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Towards a Primary Text on Life.

Lawrence M. Colton

Thesis submitted in partial fulfillment
of the requirements for the Degree of
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Preface

The material provided herein has been gathered under the experimental title, Towards a Primary Text on Life. What is presented is a teacher's manual for a complete course of instruction. This manual is designed primarily to present to the child a concept of life. The aim of this course is to convey to the child an appreciation for the phenomenon of life, and an understanding of the process of death which will allow him to live with deeper sensitivity and maturity. It is hoped that a child exposed to this program of study will upon its completion be able to come to a value concept of life and a way of establishing a (healthy) relation to death as a process of a (complete, total) life cycle.

The classroom material approximates the level of an average third grade. It is hoped that any school using this material will exercise due consideration in not assigning this course arbitrarily to each and every third grade. It may be necessary to adjust this text to correspond to the readiness level of the individual children concerned. In this way, no class will be either overburdened or for that matter underestimated and thus unchallenged. This is a primary course with its language patterns geared for the medium of a third grade.

However, it can be used in any primary grade.

It may be questioned why the author felt a need to present a text dedicated to this kind of a subject to be used in connection with young children. The question could be raised: Is it not premature to broach such a subject before the child exhibits the need for the same? The prevailing thought in educational circles in recent years has been to avoid introducing materials too early to the child. Dr. Robert Havighurst, Chairman of the Committee of Human Development of the University of Chicago, points out that people are confronted by certain developmental tasks that they need to achieve and are expected to achieve. "These tasks are created by the individual's maturing physical and mental capacties, the cultural forces around him, and his own personal values, motives, and aspirations."[1] The implication of this developmental task concept theory for educators is to be aware that the child must meet these tasks at the right educational moment. Dr. Havighurst divides the life span into six periods and defines the tasks of each period in sequence. These tasks build one upon the other. Thus, it may be premature to confront the child with a concept of life before he is ready.

In due consideration to Dr. Havighurst and his

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[1]William C. Morse and G. Max Wingo, Psychology and Teaching (Chicago: Scott, Foresman and Co., 1955) p.65.

theory of the developmental task implying the educational moment, it is admitted that this course attempts to jump in ahead of the moment whan a child first becomes aware of something called life. A child will usually not come to question life until a moment of tragedy. This text attempts to prepare the child in some way to cope with life's harsh realities. In a situation of death whether it be the loss of a valued pet or a parent, a grandparent or a trusted friend, the child in a moment of trauma will then come to the educational moment. He will at this juncture demonstrate a need to look at life and its mysteries. However, the emotional experience for an unprepared child will be so upsetting that at best he will not come to grips with the question let alone with the solution. Furthermore, who will be there to instruct him? If he seeks counsel from a concerned adult, he will receive, depending on the amount of grief felt by that individual, an orientation to life which might be harmful to his growth and development.

A meaningful parent will usually confuse a child's view of death with his own. He will relate in story fashion an explanation designed to relieve the anxiety of the child. He will say that Mother has either gone on a trip, is asleep, is now in heaven with God, died because she was sick or taken by God because he loves and wants the good in heaven. These stories at best serve

only to upset the child. Initially, to tell a child that Mommy has gone on a long trip might suffice. But a trip is voluntary. When Mother chooses not to return, the child begins to reason that Mother does not care about him or she would return. To say that death is sleep carries with it the possibility of a child being afraid to go to sleep, lest he might die. To place the dead in heaven contradicts what the child will see if he attends the funeral or burial service. Likewise, sickness cannot be equated with death, for then all sickness no matter how minor, will be frought with anxiety and the fear of not recovering. Also to explain the loss of a loved one by placing her in heaven where the good people go makes the child come to the conclusion that either he is not good and doesn't have to be good or fearful of being good.

One must guard against confusing our adult meanings and ways of viewing the world in which we live with those of the child. Instead of protecting the child from the harshness of a reality, there is a value to sharing feelings at the child's level of understanding. It is better to protect him in advance than allow him to rely upon that which he receives as a result of the emotional breakdown among adults. He can understand sadness better than deception. He can build his approach to the future on trust but not on a lie. "Dr. Jerome Bruner, Director

of the Harvard Center for Cognitive Studies, begins with the hypothesis that any subject can be explained effectively in some intellectually honest form to any child at any stage of development. Understandably, the knowledge may be in symbolic imagery, or comprehended intuitively, or intellectually."[2]

This course does not attempt to tell the child what death is. A child must understand what death is not, and what life is. So that he can at least live without the psychological fears which fanciful stories often produce. It is not the intention of this text to help a child through the trauma of loss. That feeling is inescapable. The intent is to help a child only to understand without fear what death is. It is the absence of life. This is a positive approach to a negative problem.

Rather than approach this subject by citing scriptural quotations and homilies to answer the question of life, it was felt that a somewhat different approach would be preferable. The traditional textual sources are apart from the realm of today's modern Jewish child. To quote from their pages as a basis for motivating the child to consider a problem is from the standpoint of practicality a pedagogical impossibility. The best starting place for a consideration of a life concept

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[2] From, Earl A. Grollman, Into Pain, Through Pain, Past Pain a manual, (1965), p. 3.

is in the experiential realm of the child. He is aware of a sun, the food that he likes to eat, and the security of his family. This text seeks to make use of that which the child is aware of already. The first unit traces the external oneness present in the physical world. Unit two discusses the unity found within mankind. Unit three asks the "why" of this unity and comes up with the answer that world order and mankind's cohesiveness seems to exist for one purpose, to support life. If all of this exists just to support life, then the child is led to the conclusion, "Hey, life must be important." He is asked to question what is life? Where is it to be found? Who has it? When does it begin and end? Finally, what are we to do with it? Unit four, in conclusion, builds an ethic of life.

Each unit consists of four lesson plans. Each lesson plan consists of teacher and student aims, the motivation for the lesson plan, the content material, and a section entitled, pivotal questions. These are intended to be used by the teacher as they are or adapted to develop the lesson plan. They represent the focal points upon which a class session maybe built. They are only the beginnings to a successful presentation and are by no means all inclusive. It is hoped that the teacher will add to them in accordance with her own methodology. Each lesson plan also includes suggested class activi-

ties, and bibliographies as needed.

As a sequal to this text, it is suggested that religious schools turn to the more traditional areas of study to show how the historical continuum of Judaism complemented these value concepts. It should be easy once a child realizes the need for a value concept of life to trace historically the Jewish contribution. This text is not intended to supplant courses already in existence, but to provide a more realistic foundation upon which they can be built.

The author must make mention of those whose assistance was invaluable to the preparation of this text. To the teachers who taught him, and to the students from whom he learned, he is indebted.

Overall Course Aims:

Teacher: To convey to the child an appreciation for the phenomenon of life, and an understanding of the process of death which will allow him to live with deeper sensitivity and maturity.

Student: To come to a value concept of life and a way of establishing a (healthy) relation to death as a process of a (complete, total) life cycle.

Digest

The material provided has been gathered under the experimental title, Towards a Primary Text on Life. What is presented is a teacher's manual for a complete course of instruction. This manual is designed primarily to present to the child a concept of life. The aim of this course is to convey to the child an appreciation for the phenomenon of life, and an understanding of the process of death which will allow him to live with deeper sensitivity and maturity. It is hoped that a child will be able to come to a value concept of life and a way of establishing a (healthy) relation to death as a process of a (complete, total) life cycle.

The classroom material approximates the level of an average third grade. This course does not attempt to tell the child what death is. A child must understand what death is not, and what life is. There are four units in this course each one consisting of four lesson plans. Each lesson plan consists of teacher and student aims, the motivation for the lesson plan, the content material and pivotal questions. Each lesson plan also includes suggested class activities and bibliographies. Unit one is entitled,"The External Oneness in the Physical World." Unit two,"The Unity of Mankind." Unit three,"What is life?" Unit four, "The Ethics of Life."

Part One

Existent world order as seen in its supportive role to life.

Unit One

The External Oneness in the Physical World.

UNIT ONE

The External Oneness In The Physical World.

Unit Aims:

Teacher: At this inital point, to instill within the child an insight into the external oneness in the physical world which surrounds him.

Student: To provide an insight into why this is important to the life of each child.

Lesson Plan#1. "Why I need the sun."

Aims:

Teacher: To instill within the child an insight into the relationship between the distant sun and his everyday life.

Student: To instill within himself the insight that, "Yes the sun is necessary to human life."

Motivation:

Say to the class: "One night after dinner when it was still warm outside, do you remember when you and your friends were playing and you heard your mother call for you to come in? Did you want to go into the house? Why not?"

Content Outline	Pivotal Questions
I. The sun and the stars. A. The function of the	1. "When you were outside was the sun

Unit One

The External Oneness In The Physical World.

A. Continued.

sun:
1. Provides light.
2. Provides warmth.
3. Its gravitational force keeps the universe together.
4. Allows life to exist.
   (a.) Photosynthesis.

B. Value to people today.
1. Provides oxygen.
2. Provides food.

1. Continued.

shining?"

2. "Do you like sunshine?" "Why?"

3. "Oh, it gives us light! Do we need light? Oh, you like it because you get sunburned? Is the sun good for you? Did your father ever take you to the beach? Why did you go there? What else did you do besides swim?"

4. "Is the sun the biggest thing in the sky? Does it move? Where does it go? Do we move? Do the people in China have the sun?" (Use the approach of digging for China on the other side of the earth.)

5. "Can a plant live without sunlight?" (See notes to experiment number two, at the end of this unit.)

6. "Here I have two plants. Let's put one in the closet. Next week let's see what happens to this plant. The other plant we will leave out here on the window sill."

Unit One

The External Oneness In The Physical World.

	7. "Remember that plant we put in the closet? Look at it! What happened? Let's compare it with the one we left out in the sun."
	8. "How many of you have fish tanks at home? What is in your tank besides fish? Why did you put a plant in it?"
	9. "How many of you have gone for a ride in the country? Did you ever drive by a farm? What did you see growing in its field? Can a farmer grow food in the winter? Why not?"
II. The moon. A. Its function: 1. Effect on tides.	10. "How many of you have been to camp? Good! What happens to the water in the lake in the night-time?"
	11. "When you were playing and your mother called you, why didn't you want to go home? It was still light outside wasn't it?"
III. Relation between the sun and the moon.	12. "Have you ever seen the moon out when it was still light outside?"
IV. The unity of the universe. A. The sun is a long way from us yet it is close enough to	13. "Where is the sun?" 14. "It's way up in the sky? Do you suppose

Unit One

The External Oneness In The Physical World.

A. Continued.

have an effect on our lives.

14. Continued.

if we were tall enough we could reach it?"

15. "How many of you have taken an airplane ride?" (Have the children who have shared this experience relate to the rest of the class how high above the earth they were. Then ask these children, "Even being so high up, were you able to touch the sun?"

16. "Yes, the sun is a long way away, but it can effect our daily lives."

17. "It's kind of funny that the sun is important to us in so many ways, isn't it?"

18. "We need the sun. Can we live without it?" (Discuss) "Why not?"

V. Class Activities:

1. Have half of the children draw pictures showing how the sun is important to us.

2. Another group can plant beans in a cup and watch the sun make the plants grow.

Unit One

The External Oneness In The Physical World.

A. Continued.

have an effect on our lives.

14. Continued.

if we were tall enough we could reach it?"

15. "How many of you have taken an airplane ride?" (Have the children who have shared this experience relate to the rest of the class how high above the earth they were. Then ask these children, "Even being so high up, were you able to touch the sun?"

16. "Yes, the sun is a long way away, but it can effect our daily lives."

17. "It's kind of funny that the sun is important to us in so many ways, isn't it?"

18. "We need the sun. Can we live without it?" (Discuss) "Why not?"

V. Class Activities:

1. Have half of the children draw pictures showing how the sun is important to us.

2. Another group can plant beans in a cup and watch the sun make the plants grow.

Unit One

The External Oneness In The Physical World.

V. Class Activities: Continued.

3. Final activity, let the children make a bulletin board showing the pictures they have drawn and the second group can report on the progress made by their bean plants.

4. Construct a mobile. Using wire, string, and three paper-machè globes of varying sizes relative to the sun, moon, and earth assemble the mobile to represent the relationship between the sun, moon, and earth.

5. Have the children on the subject, "What would happen if the sun stopped shining?" write a story.

VI. Class Experiments:

(To be used in the above pivotal question sequence.)

1. (See above pivotal question, number (4) four.) If the children have trouble accepting the point of the lesson developed in pivotal question number four, above, use this experiment. This experiment can be introduced by saying, "Let's see if we can find a way in which we can better understand what we are talking about."

   Obtain an inexpensive flash-light, one package of modeling clay, and a globe. In a darken room have one child hold the flash-light in a position so as to allow it to shine only on half of the globe. Then taking a piece of clay affix it to globe to mark where you are. Then as another child slowly rotates the globe the class should be able to understand the effect of the sun on the earth. This experiment is intended to teach such concepts as the daily rotation of the earth, and that as one side of the earth is in day-light the other side has night.

2. (See above pivotal question number five.) Obtain two (2) inexpensive common household plants which

Unit One

The External Oneness In The Physical World.

VI. Class Experiments: Continued.

2. Continued.

for the purposes of this experiment appear to be nearly alike as possible. Keeping constant the factors of water nourishment and temperature, (i.e. with both plants) place one plant on a shelf in a dark closet, away from all sunlight for a period of at least seven to ten days. The second plant is to receive as much sunlight as possible. The second plant should be placed on or near a window sill. Select a class committee to report on the comparative results of this experiment.

Supplementary Source Material:

Student's Resources:

Baker, A.O., and others, Around the Corner. New York: Rand McNally and Co., 1955.

_____, _____, _____ _____, Far and Wide. New York: Rand McNally and Co., 1955.

Barnard, J. and Edwards, L., The New Basic Science. New York: The MacMillan Co., 1951.

Basic Science Educational Series, How the Sun Helps Us. New York: Harper and Row Inc., 1945.

Bough, Glenn, How the Sun Helps Us. New York: Row-Peterson, 1953.

Branley, Franklyn, The Sun: Our Nearest Star. New York: Crowell, 1961.

Brandwein, Paul F., Concepts in Science. New York: Harcourt, Brace and World, Inc., 1966.

Freeman, I., The Sun, the Moon and the Stars. New York: Random House, Inc., 1959.

Jacobson, Willard, and Lauby, C., A.B.C. Science Series

Unit One

The External Oneness In The Physical World.

Student's Resources: Continued.

New York: The American Book Co., 1961.

Ruchlis, Hyman, Thank You Mr. Sun. Irvington-on-the-Hudson: Harvey House, 1957.

Schneider, Herman and Nina, Follow the Sunset. New York: Doubleday and Co., Inc., 1952.

_____, _____ __ ____, How Big is Big? New York: William R. Scoott Co., 1950.

_____, _____ __ ____, Science In Our World. Boston: D.C. Heath and Co., 1959.

_____, _____ __ ____, Science In Your Life. Boston: D.C. Heath and Co., 1959.

Thurber, Walter A., Exploring Science. (Three) Boston: Allyn and Bacon, Inc., 1966.

Teacher's Resources:

Blough, G.O., Elementary School Science and How to Teach it. New York: Holt, Rinehart and Winston Inc., 1964, 3rd ed.

_____, _._., Making and Using Classroom Science Materials in the Elementary School. New York: Dryden Press, 1954.

_____, _._., It's Time for Better Elementary Science. Washington: National Education Association, 1958.

Burnett, R.W., Teaching Science in the Elementary School. New York: Rinehart and Co., 1954.

Hall, Mary Yates, Simple Science Experiences. Dansville: F.A. Owen Publishing Co., 1962.

Hone, Teaching Elementary Science: A Sourcebook for Elementary Science. New York: Harcourt, Brace and World, Inc., 1962.

Kambly, Teaching Elementary School Science Methods and Resources. New York: Ronald Ress Co., 19__.

Unit One

The External Oneness In The Physical World.

Teacher's Resources: Continued.

Kohls, Robert, Your Art Idea Book. Dansville: F.A. Owen Publishing Co., 1962.

Navarro, and Zafforoni, Science Today For The Elementary School Teacher. Evanston: Row, Peterson and Co., 1960.

Roy, Probe: A Handbook for Teachers of Elementary Science. Education Service Inc., 1962.

Salem, Science Experiences for New Elementary School Teachers. Teacher's Practical Press, Inc., 19__.

Tannenbaum and Stillman, Science Education for Elementary School Teachers. Boston: Allyn and Bacon Inc., 1960.

Vessel, Science Bulletin Boards. Fearon Publishers.

(***For additions to the Student's Resource List see:

Arbuthnot, May Hill, Children and Books. Chicago: Scott Foresman and Co., 1957, Revised Edition.)

***For additions to this list see:

Challand, Helen L., Basic Science Handbook K-3. Chicago: Scott, Foresman and Co., 1961, pp. 46-51.

This book also lists in the above mentioned pages:

1. Sources for:

   Catalogs of free and inexpensive materials.

   Scientific supply houses.

   Brochures, pictures posters, and charts.

   Films and filmstrips.

   Recordings.

   Magazines.

Unit One

The External Oneness In The Physical World.

Teacher's Resources: Continued.

2. Also this book can be of general value to the teacher as an introduction into the art of the teaching of science.

Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Pocket Books, Inc., 1959.

Films and Filmstrips:

Films:

1. Big Sun and Our Earth. Cornet, 1957. Eleven minutes, sound, black and white or color.

   A boy learns about the effects of the sun on the things around us and on us.

2. How Sunshine Helps Us. Cornet, 1961. Eleven minutes, sound, black and white or color.

   How sunshine gives warmth and light, helps to make rain, and provides energy for plants to grow.

Filmstrips:

1. Our Sizzling Sun, (Wonders of the Sky Series). Eye Gate, 1956. 29 frames, color.

   Covers details related to the sun's size, movement, and effects on living things.

It is suggested that the above lists be consulted in connection with the following lesson plans of this unit.

Unit One

The External Oneness In The Physical World.

Lesson Plan #2. **"Weather Changes."**

Aims:

Teacher: To examine the workings of weather changes; namely, the causes of such occurrences as rain, snow, wind, and the effects that these changes have upon the physical world in which we live.

Student: To provide the child with an insight to the fact that weather changes are but another example of the workings of a total physical universe. (With the emphasis on the totality of the workings of nature.)

Motivation:

Say to the class: "How many of you can remember being outside when all of a sudden you felt one drop of rain and then another and another? It started to rain. You ran and just made it inside before it really started to pour." Then as the class answers and various students share their experiences with the rest of the class, the teacher will be able to guide the discussion to what really causes the weather to change and what causes the rain, wind, and snow.

Content Outline	Pivotal Questions
I. The role of the sun in producing weather changes. A. Sun plays the biggest role in weather changes, (i.e. of all the variables connected.) 1. Effect of the sun in ultimately producing rain, etc. (a.) Water evaporation. (b.) Production of water vapor.	1. "What did we say (last week) the sun does for mankind other than providing light?" 2. "Oh, you and I can become tan if we stay out in the sun. Good! But if you were lying out in the sun, how would you feel? Cold?"

Unit One

The External Oneness In The Physical World.

(1.) As warm moist air rises it collects to form clouds.

3. "Right, the sun gives off heat. Do you remember getting into your father's car on a day when the sun was shining? If the windows were closes, what was it like inside the car?"

4. "Yes even in the winter the sun feels good. It feels warm. What? The doesn't shine in the winter? Wait a minute. Let's see if that is really so."

5. "Why do you think the sun doesn't shine in the winter?"

(It is expected that the class will probably provide the following answers:
a. Because it is cold outside.
b. And, anyways it is (cold) kind of dark in the winter.
If this happens then ask, "What does the sky look like on a winter day? Don't you think that the sun could still be shining through the clouds but only not so brightly?"

Unit One

The External Oneness In The Physical World.

	5. Continued. Then use experiment number one, below, to reinforce this discussion.)
	6. "If the sun can warm a car, and it makes you and I feel warm, can we say that the sun warms almost everything that it shines on?" (Here at this point pause a moment and let the class puzzle over this for a bit.)
2. Cloud formation: (a.) Collection of minute drops of water.	7. "Then when we say everything, does it mean when the sun shines on the water in a lake that it heats it too? What happens to this water when the sun heats it?"
	8. (Suspecting that the children will say, "Nothing happens to this water," and two, "It's cold when I jump into it," use the experiment listed below, (number two) showing that water can be effected by the heat of the sun and evaporate as a result of this process.)
	9. "So can we now say that the sun does

Unit One

The External Oneness In The Physical World.

3. Causes of rain:
(a.) If air becomes colder these drops of water tend to get larger. Soon too large to float in the air, hence rain.

9. Continued.

cause water to go into the air? Could this be how we get water in the sky to cause rain? Let's see. Maybe we can find out if this is so." (See the third experiment listed below.)

10. "Just as the water in the teapot becomes warm and turns to steam and disappears into the air or rather evaporates into the air so the water in the ocean is heated and it evaporates into the air. Just as we saw the water hit the cold pan and drip like rain, the ocean water hits a cold wind and presto rain." (Be sure to explain that as water vapor forms into drops in a cold atmosphere these drops become heavier and heavier and drop accordingly.)

11. "So we have learnwhere rain comes from. The sun many, many miles away hits the water in the

Unit One

The External Oneness In The Physical World.

B. Value of this feature of weather to mankind.
   1. Nourishes plant life.
   2. Feeds animals.
   3. Feeds and clothes man.

11. Continued.

ocean and we have rain."

12. "Do you think rain is good or bad? Why?"

13. "Do you water the bushes in front of your house? Why?"

14. "Do you remember that big field you saw last time you went for a ride in the country? Well, how would you like to water it? Pretty hard, isn't it? Well that's where rain comes in."

II. Class Experiments:

(To be used in the above suggested pivotal question sequence.)

1. Obtain a sheet of heavy waxed paper, and one flash-light. Cut out a cloud from the waxed paper. Hold the flash-light behind the cloud in a darkened room to show that the light may be obstructed but nevertheless it is still shining.

2. Obtain two colorless glasses of equal size and a dark colored magic marker or some similar object. Place equal amounts of water in both glasses. Mark the level of the water on the outside of each glass. Then place one glass in a cool spot and the second glass, on a window sill. Later compare water levels in the two glasses.

Unit One

The External Oneness In The Physical World:

II. Class Experiments: Continued.

2. Continued.

A. Note: Since the effects of this experiment usually take at least two hours to materialize, the teacher should prepare this experiment before the class is started. Then say to the class: "You know I thought about what we were going to discuss today but because it would take to long, I started an experiment I wanted you to see."

3. Take a teapot. Heat the water in it so that it boils. Then hold a metal pot full of ice-cubes over the steam produced. As the water rises, it will form as vapor on the bottom of the pan. As this vapor collects it drops off, rain.

*****WARNING*****

For the purposes of this experiment be sure to use a long handle type pot so as not to BURN yourself by coming in contact with the hot steam produced!

III. Supplementary Source Material:

Student's Resources:

See Unit one, Lesson number one.

Teacher's Resources:

See Unit one, lesson number one.

Films and Filmstrips:

Filmstrips:

1. Finding out about Land, Air and Water. Chicago: Society for Visual Education, Inc.

Unit One

The External Oneness In The Physical World.

Films and Filmstrips: Continued.

Filmstrips: Continued.

2. How the Earth's Surface Changes. New York: Filmstrip house.

3. The Muddy Raindrops. Chicago: Society for Visual Education, Inc.

Films:

See Unit one. lesson number one.

Unit One

The External Oneness In The Physical World.

Lesson Plan #3. "The Animal Kingdom."

Aims:

Teacher: To reinforce the insight that the universe does contain an external oneness apart from mankind's role. (By the introduction of new material.)

Student: That even the animal kingdom shows the existence of a planned order. It is hoped that this insight will be added to the previous aims purposed in order to bring the child to the overall insight of:

Questioning the make-up of the world in which he lives.

Motivation:

In order to provide a varied classroom exposure for the students involved, this lesson plan will depart radically from the formula heretofore ascribed. It is thought that the aims for this lesson plan can be readily achieved through an approach based on the use of audio-visual aids. Consequently, the main mode of communication used in this lesson plan will a movie.

Content Area:

Since an interesting lesson plan may be developed by drawing the student's attention to the so-called "social insects" the main area of concern will be that of the ant-colony. (See the development of this lesson listed below.)

Visual and Auditory Aids:

A. Movie films:

1. "The Spider and the Ant." Eight minutes, black

Unit One

The External Oneness In The Physical World.

A. Movie films: Continued.

1. Continued.

and white.

a. Uses animation to depict the everyday adventures of an ant.

b. Usually found in the film libraries of a local public library.

2. "Ant City." Eleven minutes, black and white. (#595.796)

a. Shows how ants are social insects.

b. Alominica Films Inc., 516 Fifth Ave ., New York 18, New York.

3. "Nature's Half Acre." Thirtythree minutes, color.

a. Shows the plant, animal, and insect likely to be found in any garden, field, and woodland.

b. Has magnified closeups of the insects.

c. Usually found in the film libraries of a local public library.

Note: This movie, while it is excellent from the standpoint of a scientific inspection of the insect world, should only be used if none of the other films are available.

4. "Ants." Ten minutes, black and white.

a. Shows the four types of ants and the life cycle of ants. It also shows that ants are social insects.

b. Encyclopedia Britannica Films, Wilmette, Illinois.

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B. Bulletin boards, Pictures, and Charts.

1. A portable bulletin board to be used in the classroom in connection with group recitation.

a. Pictures of:

(1.) Inside the ant colony.
(2.) The "caste" system of the ants.
(3.) How ants work and gather food.
(4.) Area where ants are found near the school and the children's homes.

2. Visual wall charts.

3. An ant colony in the classroom will enable the children to see how the ants live and work. See the plans for the construction of an ant colony listed below.

Concepts to be learned:

A. Ants are "social insects". They live in complicated communities all over the world.

B. Ants have the most highly specialized communities of all insects.

C. The anatomy of an ant helps it to survive.

D. Human beings are social animals and cooperate in group living as do ants.

II. The development of the lesson itself.

Motivation:

(To be used as a guide for the discussion conducted prior to and after the showing of the purposed movie.)

Say to the class: "We have seen how the sun, which we all have agreed is many miles from the earth, is very

Unit One

The External Oneness In The Physical World.

Motivation: Continued.

important to all of us. It aids us by giving us light, warmth, the air we breath, and even rain. Remember when we discussed these things that we were very much surprised to see that something so far could be so important to us. Doesn't it seem that the sun was made for this very purpose, and that it just isn't a ball of fire hanging in the sky by chance?"

(Pause for a moment and allow the class to respond to this idea. It is at this point that the teacher should be able to lead the discussion to the following conclusion by saying:

"Do you remember last week when you and your mother went shopping and she bought a piece of meat which she was going to take home and cook for you? Did you ever wonder how that piece of red, raw meat could be the same piece of meat that you find on your table? It doesn't look the same does it? What happened to it before it reached your table?" Pause for student response.)

"Can we say that we can take something and make it into what we want? Can we put something together and make it do what we want? Could the sun be put in the sky to help us?"

"It's possible isn't it?"

"You know that even in the animal world certain animals live and work together. In fact it even looks as if some groups of animals were made just to do what they are doing. Let's take a look at one such group, the ants."

(Show the movie at this point.

Unit One

The External Oneness In The Physical World.

Motivation: Continued.

After the movie is shown then conduct a discussion noting the following points:

1. What the inside of an ant colony looks like.
2. The division of labor.
3. How ants work and gather food.
4. How ants protect themselves.

(Ants remind us of human societies and communities.

1. Harvester ants: These are agricultural ants which grow crops just like farmers.
2. Dairy ants: Keep other insects and men keep cows.
3. Engineer ants: Cross water, bridge chasms.
4. Warrior ants: Fend off invaders.)

III. Classroom activities and Experiments:

A. Classroom activities:

1. Build an ant colony for classroom observation. There are several kinds of ant homes that may be made for observation/study.

   a. A simple kind consists of a glass jar (quart size or larger). Dig into an active ant hill for a queen ant (larger than the others), some workers, and some eggs. Put the soil with the insects in it into the glass jar. Leave two inches of space

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The External Oneness In The Physical World.

A. Classroom activities: Continued.

a. Continued.

at the top of the jar for feeding. Wrap the outside of the jar with black paper, which can be removed when you want to observe the ants. Keep the soil relatively moist, and don't set it in direct sunlight.

b. Another ant house, somewhat more elaborate but still easy to make is this. It is made of two pieces of glass and modeling clay or plasticene. Any available size of window glass will do for this ant house. The two pieces should be the same size. The plasticene walls built on the glass are approximately three fourths of an inch high and one inch wide. The various compartments are so that the ants can be observed at their work. The walls, and especially the outside wall, should be built carefully without openings. When the walls are finished, the second piece of glass is placed on the walls and pressed down. The glass house is laid flat on a piece of board. Supports (rubber stops or nails) are driven into the bottom of the board, and the entire piece is set in a shallow pan filled with water. Ants escaping through imperfections in the walls cannot escape across the water. A piece of black paper should be laid over the top of the glass.

c. Another type of ant house is one that stands up. This type is highly recommended.

Equipment needed:

(1.) Two pieces of glass (12"x10")
(2.) Black cloth and adhesive tape.
(3.) Four sticks (⅜"x¾") and two wood blocks.
(4.) Eye dropper, sponge, food for the ants.

Assemble the frame by taking the bottom and side sticks and taping them together. Then tape the glass to the frame making sure that all the seams are tightly covered.

The fourth piece of wood forms the top.

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A. Classroom activities: Continued.

c. Continued.

Holes are bored in the top to admit the end of a medicine dropper for adding water. The top strip is easily removed to permit feeding. Groves are cut in the blocks just large enough to hold the frame.

Food: Dead spiders or insects, bread crumbs, small food scraps, cracked rice sugar and water, honey, nuts and molasses. Place in the top of the soil where ants live, or in a small dish. (See below.)

Put the earth and ants in the glass colony and cover it to keep it dark with the black cloth. Check periodically to see the activities of the ants.

2. Have the children make individual ant colonies.

a. Equipment needed:
(1.) Quart jars and caps punched with tiny holes.
(2.) Earth and black paper.

b. Have the children cover their jars and fill them with earth and the ants they have collected. Then have them cover the jars with black paper and observe the results periodically.

Source: Glen O. Blough and M.H. Campbell, Making and Using Classroom Science Materials in the Elementary School. (New York: Dryden Press, 1945), pp. 51-53.

3. Set up a library corner on ants and other insects in the classroom.

4. Have the children write and illustrate a story about their observations while watching their ants in the classroom and/or what they saw while watching their own ant colonies.

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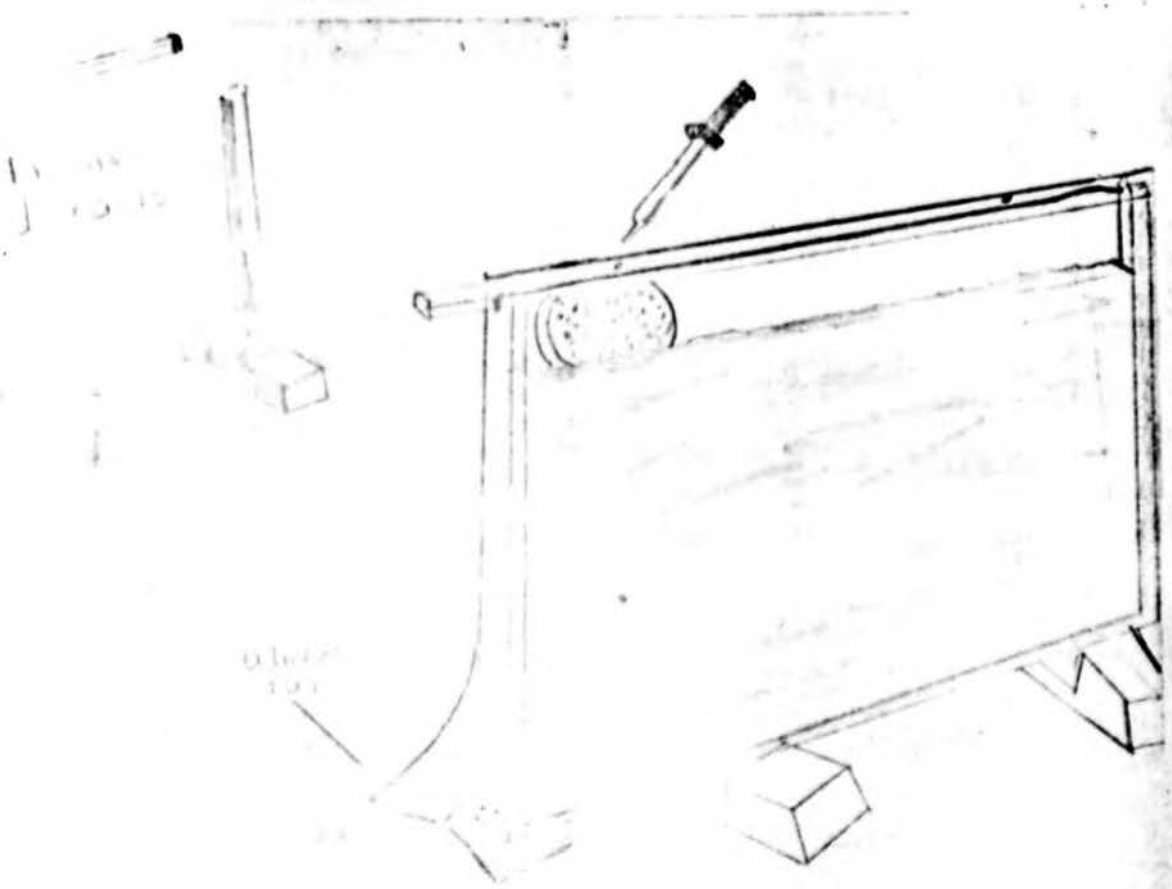

Unit One

The External Oneness In The Physical World.

IV. **Concluding Activities:**

Guide the children to see how in many ways human life resembles that of the ant. Have the children recall who their community workers are such as the mailman, policeman, and milkman. Have them discuss what it is that these people do and how they contribute to the welfare of the whole community.

V. Supplementary Source Material:

Student's Resources:

Basic Science Educational Series, The Insect Parade. New York: Harper and Row Publishers, Inc., 1943.

Cooper, Elizabeth K., Science In Your Own Backyard. New York: Harcourt, Brace and Co., 1958.

Crompton, John. The Ways of the Ant. Boston: Houghton Mufflin, 1954.

Fabre, Henri, J., Insect Adventures. New York: Dodd, Mead and Co., 1956.

Fenton, Carroll L., and Pallos, Dorothy, Insects and Their World. New York: John Day Co., 1959.

Harpster, Hilda T., The Insect World. New York: Viking Press, 1947

Hutchins, Ross E., Insect Builders and Craftsman. New York: Rand McNally and Co., 1959.

Hylander, Clarence J., Insects on Parade. New York: The MacMillan Co., 1957.

Lobsenz, Norman M., The Insect World. New York: Golden Press, 1959.

Parker, Bertha Morris, Insects and Their Ways. New York: Row, Peterson and Co., 1958.

Peattie, Donald C., The Rainbow Book of Nature. New York: The World Publishing Co., 1957.

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Student's Resources: Continued.

Plate, Ruther and Walt Disney Studios. Worlds of Wonder. New York: Simon and Schuster, 1957.

Schoenknecht, Ants. Chicago: Follett Publishing Co., 1961.

"Toilers That Live Underfoot.", Life. December 6, 1954.

Wheat, Collins S., The World of Ants. New York: Golden Press, 1958.

"Work and War in the World of Ants.", National Geographics. Washington: August, 1934.

Teacher's Resources:

Blough, G.O., Elementary School Science and How to Teach It. New York: Holt, Rinehart and Winston Inc., 1964, 3rd ed.

_____. _.__.. Making and Using Classroom Science Materials in the Elementary School. New York: The Dryden Press, 1954.

Brown, Vinson, How to Make a Home Nature Museum. Boston: Little, Brown and Co., 1954.

Burnett, R.W., Teaching Science in the Elementary School. New York: Rinehart and Co., 1954.

Challand, Helen L., Basic Science Handbook K-3. Chicago: Scott, Foresman and Company, 1961.

Craig, G.S., Science for the Elementary School Teacher. Boston: Ginn and Co., 1947.

Shuttlesworth, D.E., Exploring Nature with Your Child. New York: Greyton Press, 1952.

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Lesson Plan #4. "A Review Lesson."

Aims:

Teacher: To Provide a follow-up activity and review to the material previously studied.

Student: To gain from a mechanized skill reinforcement for the previous insights learned.

Materials needed:

1. Three rolls of white shelving paper.
2. Ample crayons.
3. Three shoe boxes or sweater boxes.
4. Six sticks to be used as rollers.

Instructions given:

Divide the class up into three groups. Then have each group work on drawing or rather making a filmstrip of one of the previous lessons studied.

Each group is to compose a picture story of one of the lessons studied on the roll of paper provided. (See Below.)

Place the finished filmstrip on the rollers.

Also as each filmstrip is presented, each group is to prepare and deliver a written script.

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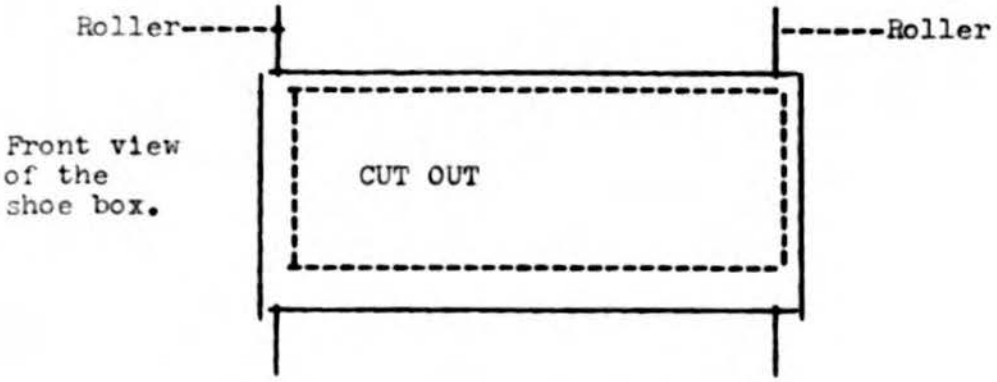

Unit Two

The Unity of Mankind.

UNIT TWO

The Unity of Mankind.

Unit Aims:

Teacher: To instill within the child the insight that not only is there an external oneness existent in the world outside of his physical being, but that there is an overall oneness operative throughout the whole of mankind as well.

Student: To gain an insight into his "Ownself" as being a part of the total functioning of mankind.

Lesson Plan #1. "The Family Group."

Aims:

Teacher: To instill within the child an insight into what it means to be a part of a social-group, and to show that group living is but an example of the interdependency among mankind.

Student: To allow the child to gain an insight into his own being as a part of a functional group: namely, the family unit.

Motivation:

Say to the class: "Remember our ant colonies, and all the fun we had watching them? Well, you know that what we were really watching was a picture of ourselves. Yes, it is true. Only I do not mean that we look like ants. Far from it! But remember you did see the ants working together, helping each other and almost talking with each other.

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Motivation: Continued.

Didn't you?"

(At this point, pause and allow the class a moment or two to reflect on what has been said so far. It is expected that the class will react violently because of the comparison made between themselves and a group of ants. Consequently, out of the ensuing discussion the teacher should be able to guide the class to the following conclusion:

"Yes, mankind does live and work together, helping one another.")

Content Outline	Pivotal Questions
I. Society: A group of people who share a common culture and a sense of common identity. A. Animal societies: 1. Societal patterns are not only common to man. B. The Human Group: 1. Social interaction and social relation. a. A social relation exists when two are mutually aware of each other. b. When a person responds to another, this is termed social interaction.	1. "How do you and I live? Do we work together, helping each other?" 2. "Last week I was visiting some friends of mine. As I was sitting in the living room I heard Mr._____, who is the father of the young man I was visiting, call to his wife, 'Dear, where is that new shirt I bought two weeks ago? I only wore it once and now I can not seem to find it anywheres.' What happened? Mrs._____ had washed it and put it in her husband's

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2. Continued.

drawer. Of course, she knew where it was and she quickly found it. Everybody was happy. But I began to wonder. Why was it that Mrs._____ knew where the shirt was? How come she was the only one who could find it?" ("Has this ever happened at your house?")

(At this point the children should give the following answers:

1. She washed it.
2. She arranged the drawers, so she knows where she put it.
3. The father was not home during the day when the wash is done, so he did not know what happened to the shirt.
4. Mrs._____ is the one who takes care of the house.

3. "Yes, the father has to trust mother. He cannot stay at home during the day. Why do you

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II. The nature of social groups:
   A. Who belongs?
      1. Some common groups:
         a. The family unit.
         b. The school group.
         c. An after school gang.
         d. Neighborhood ball teams.
         e. Cub Scouts, Brownies.
   B. Formation and integration of social groups.
      1. For protection.
      2. For security.
      3. However, people really do not decide to form a a group. It just happens.
      4. Automatically people in groups begin to interact. Tasks are assigned. Tasks are assumed. A division of labor occurs.

3. Continued.

   think this is so?"

4. "Yes, the father works. But did you ever ask yourselves why the father works?"

5. "What about the children?" Do they have any special jobs in the home?"

6. (Now using the blackboard compose the following chart from the material given to you by the class in answer to the last three questions.

   Divide the blackboard into three sections labeling the first, the father; the second, the mother; the third, the children. Then have the class list all of the jobs that each member of the family does for the sake of the family. With every answer make the class try and answer the question of why that jot belongs to that family member.)

7. "Well it does look like the family is a group; a strong

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7. Continued.

group, doesn't? it? They live together, but most important of all they work together. What other groups can you think of?"

8. (As the class begins to list individual groups see class activity (# 1) number one, below.)

9. "Now we have been talking about our part in the family, we have seen how being a part of this kind of a group can be important. Let's list why it is important for you and me to be a part of a family."

(See class activity number two, below.)

III. Class Activities:

1. As additional groups are listed assign one or two children in the classroom to investigate the "menitioned group", and to report back how that group functions. (i.e. works together) See pivotal question number eight, above.

2. Have the remainder of the class make charts and/or pictorial illustrations of:

"Why it is important for you and me to be

Unit One

The Unity of Mankind.

III. Class Activities: Continued.

2. Continued.

part of a family."

The following list suggests some of the possible answers to this project:

1. Provides shelter.

2. Provides food.

3. Provides protection.

4. Provides clothes.

See pivotal question number nine, above.

IV. Supplementary Source Material:

Student's Resources:

Buckley, William, Andy, and Ramon. New York: Holt, Rinehart and Winston, Inc., 19__.

_____, Five Friends at School, New York: Holt, Rinehart and Winston, Inc., 1966.

Durell, Basic Social Studies, (Two and Three) New York: Harper and Row, Publishers, Inc., 1958.

Wann, Learning About Our Families. Boston: Allyn and Bacon, Inc., 1965.

____, Learning About Our Neighbors. Boston: Allyn and Bacon, Inc., 1965.

____, Learning About Our Country. Boston: Allyn and Bacon, Inc., 1965.

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IV. Supplementary Source Material: Continued.

Teacher's Resources:

Biesanz, John and Mavis, Modern Society. Englewood Cliffs: Prentice-Hall, Inc., 1959.

Freedman, Ronald, and others, Principles of Sociology. New York: Henry Holt and Co., 1956

Quinn, James A., and Repke, Arthur, Living in the Social World. Chicago: J.B. Lippincott Co., 1956.

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Lesson Plan #2. "The Community Group."

Aims:

Teacher: To provide the child with an insight into his dependency on a working and functioning division of labor which is inherent in the society in which he lives.

Student: Using the major concept learned in the first lesson of this unit, namely, that mankind lives in units called "groups", it is the function of this lesson to provide the child with an insight into his reliance on the workings of many social groups to provide him with food, shelter, and clothing.

Motivation:

Mimeograph and distribute the following to each student.

Tomorrow during the hours of (1) one O'clock through six (6) O'clock in the evening, the city electric company has notified all schools to announce that all electricity will be shut down for the purposes of general equipment repair. The whole city will be without electricity for this period of time. Please take this note home to your parents.

Please note this message is for teaching purposes only!

It is intended that a discussion will follow based on the message of this note. Let the children puzzle over this note for a moment before starting the discussion.

BE SURE TO COLLECT THE NOTES BEFORE THE END OF THE HOUR!

Content Outline	Pivotal Questions
I. Basic needs of mankind:	1. "What does this

Unit Two

The Unity of Mankind.

I. Continued.

A. Shelter, food, and clothing.
1. Why man seeks these needs:
a. Protection from the elements of nature, and the animal kingdom.
b. To satisfy biological demand.
(1.) Hunger.
(2.) Physical fitness.
c. To maintain bodily heat in cold climates, and in general to aid in his physical adjustment to nature.
2. How does man achieve these needs?
a. By striving for their attainment by associating with others.
b. Living together in social groups.

II. The results of mankind's struggle for these need's.
A. Structured society.
1. Division of labor.
a. The assumption of specialized tasks by each member of the group.
B. Social interaction.
C. Individual peace and security as a result of group living.

1. Continued.

note mean? So what if we don't electricity? Many years ago people were able to live without it."

2. "Tell me, is electricity that important? Oh, it is! How is that?"

3. "Oh, we need it to keep our ice boxes running; to keep our homes heated; to allow your mother to run her washing machine."

4. "I wonder is it that important? Do we need clothes, a warm house to live in, and food to eat?" (Discuss)

5. "Yes, I agree with you. For a couple of hours we can get along without these things. After all, the electricity will be turned on after six O'clock. But let's take a look at what this really means.

First of all this means that the supermarkets will have to close.

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5. Continued.

Cars won't be able to run. After all we won't have any street lights. This means that trucks won't be able to bring clothes or for that matter anything to the stores.

Secondly, this means that our heaters that keep us warm (or fans that keep us cool) will be shut off. Yes, they also run on electricity."

(At this point if the teacher finds that her class does not believe that electricity runs the furance, arrange a visit with the school engineer to the boiler-room, and ask him to show the class the big switches which turn on an off the furnaces.

All of this is is done not with the purpose in mind of teaching a lesson on electricity but rather to instill within the children an appreciation for food, clothing, and shelter.)

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6. (Now at this point the teacher should say to the class:)

"Luckily, this notice of the electric company was only something that could happen. (Collect the notes.) But it still teaches us something which is very important to all of us. Clothing, food, and shelter are important to all of us! Have you ever asked yourself where we get these thing?"

7. (As the class discusses this latter question, the teacher should be able to guide the students to cover the following points:)

   a. "How many kinds of services are needed to bring any given item to you?"
   b. "How do we rely on many different groups to serve us?"
   c. "What are some of these groups?"
   d. "Does working together help or harm man?"

8. "Would you agree if I said that we rely very greatly on many groups

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8. to help us to live as we would like to live?"

9. "Yes, just as we saw in nature when we studied the sun and when we said that we need it, we also need all of our neighbors to live as we like, too."

III. Class Activities:

1. Have the children construct a classroom newspaper reporting on the effects of an electric power failure in your city.

   By dividing the class up into the following groups a two page paper can be written.

   a. "Man - on - the - street" who relates his story to:

   b. Reporters, who then turn the story over to a:

   c. Board of editors who write the story.

   d. Copywriters who copy the stories on two shirt carboards.

2. Then merely post the finished paper, that is, the two cardboards on the bulletin board.

3. However, if there is a mimeograph machine available, a secretary could easily copy the cardboards and have the copies distributed to the class.

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Lesson Plan #3. "Food, Shelter, and Clothing."

Aims:

Teacher: To allow the child to gain an insight (by example) into how it is that society functions to give him the necessities and luxuries which he enjoys.

(This lesson is intended to act as reinforcement for the goal purposed in lesson plan number two of this unit:

"To provide the child with an insight into his dependency on a working and functioning division of labor which is in herent in the society in which he lives."

To show him how we get the things we need.

Student: To aid the child in forming an insight into the concept that there is an overall oneness throughout the whole of mankind, just as there is an external oneness existent in the world outside of his physical being.

Motivation:

Say to the class: "We have talked about the things that all people need. Do you remember what three of these things are?"

(As they try and answer this question, list their answers on the blackboard in the following manner:

Divide the blackboard into three divisions. Then as the children give answers, separate them into the categories of food, shelter, and clothing. Then as the children are supplying answers, label each column accordingly. From this point it will be easy to introduce these major sociological terms into the children's vocabulary.

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Motivation: Continued.

Now divide the class into three groups. Assign one category per group and ask the children to take pencil and paper, and as a group, answer the following questions:

(Distribute copies of these questions to each group rewording the question to approximate the children's vocabulary where the reading level necessitates such.)

1. To the group assigned the topic, shelter.

   a. How many people can you think of who have something to do with the building of a house?

      (1.) List these people and their jobs.

   b. What kind of things are houses made out of?

      (1.) Where do these things comes from?

      (2.) For instance, the wood in your home, where did it come from?

   c. Who are some of the people who help to keep your house (home), and the items in it in good working order, and clean?

2. To the group assigned the topic, food.

   a. Where does the food that we buy in the supermarket come from?

      (1.) Who helps to put it on the shelf?

   b. Taking milk, trace how we get it from the cow to our table. Do the same thing for bread, oranges, and meat.

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Motivation: Continued.

3. To the group assigned the topic, clothing.

   a. Find out from what kind of material (s) clothing is made.

   b. A great many people work to make the materials for our clothing.

      (1.) Who are these people?

      (2.) What do they do?

   c. Who are some of the other people who help us to buy our clothes?

   d. Our clothes look better and last longer if we take good care of them. Who are some of the people that help us to take good care of them?

In order to aid the child in finding the answers to tnese questions it is of prime importance that the teacher provide either a classroom library, or make some arrangement with the school library to get the proper books for this assignment.

Realizing that no religious school library would be equipped for this task, it is suggested that the religious school early in the school year make some arrangement with a public library. Either a local library, and/or a county, and/or a state library should be able and willing to help. (See below for a list of suggested books.)

The final activity in this project should take the form of each group reporting to the class orally the findings of their research.

If the class still has difficulty in seeing how mankind functions together in a unified fashion, one of the following films can be used.

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I. Supplementary Source Material:

Student's Resources:

Allee, Veva, At the Frozen Foods Plant. New York: Melmont, 1954.

Banks, How Foods are Preserved. Chicago: Benefic Press, 1963.

_____. How We Get Our Dairy Foods. Chicago: Benefic Press, 1963.

Barr, J., Miss Terry at the Library. New York: Charles E. Tuttle Co., 1962.

____. _.. Mr. Zip and the U.S. Mail. New York: Charles E. Tuttle Co., 1964.

Bell, Linda's Air Mail Letter. Chicago: Follett Publishing Co., 1964.

Bendick, Jeanne. The First Book of Supermarkets. New York: Franklin Watts, Inc., 1954.

Buchheimer, Naomi, Let's Go to the Library. New York: E.M. Hale Co., 1957.

_____, _____, Let's Go to the Post Office. New York: E.M. Hale Co., 1957.

_____, _____, Let's Go to the Bakery. New York: E.M. Hale Co., 1956.

_____, _____, Let's Go to the Fire House. New York: E.M. Hale Co., 1956.

Chapin, Dairyman Don. Chicago: Albert Whitman and Co., 1964.

Dean, L.D. and Schroeder, G.W., At the Dry Cleaners. New York: Melmont, 1956.

____, _.-. ___ _____, _.-.., At the Laundry. New York: Melmont, 1956.

Goodspeed, J.M.., Let's Go to a Dairy. New York: G.P. Putnam's Sons, 1957.

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Student's Resources: Continued.

_____. _-_-. Let's Take a Trip to Watch a Building Go Up. New York: G.P. Putnam"s Sons, 1956.

_____. _-_-. Let's Go to a Supermarket. New York: E.M. Hale Co., 1958.

Greene, Carla. I Want to be a Baker. Chicago: Childrens Press, Inc., 1956.

_____. _____. I Want to be a Carpenter. Chicago: Childrens Press, Inc., 1959.

_____. _____. I Want to be a Dairy Farmer. Chicago: Childrens Press, Inc., 1957.

_____. _____. I Want to be a Farmer. Chicago: Childrens Press, Inc., 1959.

_____. _____. I Want to be a Fireman. Chicago: Childrens Press, Inc., 1959.

_____. _____. I Want to be a Homemaker. Chicago: Childrens Press, Inc., 1961.

_____. _____. I Want to be a Librarian. Chicago: Childrens Press, Inc., 1960

_____. _____. I Want to be a Policeman. Chicago: Childrens Press, Inc., 1958.

_____. _____. I Want to be a Postman. Chicago: Childrens Press, Inc., 1958.

_____. _____. I Want to be a Storekeeper. Chicago: Childrens Press, Inc., 1958.

_____. _____. I Want to be a Teacher. Chicago: Childrens Press, Inc., 1957.

Gruenberg, Benjamin C., Your Breakfast and the People Who Made It. New York: Doubleday and Co., Inc., 1954.

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Student's Resources: Continued.

Hanna, Paul R. and others, In City, Town, and County. Chicago: Scott, Foresman and Co., 1959.

Hastings, Evelyn Belmont. At the Department Store. New York: Melmont, 1956.

New York:

Hollos, Clara. Story of Your Coat. International, 1946.

Hurd, Edith T., Benny, The Bulldozer. New York:
5 Lothrop, Lee and Shepard Co., 1947.

Leavitt, Jerome, The True Book of Tools for Building. Chicago: Childrens Press, Inc., 1955.

Liffring, Jim and Alan on a Cotton Farm. Chicago: Follett Publishing Co., 1959.

Little Wonder Books, Fireman, Columbus: Charles E. Merrill Books, 1946.

_____ _____ _____. Life on a Farm. Columbus: Charles E. Merrill Books, 1946.

Look-Read-Learn Series, Family Helpers. Chicago: Childrens Press, Inc., 1954.

____-____-_____ _____. More Friendly Helpers. Chicago: Childrens Press, Inc., 1954.

McCall, How We Get Our Clothing. Chicago: Benefic Press, Inc., 1961.

McIntire, Alta, Working Together. Chicago: Follett Publishing Co., 1959.

Newman, About the People Who Run Your City. Chicago: Childrens Press, Inc., 1963.

Partch, D.E., Basic Social Studies (3) Evanston: Harper and Row, Publishers, 1963.

Provus, How We Get Our Shelter. Chicago: Benefic Press, Inc., 1962.

Unit Two

The Unity of Mankind.

Student's Resources: Continued.

Sanders, Ruby Wilson. Behind the Scenes in a Supermarket. New York: Melmont, 1957.

Witty, The Food Store. Boston: D.C. Heath and Co., 1950.

Teacher's Resources:

See Unit Two, lesson number one.

Films and Filmstrips:

Films:

1. Clothing, color.

   a. Tells the complete story of clothing.
   b. Available from:
      Encyclopaedia Britannica
      Films, Inc.
      4420 Oakton Ave.
      Skokie, Ill.

2. George's New Suit, color.

   a. Where clothing comes from.
   b. Available from:
      Coronet Films
      65 E.S. Water St.
      Chicago 1, Ill.

3. Where Does Our Food Come From?black and white or color.
   a. Available from Coronet Films. (see 2-b above.)

4. Bread, black and white.

   Eggs, black and white.

   Ice Cream, black and white.

   a. Available from Encyclopaedia Films, Inc. (see 1-b above.)

5. Our Community Helpers Series, color.

Unit Two

The Unity of Mankind.

Films: Continued.

(The grocer, the baker, the milkman.)

a. Available from the:

Society for Visual Education Inc.
1345 Diversey Parkway
Chicago 14, Ill.

6. Building a House, black and white.

a. Available from Encyclopaedia Films, Inc. (see 1-b above.)

7. Our Family Works Together, color.

a. Available from Cornet Films. (see 2-b above.)

8. Shelter, black and white or color.

a. Available from Encyclopaedia Films, Inc. (see 1-b above.)

9. The New House: Where it comes from, black and white or color.

a. Available from Cornet Films. (see 2-b above.)

See your Public Library for additions to this list.

Filmstrips:

1. How We Get Our Clothing, color. (four filmstrips)

a. Available from:

Society for Visual Education Inc.
1345 Diversey Parkway.
Chicago 14, Ill.

2. How We Get Our Foods, color. (five filmstrips)

a. Available from the Society for Visual Education Inc. (see 1-b above.)

3. Our Neighborhood Helpers, color. (six filmstrips)

Unit Two

The Unity of Mankind.

Filmstrips: Continued.

a. Available from:

The Jam Handy Organization
2821 E. Grand Blvd.
Detroit 11, Mich.

4. Building a House, color. (one filmstrip)

a. Available from:

Encyclopaedia Films, Inc.
4420 Oakton Ave.
Skokie, Ill.

5. Family Shopping, color. (six filstrips)

a. Available from the Society for Visual Education Inc. (see 1-a above.)

6. Living and Working Together, color. (six filmstrips)

a. Available from The Jam Handy Organization. (see 3-a above.)

Unit Two

The Unity of Mankind.

Lesson Plan #4. "Putting the Puzzle of Life Together."

Aims:

Teacher: To provide an exercise which will reinforce the aims of this unit. Namely, to reinforce the child's concepts of the society of mankind as a unified group working together.

Student: To enable the child to formulate on his own that just as there is a oneness in the universe so there is in mankind.

Motivation:

Provide the following materials:

1. Two shirt cardboards pasted together for each child. (Either the children can bring in their own or a trip to the local cleaners may be neccessary.)
2. Crayons.
3. Scissors.
4. Popsicle sticks.
5. A copy of the cut-out overlay provided below for each child.

Instructions:

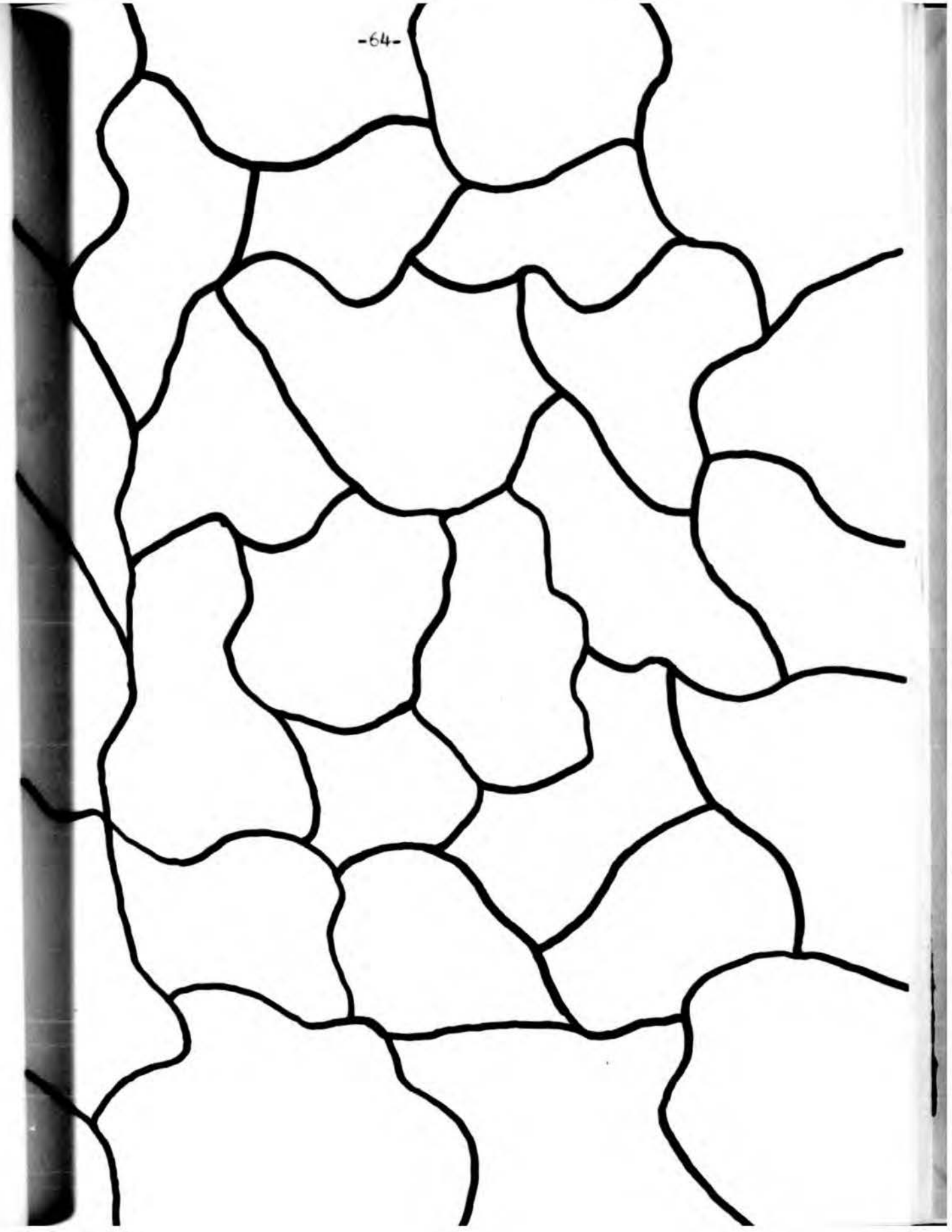
1. Have the students draw a complete picture of any of the subjects studied in either units one or two.
2. Place the overlay on the drawing and cut out.
3. Then have the children pass these around so that other students may have a chance at Putting the Puzzles of Life Together.

Unit Two

The Unity of Mankind.

Motivation: Continued.

4. (This is optional.) A frame maybe constructed for each puzzle by using popsicle sticks glued to a heavy cardboard bottom.



Part Two

Building a concept of life.

Unit Three

What is Life?

UNIT THREE

What Is Life?

Unit Aims:

Teacher: To initiate (an awarness of, for) a definition of "life".

Student: To begin (an attempt) as a result of a self determined value to define "life".

Lesson Plan #1. (An introductory lesson) "A Definition of the term 'life'."

Aims:

Teacher: To help the child to drew an inference from the existent world order in its supportive role to "life", to the importance of "life" itself.

Student: To recognize the item of "life" as a valued possession.

Motivation:

Say to the class: "This morning we are all going to take part in an experiment. Experiment, who can tell me what this word means?" (Pause, allow for class-answer.) "Yes, an experiment is a test for something usually unknown." (Explain in detail.) "As you know, for the past several weeks we have been studying the world in which we live. We have seen that everything seems to be working together for one purpose. Can anyone tell us what this purpose might be? Why does the world and the people living in it seem to be working together?" (Pause, allow children to discuss this question.)

Content Outline	Pivotal Questions
I. Harmony and theme present	1. "What does nature

Unit Three

What Is Life?

I. Continued.
in nature and in mankind's social structure.
A. Purpose:
1. Self-regeneration as opposed to self-destruction.
2. To support "life".
B. Conclusions:
1. If world order exists to support "life" then "life" must be important.
2. Need to understand what "life" is.

II. "Life", its definition:
A. Dictionary.
1. "...to have life is to be alive."
2. "Alive...to have life."
B. Observation.
1. Plants, over 340,000 species.
2. Animals, over 1,000,000 species.

1. Continued.
do to help you?"

2. "Yes, it gives you food, clothing, and shelter. Why are these things so important to you?"

3. "They keep you alive?"

4. "Who can now fill in the answer to the question I first asked? Why does the world and the people living in it seem to be working together?"

5. "Come to the blackboard with me and let's see if we can write a a simple story as an answer to our question." (Have the children as a class write a story, a paragraph, on "Why the World and Everything in it Seems to Work Together.")

6. "Good, we have said that the purpose of the world working together is to continue "life". If "life" is so important that a whole world seems seems to be working for this one purpose, then maybe be ought to try and define just what the word "life" means."

7. "Where can we go to get an answer to this question? Where can we look up this word?" (List answers on the blackboard. As the answer is given that the dictionary might be the place to begin, allow a volunteer to

UNIT THREE

What Is Life?

3. Man, multi-races.

C. Conclusion:
1. Definition is not easily arrived at.
2. Need for comparative study.

7. Continued.

look up the word "life". The usual definition given in a primary dictionary such as: Thorndike, Barnhart, Beginning Dictionary, Scott Foresman Company, 1964, is "Life, being alive; Alive, having life.")

8. "Did we get a better understanding of the word "life"?"

9. "Hum! What can we do now? Wait a minute, our experiment. Let's conduct that test we talked about. We can use an experiment. Again, an experiment is used to find out something about that which we are not to sure. In order for me to carry out this experiment, all of you will have to help." (See below, Class Activities number one.)

III. Class Activities:

1. (See above, Pivotal Question number nine.) Explain to the class that in order for an experiment to work everybody has to listen carefully. On a piece of manila drawing paper have the class write these words, "Life is..." Then using crayons allow the class to depict graphically an initial answer to this question out of their own experience. Remember to caution against talking and being sure to work by oneself; or the experiment might not work! Allow the children 20 (twenty) minutes to work without getting out of their seats. Then after the alloted time collect the papers. Explain that next week after you have had a chance to examine their work to be sure that the instructions were followed you will hand them back. Go on to another

Unit Three

What Is Life?

III. Continued.

lesson defraying all further questions to next week.

**Be sure that the students only put their names on the reverse side of their pictures.

In the interim mount the children's pictures on a bulletin board. Cover the board with blank shelving paper. This is done so that the children will not see the board prior to the beginning of Lesson Plan #2 suggested for this unit.

IV. Supplementary Source Material: See unit three, lesson two.

Unit Three

What Is Life?

Lesson Plan #2. (Continuation of Lesson Plan #1.)

Aims:

Teacher: To define the term "life" scientifically.

Student: To incorporate life-observations into the basis for his definition of the term "life".

Motivation:

At the beginning of this class session walk over to the covered bulletin board. (See Class Activities, Unit Three, Lesson Plan #1.) Remove the cover and turning to the class ask if they remember these pictures. Then one by one without identifying the author, (the children will do this, anyways,) discuss each picture in terms of its individual answer to the question of "What Life is..." Hopefully the children will provide these three basic categories, "...People, Animals, and Plants have life...", as being the pictorial evidence for the definition of the term "life". List these three categories on the blackboard.

Content Outline	Pivotal Questions
Continued, see Unit Three, Lesson Plan #1.	1. "We all seem to have been thinking in similar ways. Look what we have done. Everybody's answer falls into one of three categories."
I. Characteristics of "life". A. Movement, self-initated. B. Irritability, aware of outside stimuli. 1. Plants, reaction to sun's rays 2. Animals, nerve stimuli. C. Feeding. 1. Plant, makes and uses food. 2. Animal, feeds. D. Nutrition. E. Growth, by making new parts.	2. "Where did we get these answers for our drawings?" 3. "Yes, we looked around. We let our eyes tell us what we thought "life" was. Did all our eyes tell us the same things?" 4. "Well, only in part. Do all plants look alike? Do all animals? In fact do all people? (Discuss

Unit Three

What Is Life?

4. Continued.

the different visible characteristics.)

5. "It looks like we still did not get an answer to our question."

6. "I wonder did our experiment fail? No, I think it did help. But now we are going to have to re-examine the pictures we drew and see if they can give us some information we overlooked."

7. "Do you see any similarities between any of the things that animals, plants, and even human beings do? (See Class Activities, number one, below, for procedural method/class discussion.

II. Class Activities:

1. Obtain the materials for a goldfish aquarium. Two or three goldfish, rocks, plants, and snails. (Plus fish-food.) This aquarium setting will provide you with examples of two living things, (or three if the snails are included) and one that does not live. The fish and the plants are alive. What common functions do the fish share with the plants? (as opposed to the rocks) This display can be used as the basis for class discussion. See above, Pivotal Question number seven.

2. Divide the class into committees. Make large check list charts showing by illustration the the common characteristics of "life" as seen from an examination of people, animals, and plants.

3. Appoint a committee to observe the common life characteristics of the fish and plants in Class Activity, number one, and to keep a log and report periodically to the class.

Unit Three

What Is Life?

II. Class Activities, continued.

4. See below for suggested filmstrips and for movies which can be used to illustrate the points in this lesson. After showing one of these visual aids ask the children to construct a diorama depicting the characteristics of life as observed in their own pets or neighbors pets. The materials required for a diorama for each child are as follows:
   a. One shoe box.
   b. Assorted colored pipe cleaners
   c. Construction paper.
   d. Cellophane.
   e. Branches and tooth picks.
   f. Paste and general supplies.

   Each child constructs a scene depicting life in action".

III. Supplementary Source Materials:

Student's Resources:

Basic Science Educational Series, An Aquarium, New York: Harper and Row, Publishers, 1943.

_____ _____ _____ _____, Animals and Their Young. New York: Harper and Row, Publishers, 1947.

_____ _____ _____ _____, Animals Round the Year. New York: Harper and Row, Publishers, 1943.

_____ _____ _____ _____, Animals that Live Together. New York: Harper and Row, Publishers, 1945.

_____ _____ _____ _____, Birds in the Big Woods. New York: Harper and Row, Publishers, 1945.

_____ _____ _____ _____, Plants Round the Year. New York: Harper and Row, Publishers, 1943.

_____ _____ _____ _____, Useful Plants and Animals. New York: Harper and Row, Publishers, 1945.

Unit Three

What is Life?

Student's Resources: Continued.

Bongiorno, How Can I Find Out? Chicago: Childrens Press, Inc., 1963.

Carona, The True Book of Chemistry, What Things are Made of. Chicago: Childrens Press, Inc., 1962.

Darby, Gene, Jerry Finds Ants. Chicago: Benefic Press, 1964.

_____, ____, What is a Bird? Chicago: Benefic Press, 1960.

_____, ____, What is a Butterfly? Chicago: Benefic Press, 1958.

_____, ____, What is a Chicken? Chicago: Benefic Press, 1957.

_____, ____, What is a Cow? Chicago: Benefic Press, 1957.

_____, ____, What is a Plant? Chicago: Benefic Press, 1960.

_____, ____, What is a Tree? Chicago: Benefic Press, 1957.

_____, ____, What is a Turtle? Chicago: Benefic Press, 1960.

Foster, W.K., Seeds are Wonderful. Chicago: Childrens Press, Inc., 1960.

Heavilin, The Beginning Knowledge Book of Rocks and Gems. New York: The MacMillan Co., 1964.

_____, The Beginning Knowledge Book of Bees and Wasps. New York: The MacMillan Co., 1964.

Jordan, How a Seed Grows. 1960.

_____, Seeds by Wind and Water. 1962.

Neurath, Growing. Sterling Publishing Co., 1963.

Unit Three

What is Life?

Student's Resources: Continued.

_____. How Plants Grow. Sterling Publishing Co., 1963.

Podendorf, Illa, True Book of Animal Babies. Chicago: Childrens Press, Inc., 1955.

_____, ____. True Book of More Science Experiments. Chicago: Childrens Press, Inc., 1956.

_____, ____. True Book of Plant Experiments. Chicago: Childrens Press, Inc., 1960.

Radlauer, About Four Seasons and Five Senses. Chicago: Childrens Press, Inc., 1954.

Tannenbaum, We Read About Animals and Where They Live. Webster Publishing Co., 1960.

_____, We Read About Seeds and How They Grow. Webster Publishing Co., 1960.

_____, We Read About Very Tiny Living Things. Webster Publishing Co., 1960.

Uhl, About Some Animals That Work for Man. Chicago: Childrens Press, Inc., 1963.

Watson, My Garden Grows. New York: The Viking Press, 1962.

Teacher's Resources:

See the teacher's editions to the following texts:

Brandwein, Paul, Concepts in Science. (3) New York: Harcourt, Brace and World, Inc. 1966.

Craig, Gerald, Science for You. (3) Boston: Ginn and Co., 1965.

Mallinson, George G., Science 3. Morristown, Silver Burdett Co., 1965.

Thurber, W., Exploring Science (3) Boston: Allyn and Bacon, Inc., 1966.

Unit Three

What is Life?

Teacher's Resources: Continued.

See also the listing in unit one under this same category.

Films and Filmstrips:

Films:

1. Seeds Grow into Plants. Coronet Films.

2. What Plants Need for Growth. Encyclopaedia Britannica Films Inc., Wilmette, Ill.

3. Life in a Garden. New York: McGraw-Hill, Inc.

4. Let's Watch Plants Grow. Coronet Films. Eleven minutes, black and white or color.

   a. Time-lapse photography graphically demonstrates the growth of plants.

5. Learning About Seeds. Encyclopaedia Britannnica Film. (See number two above.)

6. What's Alive? Film Associates ofCalifornia, 11014 Santa Monica Blvd., Los Angeles, Calif. Eleven minutes, black and white or color.

   a. Activities that distinguish living from nonliving things.

Filmstrips:

1. How Animals get Food. Long Filmside Service, 7505 Fairmont Ave., El Cerrito 8, Calif. Black and white.

2. How Animals Grow Up. Long Filmslide Service. (See number one above.) Black and white.

3. Find out About Seeds, Bulbs, and Slips. Chicago: Society for Visual Education, Inc.

Unit Three

What is Life?

Filmstrips: Continued.

4. What Makes a Seed Sprout? New York: Filmstrip House.

Unit Three

What Is Life?

Lesson Plan #3. "Birth to Death inclusive."

Aims:

Teacher: To instill within the child the concept of a life-cycle; from birth to death inclusive.

Student: To see "life" as having a beginning and an end, labelled birth and death respectively.

(Note: The subject of death is intended to be treated without any reservation or tone of solemnity as a function of the life-cycle and not as something mysterious and apart from a life base.)

Motivation:

Prior to class session: Obtain five flower pots. Three plants of the same variety. One, a seedling just beginning to sprout; two, a healthy medium sized plant: three, a dried up plant showing evidence of yellowed leaves.(i.e. in a general state of dying.) Plant each one in a single pot. In the remaining pots fill them merely with dirt. These pots are to be arranged on a tray as follows:

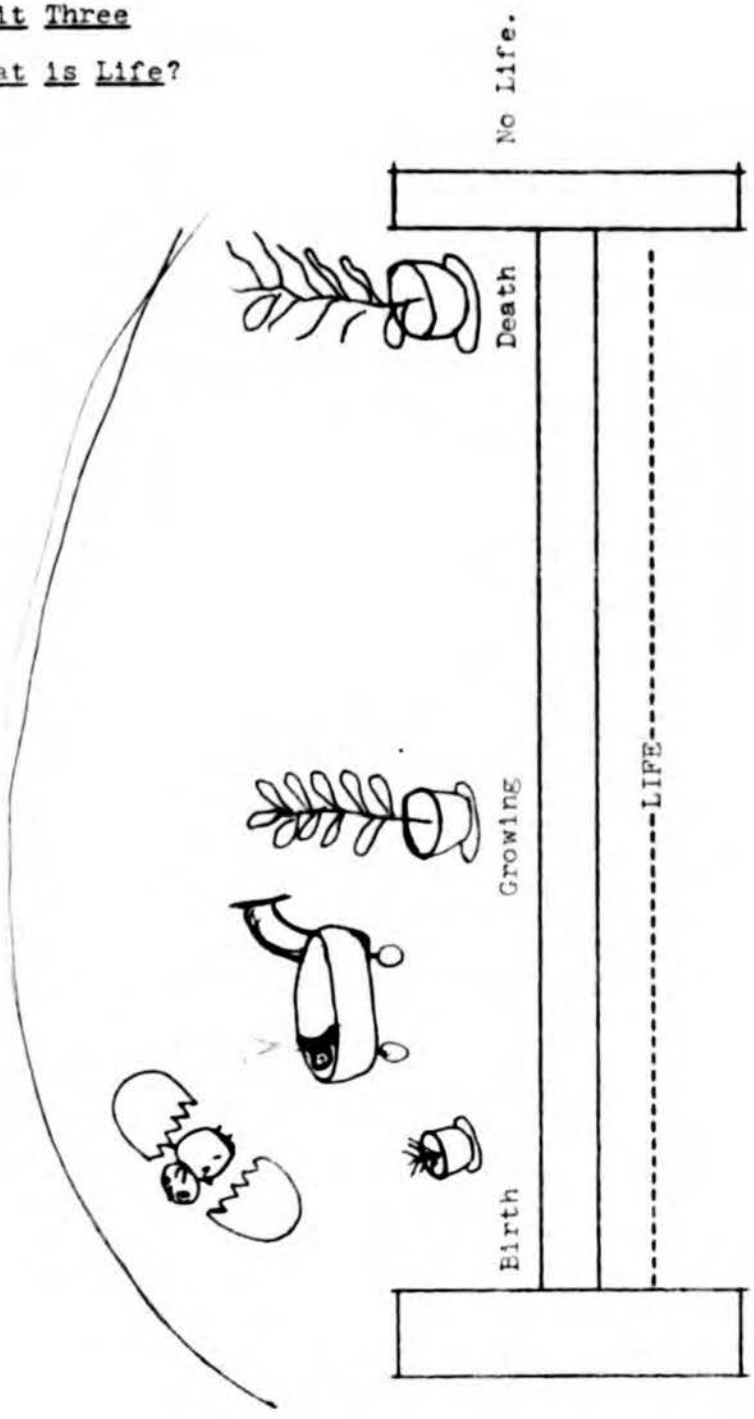
1. dirt filled only.
2. the seedling.
3. the medium plant.
4. the dying plant.
5. dirt filled only.

The purpose of this experiment/teaching aid is to show visibly the concept of life presented by this lesson plan. The idea conveys the beginning of the life-cycle and tries to carry it through with death being included in the life-cycle process.

Also using colored chalk draw this graph on a blackboard, corresponding to class discussion.

Unit Three

What is Life?



Unit Three

What Is Life?

Motivation, continued.

Say to class: In these flower pots (before you) I have collected the story of a plant as it lives. Now this may seem strange to you, but this is the story of the life of a plant. What you see and what you do not see are plants which all belong to the same kind of a family. They are all (name of the plants) (Use something the children are apt to recognize such as a tomato plant, etc.) Do they look alike? What seems to be different? (Pause, allow for a lengthly class discussion.)

Content Outline	Pivotal Questions
I. Birth, the beginning. A. Plants, seeds. B. Animals, non-mammals, eggs. C. Animals, mammals, born alive. D. Mankind, as mammals, born alive.	1. "How does a plant get started?" (Discuss.) 2. "What happens to a seed that makes it grow into a plant? Yes, it needs nourishment, water, dirt, and the sun." 3. "What could we call this beginning; the beginning of a plant?" 4. "Birth, is that the beginning? The beginning of what?" (life) 5. "I wonder how an animal is born?" 6. "Have any of you ever seen a chichken hatch out of an egg?" (See below Class Activities, number one.) "Can you tell the class about it?" 7. "Has anyone ever seen a dog or a cat give birth to either puppies or kittens?" (Discuss with the class the idea of the different kinds

Unit Three

What Is Life?

7. Continued.

of birth, some from seeds, others from eggs, and lastly some being born alive.)

8. "What did these puppies look like? They were small, slept a lot, and their eyes were barely open."

9. "How did you look when you were a baby just home from the hospital?"

10. "Can anyone remember his mother coming home from the hospital with a new baby? What did that baby look like?"

11. "You know it seems as if the baby, the puppy, and even our first plant all share something in common? What is it? Their lives all have a beginning; they are all born." (Fill in the chart surrounding the birth end of the graph.)

II. Stages of life.
A. Infancy.
B. Adolescence.
C. Adulthood.
D. Aged.

12. "Life begins with the plant, animal, or baby being very small. Do they always stay small? What happened to your puppy?"

13. "What has happened to our plant?" (See plant number three.)

14. "Why even you were once very small. Are you different now? Yes, well what happened?"

15. "Yes, you are growing up." (Explain that the child is different from his father, his older

Unit Three

What Is Life?

15. Continued.

brother, and his grandfather. Fill in the middle period on the life-cycle chart.)

16. "Now let's look at this next plant. (See plant number four.) Does it have life?" (Check against the criterion of life in Unit Three, Lesson Plan #2.)

17. "but what about these yellow leaves? The plant is dying. What does this word mean, dying?" (Explain that in death the plant loses the things considered in the lesson on the criterion of life. In fact it ceases to be. But point out that death takes place as the plant in part still lives. Death is a process of life. It occurs inside the life limits on the life-cycle chart, not simultaneously but as one replaces the other. Fill in the right end of the chart.

Note: It is recognized that there is an inherent difficulty in this approach. The child may be prone to concieve himself as both living and dying simultaneously. Dying being the opposite of living means that there is a replacement of dying for life.)

18. "Do animals die? Yes, they do. It is a part of their life too!"

19. "Some plants in a garden will live longer than others.

Unit Three

What is Life?

19. Continued.

We don't know how long a plant or an animal or a human being will live. Would you say that life is important enough so that no matter how long it is we must be careful not to misuse it?" (Discuss)

20. "When a plant dies we can get another and it might look exactly the same. If a goldfish dies we can also get another. But human beings seem to be different. They don't always talk and act in the same way." (Discuss)

21. "When a human being dies, or rather when he no longer is living the only way to know of him is by remembering what he said and what he did."

(Discuss. When someone asks, "When somebody dies, do we just throw them away like we do with flowers that die?" the teacher should develop the following answer: "Yes, we do get rid of people's bodies when they no longer

Unit Three

What is Life?

21. Continued.

have life. When they die, that is, after death, the person is put into a box which is buried in the ground. The place where we bury people after death is called a cemetery.

Because the people who loved them will miss them and feel sad, we feel like doing something special when anyone dies and is buried. That's what we mean when we talk about a funeral. Everyone who has known the person comes to the funeral as a way of showing their love and feelings of sadness. They may go to the cemetary and stand by the grave until the box is covered with earth." (See plant number five.)

If someone asks, "Do only old people die?" this answer may be helpful. No, both the young and the old die. Death is not something bad. It shows that life is finished and what the person has done (in, with) his life will now be important.")

Unit Three

What is Life?

22. "We do not know why a person cannot live forever. All we do know is what has life and what does not. Life has a beginning. What do we call it? Life has an end. What do we call it?"

III. Class Activities:

1. (See pivotal question number six, above.) To construct a classroom incubator: Take four pieces of one by six lumberboard cut into one foot square sections assemble the sides, base, and back of a box with finishing nails. Wedge in a pane of window glass also one foot square to complete the front of the incubator. Cover with an additional piece of one by six board one foot square. To maintain an even temperature of seventy degrees use a common light socket extension with a light bulb of 40 watts in the winter (usually best to start with 25 watts) down to ten watts in the summer.

   You can purchase partially incubated eggs (chicken) according to what ever time schedule necessary to allow the child to see the eggs hatch. Contact a local poultry supplier.

IV. Supplementary Source Materials:

Student's Resources:

See unit three, lesson number two.

Ets, Marie Hall, The Story of a Baby. New York: The Viking Press, 1961.

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What is Life?

Student's Resources: Continued.

Gruenberg, Sidonie M., The Wonderful Story of How You Were Born. Garden City: Doubleday and Co., Inc., 1959.

See special appendix.

Teacher's Resources:

See unit three, lesson number two.

Anthony, Sylvia. The Child's Discovery of Death. New York: Harcourt, Brace and Co., 1940.

Arnstein, Helene S., What To Tell Your Child. Indianapolis: Bobbs-Merill Co., Inc., 1962.

Bro, Marguerite Harmon, When Children Ask. Chicago: Willett, Clark and Co., 1940.

Brown, John Mason, Morning Faces. New York: McGraw Hill Book Co., 1949.

Fulton, Robert, Death and Identity. New York: John Wiley and Sons, Inc., 1965.

Harlow, Ralph, A Life After Death. New York: Doubleday and Co., Inc., 1961.

Hunter, Edith F., Conversations with Children. Boston: Beacon Press, 1961.

_____. _____ _.. The Questioning Child and Religion. Boston: The Starr King Press, 1956.

Jackson, Edgar N., Telling a Child about Death. New York: Channel Press, 1965.

Wolf, Anna W.M., Helping Your Child to Understand Death. New York: Child Study Association of America In., 1965.

See special appendix.

Unit Three

What Is Life?

Lesson Plan #4. (A review lesson.)

Aims:

Teacher: To review the aims of this unit; namely, to define "life".

Student: To be able to define "life."

Motivation:

There are five questions which can be utilized as the basis for this review/ discussion. (i.e. "5-W's") They are as follows:

1. What is "life"?
   A. Movement.
   B. Irritability.
   C. Feeding.
   D. Nutrition.
   E. Growth.
2. Where is it to be found?
   A. As a single thread traceable throughout the unified (external, physical) world.
      (1.) Nature to nature, purpose of sustaining life.
      (2.) Man to man, commonly linked society, division of labor, fostering life.
   B. Life is everything.
3. Who has it?
   A. Plants.
   B. Animals.
   C. Mankind.
4. When does it begin and end.
   A. Birth to death inclusive.
5. Why is it?
   A. Responsibilities of man to life.

Use the following technique to convey this lesson:

1. Obtain a box of the variety and size used to pack a large refrigerator.
2. Cut out a square (eighteen by eighteen) 18"x18", (six) 6" from the top and decorate as a Television or a puppet stage. The call letters of your life station are "WWWW" or simply "W-5".
3. Assign a group of children to write a puppet show using sock puppets or paper

Unit Three

What Is Life?

Motivation: Continued.

bag puppets. Assign a different group of children to answer each question, that is, to write a show for each "h".

4. How to make sock puppets. Take an old sock and stuffing the foot with tissue paper or rags, tie a string at the base of the stuffing. Cut two small holes for tumb and second finger and decorate with buttons or crayons, the face of the puppet.
5. How to make paper bag puppets. Stuff, tie, and decorate as above but instead of finger holes insert a large stick into the center of the bag and control accordingly.

Unit Four

The Ethics of Life.

Unit Four

The Ethics of Life.

Unit Aims:

Teacher: To be able to distill the previous units into a usuable rule for living which each child can come to adopt as his own ethic.

Student: To be able to formulate a rule for living.

Lesson Plan #1. (An introductory lesson) "Who Makes Rules?"

Aims:

Teacher: To motivate the child to seek an answer to who it is that decides how he is to act.

Student: To begin to understand that his own existence provides the ground rules for his life.

Motivation:

Say to class: "How many of you have been so angry at someone else that you have lost your temper and actually hit that person? What happened? He hit you back? What did you do then? Did you hit him again? Did you get into trouble? Boy, who makes rules anyways! I bet that sometimes you wish that you could do anything that you wished to do. Wouldn't that be fun? I wonder what kind of world would that be. What do you think it would be like?" (Pause, for class/discussion and speculation.)

Content Outline	Pivotal Questions
I. Ethics. A. Study of how people treat one another. B. A question and a hunt for truth. II. You are the Judge. A. Ethics is a way of [illegible] a free person. B. Gives a person the choices in life. C. Everyone is a judge, and his court is his Conscience. III. Harmony versus chaos.	1. "Could you do anything you wanted to do? Could everyone do everyting that they wanted to do?" (Ask the children for examples of what it is that they would do first. As the children respond pursue each dream to the point where the harm of absolute freedom can be found. For instance, anything under the category of stealing. The negative side of depraving someone else can

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III. Continued.

A. Retaliation, a wrong for a wrong.
B. Rules for life.
C. Moral codes.

1. Continued.

be shown, etc.)

2. "It seems as if there would be confusion and fighting all the time. Things would be taken from you and you would take things from other people. People would hurt you and you would hurt other people."

3. "Hum! Maybe rules are not so bad after all. Who makes rules anyway?" (List answers on the blackboard. Discuss the following pivotal questions according to the order in which the children rise them.)

4. "No, it is not the policeman. His job is to make sure that you do not not break rules. He watche to see that you do not cross the street in the middle of the block. Jay-walking is dangerous. Why does he do this? What else does he do? Why?" (Discuss)

5. "Judges, no they only decide whether or not a person is guilty of breaking a law. They also decide what punishment should be given to those who are guilty of breaking laws. Why do they do this? (Discuss)

6. "Lawmen, like the mayor, the president,...Yes, but for whom do they help make laws? Do they decide to write

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6. Continued.

a law for themselves or for someone else?" (Discuss)

7. "Your parents. Yes, in a sense they do make rules. They decide what time you should be in bed. They say that you must pick up your clothes. Why do they do this?" (Discuss)

8. "Your teachers. Yes, rules like no talking; no running in the halls, etc. Why do they make rules?" (Discuss)

(Generally the teacher should lead the discussion/answer in pivotal questions, number four-eight to the realization that rules are made to help the child and not to hinder him.)

9. "You know you have mentioned everyone but yourselves. Do you make laws? (Discuss) Yes, you do, but why?"

10. "Rules are made for what reasons?" (Protection, happiness, freedom from fear, and in order to live!)

11. "Rules, who makes them? You do." (Review all of the above categories.)

12. "Each one of you enjoys living. The need for rules comes along with the very fact that you do want to continue to live. Your life is

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12. Continued.

very important. You do not want anything to happen to you. So you and people like you make rules for your own protection."

13. "We all have life. But to each one of us ours is extra special."

14. "What does the word 'value' mean? Can we say that we value our lives?" (Dictionary definition of the word 'value': worth; excellence; usefulness; importance.)

15. "Our lives can only be useful if we are allowed to do as much as we can with them. If Jimmy wants to do something he can do it as long as he does not hurt anyone else. Does this seem right to you?"

16. "Let's see can we make up a rule, a general rule, that we can live by so that we can do the most with our lives." (Lead children to a statement of the "golden mean".)

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Lesson Plan #2. "Self-made Rules."

Aims:

Teacher: To reinforce the idea that each person is responsible for the "rules of life".

Student: To see by example that rules are self-made.

Motivation:

Say to Class: "Today we have been given a very important task. We have been asked by the principal if we could help in the writing of laws, or rather of some "rules for living", here in school. Do you think we can help? (Discuss) Since we have been studying the subject of "life and its rules" we should be able to do it." (Ask the principal to stop in and to commend the children on their undertaking such an important task.)

Class Activities:

Divide the class into three groups. Give each group one area of responsibility:

A. Classroom rules.
B. Building and ground rules.
C. Assembly rules.

Each group is to meet separately and write these rules which will be collected and presented to the principal. The teacher is to the resource aid for this activity. Each rule is to be phrased so as to state the reason for the rule.

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Lesson Plan #3. "Personal Ethics."

Aims:

Teacher: To instill within the child personal values which underly the laws of life.

Student: To see certain values as providing the guide lines for the rule of life.

Motivation:

Assuming that there will be children in the class who are members of the Cub Scouts or the Brownies, divide the class into three groups. Cubs and Brownies, and non-affiliates. Ask the first two groups to present an original playette/skit in uniform on the scout law. Telling why these are important to a scout. The third group, the non-affiliates, can meet with the Rabbi to discuss certain rules as found in the Ten Commandments. They then can present a similar skit. Using as a setting for instance the biblical period or anyone of the contemporary religious holiday eras. See resource material listed below.

As a follow-up activity to these skits make golden rule plaques showing the values which make a person a better citizen; one who does something worthwhile with his life. These listings are to be taken from the skits themselves.

Resource Material:

A. The Scout Law (Cub-Boy)

A scout is trustworthy,

loyal,

helpful,

friendly,

courteous,

kind,

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Resource Material: Continued.

obedient,

cheerful,

thrifty,

brave,

clean,

reverent.

B. The Cub Scout Promises,

I.....promise to do my best to do my duty to God and to my Country and to be square and to obey the law of the pack.

C. The Cub Scout Law of the Pack,

The Cub Scout follows Akela (the Leader).

The Cub Scout helps the Pack go.

The Pack helps the Cub Scout grow.

The Cub Scout gives good will.

D. The Brownie Girl Scout Promise,

I promise to do my best to love God and my country, to help other people every day, especially those at home.

E. Four important ethical commandments,

You shall not kill.

You shall not steal.

You shall not bear false witness.

You shall honor your mother and father.

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Lesson Plan #4. "A Review Lesson."

Aims:

Teacher: To provide an experience whereby the child can gain approval for the ethical concept of life that he has been working towards.

Student: To receive reinforcement and approval for the ethical concept of life that he has developed throughout this course of study.

Motivation:

Arrange with the school office to present either a choral reading at a Temple Service or a skit before a sunday school assembly. In either case a primary class should be ready at this point to conceive, to write, and to present an ethical reading. The outline of this reading might follow this suggested program:

A. The importance of life.

B. The definition of life.

C. The co-operative life of mankind.

D. The rules of life.

Set up writing committees for each section, guide each, and tie them together. Parental aid may be solicited for script writing skills, and production leadership.

It is hoped that this lesson may be the vehicle for bringing the home to the subject of maintaining an ethical understanding of life.

APPENDICES.

APPENDIX A.

The following is intended for general teacher reference and resource material. It is hoped that the teacher will familiarize herself with these teaching aids.

Arbuthnot, Arbuthnot Anthology of Children's Literature. Chicago: Scott, Foresman and Co., 1961.

Beauchamp, Basic Science Handbook K-3. Chicago: Scott, Foresman and Co., 1961.

Brown, Read Together Poems: An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades. New York: Harper and Row, Publishers, 1961.

_____. Read Together Poems: An Anthology of Verse for Choral Reading in the Third Grade. New York: Harper and Row, Publishers, 1961.

Fuller, Springboards to Science. T.S. Denison and Co., 1959.

Pait, We do as the Animals do. T.S. Denison and Co., 1962.

Periodicals for elementary teachers:

The Instructor. Dansville, New York, 14437.

Published monthy except July and August, subscription rate: $6.00 per year.

The Science Teacher. National Science Teachers Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Published monthly except January, June, July and August, subscriptions are entered for either the calendar year or the school year. Library subscription rate *$10.00.

*Included Science and Children published monthly from September through April of each year.

Social Education. National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Published monthly October through May, subscripton rates: $5.00 per year. Single copies, 75 cent each.

Encyclopedia for elementary grades:

Britannica Junior. Chicago: Encyclopedia Britannia, Inc., Latest edition, 15 volumes.

(Recommended for Grades 3-6)

Compton's Pictured Encyclopedia. Chicago: F.E. Compton and Co., Latest edition, 15 volumes.

(Recommended for Grades 3-6)

The World Book Encyclopedia. Chicago: Field Enterprises Educational Corp., Latest edition, 20 volumes.

(Recommended for Grades 3-6)

Young People's Science Encyclopedia. Chicago: Children's Press Inc., Latest edition, 20 volumes.

(Recommended for supplementary reference through grade nine with the reservation that it be puchased by schools after they are supplied with the recommended encyclopedias.)

(Childcraft: The How and Why Library. Chicago: Field Enterprises Educational Corp., Latest edition, 15 volumes.

Recommended for Kindergarten-Grade 6. Purchased only after major encyclopedias have been secured. A demonstration for teachers by a company representative would contribute to maximum use of the set.)

Special Appendix.[3]

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[3] From, Earl A. Grollman, Into Pain, Through Pain, Past Pain a manual. (1965) pp.56-62.