of the Curriculum Foundation Series. Preceding books in the program are *At Home* and *At School* for first grade and *In the Neighborhood* for second grade.

SCOPE OF THE PROGRAM

Each child is simultaneously a member of several different communities, beginning with his family and expanding into his school, neighborhood, local, county, state, region of states, national, inter-American, and even larger communities.

Each text in The Basic Social Studies Program provides a springboard into teaching-learning experiences that will help the children at each grade level understand how people in one or more of these expanding communities carry on the basic human activities of living and why these activities are carried on as they are.

The basic human activities, in which people have engaged throughout the ages in all parts of the world and upon which The Basic Social Studies Program focuses in the communities emphasized at each grade level, are as follows:

Protecting, conserving, and improving life, health, resources, and property
Producing, exchanging, and consuming food, clothing, shelter, and other goods and services
Creating and producing new tools and techniques
Transporting people and goods
Communicating facts, ideas, and feelings
Providing education
Providing recreation
Organizing and governing
Expressing spiritual and esthetic impulses

In the Basic Social Studies Program, emphasis in the first grade is placed on the *home* and the *school communities.* In the second grade, it is placed on the *neighborhood community.* By the time the children who have used the previous books in the program reach third grade, they are ready to enlarge their horizons by getting acquainted with their *local community,* which is made up of several neighborhoods; their *county community,* which is usually made up of several local communities; and in some cases, their *metropolitan area,* which is made up of several local communities.

In the first three sections of *In City, Town, and Country,* children will find real-life accounts of people living and working together in three types of local communities. Each of the selections and accompanying study pages highlights one or more of the basic human activities.

In each section, the children are led to examine how the basic human activities, which are focused upon in the section, are carried on in their own community and how natural features, changing times, and ideals and values affect living in their own community.

The children begin the study of their own local community by studying the local community in the text most like their own. They then go on to study the two other types of local communities presented in the book.

One of the three local communities presented is Metropolis, a large urban local community—the central city in a standard metropolitan area. Another is Middletown, which, as its name implies, is a middle-sized urban local community—a typical county seat. The third is Farmington—a small town that is the nucleus of a rural local community. This local community is in the county of which Middletown is the county seat.

Following these first three sections is a section entitled "All Together," which develops the theme of the interdependence of communities.

The final section of the book, "In Your Local Community," is designed to help children organize and summarize what they have learned during the school year about their own local community and county, and for some, their metropolitan area.

A COÖRDINATED PROGRAM

The Basic Social Studies Program draws upon all the social sciences to give children a general, coördinated understanding of how people live and have lived throughout the world. The program builds a foundation for later study of the separate social sciences, each of which deals systematically with one or more aspects of living.

Understandings from the social sciences appropriate for third-grade children are inherent in each section of *In City, Town, and Country.* Some of the selections and study pages that focus on these understandings are indicated below:

Economics: Understandings about the production, exchange, distribution, and consumption of goods and services in the local community are developed in selections such as "The Metropolis Business Center," pages 18-19; "Farmington or Middletown?" "The Farmington Business Center," and "Business in Your Local Community," pages 107-114; and "Dairy Business on the Farm," "Dairy Business in the City," "Food for Many Communities," "Clothes for Many Communities," "Building Materials for Many Communities," "Transportation Brings Communities Together," and "Communication Brings Communities Together," pages 146-174.

Political Science: Understandings about the government of local communities, taxes, and the services paid for with local taxes are developed in selections such as "Protecting People and Property," and "The Metropolis Business Center," pages 14-19; "Getting a New School" and "Schools and Taxes," pages 82-87; and "In Your County," page 127.

Sociology: Understandings about family living, community life, social institutions, and social problems are developed in selections such as "Five O'Clock Traffic," pages 20-25; "Not Enough Water," pages 42-47; "Too Much Water," pages 66-72; "A Fire in the Country," pages 98-102; "The Farmington Community Club," pages 121-126; "The Metropolis Orchestra Comes to Middletown," and "Beautiful Things for Many Communities," pages 175-182.

Social Psychology: Understandings about the influence of the group on individuals, and social interaction are developed in selections such as "Not Enough Water," pages 42-47; "Working Together to Stop Floods," pages 77-79; and "The Farmington Community Club," pages 121-126.

Cultural Anthropology: Understandings about the environment and group relations of people are developed throughout the book.

History, geography, and philosophy are usually considered social sciences. In The Basic Social Studies Program, however, each of the five social sciences mentioned above is presented as having time (history), space (geography), and value (philosophy) dimensions. *When* people live, *where* they live, and *what they believe* (*their ideals and values*) affect how communities of men carry on the basic human activities.

History: Understandings about the interrelationships that exist in a local community or a county at a given time and the changes that take place from time to time are developed throughout the text. See particularly "Other Parts of Greater Metropolis," pages 26-29; "Old and New," pages 34-35; "Long Ago in Middletown," pages 56-60; and "Changes in Farmington," pages 130-134.

Geography: Understandings about the character and distribution of land, water, weather, minerals, plants, and animals in the local community and county; the distribution of people, man-made features, and the basic human activities; and the character and distribution of rural and urban communities are emphasized in all sections of *In City, Town, and Country.* Understandings about maps and the skills involved in making and using maps are developed throughout the book.

Philosophy: Understandings and deep appreciation of the ideals and values that underlie our way of life in the United States and the responsibilities of citizens in a free society are stressed throughout the program.

A FLEXIBLE TEXT

To help you provide teaching-learning experiences that will be of most value to your third-graders, the authors have made each of the local community sections of *In City, Town, and Country* independent. The vocabulary in each section is built upon the vocabulary of *At Home, At School,* and *In the Neighborhood.* The same controls are employed for each of the local community sections as are used in the new *Streets and Roads,* Book 3/1 in The New Basic Reading Program of the Curriculum Foundation Series. There is no difference in the reading level of the three sections; therefore, children may start the year's work with the section about the local community most like their own. Studying the familiar first will contribute to the development of readiness for the study of the less familiar.

In the Teacher's Edition of *In City, Town, and Country,* the new words are underlined, and questions to guide the interpretation of text, pictures and maps appear in blue type. A Golden Section, *Living and Learning in Third Grade,* and the *Guidebook* to accompany *In City, Town, and Country* are also a part of the Teacher's Edition. These are designed to help you use this flexible text and the other resources at your command to help your pupils grow toward competent, responsible citizenship. See "Your Resources," "Your Program at Work," and "Your Goal—Responsible Citizenship" in the Golden Section and your *Guidebook.* Note the understandings and skills developed and the values and behavior traits stressed in each *Guidebook* lesson plan.

A SEQUENTIAL PROGRAM

The third-grade program is part of a sequential social-studies program for the elementary school.

In first grade, the children learn how the *family* and *school communities* carry on the basic human activities. They see how families and schools change and how these changes are brought about. They begin to understand the need for anticipating and accepting change; and they begin to realize the importance of thinking and planning ahead so as to affect change in a personally and socially beneficial manner.

They take the first steps in the interpretation of landscapes and maps. They discover some of the ways in which the natural features of the land are related to living at home and at school, and some of the ways in which people use and change natural features. See "Glancing Back" in "Your Social Studies Program" in the Golden Section.

In second grade, the children learn how the basic human activities are carried on in their neighborhood community. They see how people live in different kinds of neighborhoods and how all neighborhoods, including their own, are constantly changing.

They develop new understandings and skills in interpreting landscapes and maps. They make discoveries about land, water, weather, minerals, plants, animals, man-made features, and about the relationship of these natural and man-made features to ways of living in their neighborhood. See "Glancing Back" in "Your Social Studies Program" in the Golden Section.

In third grade, the children explore the local community, the county, and a metropolitan area —the next larger of the expanding communities of which they are members. They increase their understandings, grow in the use of their thinking abilities and skills, and develop an appreciation of democratic ideals and values. See the beginning of each lesson plan in the *Guidebook.*

Throughout The Basic Social Studies Program of the Curriculum Foundation Series, children are taught to apply their thinking abilities in independent study and investigation. No one social-studies text can encompass all that children need to know and do. Hence, the Golden Section and the *Guidebook* that accompany the basic texts suggest specific and varied ways of teaching children how to use reference books and how to make their own investigations. The Golden Sections and *Guidebooks* stress democratic ideals and values and moral and spiritual values. They offer specific guidance to teachers concerned with providing opportunities for today's children—tomorrow's citizens—to learn to practice behavior that is consistent with the ideals and values characteristic of responsible citizenship.

Maps appearing on pages 192, 193, 194, and 195 courtesy of A. J. Nystrom & Co.

VOCABULARY LIST

In City, Town, and Country is the third-grade book in The Basic Social Studies Program of the Curriculum Foundation Series. It contains 749 different words. Of these, 377 were introduced in the preceding books of The Basic Social Studies Program. The remaining 372 words are new in this book. Each is used three or more times. Children who have completed The New Basic Reading Program through the new *More Friends and Neighbors* (book 2^2) will be familiar with the starred words in the list below.

Since children may begin with any one of the first three sections, many of the 372 new words appear more than once in the list below. For example, children who read "Middletown" first will encounter 130 new words in this section. If they read "Metropolis" next, only 91 of the 146 words listed will be new, since 55 appeared in "Middletown." For these children, only 44 of the 129 words listed in "Farmington" will be new.

The following forms of known words are not counted as new words: possessives; plural nouns in *s, es;* verb forms in *s, es, d, ed, ing;* forms made by adding *er* of agent, *er* or *est* of comparison, *n, en, ly,* and *y;* forms regular except for the change of *y* to *i,* the dropping of *e,* or the doubling of a consonant before an ending. Compounds of known words and parts of previously learned compounds are not counted, nor are contractions in which the apostrophe represents only one omitted letter. Homographs are not counted as separate words, and syllables that represent sounds are not counted as new.

1 town *
4 local
community
around *
Metropolis
5 Middletown
Farmington
depend

Metropolis

6 trains *
boats *
changing *
greater *
8 concert
orchestra
Fairfield
over *
9 through *
near *
full *
10 color *
number
headquarters
highways *
11 while *
drive *
turned *
12 key
sell *
once *
garage
13 answered *
has *
protection
tonight *
14 property
provides
health
well *
15 clean *
garbage
services
16 burned *
gray *
fog
smog
17 parts *
problem
done *
18 business
banks *
hotels
19 radio
stations *
government
20 five *
o'clock *
traffic
hurry *
21 crowded
taxi
only *
22 wait *
corner *
crossing
23 later *
line *
slowly *
24 detour *
expressway
nothing *
taxes
25 laws
than *
drove
26 different
even *
built
27 adding
groups
better *
28 river *
railroads
been *
30 electricity
always *
ferryboats
31 enjoy
zoo
beginning
32 off *
airport
anywhere *
33 materials
wholesale
freight
34 hundred
remember *
need *
35 planned
torn
since *
36 forest *
tomorrow *
scout
37 early *
interesting
themselves
38 monkey
elephant *
favorite
spots *
39 art
museum
fish *
40 team
Riverview
camp
41 parades *
festivals
songs
42 daddy
dry
sat *
careful
43 television
rained *
grass *
44 reservoir
deep *
pumped
45 swimming
pool
closed
46 traveled
washed *
wish *
47 finally
committee
organized
48 ranches
lakes
carry *
49 pipes
tank
stand *
50 below
ends *
52 village *
wherever *
ocean
53 pages
perhaps *
else *

Middletown

54 river *
has *
business
always *
56 John *
56 Allen
knew *
57 Indians
canoes
settle
58 high *
logs
marker
over *
59 near *
important
boats *
needed *
60 wish *
turned *
still *
seem *
61 only *
anything *
much *
else *
62 direction
north
east
63 south
through *
railroads
64 key
line *
stand *
65 under *
grade
county
courthouse
66 rain *
banks *
radio
flood
67 won't *
dark *
electricity
off *

68 tonight *
slowly *
already
69 civil
defense
hill *
drove
70 spot *
person
refugees
leave *
71 station *
helicopters
hold *
72 done *
part *
able
73 weather *
caused
trouble
snow *
74 melts
ground *
once *
streams
75 grass *
plowed
soil
76 bottom
flow
level
along *
77 plan
dams
ponds *
78 grow *
crops
clear
79 enjoy
because *
bringing *
80 dot
lake
begins
82 built
even *
83 cost
taxes
board *
84 parents
different
vote
85 hard *
spoke
tomorrow *
86 well *
than *
United
States
87 citizens
money *
changing *
89 been
since
such *

90 forest *
excited *
nothing *
conservation
91 members
decided
interested
92 arbor
mayor
groups
93 weeks *
finished
never *
94 flowers *
fish *
stars *
95 while *
add
better *

Farmington

96 business
has *
high *
sell *
98 exciting *
dad
wish *
99 nothing *
Ann *
off *
100 turning *
hill *
hole *
ditch
101 burning *
save *
cows *
Hardy's
102 much *
afraid *
until *
anything *
103 department
money *
slowed *
drive *
104 railroads
river *
lake
105 east
north
south
106 dot
stands *
red *
lines *
107 carpenter
well *
better *
than *
108 bank *
need *
borrow
chickens *

109 done *
county
lose
110 taxes
trade
lumberyard
eggs *
111 spoke
knew *
important
112 part *
cross
tank
114 larger *
beginning
even *
115 seems *
tonight *
few *
116 along *
been *
club
decide
117 hundred
improve
advertise
118 motel
young *
close
119 whole *
organizing
dairy
120 belong
committees
member
121 superintendent
recreation
history
122 courthouse
state
plan
123 leveled
wider *
fences *
124 camp
fish *
over *
125 bring *
weekly *
flyer *
signs *
126 museum
once *
settled
127 seat
questions
answers *
128 key
below
direction
129 page
ends *
color *

130 changes *
sale
price
131 poultry
leader
cost
132 only *
dollars
133 fine *
134 hurried *
ever *
135 also
grass *
since *
136 built
scouts
pond *
137 else *
138 great *
deal
wrote
139 remember *

All Together

140 forth *
between
give *
142 Joe *
agent
met *
143 stall
cup
feed *
drink *
144 loafing
pasture
cold *
parlor
145 explained
insurance
company
146 brought *
herd
plenty *
147 cuts *
hay *
green *
silo
148 kept *
touches *
149 ribbon
hose
150 butter *
ice *
cream *
151 bottles
sterilized
152 cartons
heated
153 cases
loaded
delivery
sent

154 supermarkets
cattle
pigs *
sheep *
155 vegetables
fruit
fresh
frozen
156 tan
leather
soften *
157 sends
top *
heavy *
wear
158 wool
yarn
cotton
thread
160 limestone
rock
cement
161 concrete
sand *
mixed
163 wood *
bridges *
those *
164 steel
165 bricks *
glass
166 notice
167 transportation
low
169 automobiles
swiftly
170 horses *
171 communication
idea
means *
172 reporters
almost *
173 order
174 faraway *
175 band
trumpet
violin
176 age
manager
177 auditorium
recordings
178 clapped
front *
smiled *
182 authors
artists

In Your Local Community

185 mountains
186 nation
187 production
produce
189 education

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 68 67 66 65 64 63 62 61

#1

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