

THE EFFECTIVENESS OF A UNIT
ON COMMUNITY STUDY IN
CHANGING ATTITUDES TOWARDS
THE COMMUNITY AND
SOCIAL STUDIES

CENTRE FOR NEWFOUNDLAND STUDIES

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THE EFFECTIVENESS OF A UNIT ON COMMUNITY
STUDY IN CHANGING ATTITUDES TOWARDS
THE COMMUNITY AND SOCIAL STUDIES

by

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The undersigned certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, an internship report, "A Study of the Effectiveness of a Unit on Community Study in Changing Attitudes Towards the Community and Social Studies," submitted by Rosemary C. Barry in partial fulfillment of the requirements for the degree of Master of Education.



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ABSTRACT

This internship consisted of two tasks. One was to develop a unit that would serve as a guide to teachers and students in carrying out studies of their community. The unit consists of 17 lesson plans that would take approximately one semester to complete. The unit aimed at having the students ask questions and seek out their own information on the community. The second task was to field test this unit to determine its validity and to see whether studying this unit would influence the students' attitudes towards their community and towards Social Studies in general.

An attitude scale, the Semantic Differential, was used as a pre- and posttest to determine the students' attitudes prior to the unit and again when the unit was completed. The results of the study indicate that the unit did result in more positive attitudes towards the concepts tested, i.e., My Neighbourhood, My School, My Social Studies Class, My Community, Learning About My Community, and People in My Community. These results were corroborated by the results of a student questionnaire which were highly favourable. Eighty-four per cent of the students responded that they preferred this type of study to their regular work, and 98 per cent responded that they felt this type of study was important.

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CHAPTER 1

This internship involved two tasks. One was developing a unit of work in Social Studies to supplement the existing Grade Four text, and the other was the testing of this unit in two Grade Four classrooms to determine if studying this unit assisted in developing more positive attitudes towards the community and towards the field of Social Studies in the curriculum.

The unit that was the centre of this study dealt with studying the local community (see Appendix A, pp. 50-110 for the unit). It consisted of a guide for the teacher with 17 lesson plans outlined. These lesson plans were designed to be adaptable to numerous community situations. The manual directs the teacher to topics and sources of information relevant to understanding their community.

The unit drew from several of the Social Science disciplines. While emphasizing History and Geography it also incorporated learnings from the disciplines of Political Science, Folklore, and Sociology. The students inquired about the history of the community and its geographical layout, the industries and resources available, how the municipal government operated, the amount

and type of agriculture carried on in the community, as well as learning such skills as the use of scale in mapping, role playing, interviewing, letter writing, and classifying.

The unit basically relied on the inquiry method of teaching, having the students use their community as a learning centre. Thus the students, individually or in groups, sought out information, and brought it to the class where it was discussed and written into a report. The teacher served as a guide directing the pupils into areas which they had neglected, or encouraging them when they were losing interest. There was no information given the students by the teacher or textbooks; the success of their study depended entirely on the information they discovered. The study aimed at being flexible enough so that when the children's inquiring led them into new areas, these could be followed up even if they were not included in the original 17 plans.

Statement of the Problem

The purpose of this study was to determine whether studying the community influenced students' attitudes towards their community and towards Social Studies. In general, this study sought to answer the following two questions:

1. Will studying the local community significantly affect student attitudes toward the community as

measured by a pre- and posttest application of a Semantic Differential instrument?

2. Will studying the local community significantly affect student attitudes toward Social Studies as measured by a pre- and posttest application of a Semantic Differential instrument?

Definition of Terms

The following terms are defined as they apply to this study:

attitude: Predisposition to act. In this study attitudes were conceived of as being the pattern of responses of an individual as displayed on the Semantic Differential.

community: A group of people living in the same locality and who share the same laws, the area in which they live. For the purposes of this study the area is as defined by their municipal government.

inquiry-oriented learning: In this study inquiry-oriented learning refers to a mode of learning in which the student learns skills, knowledge, and attitudes through active participation in the learning process. The student is presented with a topic or problem and he must seek his own information and put this information to use. The teacher takes a less active role guiding the student when he runs into difficulty or motivating the student when he becomes discouraged. The textbook, too, plays a lesser part as it is now regarded as only one source among many that are available. In brief, "Inquiry learning is essentially a way in which students find out for themselves (Beyer, 1971, p. 13)."

Social Studies: The school subjects which deal with human relationships (Wesley and Wronski, 1964, p. 3).

field test: Teaching a unit of work in a classroom for the purposes of evaluating the unit and, where necessary, revising it.

CHAPTER 2

Rationale for the Unit, Studying Your Community

This unit, Studying Your Community, was developed because of the importance of community study for the development of skills and positive attitudes towards learning and the community. This researcher believed that, at present, this area of study is not receiving the attention it merits in our Newfoundland schools. This belief was reinforced during the course of this internship by the comments of administrators, teachers, and students, alike, concerning the need for such a study.

But why do students need to study their own community? What can they gain from such an experience? It is the contention of this writer that studying one's own community leads to a greater appreciation and deeper understanding of community life. This will help the students in their role as members of a community as well as give them a deeper understanding of other communities.

Students, in studying their own communities, deal with the familiar and concrete; places and things they can see, touch and examine. "The nature of local material, the fact that it is on their doorstep, means that children studying it have many opportunities for active participation

in their work (Douch, 1967, p. 7)." Thus, they can form concepts from direct experience and therefore these concepts will have more meaning. "In curriculum planning, then, direct experiencing needs to be part of the learning sequence, so calculated that it produces intuitive understandings of ideas, relationships, processes and feelings (Taba, 1962, p. 156)." By first studying the familiar community, students will have a conceptual basis for studying other more distant communities. Learning about the climate of a community in Africa will be more meaningful if the students can relate it to the climate in their own community and how climate makes their life different from an African boy's life. Examining a map of their own community, where they can relate distances with places they know and how long it will take them to travel from one place to another, will help increase the student's understanding of scale and distance in communities around the world.

In addition, studying their community allows students to assume the roles of social scientists: they can formulate hypotheses, gather and evaluate evidence to prove or disprove their hypotheses, they can read old documents, visit local historic sites, and in many ways have direct contact with primary sources. They can also interview senior citizens who may be among the original settlers or descendants of such settlers of the community. Douch

summarizes this point of view when he states:

There is a reality and obvious significance about local history which is noticeably absent from much of the material contained in conventional syllabuses . . . opportunities abound to study real people and situations in depth and detail (Douch, 1967, p. 7).

In this way, Social Studies can come alive for students and this reality 'should' result in more positive attitudes towards school in general, towards Social Studies in particular, as well as the development of positive attitudes towards their community and its way of life. It is the purpose of this internship to determine if the above 'should' becomes a reality and more positive attitudes result.

Gross in his book, The Home Community, summarizes the way studying the community benefits the learner. He states:

Studying the home community permits direct observation of natural, cultural and social phenomena; for primary learning experiences are basic in the educational process. Children learn best by having direct contact with the things they are learning about The home community furnishes real life situations. Fundamental concepts can be developed on the basis of things actually seen or heard or smelled or tasted or touched [These concepts] provide a basis for the comparative evaluation of communities (Gross, p. 1).

Community studies are not a new idea, but there does not seem to be any structured programmes available using specified objectives and evaluation procedures. The emphasis of this particular study on process and attitude as important products, rather than by-products, of the

learning situation also contributes to the uniqueness of this unit. Studies that have been carried out prior to this have been mostly descriptive studies of what a particular group did in a particular community, or lists of things to do or questions to ask while doing a community study.

Warren's book, Studying your community, is perhaps the most exhaustive discussion of community study. He takes each aspect of community life, lists questions to guide the study, and discusses some of the implications the answers to these questions might have. As Warren states, the book is "Designed primarily as a practical guide . . . almost purely empirical . . . [with a] paucity of theoretical orientation (1965, p. v)." Thus, no actual study is described but rather the book is a manual of questions to ask in carrying out a community study.

Gross, in a much shorter account, Do it this way: The home community, gives a general view of studying the community. The advantage of his book, for the purposes of this report, is that it is intended for child study of the community, whereas Warren's book was aimed at an older study group, vis-a-vis the social worker. In summary then, Gross's book states why community study is important, elements of the community, types of learning activities, and some general guidelines to follow. Again, Gross does not describe a particular community study but provides some general

guidelines.

Wesley and Wronski in a Social Studies text, Teaching social studies in elementary schools, discuss community study and list areas that need to be looked into and the sources from which information on these areas can be obtained. This study, too, is more of an overview than a detailed study.

There are other short articles written about particular aspects of community study. Hovenier and Krusic, in an article "Classroom investigation of the origin and historical geography of local communities" in the Journal of Geography, discusses sources of information and suggestions for implementation of a local study. Boehm and Kracht in "Geographical expedition: Field work for the elementary grades" in the Journal of Geography describe a geographical field trip that can be used in the elementary grades.

The bibliography includes several additional articles on community study. Most of these studies are rather general in content and fail to relate their work to the students who participate. This writer sought to remedy this deficiency by focusing on the students' reactions to studying their community.

This study, therefore, is aimed at providing structure and focusing its attention on the students to determine whether studying their community significantly

influenced students' attitudes towards their community and towards the learning of Social Studies. As well, the students were given a questionnaire to assess their attitude toward this unit in general and also to particular aspects of the unit. Thus, this internship project centred on student behaviour and student attitudes to see if studying the community had some measurable effect on the participating students.

Weaknesses of the Present Grade Four Text

The present Grade Four Social Studies text, Around our world, which is used in most Newfoundland classrooms focuses on studying communities around the world beginning with the home community of the students. Using the concepts from the study of their own community, the student studies communities in other parts of the world. This text employs, what is basically, a geographical approach and limits the study of the communities, including the home community, to studying Food, Clothing, Agriculture, Transportation, Occupations, Resources, Shelter, Land and Climate.

The unit developed for this internship attempts to broaden the study of the home community to include the past as well as the present and to make the study more activity-oriented. This unit attempts to bring the community into the classroom and bring the class into the

community--to make the students aware of their community as an area about which they can learn.

Description of the Development of the Unit

This internship employed both a developmental and experimental model. The developmental task was the writing of the unit using Taba's model for developing curriculum. It also involved the piloting of the unit in a single classroom and a subsequent revision based on the recommendations of the pilot teacher. Upon completion of the developmental stage, an experimental model was employed. This involved the testing of the unit in two classrooms to determine the effectiveness of the unit in promoting attitude change. The results of this experimental stage were not conclusive but just indicative of a trend.

The Developmental Model

This unit began by focusing on the needs of students. As a Grade Four teacher teaching the Around our world Geography text, the writer became aware of the students' dissatisfaction with the first chapter of their text. This chapter dealt with their community. In doing some homework from the text, they inadvertently received bits and pieces of information about their community. This sparked a desire to find out more about their community, especially how it started, and what it was like in the old days.

Working from the students' suggestions, the writer compiled two lists: the first, outlining what the students would like to learn about their community; and the second, suggesting places where the necessary information might be found. From this beginning, the idea of a detailed unit on community study evolved. At this time the writer carried out a community study with her class, developing the unit as the lessons proceeded. The students' interest and success in this unit served to heighten the writer's faith in this type of work. It was during the writer's return to University, while taking an Instructional Development course, that a more organized and structured unit on community study was developed. This unit was developed using an Instructional Developmental model that outlined the sequence and processes involved, see Table 1, p. 13, for this model.

Step 1, diagnosing needs, consisted of the writer's recognition of her students' need for a more indepth study of their own community. Step 2, formulating specific objectives, consisted of drawing up a list of objectives of what should be achieved if such a unit was undertaken. This list was divided into three sections: (A) Knowledge; (B) Skills; and (C) Attitudes. In listing the Knowledge objectives, Bloom's Cognitive Taxonomy was used so that the Knowledge area reflected more than just factual recall and included comprehension, application, analysis, synthesis,

TABLE 1

TABA'S MODEL FOR THE DEVELOPMENT OF A
TEACHING LEARNING UNIT

-
-
- | | |
|---------|---|
| Step 1: | Diagnose Needs |
| Step 2: | Formulate Specific Objectives |
| Step 3: | Select Content |
| Step 4: | Organize the Content |
| Step 5: | Select Appropriate Learning Experiences |
| Step 6: | Organize these Learning Experiences |
| Step 7: | Evaluate the Effectiveness of the Unit |
| Step 8: | Check for Balance and Sequence |
-
-

Source: Taba, H. Curriculum development: Theory and practice. New York: Harcourt, Brace and World, 1962, Ch. 20.

and evaluation levels of learning. In listing the Skills objectives, the writer kept in mind the opportunities in such a unit for a student to learn the methods of the social scientist--of collecting, organizing and evaluating information received. Section C, concerning Attitudes, concentrated on developing more positive attitudes towards the community and Social Studies.

Upon completion of this list of objectives, the writer consulted several reference books on community study and compared the objectives they purported to achieve with the writer's list. Any serious omissions were then added to the writer's list. Here, the appropriateness of the objectives was based upon the needs and abilities of a particular group of students (see Appendix A, pp. 53-57, for these objectives).

Steps 3 and 4, selecting and organizing the content, involved basically the choosing of the particular areas of community living that the students would look into. Each area was then briefly outlined as a lesson plan. Subsequently, these lesson plans were organized to provide a logical sequence. This meant an introductory lesson connecting the students' previous work with this unit; a final lesson that would act as culmination of the unit, drawing together the various projects; and intermediary lessons that guided the students in their gathering of information, assessing its value, and reorganizing and/or rewriting it

to suit their purposes.

Steps 5 and 6, selecting and organizing appropriate learning experiences, consisted of, first, using a brainstorming technique to list all activities and experiences that would help meet these objectives. This brainstorming included the writer's thoughts, the students' and other teachers' ideas. Secondly, each activity or exercise was placed alongside the objective it would help to achieve. The list was examined by the writer to see if any objective had been overlooked or overemphasized.

The writer made a slight alteration in the sequence of the Taba model by employing Step 8 before Step 7. She felt that, before evaluation could take place, it was necessary to check for balance and sequence--to make sure each objective had sufficient suitable activities or exercises and that these activities were in a logical order.

From this framework of objectives and learning exercises, the writer developed more detailed lesson plans. These plans, though, remained in outline form so as to encourage individual teacher creativity and innovation. Also, within Step 8 of Taba's plan, the writer attempted to balance each lesson so that it would take approximately 35 minutes. Each would include a preliminary discussion, activities, and then, discussion of these activities. The overall lessons were perused to see if a variety of approaches had been used, i.e., whether both inquiry and the lecture method had been

used, whether the activities involved written, oral, and psychomotor techniques, whether the activities were regulated so that there was a balance between those in a classroom setting and those that could be carried out in the community.

Upon completion of the objectives and the lesson plans, the writer developed the evaluation instruments that would test these objectives; this was Step 8. It was decided, because of the threefold nature of the objectives, a threefold system of evaluation would be used:

1. An essay exam, that would be constructed by the classroom teacher, based on the objectives of the unit, would be used to test the Knowledge and Skills objectives.
2. An observation instrument that would help measure the Skills and Attitude objectives.
3. An attitude scale to measure the attitudes of the students both before the unit began and again upon completion of the unit.

Later, an attitude questionnaire was added as an evaluation instrument. This was due to the apparent failure of observation, in this instance, to supply really worthwhile information.

The final step in this developmental model was the pilot testing. The writer made arrangements with the school board to visit several elementary school principals to describe the unit, and to find one teacher willing to run the

pilot and two other teachers to carry out the final testing.

Once this teacher was found, the pilot test was carried out, and necessary revisions were made in the unit to adapt it to the classroom situation.

The Experimental Model

Again the writer approached the school board and principals for permission to conduct the study. Two teachers were selected to run the unit with their classes. These teachers were inserviced and the unit was begun. The writer attended the first class of the unit in both schools to administer the initial attitude test to determine the students' attitudes prior to working on the unit. At this time, a date was fixed for the writer's next visit.

Both teachers then began teaching the unit. Upon completion of the unit the writer again administered the attitude scale. The classroom teachers administered their own essay test and also a questionnaire concerning the students' reaction to the unit.

Basic Principles Underlying the Development of this Unit

In developing this unit the writer followed five basic guidelines:

1. Social Studies should employ an interdisciplinary approach.

2. The learning of how to learn, i.e., process, is as important a part of the learning experience as is content.
3. The method of teaching must be based on the task at hand and the characteristics of the learner. Due to the nature of this unit and its emphasis on process the inquiry approach is given predominance.
4. Social Studies should be integrated with other areas of the curriculum.
5. Flexibility is the key to this unit. The lesson plans are guidelines that are meant to be adapted to the varying types of situations that a community study will encounter.

An Interdisciplinary Approach

Social Studies is a combination of knowledge and skills drawn from the disciplines of History, Geography, Economics, Sociology, Folklore, Anthropology, and Political Science. To use only one of these disciplines means that the child will not be presented with a total view.

Actually, discipline specialization has been so dominant in the Social Sciences and Social Studies that it tends to obscure the important fact that everybody experiences social reality as a totality and not as a series of unrelated parts and events; social reality is not experienced and lived segmentally the way scholars study it (Anthony, 1975, p. 209).

This unit draws upon the disciplines of History, Geography, Sociology, Folklore, and Political Science, and in this way

attempts to give the students a total view of the community.

Process as Well as Content

The wide use of textbooks in Social Studies has contributed to the overemphasis on content and factual learning. This is not to say that textbooks are not assets but rather that too many people become a 'slave' to textbook teaching. Textbooks are a valuable 'aid' but students need to go beyond textbooks.

The writer believes that 'learning how to learn' should be a basic aim of our schools so that education can continue outside the school doors. Facts are soon forgotten--it is more important to know where to find needed information and how to assimilate this material once found. This is one of the basic aims of this unit; the students are not given a text on the information--they must collect it themselves, evaluate it, and decide on how best use it. This is the type of learning recommended by Taba who stated, ". . . teach them or allow them to learn processes and methods and the satisfaction in this type of learning" (1962, p. 152).

Method of Teaching

This unit, for the most part, employs an inquiry approach. The students are given a topic or question to research; they gather their own information from people in the community or from any available sources. The teacher

in this type of approach serves as a guide, directing students to appropriate sources of information or helping them put this information to use. The amount of teacher guidance will depend on the ability of the students to work on their own. (For a more detailed account of the role of the teacher in this unit, see Appendix A, pp. 50-52).

Integrated with other Areas of the Curriculum

This unit, Studying Your Community, is essentially a Social Studies unit but involves other areas of the curriculum as well. Art is integrated with Social Studies in the drawing of the mural; Language Arts skills play an important role as an integral part of the information collecting technique as well as the writing up of this information. Mathematics is brought in when the concept of scale is introduced. This type of integration helps cross the unnatural barriers between subjects in the school curriculum (Douch, 1967, p. 9).

Flexibility

This unit is meant to be very flexible. It is flexible in that the lesson plans are only outlined and are easily adaptable to new circumstances or ideas. Also the teacher's role is very fluid: the amount of participation or control by the teacher can vary to meet the needs and academic levels of the students.

CHAPTER 3

Procedures

Basically this internship involved the development and revision of a unit, Studying Your Community, and the field testing of it in two classrooms to determine if this unit could help develop more positive attitudes toward the community and toward Social Studies. The procedures followed in this study are outlined in Table 2, pp.24-25, a flow chart of the internship.

This unit, Studying Your Community, was developed, validated and then piloted with a Grade Four class of 33 students at a Roman Catholic school in Corner Brook, Newfoundland. Based on the recommendations of this pilot phase the unit was revised and again tested with a Grade Four class of 26 students at a Roman Catholic school in Curling, Newfoundland. At the same time it was carried out in a Grade Six class of 24 students in Corner Brook. This piloting in a Grade Six class was a direct result of a recommendation from the first pilot teacher who suggested testing the unit at a higher level, on the grounds that it could be used in various grades by adjusting the amount of guidance given. The only other major recommendation of this first pilot was to extend the length of time needed for the

unit and to divide some of the lessons into smaller units. Both these recommendations were carried out in the revision. (See Appendix E, p. 128, for this pilot report).

Also, as a result of this pilot, the writer decided to include a student questionnaire as an evaluation instrument to aid in determining how the unit affected the students' attitudes. This questionnaire was included because of the failure of the observation instrument to provide relevant information.

The three pilot classes were under the same school board but from different schools, and were selected on the basis of the willingness of the teacher to participate in this study. The teachers were given an inservice on the unit. Prior to the inservice, they received copies of the unit so that they could familiarize themselves with its objectives, rationale, and content. The inservice considered the following points:

1. A brief overview of the objectives, rationale, and content;
2. a more detailed explanation of the evaluation procedures involved, especially the observations procedures, stressing that these observations focus on the students and no evaluation of the teacher was implied;
3. a discussion by the teachers of:

- (a) their students and how appropriate this unit was for them, whether it might require alterations to meet the needs of each individual class and each community;
 - (b) any differences in approach the teachers felt would be more appropriate;
 - (c) problems they could foresee;
 - (d) points they were not clear on about the unit;
4. the establishment of a starting date for the unit and the initial administration of the Semantic Differential.

The pretest of the Semantic Differential was given and the unit carried out. Upon completion of the unit a posttest of the same Semantic Differential was administered.

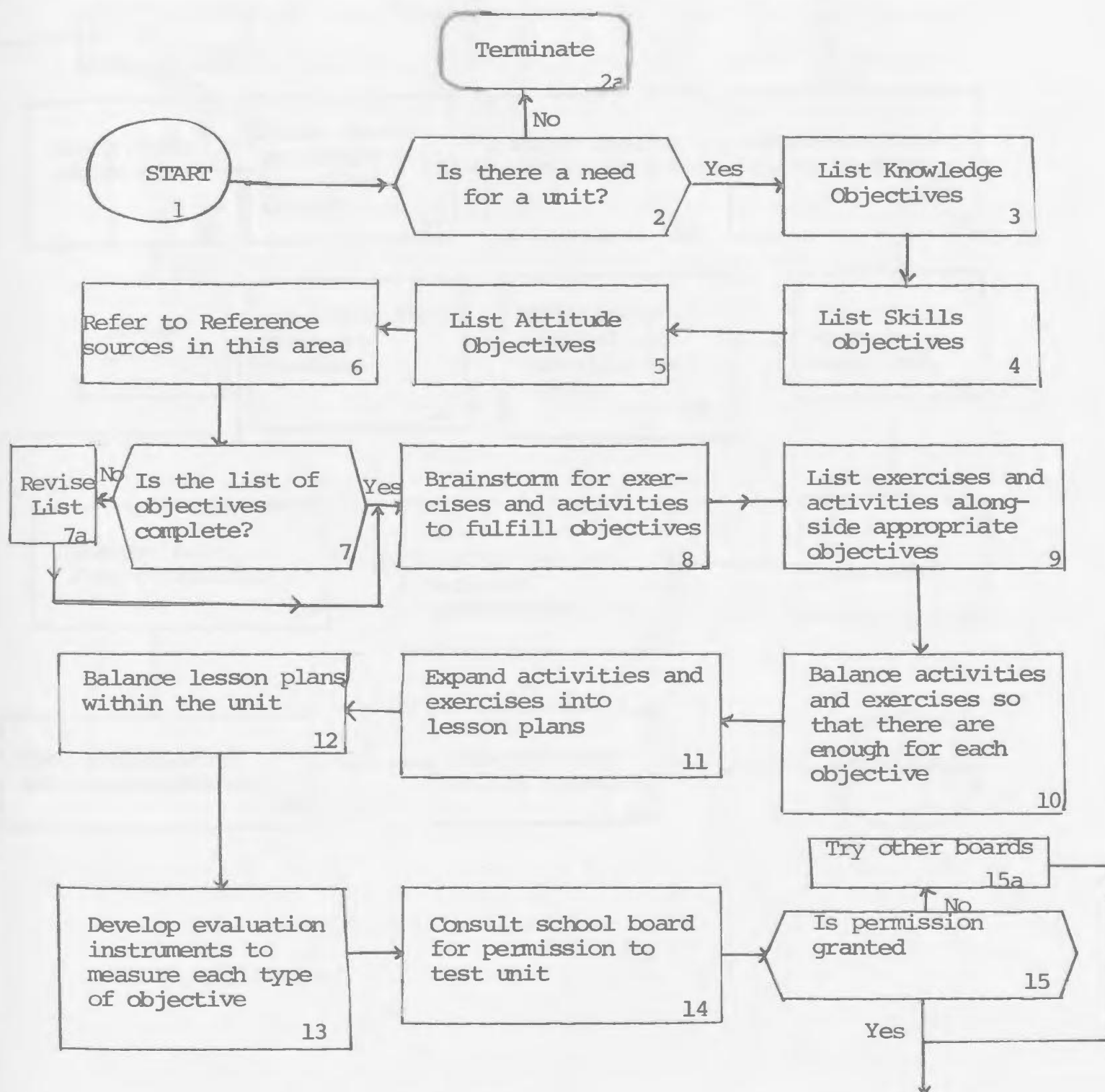
The results of these two applications of the same Semantic Differential were then analyzed, and conclusions and recommendations were made. Table 2, p. 24, is a chart outlining the sequence of the internship procedures.

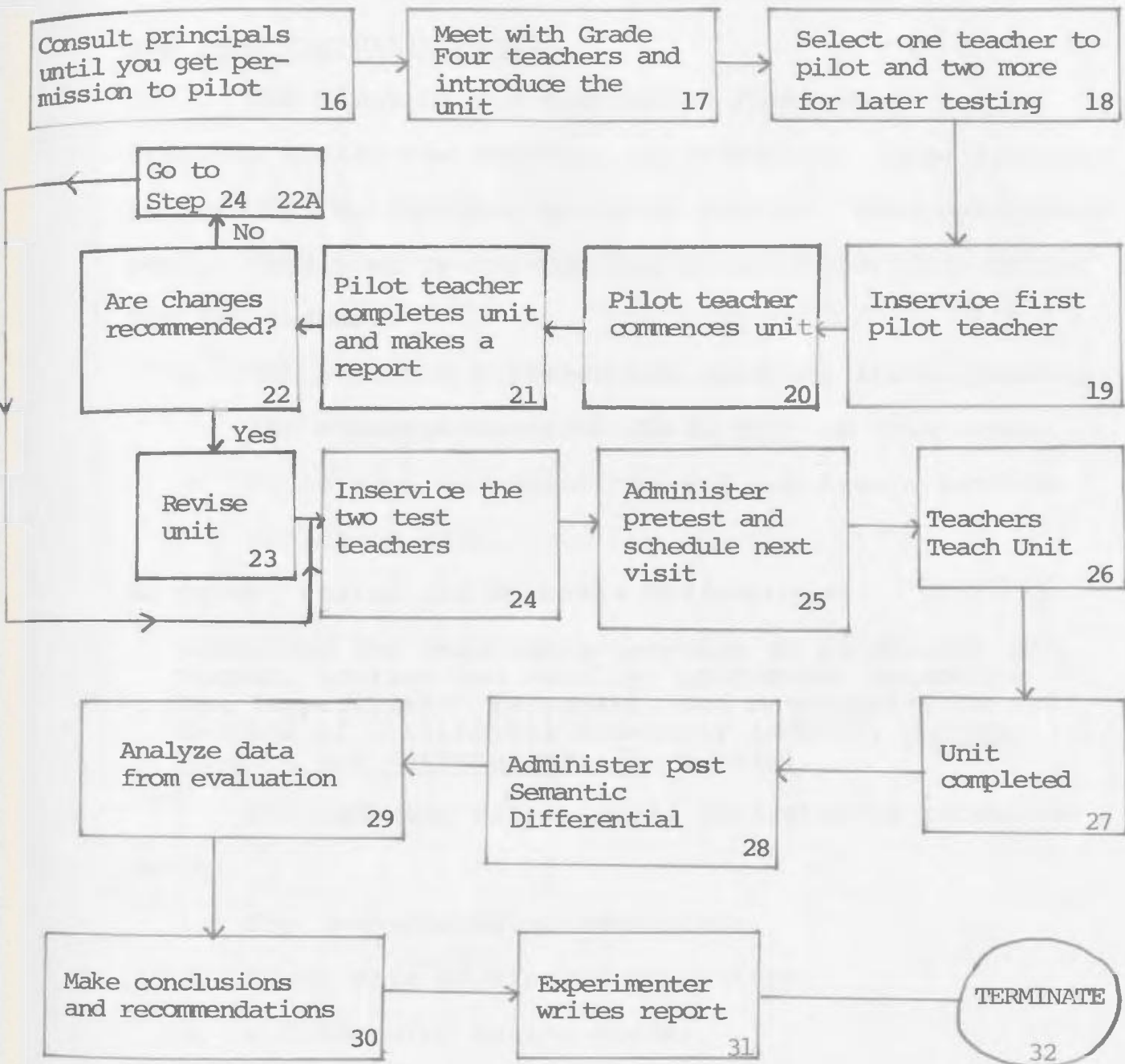
Description of the Evaluation Instruments

Three evaluation instruments were used in this study. These instruments were: (1) the Semantic Differential; (2) an Observation Checklist; and (3) a Student Questionnaire.

TABLE 2

A CHART OUTLINING THE SEQUENCE OF INTERNSHIP PROCEDURES





The Semantic Differential

The first of the evaluation instruments was an attitude scale, the Semantic Differential. (See Appendix B, pp. 112-115, for this attitude scale). This particular scale, developed by Osgood, was selected for this study for two reasons:

1. The Semantic Differential requires little reading for students who have difficulty in this area;
2. it is easy to administer and requires a minimum amount of time.

As Scharf states the Semantic Differential

possesses the required properties of simplicity of format, content and scoring, opaqueness regarding the "appropriate" responses, and sensitivity to the degrees of attitudinal intensity (Scharf, School Science and Mathematics, 71, p. 612).

The Semantic Differential consisted of three elements:

1. The concepts being evaluated;
2. eight sets of bipolar adjectives;
3. a five-point rating scale.

Concepts

Six concepts were selected to measure the students' attitudes towards their community and towards Social Studies. (See Table 3, p. 27, for a list of these concepts). The concepts in general are one or two word statements that are relevant to the attitude being measured.

TABLE 3

List of Concepts Used in the Semantic Differential:

1. My Community
2. My Social Studies Class
3. Learning About My Community
4. My Neighbourhood
5. People In My Community
6. My School

List of Bipolar Adjectives Used in the Semantic Differential:

Bad - Good

Work - Fun

Dislike - Like

Important - Unimportant

Boring - Interesting

Useful - Useless

Easy - Hard

Pleasant - Unpleasant

Bipolar Adjectives

The eight sets of bipolar adjectives were chosen by the experimenter, for the purposes of this study, using the criteria of familiarity for elementary school children and relevance to the concept being tested. Although there is a system of factor analysis, used by Osgood, for determining the relevance of the bipolar adjective pairs, it has also been shown that it is acceptable to select adjective pairs on the basis of face value only (Issac and Michael, 1971, p. 103). (See Table 3).

Rating Scale

A five-point rating scale was used by the experimenter for this study based on a recommendation from a study by Nottingham (Educational Research, 12, p. 248) who stated a five-point scale was best for elementary school children.

The Semantic Differential scale was evaluated and obtained a reliability coefficient between .87 and .93 (Osbood, Suci and Tannenbaum, 1957, p. 192). Its content validity varied as it depended on the relevance of the concepts chosen by the experimenter to measure the attitudes that were to be explored. But the Semantic Differential has been compared with two other attitude scales, the Thurstone scales and the Guttman-type scale, and in both cases the comparison was favourable (Osgood, Suci and Tannenbaum, 1957, pp. 193-194).

The Observation Checklist

The writer used an observation checklist to provide additional information concerning the students' reaction to the unit, Studying Your Community. (See Appendix C, pp. 117-119, for this checklist).

This checklist, designed by the experimenter, consists of 19 questions to be checked on a three point scale: Most of the Students, Some of the Students, and Hardly any of the Students. These three points were represented by the letter M, S, and H, respectively.

To simplify the using of the checklist, it was divided into five sections:

- I Discussion
- II Activity
- III Assignments
- IV General (to be used to give an overall picture at the end of a lesson)
- V Comments (a section for the observer's comments on the students' reactions)

These sections indicated the part of the lesson at which that particular section of the checklist could be used. Some questions appeared on more than one section of the checklist and thus had to be commented on at different stages of the lesson.

Observations were carried out by the experimenter. There is potential here for observer bias but this is, in part, controlled by the use of an observation checklist.

Also the use of two other more objective evaluation instruments tends to reduce any false impression that experimenter bias might impart.

The results of the checklist were used to supplement the outcomes of the Semantic Differential in the following ways:

1. To indicate discrepancies between the results of the checklist and the results of the Semantic Differential.
2. To aid interpreting the results of the Semantic Differential.

The Student Questionnaire

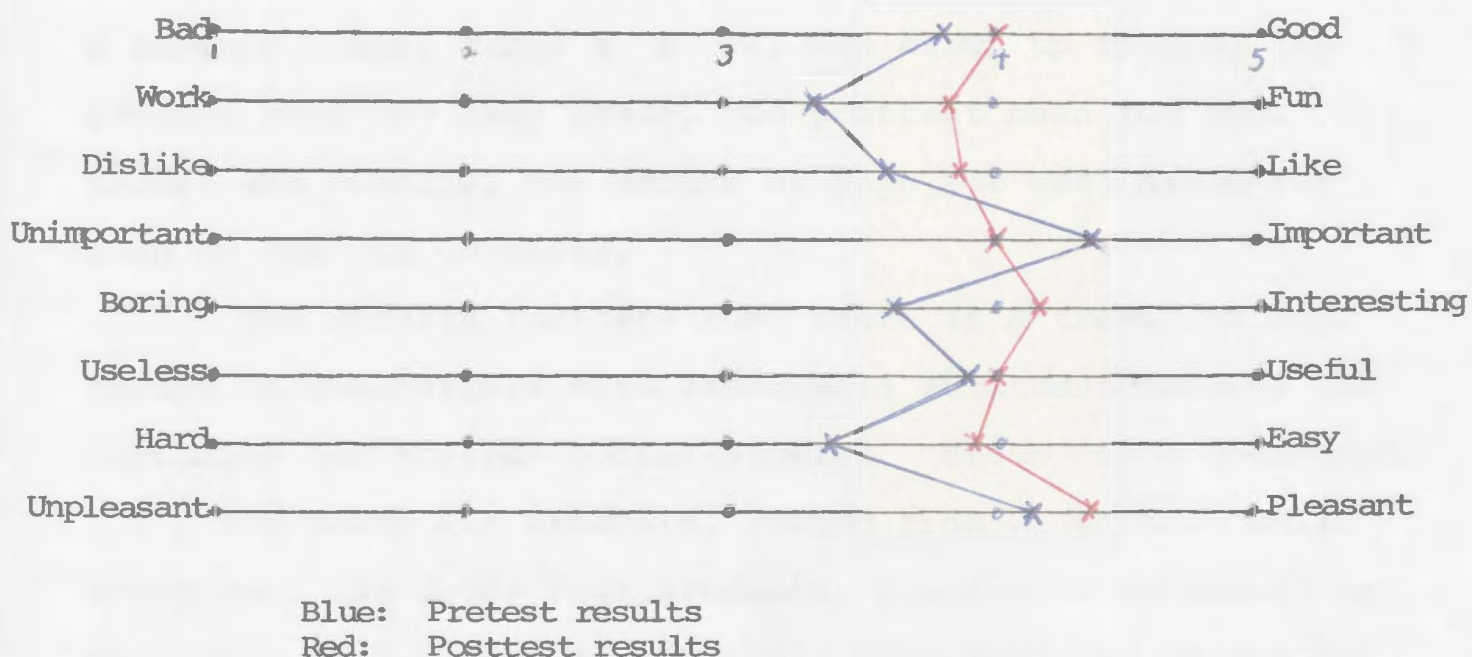
A third evaluation instrument was a questionnaire completed by the students at the end of the unit. This questionnaire, designed by the experimenter, consisted of twelve questions--seven of which were simple 'either-or' choices. (See Appendix D, pp. 121-126, for this questionnaire). These questions concentrated on the students' attitudes towards learning about their community, what they liked, what they did not like, and whether they would like to learn more.

Technique for Analysis

The data obtained from the two administrations of the Semantic Differential were analyzed using a profile

analysis technique. Each of the concepts, for each of the groups, was displayed using a profile analysis that showed the mean results of the pre-and posttest application of the Semantic Differential. In these profile analyses, the bipolar adjectives were listed in the same order for each concept: the negative adjective was placed on the left side while the positive adjective was placed on the right side. In the actual administration of these tests though, the negative and positive adjectives were placed randomly on either side to avoid pattern responses. A sample profile analysis for the concept "My Social Studies Class" is shown below:

My Social Studies Class Group 1 (Grade 6)



CHAPTER 4

Results

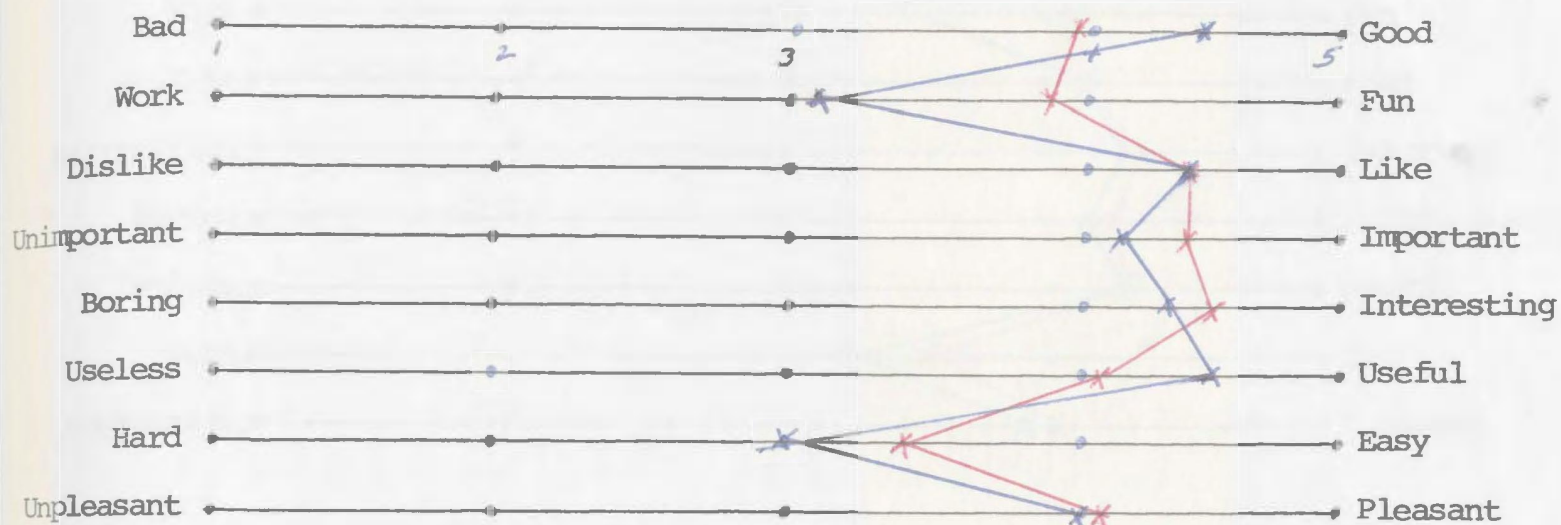
This study was undertaken to determine if students would develop more positive attitudes towards their community and towards the area of Social Studies in the curriculum. A Semantic Differential scale was used to determine the attitudes of Grade Four and Grade Six students, before and after studying their community. Profile analyses, using the mean for each bipolar adjective pair, were constructed for the six concepts measured. These profile analyses were done for Grade Four and Grade Six individually. See Tables 4 and 5, pp. 33-38, for these profiles. Also, a summary table, Table 6, p. 39, was drawn up showing the pretest mean for each grade, the posttest mean for each grade, and finally, the amount of gain for each group for each of the six concepts.

The results indicate that there is a trend for both groups to demonstrate more favourable attitudes towards the community and towards Social Studies. Group One's increases, i.e., the Grade Six students, ranged from .2 to 4.1; while Group Two, the Grade Four students, registered increases in the range of 1.9 to 4.8. It would seem that the reason for Group Two registering a higher increase was that they started the unit with a less positive attitude than Group One.

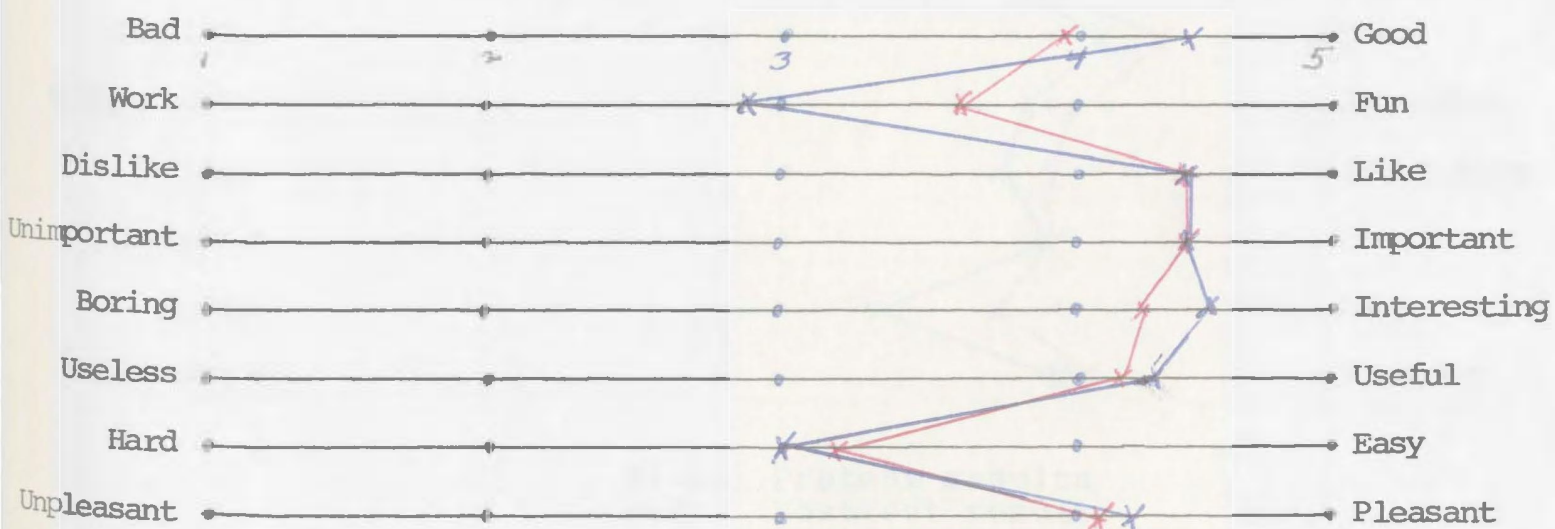
TABLE 4

Group 1
Grade 6

Corner Brook, My Community

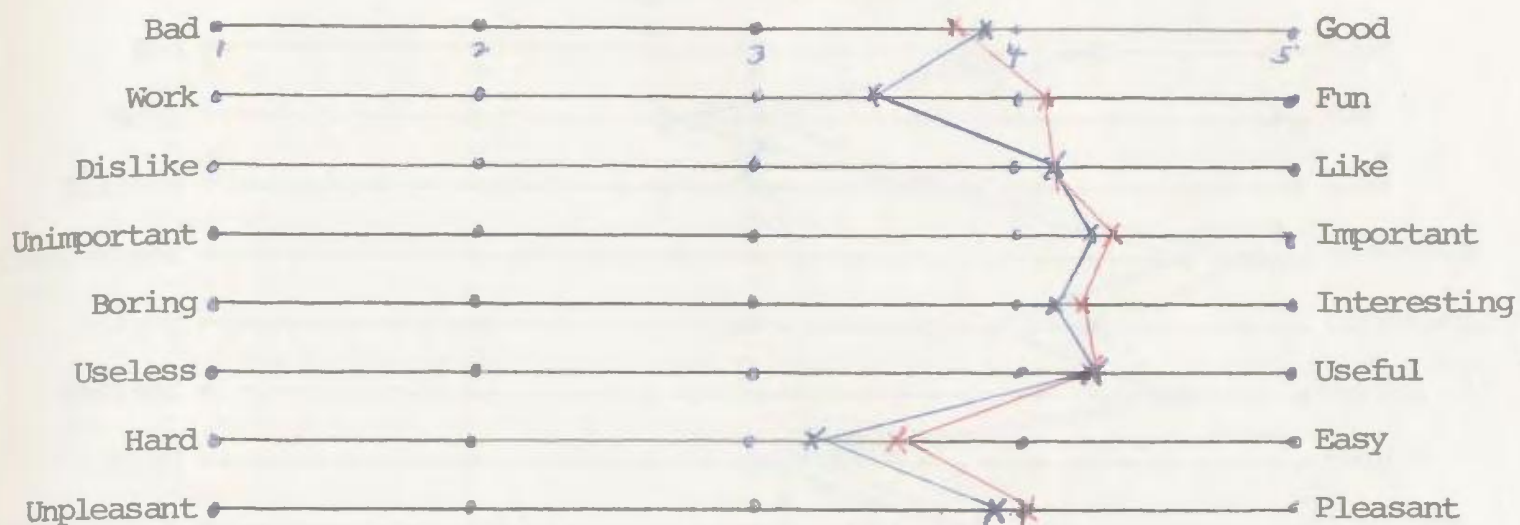
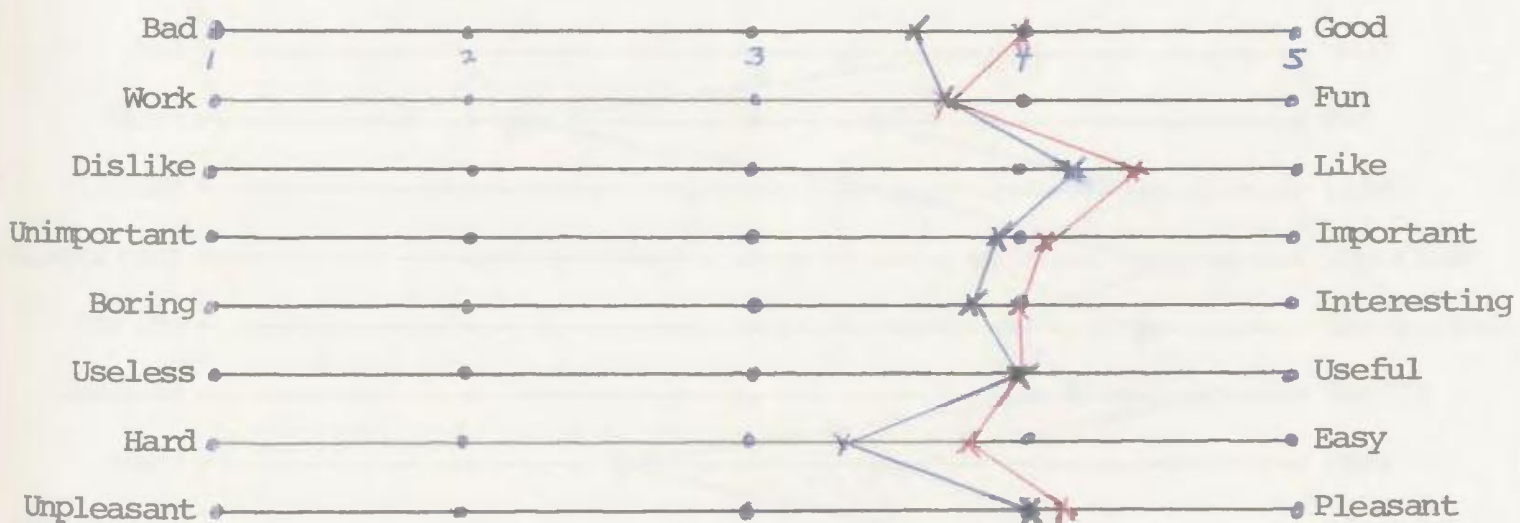


Learning About My Community



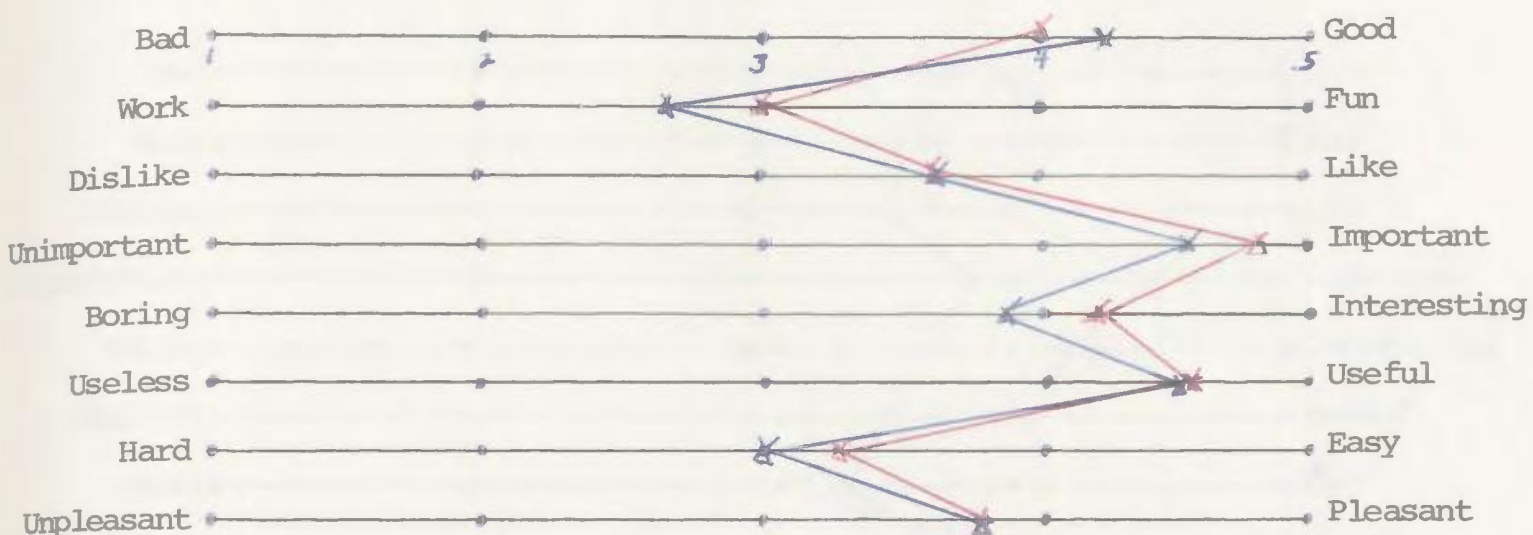
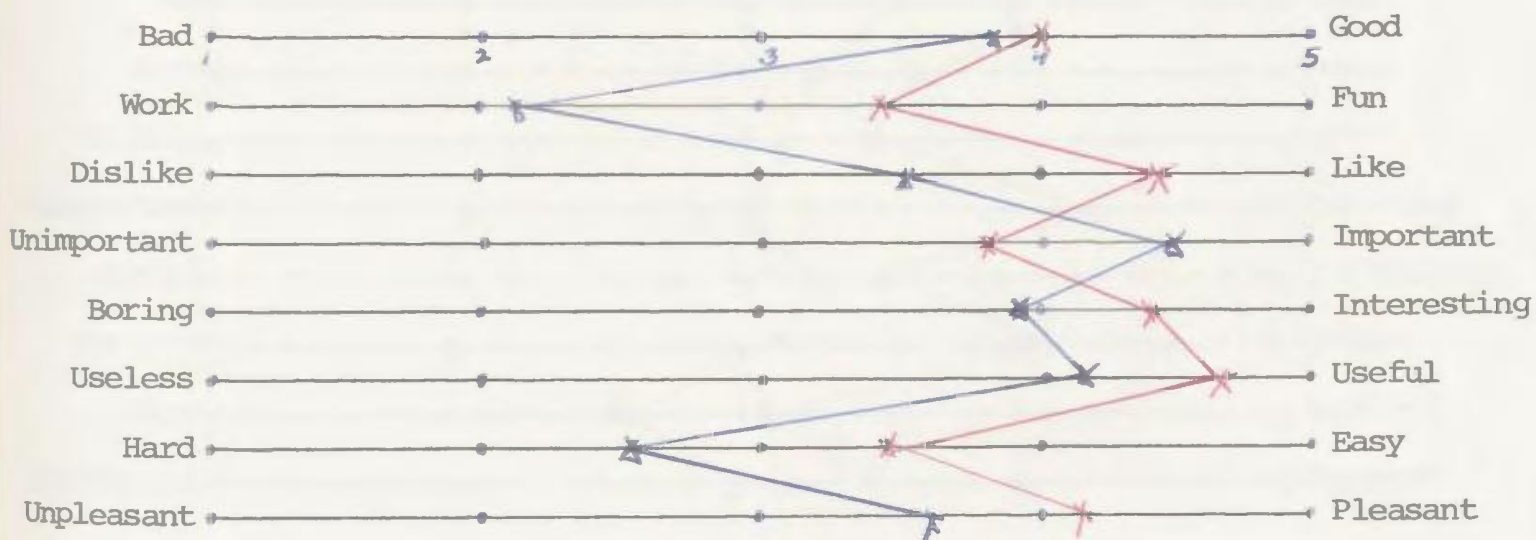
Blue: Pretest results
Red: Posttest

TABLE 4 (Continued)

People In My CommunityMy Neighbourhood

Blue: Pretest results
 Red: Posttest results

TABLE 4 (Continued)

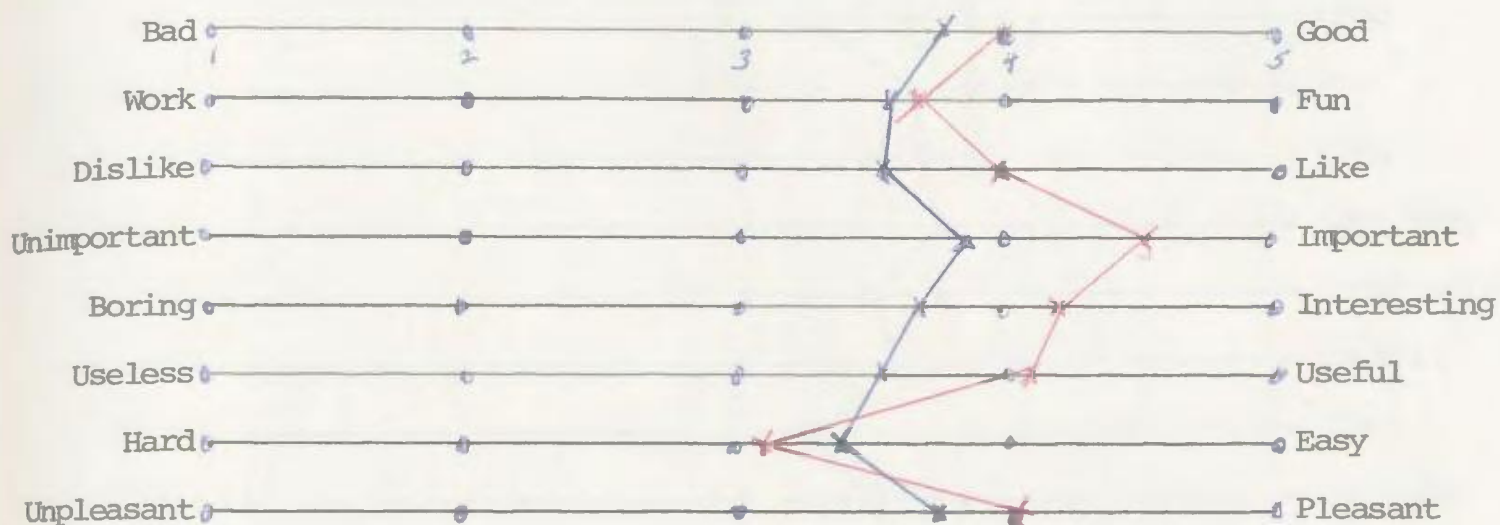
My SchoolMy Social Studies (History and Geography) Class

Blue: Pretest results
 Red: Posttest results

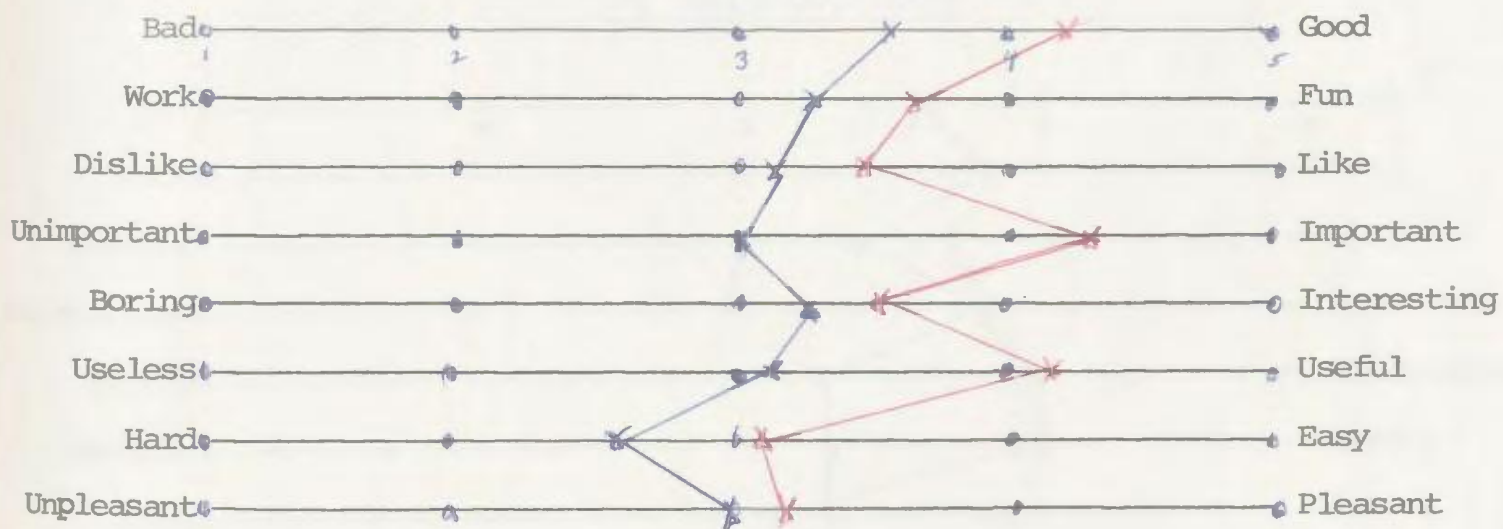
TABLE 5

Group 2
Grade 4

Curling, My Community

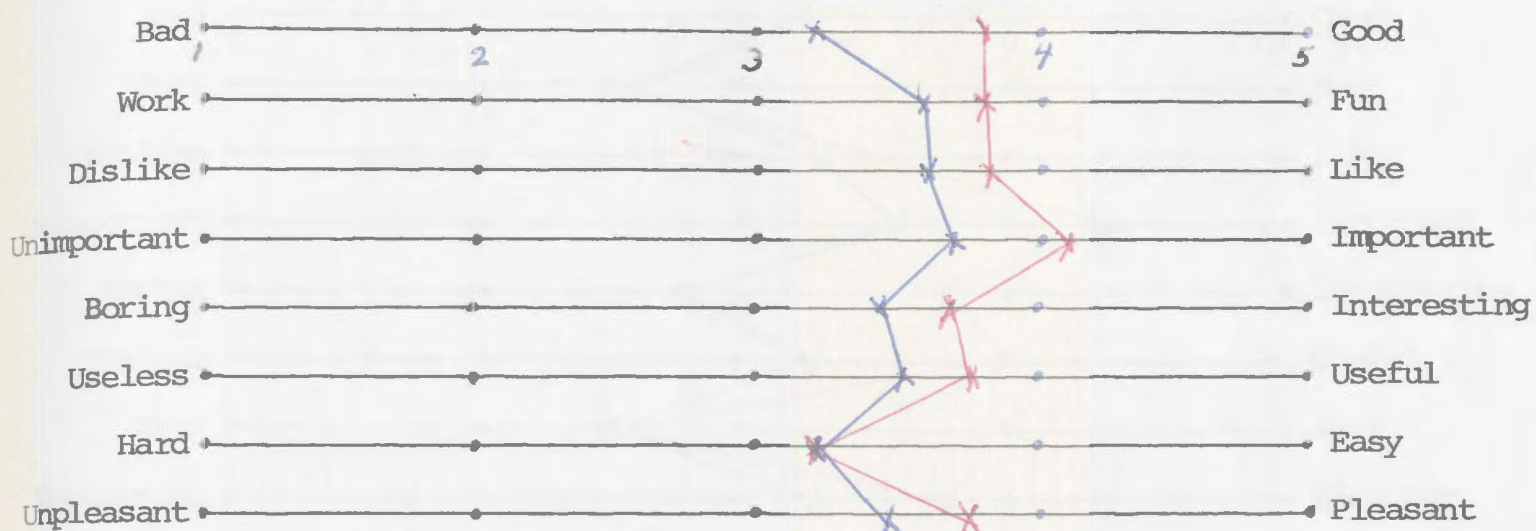
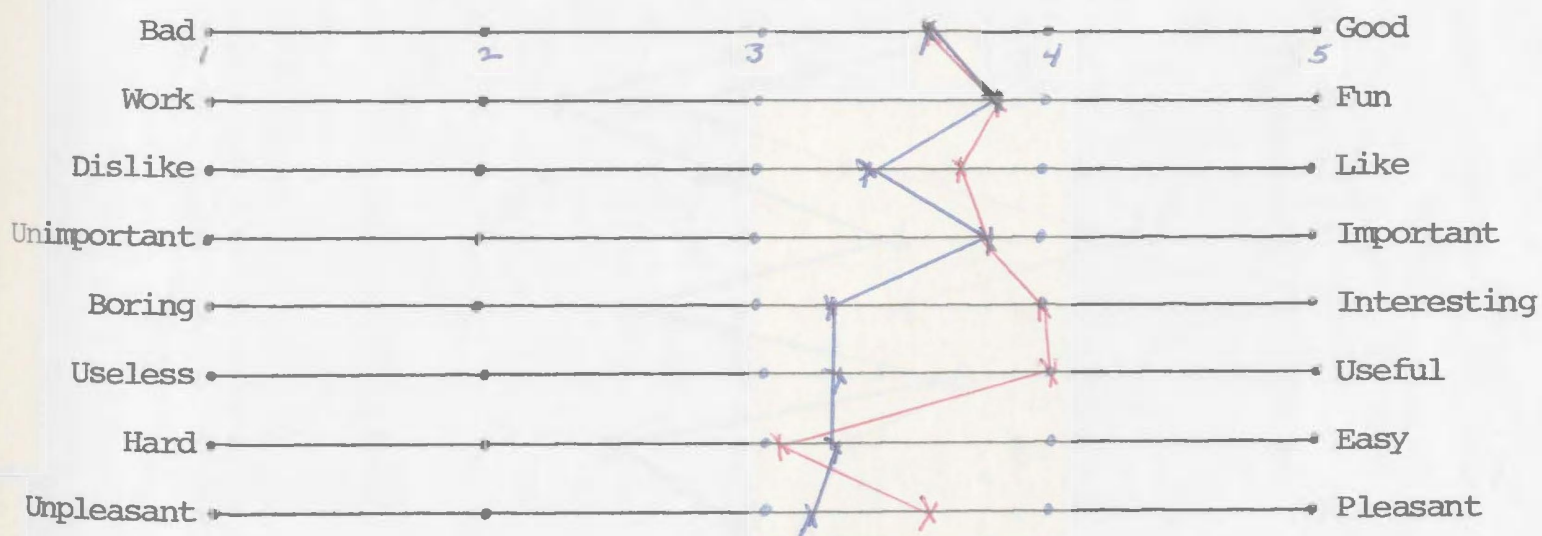


Learning About My Community



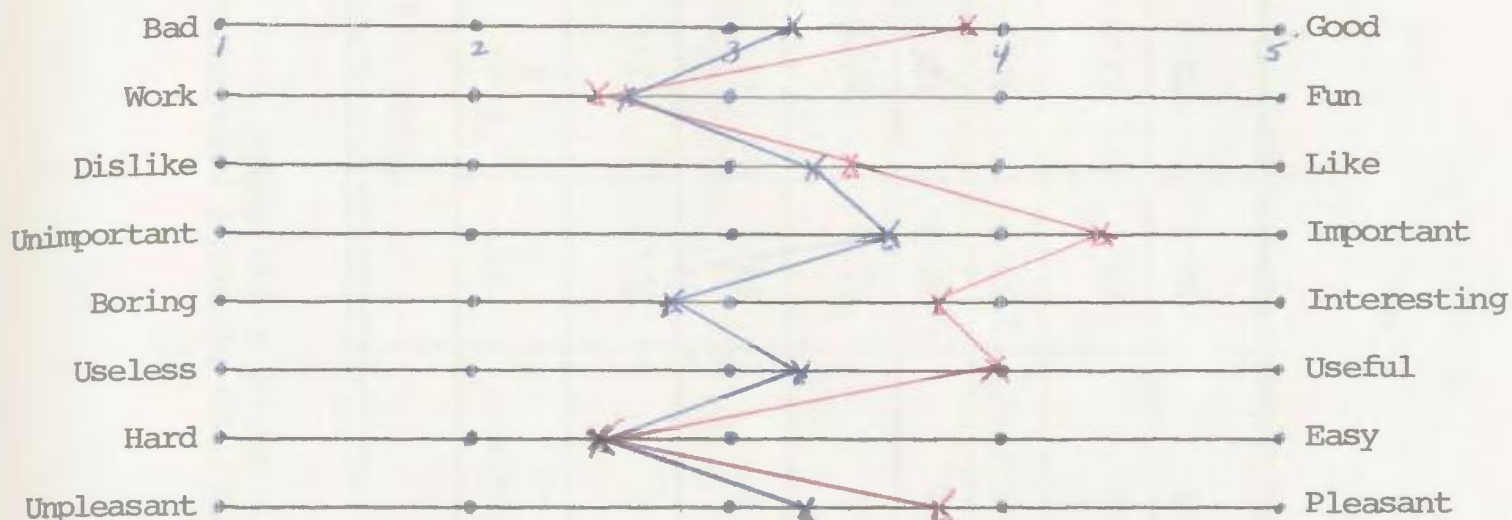
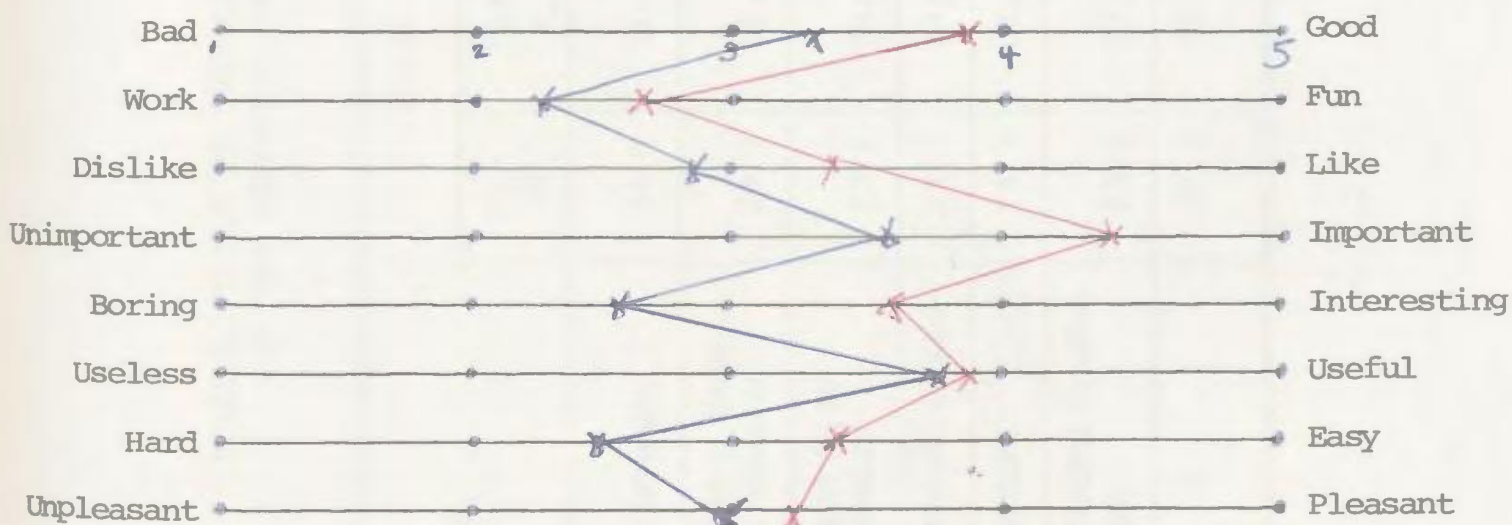
Blue: Pretest results
Red: Posttest results

TABLE 5 (Continued)

People In My CommunityMy Neighbourhood

Blue: Pretest
Red: Posttest results

TABLE 5 (Continued)

My SchoolMy Social Studies (History and Geography) Class

Blue: Pretest results
 Red: Posttest results

TABLE 6

SUMMARY TABLE OF THE MEANS OF THE PRE- AND POSTTEST APPLICATION
OF THE SEMANTIC DIFFERENTIAL FOR GRADE 4 AND GRADE 6

Concept	Grade Four (Group 2)			Grade Six (Group 1)		
	\overline{x} Pre	\overline{x} Post	\overline{x} Difference	\overline{x} Pre	\overline{x} Post	\overline{x} Difference
1. My Community	29.2	31.8	+ 2.6	32.1	32.8	+ .7
2. Learning about my Community	24.7	29.5	+ 4.8	32.1	32.3	+ .2
3. People in my Community	27.9	30.0	+ 2.1	31.0	32.2	+ 1.2
4. My Neighbourhood	27.7	29.6	+ 1.9	30.8	32.2	+ 1.4
5. My School	24.5	28.2	+ 3.7	30.3	31.3	+ 1.0
6. My Social Studies Class	23.8	27.9	+ 4.1	28.1	32.2	+ 4.1
\overline{x}	26.3	29.5	+ 3.2	30.7	32.2	+ 1.5

These findings were further supported by the results of the Observation Checklist and the Student Questionnaire. The writer during her visits to the classroom witnessed a growing student interest in studying their community after each visit. As for the Student Questionnaire, the responses were 84% in favour of this type of study rather than their regular text. At the same time, 98% responded that they felt this type of study was important.

Question One

Question One asked whether studying the local community affected student attitudes toward the community as measured by a pre-and posttest application of a Semantic Differential instrument. My Neighbourhood, My Community, and People In My Community were the three concepts used to measure the students' attitude toward their community. Group One, the Grade Six students, showed a mean gain of 2.4, .7, and 1.2, respectively, on these three concepts. Group Two, the Grade Four students, showed a mean gain of 1.9, 2.6, and 2.1, respectively, on these concepts. These results thus indicate a more favourable attitude toward the community.

Question Two

Question Two asked whether studying the local community affected student attitudes toward Social Studies as measured by a pre-and posttest application of a Semantic Differential instrument. Learning About My Community, My

School, and My Social Studies Class were the three concepts used to measure the students' attitude towards the Social Studies. Group One, the Grade Six students, showed a mean gain of .2, 1.0, and 4.1, respectively, on these three concepts. Group Two, the Grade Four students, showed a mean gain of 4.8, 3.7, and 4.1 on these three concepts. These results indicate a more favourable attitude toward Social Studies.

Discussion of the Results

The results indicate a trend in which the students were more favourably inclined towards their community and towards Social Studies. The question now to be answered was whether these increases were attributable to the unit or to some other events in their classes or community at this time. The writer felt the responses to the student questionnaire helped justify the increase as being a result of involvement with the unit. This questionnaire indicated that the students enjoyed the unit, felt it was important and preferred this study to their regular textbook course. (See Appendix D, pp.121-126, for a summary of the results of this questionnaire).

CHAPTER 5

Summary and Conclusions

This internship consisted of two tasks:

1. To develop and pilot a unit of work on community study;
2. to field test this unit to determine if studying this unit influenced students' attitudes towards their community and towards Social Studies.

The first task of developing and piloting the unit was completed in early May, 1976. This piloting resulted in two major changes:

1. The length of time for the unit was extended to three months;
2. the unit was administered in a Grade Six as well as another Grade Four class.

As well as these major changes there were many minor revisions in the unit itself.

The second task of testing this unit for its effect on students' attitudes was completed in June. This testing used three evaluation instruments to measure the students' attitudes toward this study, Social Studies and their community. The main evaluation instrument was the Semantic Differential which was used to measure students' attitudes

towards their community and Social Studies both before and after the unit. Then the mean gain was calculated for each grade level. In each case an increase was recorded, the lowest being .2 and the highest 4.8. Both these gains were for the concept Learning About My Community with Grade Six having the low gain. The reason for this low gain seems to lie in the fact that they started with a very favourable attitude. All of Group One's pretest scores were higher, ranging from a low of 28.1 to a high of 32.1, with a mean of 30.7. Their posttest scores ranged from a low 31.3 to 32.8, with a mean of 32.2, and a perfect score being 40.0. Group Two's pretest scores ranged from 23.8 to 29.2 with a mean of 26.3. Their posttest scores ranged from a low of 27.9 to a 31.8 high with a mean of 29.5.

These increases indicated a trend toward favourable responses to the unit. Thus, attitudes towards the community and toward Social Studies were more positive at the end of the test period.

Recommendations

The following are recommendations for further study:

1. This unit be repeated in a Grade Four class in September and be continued until December. In January the students would resume their text, Around our world, and in June they could take the delayed posttest of the Semantic Differential and

the Student Questionnaire.

2. The unit be repeated as above but at the same time have another similar Grade Four class do the Semantic Differential tests but use only the regular text course, Around our world.
3. A follow-up on these pilot classes to determine if studying this unit had any carryover effects when they resume their text, Around our world.

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APPENDIX A

STUDYING YOUR COMMUNITY

A TEACHER'S GUIDE

Role of the Teacher in this Unit

In this unit, Studying Your Community, the teacher serves more as a guide than as controller of the teaching learning situation. She does not supply the information about the community; instead she guides the students to sources where they can obtain this information. The amount of guidance given will be in direct proportion to the needs and abilities of the students.

Although this unit is divided into specific lesson plans, these are intended to be flexible enough to allow for other areas of inquiry that might arise from the students' interests as the lessons proceed. The unit cannot cover all aspects of living in every community in Newfoundland, therefore it is up to the teacher and students to decide if there is a particular aspect of their community not covered by the lessons that they would like to explore. For example, they might like to include in their unit a local poet or artist's work or view of the community, or go into detail on a particular aspect of community history such as resettlement.

The teacher, if she is to function effectively in her role as guide, must be familiar with the entire unit before it is introduced and also be familiar with the resources available in the community.

Some of the roles the teacher will have to adopt during the unit are that of planner, introducer, interest

sustainer, manager and evaluator of the unit.

As planner, the teacher must make "an imaginary dry run through contemplated learning experiences (Beyer, 1971, p. 173)." She must foresee the questions students will want to pursue, the types of problems that might arise and forestall difficulties by being prepared in advance. To do this she must be familiar with the needs and interests of her students and know the unit and the community.

As introducer of the inquiry, the teacher must create an atmosphere "in which students are free to question and discuss . . . to direct the learning experience into areas of their interest, and to consider their reasoned views as legitimate as those of anyone else (Beyer, 1971, pp. 174-175)." The introductory lesson of the unit focuses on establishing a link between their present study using the text, Around our world, and this unit, Studying Your Community. From the students' discussion of the FACTORS and their list of questions they would like to explore, the pace of the unit and the students' interest in the unit should be established.

In the role of interest sustainer, it is the teacher's job to motivate the students when their interest diminishes and encourage the active participation of all students. The nature of the unit itself, its reliance on the community for information will naturally at times

lead to disappointment and frustration. When this happens it is the teacher's job to get the students working in a new direction rather than concentrating on their lack of success in this particular area. The variety of activities included in this unit are intended to meet the interests and needs of each individual student.

As manager of the unit, the teacher must keep a constant check on the activities of the unit, see that there is enough order in the classroom so that students can carry out their work, but not so much that it would inhibit the inquiry process. This unit is not intended to keep students sitting quietly in neat rows of desks listening to their teacher; rather, the students will be working in groups, discussing openly and frequently, going out into the community as often as is possible and where not possible inviting members of the community to visit them.

The teacher's role of evaluator will be based upon the objectives of the unit. The evaluation will be formative as well as summative, and will direct its attention to Knowledge, Skills and Attitudes. Skills and Attitudes, especially, will be evaluated based on observations during the course of the unit as well as on the final evaluation.

Objectives of the Unit

The objectives of this unit centre on two main concerns:

1. Teaching the students the skills of the social scientist--where to look for information, how to judge the accuracy of the information obtained, and how to write a report based on information received.
2. Encouraging the students to form more positive attitudes towards their community and towards the Social Studies by engaging them in rewarding learning experiences.

This unit, Studying Your Community, by placing students in the role of the social scientist stresses the skills of the discipline, and because it is an active role should help the students develop more positive attitudes towards their community and towards their Social Studies. The latter assumption is being tested in this internship.

Cognitive Objectives

A. Knowledge

- (1) Given a picture of the terrain of a settlement, the student will be able to write at least two possible explanations why this community grew up in that particular area. His explanations must be based on evidence in the picture.

- (2) The students will be able to give a written explanation of the interdependence of occupation, resources and climate in the local community. To be considered adequate, this explanation should include:
- (a) the two main resources of the community and the relation between these resources and jobs in the community;
 - (b) an explanation of the effect of climate on the type of work done in the community. This should include describing different work for different seasons;
 - (c) discuss whether climate has any effect on agriculture in the community and whether the soil is a resource being used in this community.
- (3) The students will be able to give a written explanation of the workings of municipal government. To be considered adequate, this explanation must include:
- (a) how council is elected;
 - (b) the role of the mayor;
 - (c) the role of councillors;
 - (d) the areas of community living that council is responsible for.

- (4) The students will be able to give a written explanation of the fishery in the community. To be considered this explanation must include:
- (a) types of fish caught;
 - (b) how they are caught;
 - (c) how they are processed;
 - (d) what happens to them after processing;
- (optional if community is not involved in fishery, can be replaced by question on the main industry of the community).

B. Skills

1. Given a map of Canada with the scale indicated, the student will be able to approximate within an 80% accuracy range, the distance between communities A and B.
2. Given a scale of 15 paces/inch, the student will be able to draw a map of the school yard showing the school building, fence and any other land marks. The three dimensional aspect is not vital here but just that the measurement of length and width correspond with the scale.
3. The students will know how to work in a group following the basic guidelines:
 - (a) everyone participates but no one dominates;
 - (b) each person listens attentively to the speaker;
 - (c) one person, as recorder, copies group ideas

to be repeated back to the class.

4. Given a problem, the student will be able to suggest at least two reasons for this problem and state at least three sources where information can be collected to prove or disprove these reasons. (Sample problem could be juvenile delinquency in the community).
5. Given a topic, such as lobster fishery, the student will be able to state at least five sources of information on this topic and briefly justify their use of this source.
6. If you were told by one senior citizen that "The first settler in the community was John Smith" and by another senior citizen that "The first settler in the community was Joe Black," list the steps you would take in finding out who was really the first settler. How would you explain the discrepancy in the two senior citizen's statements?
7. Given a topic such as paper-making and a source of information (John Doe, a paper-maker), the student will write a letter to Mr. Doe listing questions that will ask for the required material. To be considered adequate these questions must be fairly broad in scope.

8. The student will interview a resource personnel using an interview format he has designed himself. The success of the interview will be judged on the following criteria:
 - (a) the student does a minimum of talking;
 - (b) his format consists primarily of open-ended questions that require the interviewed person to do most of the talking;
 - (c) the interviewer listens attentively (and takes notes if there is no recorder available).

Affective Domain

1. The students will develop more positive attitudes towards school as measured by the Semantic Differential Scale.
2. The students will develop more positive attitudes towards Social Studies as measured by the Semantic Differential.
3. The students will develop more positive attitudes towards the community as measured by the Semantic Differential.
4. The students will develop more positive attitudes towards senior citizens in the community.

Chart of the Unit: Studying Your Community.

<u>Lesson</u>	<u>Topic</u>
1.	Review of FACTORS
2.	Lecture on Culture and Review of Chart and a Language Arts Period
3.	Introduction of the Concept Scale
4.	A Mural of the Community
5A.	Settlement Patterns
5B.	Letter to the Community
5C.	Letters to Specific Individuals in the Community (to be completed during Language Arts Period)
6A.	Family Tree
6B.	Prepare for Senior Citizen's Visit
7.	Setting up a Museum
8.	Senior Citizen's Visit
9.	Community Action Day
10.	Local Government (to be completed during two Language Arts Periods)
A.	Preparation of Interview Format
B.	Visit of Mayor and Councillor
C.	Role Playing of Council Election
D.	Role Playing of Council Meeting
11A.	Review of Information Received
11B.	Information File
12.	Write the History of the Community
13A.	Report on Occupations.
13B.	Mini Unit on Fishery or Paper Industry

14. Land Features, Climate and Resources
15. Agriculture in the Community
16. Interview with Vegetable Growers and Report
17. Visit by Other Classes to see Projects from the Unit and Entertainment.

A Unit: Studying Your Community

Lesson 1

Purpose: To introduce this unit to the students, relate it to their present Social Studies Programme and at the same time motivate them to learn about their community.

Discussion: Review with students what each of the FACTORS means (i.e., Food, Agriculture, Clothing, Transportation, Occupation, Resources, and Shelter).

Activity: (If unfinished, these charts can be completed during Art period, but the discussion can proceed based on what is done). Divide the class into seven groups each to make a chart of one of the seven factors in relation to their community. They are also to record any information the students would like to find out about their community. Each group is to be given a set of questions on their particular factor to help guide their discussion. The students of each group can write their answers as a group on one sheet or individually on the back of their guidelines.

Discussion: Recall the groups and then as a class discuss each group's chart and the information they wished to find out about. Explain that this is the purpose of this unit, to study and answer these and other questions about their community. Perhaps at this time an inquiry box could be set up in the classroom where students could put questions on what they would like to know about the community.

Materials Needed for Lesson Three

1. One map of the community showing its relation to the surrounding area. (Available from the Department of Mines and Resources or perhaps from city hall or the council offices).
2. A map of Newfoundland.
3. A model car or airplane.
4. A recent photograph of one of the students or of a tall person whose height is known.
5. Rulers for each student.
6. A ball of yarn or string.

Discussion Guidelines for Discussing Factors:

(Note to the teacher: The guidelines for each factor should be duplicated so that every student can have his own copy of the factor questions. For example, the group studying food in the community will receive 7 or 8 copies of the guidelines for food).

Have the students make a list of anything they have to ask their parents or grandparents about what they discussed.

Guidelines for Discussing Food as a Factor in our Community:

1. What foods did you have today?
2. Where did they come from?
3. Are any of them local foods, i.e., fish caught in or near your community, vegetables grown in your garden, game hunted in the area, or meat or poultry products from animals raised in the community?
4. Would you rather eat vegetables grown in your garden or those you buy at the store? Why?
5. Where does the food in the stores come from?
6. What are three of your favourite meals?
7. How many meals do you have a day? What are they called?
8. Name some of the foods you eat at Christmastime.
9. Do you eat certain foods on certain days of the week? For example, fish every Friday, or bologna every Tuesday.
10. Assignment
Do you know anyone who preserves food. For example, makes berries into jam and bottles it, or bottles moose or herring? Get them to tell you how they do it, the type of materials they need. Write down what they say and report back to the class. Perhaps you could borrow a sample preserving jar and show it to the class.
11. Do you know anyone who has a vegetable cellar or smoke house? Tell about them--how they are built, by whom, and what they are used for.
12. Ask your mother for her recipe for bread and also for fish and brewis. Compare each others' recipes.
13. Find out the types of cooking utensils (pots and pans) your grandparents used. Are they the same as those your parents have now? If allowed, bring any old utensils belonging to your grandparents to show the class.

14. In certain cultures religion affects the type of food you eat. For example, Hindu people will not eat a pig as they believe the pig is sacred. Do you know of any food you do not eat because of your religion or do you know of certain times when you do not eat certain things?

Guidelines for Discussing Agriculture as a Factor in our Community:

1. Does your family grow its own vegetables or raise animals? Why? Why not?
2. Do you help in this family garden or in raising the animals? What is your job?
3. Tell what you know about growing different vegetables.
4. Tell what you know about raising animals for food.
5. Do you think it is a good idea to grow vegetables and raise animals? List both your reasons why you think it is a good idea and also reasons why you think it is not a good idea.
6. How do you think one becomes a farmer or a vegetable grower?
7. What part does climate, land features, transportation and resources play in regards to agriculture, i.e., how does climate affect agriculture? How does the shape of the land affect agriculture? Can you think of anything else that would influence agriculture?
8. Did your grandparents do more farming than your parents? Why? Why not?
9. Do you know of any stories about growing your own vegetables or raising animals? Ask your parents and grandparents. Some people believe it is better to plant their crops when the moon is full. Do they believe in this? Do they know any beliefs like this?
10. In some places it is custom to give part of the harvest to the minister or school teacher. Find out from your parents if this was ever done here in your community.

Guidelines for Discussing Climate as a Factor in our Community:

1. Give a short description of each season.
2. What is your favourite season? Why?
3. What seasons do you dislike, if any? Why?
4. What do you think it would be like to live in a place where it was like our summer all year? Like our winter all year?
5. Would you prefer summer all year, winter all year, or the way it is now? Why?
6. What do you think is the average temperature of each of the seasons?
7. Estimate how much rain and snow we have in a year.
8. Why do we need rain?
9. Why do we need sun?
10. How does the weather affect (1) our type of clothing? (2) Our recreation activities? (3) The work our parents do? (4) The type of food we eat? (5) Our transportation?
11. What do you think is the difference between weather and climate?
12. In some communities it was believed that if horses came to the community in summer there would be a northeast wind. Do you know any beliefs to do with the weather?
13. Is there any relationship between the weather and bad health? Do you know any sayings about this? Your parents and grandparents are probably the best source of information for both 12 and 13.

Guidelines for Discussing Transportation as a Factor in our Community:

1. Describe the means of transportation in the community for (a) people, (b) goods.
2. How can you travel to other communities?
3. What is your favourite method of transportation? Why?
4. What form of transportation do you dislike? Why?
5. Do you have to pay money to use certain methods of transportation? Which ones? Why?
6. What is one type of transportation you have never used but would like to use? Why? Why haven't you used it before?
7. Do you think your parents had the same means of transportation as you have? If there were differences, tell about them.

Guidelines for Discussing Occupation as a Factor in our Community

1. What do most people do to make a living in this community?
2. Do you think there are many people who are healthy and old enough to work but who do not? Why do you think they don't work? What do they do for money?
3. What type of work would you like to do when you finish school? Why?
4. What type of work would you not want to do? Why?
5. Do you think it is difficult to get work in your community? Why? Why not?
6. What would you do if you had a family to take care of and you couldn't find a job in your community?
7. What is the best way of making sure that you will find a job once you need one?
8. List as many different types of occupations as you can think of.

9. Find out if your community had a blacksmith, cooper, tinsmith, cobbler, butcher, animal doctor, or sailmaker. Where did they learn their craft? What service did they provide the community? Do these crafts still exist in the community? If not, why did they die out? If they do still exist, visit them and write a report on their work.

Guidelines for Discussing Resources as a Factor in our Community

1. What are the main resources of this community?
2. Do many of the people make use of these resources? How?
3. What do you think would happen if these resources were used up? Do you think it is possible for them to be used up? Why? Why not?
4. What can you do to help these resources from disappearing?
5. Are these resources connected with the type of jobs in this community?

Guidelines for Discussing Shelter as a Factor in our Community

1. Name several types of shelters in the community. Are there any hay barracks, fish stages or stores, cellars, sheds, etc. Describe each of these buildings, where it is located and its purpose. Who built them? Where did they learn how to do it?
2. Are they mostly wooden, brick or some other material?
3. Do men build their own homes or do they hire others to do it for them?
4. Do most of the houses have permanent foundations, basements? Why? Why not?
5. Do most houses in your community look alike? What other kind of houses or shelter could they have?
6. How are the houses heated?

7. Are there many house or building fires in this community? Why? What could be done to prevent them?
8. Can anyone tell me about bogeymen or ghosts? Who told you about them? What did they tell you?

Lesson 2

Discussion of Culture

Your culture is everything about you. It includes the way you speak, eat, dress, play, work, study, everything. Where we live is an important factor in the type of culture we will have. Communities around the world all have their own distinct culture. We are going to learn in this unit something about our community's culture so that when we learn about other communities we will be able to understand their culture better.

Learning about your own culture is something you will find easy to do. As a matter of fact, you have been doing it since you were a baby. It's not the type of learning where you have to sit down and study, but rather you learned about your culture by watching others, especially your family and doing as they did. But what I want you to do now is take a close look at the things you, your family and friends do. I want you to realize that in other communities people do things differently. For example, you usually eat your food using forks and knives, but in many Chinese communities, they use chop sticks, and in many African communities they use their fingers. Thus, a simple thing like eating can be different in every culture. The types of food you eat are

different in other cultures, too. Some people, because of their religion, will not eat pigs; others will not eat beef; some do not eat meat at all. Another example is the type of house you live in; not all people live in wooden houses. Some have houses made of brick, others have houses made of straw, some live in mud houses while others live in tents or snow houses. All of these types of houses are good for their culture and community. Now I want you to think for a moment. Why do you suppose some communities have houses made mostly of straw? (Pause). Perhaps the community in which they live does not have any wood or bricks but there is plenty of straw. It must be a rather warm place. Do you think we could live in straw houses in Newfoundland? Why not? (Pause). Well, it would be too cold for a start and what would happen when we got lots of snow? Our community needs stronger, warmer houses than straw because of our climate. If we lived in a place where it was warm in summer and winter, perhaps we, too, would live in straw houses.

Now, as we are learning about our community I want you to start noticing and asking about our culture. Some of the things I want you to find out about you will already know; other things you will have to ask your parents, neighbours or grandparents. Find out about the food you eat. Did your parents eat the same foods? Who taught

your mother to cook? What is your house like? Why was it built on that particular spot? Who built it? Where did he learn how to build houses? Where do you get your clothes? Ask your parents about how they dressed when they were your age. Where did they get their clothes?

There will be many other things you will find out about your community--all of these are part of your culture. We should be proud of our culture; it's what makes our community special, different from other communities.

Now I want you to look again at the Factor charts you made yesterday. Let's read through them again and find out what we already know about our culture.

Assignment: To begin our study of our culture, I am going to divide you into five groups.

Group One's assignment is for each member to write three jokes they have heard from their parents or grandparents.

Group Two's task is for each member to write a description of three games that they play.

Group Three's assignment is for each member to write three tongue twisters that they know.

Group Four's task is to write two songs their parents can remember when they were a child.

Group Five's assignment is for each member to write three skipping rhymes that they know.

Tomorrow during Language Arts period we will discuss what you have written and perhaps make them into a book, or part of a book about our culture.

Lesson 3

(This lesson can be finished during Math. period)

Purpose: Introduce the concept of scale and have the students learn how to create their own scale for mapping.

Lecture: Show the students a model car. Have them tell how it differs from a real one. Explain that the way a person makes a model car look the same as a real one is through scale. (Write 'scale' on the blackboard). Scale means that you can draw or build models of large objects so that they are much smaller like this model car but look the same as the real one. Now look at this photograph. The person in this photograph is actually six feet tall (or is one of the students whom you can then measure), but if you measure him in this photograph, he is only_____. Yet he still looks six feet tall (or the height of the student), and if you were to meet him you would expect a tall man. Scale allows the camera to make a large object be much smaller but still look its real size.

Activity: Draw your Math. book cover so that it is only one quarter of its actual size. Use your string to measure the length of the cover. Now fold this amount of string in half--this is the length of the line you draw on your paper. Now use your string to measure the width of the book. Again, fold this amount in half--this is the width of the cover you draw on your paper. Now draw your other length and width and there is your book cover drawn to scale.

Teacher Explanation: Now look at this map of your community. Geographers when they drew this map used scale so that they could fit your town on this sheet of paper. So that you can know the real size of your town they tell you on the map that 1 inch of map space is the same as ____miles in your community. (Point to the scale of the map). If you want to find out the distance between two communities on this map, first measure the distance between them with a ruler (or with a piece of string and then measure this string on a ruler) and estimate how many inches between these communities. Every inch is ____miles according to the scale of the map. So if we have 5 inches we have 5 X ____miles. (Do this at least three times).

Activity: Using the above method have students estimate the distances between parts of their community or between their community and neighbouring communities.

Teacher Explanation: Show the students a map of Newfoundland. Have them identify their community. Show them the scale of this map. Ask them to suggest reasons why the scale is different than the scale of our community map. Discuss their suggestions. Have them estimate the distance between their community and major centres.

Point out to the students scale is a device by which we can fit large places into small spaces. For example, if we wanted to draw a map of one wall of the classroom, we wouldn't be able to use a sheet of paper the size of the wall. We would use a regular sheet of paper and make the wall appear small enough to fit this paper through the use of scale. (Demonstrate how to make the classroom wall sixty-four times smaller. Measure the length of the wall with the string and now fold the string in half three times--this will give you the length of the wall to draw on your book. Now measure the height of the wall with string and fold it in half three times--this

will give you the width of the wall to draw on your book). An alternate method to this is to pace the length of the wall, count how many paces it took. Now measure the student's book.

Determine how many paces per inch of space on the book. Then pace the distance to each object on the wall and the distance between objects. The number of paces per inch is the scale of the map or picture.

Repeat second procedures for drawing a map of the wall on the blackboard. Have the students determine why the scale is different.

Assignment: Using either method, draw to scale the front wall of the school. Write down the scale you used at the bottom of the picture. Show all windows, doors, steps, etc.

Materials Required for Next Class:

1. White paper or newsprint the length of the longest wall in the classroom.
2. A variety of art materials (paints, markers, pastels, leads, etc.).
3. A large cleared working space.
4. Tape and thumb tacks.

Language Arts Period: Discuss assignment of previous lesson.

Lesson 4

(This lesson can be completed during Art)

Purpose: To further develop the concept of scale by applying it in making a mural of their community.

To draw attention to the terrain of the community and the effect this has on settlement patterns.

Discussion: Discuss the drawing of a mural, what to include, how they can use what they know about scale in drawing the mural, whether they want to draw the objects or would they rather use symbols.

Divide the community into four sections and have the students who live in each section get together as a group to plan their area of the mural. Divide or mark off on the mural these four sections. Have each group plan their section of the mural--they should draw a preliminary sketch on a separate piece of paper. In planning they should decide on:

- (1) where to place all the houses
- (2) what other buildings are near them

- (3) what roads are in the area
- (4) describe the terrain
- (5) how large should the houses be on the mural
- (6) discuss why their houses were built where they are
- (7) where the telephone poles and wires are
- (8) are there any trees, forests, mountains, lakes, streams, sea.

After the preliminary sketch has been approved they can begin the actual mural. This will take more than a single period and can be carried on during Art periods.

Lesson 5

Purpose: To further develop the concept of settlement patterns. To inform the community of the project and seek their cooperation.

Discussion: Have the students suggest reasons why their community grew up where it did. List these reasons on the board. Have them suggest ways they can test these reasons to find the true one or combination of several. Who can they contact? Discuss the five main factors affecting settlement patterns, i.e., family ties, religion, the amount and position of available land, the terrain of the community, and the occupation of the settlers.

Activity: Prepare a general letter to be distributed to the community. This letter would include:

- (a) a description of the unit;
- (b) some questions about the history of the community;
- (c) a request for loan of early pictures of the community, any documents, heirlooms, etc., to be used in a temporary classroom museum.

In making up the list of questions to be asked guide the students to ask the type of questions that draw information. Instead of asking, "When was the community first settled?" ask "What do you know about the early settlement of the community?"

Some questions that might be asked are:

Who were the first settlers?

Where did they come from? Why?

What was their life like when they first arrived?

What type of work did most people in the community do then?

What did they do for recreation?

When did they first get schools? Churches?

Medical Service? Police Service? How did they manage before this?

Do you know anything about the leader of the community?

Was there any time in the history of the community when a large group of new settlers arrived? Where did they come from? Why?

Why did settlers choose this particular community in which to settle?

Where did the name of the community originate?

(If this letter is not completed during this lesson, it could be written during writing practice or during Language Arts. The remaining letters would be written during Language Arts and would be used to teach the students where to look for information and how to obtain it).

Activity: Have the students prepare additional letters asking for more specific information from individuals such as: - Have the students create their own list but guide them to include most of the following:

- (a) mayor
- (b) town council office
- (c) fishing captains and fishermen, fish plant operator
- (d) farmers
- (e) teachers, clergy, storekeeper
- (f) truck driver
- (g) paper workers
- (h) senior citizens
- (i) archives in St. John's
- (j) anyone who has previously studied the community
- (k) government offices: Agriculture, Forestry, Mines and Resources, etc.
- (l) newspaper offices
- (m) Postmistress

- (n) Newfoundland Centre at Memorial University
- (o) Newfoundland Museum
- (p) town library
- (q) titles office

The information requested would depend to a large extent on the discussion of the pupils guided by the teacher. Some sample questions are listed below.

Assignment: Have the students make final arrangements to collect items, photographs and documents for their class museum. Have them fill out a card on each item. (If the community already has a museum, plan a field trip to it as well). Ask for photos of different types of houses, other buildings, fences, household furniture and equipment.

Information Card for Museum Objects

Student's Name:

Owner:

Brief Description of object:

Where did this object come from:

Who made it? When?

Its use:

Information Card for Museum Documents

Student's Name:

Owner:

Date and place issued:

Purpose of document:

Information Card for Museum Photographs

Student's name:

Owner:

Date photograph taken:

Place photograph taken:

Description of photograph:

Place photograph developed:

Type of camera used:

Sample Questions for Letters in Lesson 5:

Mayor and Town Council:

1. How did they get elected?
2. What have they accomplished since coming to office?
3. What short and long range plans do they have for the community?
4. What do they see as the major problem facing the community?
5. What connections do they have with other levels of government?
6. How often do they meet and who decides the agenda of the meeting?

7. What role can ordinary citizens play in the council meeting?

Fishing Captains, Fishermen, Fish Plant Workers and Operators:

1. What types of fishing are carried out at particular times of the year? What equipment is used in catching the different fish?
2. What happens to the fish after it is caught and before it arrives at the fish plant?
3. What does the fish plant do to process the fish?
4. Where does the fish go after processing?
5. What are some of the hazards of fishing?
6. How do you think the fishing industry could be improved?
7. Do you know any songs about fishing where you fished? What are they? Did the men ever sing while they worked? Was there any fisherman in particular you can remember who liked to sing a lot? Tell about him, his singing, and his songs.
8. Were there any men you fished with or knew who like to tell stories about fishing or fish? Could you tell us some of these stories?
9. Some fishermen believe it is unlucky to turn their boat against the sun. Do you know about this? Do you know of any other customs like this?

Farmers or Vegetable Growers:

1. What type of vegetables are grown in the community?
2. Describe how and when you plant the different crops.
3. How good is the soil? Is it treated in any way to make it better?
4. What are some of the dangers to crops?

Lesson 6 (Part 1 and Part 2)

Part 1

Purpose: To interest the students in their family background, thus giving immediate ties with the history of the community.

Teacher's Explanation: A short talk on what a family tree is. Give an example showing your own family tree. Explain the need for the mother's name before she was married so that you can trace your mother's family as well. This name before she was married is called her maiden name.

Assignment: To draw up their own family tree using the information form provided. Allow one week to do assignment, checking their progress daily. Discuss sources for finding out this information. Explain that as a follow-up on this assignment a display of all the family trees would be set up in the classroom--a family forest. This would enable the students to see how families in a community are interrelated and also see where most settlers came from.

(This information may be supplemented if there is access to church records).

Family Tree Assignment Questionnaire

Note to Parents:

Would you please help your child fill in as much of this information as possible. Consult family documents, friends and relatives.

The purpose of this assignment is to show the students their ancestry and to find out the origin of most of the settlers.

Family Tree Assignment

1. My name: _____
2. Place (town) and date of birth: _____
3. My mother's name before she was married: _____
4. Place and date of her birth: _____
5. My father's name: _____
6. My father's place and date of birth: _____
7. My grandmother's (on my mother's side) name before she was married: _____
8. Place and date of her birth: _____
9. My grandfather's (on my mother's side) name: _____
10. Place and date of his birth: _____
11. My grandmother's (on my father's side) name before she was married: _____
12. Place and date of her birth: _____
13. My grandfather's (on my father's side) name: _____
14. Place and date of his birth: _____
15. My great-grandmother's (mother of my grandmother on my mother's side) name before she was married: _____

16. Place and date of her birth: _____
17. My great-grandfather's (father of my grandmother on my mother's side) name: _____
18. Place and date of his birth: _____
19. My great-grandmother's (mother of my grandfather on my mother's side) name before she was married: _____
20. Place and date of her birth: _____
21. My great-grandfather's (father of my grandfather on my mother's side) name: _____
22. Place and date of his birth: _____
23. My great-grandmother's (mother of my grandmother on my father's side) name before she was married: _____
24. Place and date of her birth: _____
25. My great-grandfather's (father of my grandmother on my father's side) name: _____
26. Place and date of his birth: _____
27. My great-grandmother's (mother of my grandfather on my father's side) name before she was married: _____
28. Place and date of her birth: _____
29. My great-grandfather's (father of my grandfather on my father's side) name: _____
30. Place and date of his birth: _____

Part 2 of Lesson 6 to be carried
out during Language Arts

Invite four senior citizens to the classroom. Try to select someone who is a craftsman, boatbuilder, or a storyteller, or familiar with the history of the community or familiar with the fishery. Schedule a time convenient

for them. Plan today what will happen on that day.

1. Decide on questions to ask these citizens--they could be similar to those on the letter.
2. Decide on who will ask these questions and who will record their answers.
3. Decide on several students to describe what they have done and learned so far.
4. Have a committee to provide and serve refreshments.
5. Make arrangements for transportation to and from school.

Have a Language Arts lesson here on interview techniques. Stress open-ended questions, letting the senior citizens do the talking, and careful and attentive listening on the part of the students. Practice interviews on classmates and school personnel.

Sample Interview for Senior Citizens:

1. What do you remember about most when you were our age?
2. Were there many people then who made a living from fishing?
3. How is fishing different today than it was when you can first remember it?
4. Were the boats they used then similar to ones used now? What were the differences? What were the differences in the type of equipment they used then?
5. Where were the most popular fishing grounds?
6. How did you spend your free time as a child? What chores were you expected to do?
7. Tell about the schooling you had as a child:
 - (1) describe school building and classroom
 - (2) how many students

- (3) subjects
 - (4) was there much homework?
 - (5) describe your teachers
 - (6) were there any school sports or activities?
8. Did people travel much from community to community? Was it expensive to travel? Describe the types of transportation used.
9. Can you tell us about some of the original settlers of the community.
- (1) where did they come from?
 - (2) why?
 - (3) how did they get to the new community?
 - (4) what did they do first when they arrived?
10. How were clothes different than they are today?
- (1) ladies
 - (2) mens
 - (3) length of clothes
 - (4) how much clothes did the average person own?
 - (5) were clothes made or bought?
11. What did people do who weren't fishermen? Tell about their jobs.
12. Were there any wealthy people in the community? Who were they? Where did they earn their wealth? How was their life different from the average person's life?
13. Describe houses when you were a boy.
- (1) who built them?
 - (2) did they look different than our houses today?
 - (3) where did they get their materials?
 - (4) describe the plumbing (water and toilet facilities)
 - (5) what type of foundations did they have?
 - (6) what were the different rooms called and what were they used for?
14. Who was leader of the community? What was his job as a community leader? Is his role like the role of our mayor?
15. Describe any stores in the community. What types of goods did they have?
16. Can you tell us any old songs of the community?
17. Can you tell us any stories or tall tales of the community?

18. Where did the community get its name? Are there any other places in the community with names you know? Perhaps there are some hills, mountains, caves or coves? Where did these names come from?
19. Was there a doctor in the community? If not, what was done when someone became ill? Were there any home-made cures or medicines? Describe them.
20. Were there any local bonesetters, someone who pulled teeth or midwives in the community? Where did they get their knowledge? Tell what you know about them.
21. Describe some of the cures. For example, what advice was a person with a cold given? With a toothache? Headache? Bad back? Nose bleed?
22. What were some of the explanations for where babies come from?

Lesson 7 - Setting up a Museum

Teacher's Explanation: Setting up the museum: Make cards on each object. Set up a corner of the classroom. Make a display. Ask students to continue looking for objects and documents.

The purpose of this project is to have students handle artifacts, use primary sources to have physical contact with history and the past. Also this setting up of a museum will teach students organization and classification.

Make any final preparations for interviewing senior citizens.

System for Classifying Material for Museum:

- A. Old documents
 - (1) letters
 - (2) birth, baptismal or marriage certificates
 - (3) newspaper clippings
- B. Artifacts
 - (1) household items
 - (2) trade or occupational items
- C. Photographs
 - (1) family photographs
 - (2) community photographs (scenery, buildings, etc.)

Lesson 8

Purpose: To make the students aware of the valuable source of information these elderly people are. To develop interview techniques. To give students access to information on the history and culture of the community.

First, have students tell about what they have already done (as planned in Lesson 5).

Next, have students interview these people and record their replies.

Finally, serve refreshments and allow some time for students to circulate among their guests informally.

Preparation for Next Class:

Plan a community action day--a day in which students can do something for their community. Have them suggest projects and then decide upon one.

Some sample projects:

1. A clean-up day for a certain area of the community.
2. Visit the sick or elderly who have few visitors and who may need help around the house.

Lesson 9

Purpose: To stir up civic pride and show students one concrete way of contributing to their community.

Community Action Day

Give one student a camera and have him record the day in pictures. These pictures would be used in a display.

A group of students could write up a report on their project for this day.

Preparation for Next Class:

Invite the mayor and a councillor to the classroom to discuss municipal government. Have class prepare an interview format. Assign interviewers and recorders. Again, have someone describe the work already completed.

Lesson 10 + 2 Language Art Periods

Purpose: To show the workings of local government.

Interview resource people (mayor and councillor,
or someone familiar with these roles).

Sample Interview Format:

1. Describe your job as mayor.
2. Describe your job as councillor.
3. How did you become mayor? Councillor?
4. What are some of the activities of council?
5. What improvements have council made in the community since you became mayor?
6. What plans do you have for community development (both long and short term)?
7. Do you cooperate with other community councils?
8. Do you work with the provincial government? In what ways?
9. What projects are before council now?
10. What is the biggest problem facing the city now?
11. What do you like best about your job?

This interview will be carried out during this Social Studies lesson.

Follow-up During 2 Language Arts Periods:

Have several members of class role play a council meeting discussing some problem in the community or one of the following topics:

1. The need for a community park and playground.

2. The need for a better sewerage system.
3. The problem of teenage drinking and drug abuse.

Language Period 1

Lecture Explaining Municipal Elections:

We are going to have an election and elect six councillors. These councillors at their first meeting will select from amongst themselves a mayor and a deputy mayor. As council and mayor they will serve the community for four years and then there will be a new election. If they win the new election, they can continue in office for another four years. In order to be nominated for council, the candidate must be 19 years of age, have a minimum income of \$600 per year, owe no taxes, be a Canadian citizen and a resident of the community for three months.

While in office, a councillor must attend council meetings (usually once a month) and present any petitions, letters, complaints or ideas that people in the community have asked him to refer to council. As well as these regular duties, he will be given special duties at these regular meetings. For example, he may be asked to report to council on the cost of a project or be asked to look up information on a particular topic.

1. Have the class nominate 10 candidates to run for office. The nominations must be made and seconded.
2. Have these candidates prepare short campaign speeches on why the class should vote for them. Allow them to present these speeches.

3. Now place all 10 names on enough ballot sheets for the class. Instruct the students to mark 6 of the 10 names. Every student including the candidates are allowed to vote.

Preparation for the Next Class:

1. Appoint a mayor (probably the person with the most votes) to open the council meeting so that a new mayor can be chosen.
2. Appoint a clerk to read the minutes of the last meeting and to record the minutes of the present meeting.
3. Give each councillor a copy of the agenda and let individual councillors prepare required reports.

Language Arts Period 2

Role Playing of Town Council Meeting:

Date _____

Agenda of Council Meeting

1. Meeting is opened by the former mayor.
2. Clerk reads minutes of the last meeting.
3. These minutes are discussed.
4. Motion is made on the minutes.
5. New business:
 - (A) Selection of mayor and deputy mayor by councillors.
 - (B) One councillor presents a petition for a community park and playground.
 - (C) Another councillor wishes to discuss teenage drinking and drug abuse. Discussion of what can be done about it.
 - (D) Closing of meeting.

Minutes of Council Meeting

November 25, 1975.

Council was opened by the mayor. The minutes were read and a motion was passed to adopt them as read.

Councillor Brown presented a petition from a group of citizens requesting street lights in a new housing area. This was discussed and a motion was passed to establish a committee to look into the matter. The members of this committee are Councillor Brown, Councillor Jones and Deputy Mayor Taylor.

Councillor Smith presented a financial report on the feasibility of paving Kavanagh's Lane. This report was discussed and a motion was made and seconded that tenders for the project be called immediately.

Councillor White made a motion to adjourn the meeting and this motion was seconded by Councillor Brown.

Lesson 11

Purpose: To have students record in their own words the information received in letters and interviews to show their understanding of what is written.

If the situation arises, to help students deal with conflicting information.

To review information received to date.

1. Review factor charts and questions that were listed at the beginning of the unit. Has there been any progress made on these questions? If not, appoint a committee to be in charge of getting these answers.
2. Review any replies received from letters to the community.
3. Review information gained from family trees. Where did most of the early settlers come from? Have you found out why?
4. Review records of interviews. Perhaps have small groups of students prepare reports on each interview.
5. Establish an information file on the community with the following headings.

Information File Headings

1. First Settlers
2. Early Community Life
3. Family Trees
4. Factor Charts
5. Museum Cards
6. Local Government
7. Occupations in the Community

8. History of the Community
9. Climate and Weather in the Community
10. Agriculture in the Community
11. Transportation in the Community
12. Community Action Day
13. Land Formation in the Community
14. Our Industries
15. Miscellaneous (other)

History of the District of Columbia

1. Origin of the Community
 - (a) Where did the first settlers come from?
 - (b) Why did they leave their old homes?
 - (c) How did they get to the new place?
 - (d) What made some of the reasons for their selecting this particular community as their new home?
 - (e) What did they do when they first arrived?
 - (f) How did they live very different from life in the old community?
2. Development of life in the community
 - (a) What type of work did the first people do?
 - (b) Describe their dwellings and their life.
 - (c) How did they spend their spare time?
 - (d) Describe their medical facilities, customs.
 - (e) Tell some of their customs and superstitions.
 - (f) Describe their houses and furniture.
 - (g) How did they get their food?
 - (h) Describe their customs.

Geography - To get an idea of the variety of communities

The system leaves little room for a description of any of the variety of communities.

Lesson 12

Purpose: To record the history of the community. To help the students see the advantages of organization and a logical outline.

Class Exercise: As a group, the class construct an outline and then based on this outline they write the history of their community (somewhat in the way of a Language Experience chart). A sample outline is given below which could serve as a guide as long as the group work out their own.

Outline of the History of a Community:

1. Origin of the Community
 - (A) Where did the first settlers come from?
 - (B) Why did they leave their old homes?
 - (C) How did they get to the community?
 - (D) What were some of the reasons for their selecting this particular community in which to live?
 - (E) What did they do when they first arrived?
 - (F) Was life here very different from life in the old community?
2. Description of Life in the Community
 - (A) What type of work did most people do?
 - (B) Describe their schooling and churches.
 - (C) How was leisure time spent?
 - (D) Describe their medical facilities, stores.
 - (E) Tell about their methods of transportation.
 - (F) Describe their houses and furniture.
 - (G) Where did they get their food?
 - (H) Miscellaneous customs.

Assignment: To get an idea of the variety of occupations for the next lesson, have each child write a description of his or her mother's or father's job.

If they are unemployed he could use the last job at which he worked or inquire about a brother, sister or neighbour's work.

Emphasize that this is to be a probably one page report in story form, written by themselves, based on information from their parents.

The following outline is suggested:

1. State what the job is.
2. Training necessary for the job.
3. Daily routine of the job.
4. The most interesting part of this job.

Enrichment: Invite a local singer or storyteller to perform for the students. This could take place in Lesson 17, the culmination of the unit.

Lesson 13

Purpose: To give the students an idea of the variety of occupations available and to show in detail the processes of one of the community's main occupations.

Period 1

Have each student read his report on occupations. As follow-up, make a class chart of the occupations found in this survey.

Period 2 (mini unit on fishing)

1. Collect information about fishing from the letters of the fishing captains, fishermen and workers in the fish plant.
2. Have students research these findings about fisheries in the school library and report findings to class. This activity could be substituted by the teacher selecting certain articles on relevant aspects of the fishery and explaining them to the class.
3. Plan a field trip to fish plant.

Period 3

1. Have several resource people visit the classroom and discuss the different types of fishery.
2. View a film on fishing, e.g., herring seines.
3. Make final arrangements for field trip. Have students list questions they wish to ask.

Period 4

Field trip to a fish plant and write a report on the processes that take place from the time the fish leaves the sea until it reaches the table.

Periods 5 and 6

Make an outline of the entire fishing occupation

- the catching
- the processing
- the distribution

Write a report based on the outline.

(As an alternate mini unit--one on the paper industry)

Sample Unit on the Paper Industry

Background on the making of paper (adapted from The New Book of Knowledge, Vol. 15, pp. 51-53).

Paper is made from such trees as spruce, pine and fir. Cellulose fibers from these trees are treated with chemicals and mixed with water. This mixture is then placed on a fine meshed screen to let the water drain off. As the fibers dry, they mat together to form a sheet. This sheet is removed from the screen, dried and pressed smooth to form paper.

After a tree is chopped down in the forest, its branches are removed and it is cut into logs before being brought to the paper mill.

Paper mills are usually built near a forest so the logs do not have to be hauled for a long distance. The mills are also built near a good supply of water, because making paper requires huge amounts of water. Paper mills have equipment for purifying this water before it is used in making the paper.

When the logs arrive at the paper mill, they must first have their bark removed. When the bark is stripped off the wood is ready to be turned into pulp. This is done by treating the wood with chemicals.

First, the wood is chipped and then it is cooked with several chemicals. After this the wood has become pulp.

This pulp is now screened and washed to clean it. Sometimes this pulp has to be bleached so that the paper will be whiter.

The pulp is now beaten in a large mixing machine and mixed with water. This beating helps mat the fibres together. The pulp is now 99% water and 1% fibre. It is now ready to go to the paper making machines. The main papermaking device is the Fourdiner machine.

First pulp and more water are mixed in a tank called the headbox. The pulp then moves in a wire screen that removes some of this water with the help of suction pumps. This screen vibrates to help the fibres mat together. Now this wet mass goes under a roller to make it smooth.

This sheet now goes through a series of pressing roles which squeeze out more water and help make the paper smooth.

Next, it passes through "the dry end" of the machine where it travels through a series of heated drums called dryers. To make the paper smooth and hard it now goes through more rollers. Then it is wound into large reels and taken off the machine.

These rolls are trimmed and cut to the right width and then they are ready for shipping.

The teacher should help explain this process to the students. Perhaps they could make a mural or model of the process during Art.

Next prepare an interview format for the next class.

Class 2

Sample Interview Format

1. Describe where and how logs are cut. What type of trees are used? Why?
2. How is wood brought to the paper mills?
3. Describe what happens to the log from the time it enters the mill until it leaves as paper.
4. Where are the major markets for the paper? How are these markets obtained? How is the paper shipped to these areas?

5. What are some of the major problems in the paper industry?

- for the workers
- for the owners and management

6. What types of paper do you produce?

Interview a logger, a paper worker and someone who works in sales and distributions.

7. Do you know of any songs about logging or papermaking? Sing or tell them. Did any of the men like to sing while they worked?

8. Can you remember any stories about logging or papermaking? Can you remember anyone who told these stories? Tell us some of them.

Lesson 14 (may require 2 periods)

Purpose: To show the interdependence of climate, resources, and land features and how they relate to occupation, recreation and transportation.

Section on Land Features, Climate and Resources:

1. Have the student write a description of what they think their community looks like to an outsider. This would be preceded by a discussion that would aim at getting the student to take a second look at the physical features of the community. Perhaps some questions like the following might help.
 1. What do you think would be the first thing a stranger would notice about this community?
 2. What do you think would be the first scene a stranger would take a photograph of.
 3. What do you think would the stranger dislike about the community?
 4. How do you think he would describe the houses even though he doesn't know who lives there?
 5. What would he say about the roads, etc.?
2. Have them draw a picture of their community but without buildings, cars, people. Comment afterwards on the fact that this is what a map does. Discuss whether there was any similarity between their drawings and a map. Discuss if their drawings showed any bodies of water, mountains, hills, curves in the roads, trees, cliffs, valleys, etc. Have them answer the following questions:
 1. Where are most of the houses in the community located? Can you think of a reason for their location?
 2. Why do you think the main road is where it is?
 3. Are there any houses built in unusual places? Why do you think they were built there?

4. Where are the stores and office buildings?
Are they located in the one area? Why together
and why this particular area?
5. Is there any land not being used for any purpose
in the community? Why is it not being used?
What use could be made of it.
3. Suggest a long term assignment of keeping a weather
log for the year. Discuss what would be the best
procedure for such an undertaking.
4. Have students write descriptions of the seasons in
relation to:
 - a) weather
 - b) clothing
 - c) recreation
 - d) shelter
 - e) occupations
 - f) transportation

Perhaps you could have one now write a short report on
each topic. At the end of each report they would list
any questions they would like to inquire about.

5. Discuss the resources of the community. How are these
resources related to the major occupations of the com-
munity? Are there any pollution or conservation
problems in the area? Is there anything being done
about them?

Lesson 15

Purpose: To give students an appreciation of the role agriculture plays in their community.

Discussion: Have students hypothesize, i.e., suggest reasons why more people don't make a living from farming. Do many people in their community rely on farming to earn a living? Why or why not? Discuss the reasons given and how more information can be found concerning this question.

Activity: Make arrangements to interview several farmers, or several people who raise vegetables or livestock on a small scale just for their own needs. Prepare an interview format and/or a questionnaire listing the questions you want to ask. This interview format will be used in the next lesson. If a questionnaire is used, the results of this questionnaire will be discussed in the next lesson.

Lesson 16

Purpose: To interview several people connected with agriculture in the community or to discuss the results of a questionnaire on agriculture and subsequently to write up a report on agriculture in the community.

Activity: Interview with people involved in agriculture in the community.

Sample Format of Interview with Vegetable Growers:

(This format can also form the basis of the questionnaire)

1. Why do you grow your own vegetables?
2. When and how do you plant each type of vegetable?
3. When and how do you gather each type when grown?
4. What care has to be taken of them while growing?
5. How much do you grow? How much land does it take?
How much does it cost?
6. What kinds of disease, insects and other hazards do you have to cope with? How do you cope with them?
7. Why do you think more people don't grow their own vegetables?
8. Do you raise livestock? What kind and why? What do you do with them when they are grown?
9. Do you know any songs or stories about growing vegetables or raising animals in this community?
10. What do you have to do to make sure you have healthy livestock? Is there a great deal of work to raising them? Could you describe the daily routine of caring for them.

Activity: (This should be carried out during Language Arts Period). Write up a report on agriculture in the community. Include how agriculture is related to land features, climate and resources.

Begin by making an outline. A sample outline is given below but by now students should be able to construct their own outline with a minimum of guidance from the teacher.

Agriculture in My Community: A Sample Outline

1. Introduction and Definition of Agriculture.
2. Agriculture in My Community
 - a) Type of agriculture carried out:
 - i) full scale farming
 - ii) family vegetable gardens
 - iii) family livestock
 - b) Extent of agriculture in the community:
 - i) Why more isn't done
 - soil conditions
 - climate
 - amount of land available
 - lack of interest
 - other
3. Farming
 - a) What is raised and why? Size of operation.
 - b) Care taken: daily routine of the farm.
 - c) What is the final product and how is it marketed?
 - d) What are some of the hazards of farming.
4. Family Gardening
 - a) Description of what is grown, where, when and why.
 - b) What care has to be taken with each type of crop?
 - c) What are some of the hazards to be avoided?

5. Livestock

- a) Description of what is raised, where, when and why.
- b) What care has to be taken with each type of animal?
- c) What are some of the hazards to be avoided?

6. Conclusion

Integrated Display Board

1. Factor charts from Lesson 1
2. Map
3. Family Sheet
4. Civil Action Day Display
5. Report on Reading or Paper Industry
6. Display on the Community
7. Report on Agriculture, Climate, Land Resources and

Lesson 17

Purpose: To give the students a sense of pride in what they have accomplished and to stir up interest for this type of study among other students.

Termination of unit by having other classes visit the classroom and see the displays in an informal setting. The class could talk over their ideas with other students and perhaps suggest areas of further research. Visiting students could perhaps write down some comments in a Visitor's Book that would give the class some student feedback on their projects.

Have several students in charge of each display area and several to act as guides.

Suggested Display Areas:

1. Factor Charts from Lesson 1
2. Museum
3. Family Forest
4. Civic Action Day Display
5. Report on Fishing or Paper Industry
6. History of the Community
7. Report on Agriculture, Climate, Land Features and Resources

Have entertainment by local singer and/or storyteller and perhaps a display of a local artist's paintings.

ARTHUR E. HUGHES

THE LIMITING DIFFERENTIAL

Oral Instructions for the Semantic Differential

[First put the following example on the blackboard]

Homework						
Easy	_____	_____	_____	_____	_____	Hard
Boring	_____	_____	_____	_____	_____	Interesting
Fun	_____	_____	_____	_____	_____	Work
Useful	_____	_____	_____	_____	_____	Useless
Important	_____	_____	_____	_____	_____	Unimportant
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bad	_____	_____	_____	_____	_____	Good
Dislike	_____	_____	_____	_____	_____	Like

This is a test similar to the one you are going to do. It is not an ordinary test as there are no wrong or right answers. It is a test to find out how you feel about certain things. You will not have to put your name on the test as there will be no marks given. I just want you to take your time and mark how you feel about this particular thing.

In the example on the blackboard, Homework, you look at the first adjectives, 'Easy-Hard', and then you mark an x by the first blank, if you feel Homework is Very Easy; by the second blank, if you think it is Easy, but not very easy; by the third blank, if you are not sure or if you think it is half easy, half hard; by the fourth blank, if you feel Homework is Hard, and by the last blank if it is Very Hard.

Now you do the same for the next set of adjectives, 'Boring-Interesting'. If you find Homework, Very Boring mark an x by the first blank; if it is just Boring, mark an x by the second blank; if you feel Homework is half Boring and half Interesting, or if you're not sure, mark an x by the third blank; if you find Homework Interesting, mark an x by the fourth blank, and if Very Interesting, mark the last space.

You do the same for the adjectives 'Fun-Work'; 'Useful-Useless'; 'Important-Unimportant'; 'Pleasant-Unpleasant'; 'Bad-Good'; and finally 'Dislike-Like'. When you have completed these you go to the next subject. Instead of Homework you tell how you feel about Sports using each of the eight sets of adjectives. These adjectives will not be in the same order each time so you must read each part carefully.

Now, are there any questions?

(The name of the community), My Community

Interesting	_____	_____	_____	_____	_____	Boring
Useful	_____	_____	_____	_____	_____	Useless
Hard	_____	_____	_____	_____	_____	Easy
Fun	_____	_____	_____	_____	_____	Work
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bad	_____	_____	_____	_____	_____	Good
Dislike	_____	_____	_____	_____	_____	Like
Important	_____	_____	_____	_____	_____	Unimportant

Learning About My Community

Work	_____	_____	_____	_____	_____	Fun
Interesting	_____	_____	_____	_____	_____	Boring
Hard	_____	_____	_____	_____	_____	Easy
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Like	_____	_____	_____	_____	_____	Dislike
Bad	_____	_____	_____	_____	_____	Good
Important	_____	_____	_____	_____	_____	Unimportant
Useless	_____	_____	_____	_____	_____	Useful

People In My Community

Important	_____	_____	_____	_____	_____	Unimportant
Dislike	_____	_____	_____	_____	_____	Like
Bad	_____	_____	_____	_____	_____	Good
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Fun	_____	_____	_____	_____	_____	Work
Hard	_____	_____	_____	_____	_____	Easy
Useful	_____	_____	_____	_____	_____	Useless
Interesting	_____	_____	_____	_____	_____	Boring

My Neighbourhood

Good	_____	_____	_____	_____	_____	Bad
Easy	_____	_____	_____	_____	_____	Hard
Work	_____	_____	_____	_____	_____	Fun
Important	_____	_____	_____	_____	_____	Unimportant
Dislike	_____	_____	_____	_____	_____	Like
Useful	_____	_____	_____	_____	_____	Useless
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Boring	_____	_____	_____	_____	_____	Interesting

My School

Pleasant	_____	_____	_____	_____	_____	Unpleasant
Easy	_____	_____	_____	_____	_____	Hard
Important	_____	_____	_____	_____	_____	Unimportant
Work	_____	_____	_____	_____	_____	Fun
Dislike	_____	_____	_____	_____	_____	Like
Useless	_____	_____	_____	_____	_____	Useful
Interesting	_____	_____	_____	_____	_____	Boring
Bad	_____	_____	_____	_____	_____	Good

My Social Studies (History and Geography) Class

Unimportant	_____	_____	_____	_____	_____	Important
Easy	_____	_____	_____	_____	_____	Hard
Useful	_____	_____	_____	_____	_____	Useless
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bad	_____	_____	_____	_____	_____	Good
Work	_____	_____	_____	_____	_____	Fun
Interesting	_____	_____	_____	_____	_____	Boring
Dislike	_____	_____	_____	_____	_____	Like

THE OBSERVATION CHECKLIST

Name of Observer

Location Under Observation

Date of Observation

Time of Observation

APPENDIX C

THE OBSERVATION CHECKLIST

THE OBSERVATION CHECKLIST

Name of Observer:

Lesson Under Observation:

Date of Observation:

Time of Observation:

Class Being Observed:

OBSERVATION CHECKLIST

Section I: Discussion

- | | | | |
|--|----------|----------|----------|
| 1. Are the students participating in the discussion? | <u>M</u> | <u>S</u> | <u>H</u> |
| 2. Do students ask resource personnel questions? | <u>M</u> | <u>S</u> | <u>H</u> |
| 3. Do students listen attentively to these resource people? | <u>M</u> | <u>S</u> | <u>H</u> |
| 4. Do students listen to the teacher's explanations? | <u>M</u> | <u>S</u> | <u>H</u> |
| 5. Do students ask questions or make voluntary statements? | <u>M</u> | <u>S</u> | <u>H</u> |
| 6. Do the students respond to the teacher's questions? | <u>M</u> | <u>S</u> | <u>H</u> |
| 7. Do the students do their own inquiring? | <u>M</u> | <u>S</u> | <u>H</u> |
| 8. Do the students' remarks or questions show that they are thinking, i.e. do they have depth? | <u>M</u> | <u>S</u> | <u>H</u> |

Section II: Activity

- | | | | |
|--|----------|----------|----------|
| 9. Do students participate in group activity? | <u>M</u> | <u>S</u> | <u>H</u> |
| 10. Do students listen to the teacher's explanations? | <u>M</u> | <u>S</u> | <u>H</u> |
| 11. Do students ask questions or make voluntary statements? | <u>M</u> | <u>S</u> | <u>H</u> |
| 12. Do the students repond to the teacher's questions? | <u>M</u> | <u>S</u> | <u>H</u> |
| 13. Do the students do the inquiring, i.e., do they actively seek information? | <u>M</u> | <u>S</u> | <u>H</u> |

- | | | | | |
|-----|---|----------|----------|----------|
| 14. | Do students appear to want to be allowed to complete unfinished activities? | <u>M</u> | <u>S</u> | <u>H</u> |
|-----|---|----------|----------|----------|

Section III: Assignments

- | | | | | |
|-----|--|----------|----------|----------|
| 15. | Do students complete their assignments? | <u>M</u> | <u>S</u> | <u>H</u> |
| 16. | Do students listen to the teacher's explanations? | <u>M</u> | <u>S</u> | <u>H</u> |
| 17. | Do students ask questions or make voluntary statements? | <u>M</u> | <u>S</u> | <u>H</u> |
| 18. | Do students appear to be interested in their assignment? | <u>M</u> | <u>S</u> | <u>H</u> |

Section IV: General

- | | | | | |
|-----|--|----------|----------|----------|
| 19. | Do students make any favourable comments on the lesson? | <u>M</u> | <u>S</u> | <u>H</u> |
| 20. | Do students make any unfavourable comments on the lesson? | <u>M</u> | <u>S</u> | <u>H</u> |
| 21. | Is self-discipline good in the class, i.e., are the students working and not wasting time? | <u>M</u> | <u>S</u> | <u>H</u> |
| 22. | Does the lesson follow the original lesson plan? | | | |
| 23. | Is there a good socio-emotional climate in the classroom--one that permits free expression of ideas? | | | |

Section V: Comments

STUDENT QUESTIONNAIRE

Directions:

These questions will be asked on your final exam. Write your answers on the answer sheet provided. There is no need for you to write your name on this sheet.

1. Did you like learning about your community?
2. Why or why not?
3. What did you like about your community?
4. What did you not like about your community?

APPENDIX D

STUDENT QUESTIONNAIRE

5. Would you like to learn more about your community?
6. Do you like learning about your community?
7. Do you like learning about your community?
8. Who helped you most in finding out about your community?
9. Do you think it is important to know about your community?
10. Why or why not?
11. Which do you like better? Learning about your community on your own history and geography.
12. Yes?

STUDENT QUESTIONNAIRE

Directions

Twelve questions shall be read to you. You are to write your answers on the answer sheet you were given. There is no need for you to write your names on these sheets.

1. Did you like learning about your community?
2. Why or why not?
3. What did you like doing best in learning about your community?
4. What did you not like doing in learning about your community?
5. Would you like to learn more about your community?
6. Do you like interviewing people to learn about your community?
7. Do you like writing letters to get information about your community?
8. Who helped you most in finding out about your community?
9. Do you think it is important to know about your community?
10. Why or why not?
11. Which do you like better? Studying Your Community or your own History and Geography book?
12. Why?

STUDENT QUESTIONNAIRE ANSWER SHEET

1. Yes or No
2. _____

3. _____

4. _____

5. Yes or No
6. Yes or No
7. Yes or No
8. _____
9. Yes or No
10. _____

11. (Studying Your Community) or (My History and Geography Book).
12. _____

Group 1

Summary of Responses to Students' Questionnaires:

1. Yes 25 No 0
2. Answers:
 - a) It was interesting and fun 10
 - b) I learned a lot I didn't know 9
 - c) I liked my community 1
 - d) It is nice to meet people in the community 1
 - e) It is easy to get information 1
 - f) We did not use a textbook 1
 - g) It will help you 1
 - h) It's worthwhile to know about the place you live 1
3. Answers:
 - a) A mural of the community 9
 - b) Having people come in and tell about the community 8
 - c) Working in groups 1
 - d) The projects we did 1
 - e) I liked everything we did 1
 - f) Going to the Sir Richard Squires Building for information 4
4. Answers:
 - a) There was nothing I didn't like doing 20
 - b) I didn't like drawing the mural because it was hard 1
 - c) The scale drawing of the classroom and the wall 2
 - d) I didn't like looking up information in the library 2
5. Yes 25 No 0
6. Yes 24 No 1
7. Yes 22 No 3
8. Answers:
 - a) Our teacher 24
 - b) The librarian 7
 - c) Dr. Murphy (a former mayor) 8
 - d) Bowaters 2
9. Yes 25 No 0

10. Answers:

- a) To know its history 2
- b) You will need to know it for the higher grades
and when you get older 10
- c) It will make it easier to live in 1
- d) It is a chance to get to know people 1
- e) To be able to answer questions and tell others
about it 5
- f) So you will know what's going on 1
- g) It is more important than learning about
distant places 1
- h) Because you will be more interested in the
things you do 1
- i) Because our community is very important 1
- j) To learn things you never knew before 2
- k) To tell your children when you have some 1
- l) You should know about the place in which you
live 1

11. Studying Your Community 24
Your Own History and Geography book 1

12. Sample answers for Studying Your Community preference:

- a) You learn more 2
- b) You get to make charts and scales 1
- c) You can learn more about your community 1
- d) It is fun and interesting to learn 7
- e) I don't like Geography and History 3
- f) I think our community is more important than
other places we may never visit 5
- g) Because you can discover answers to questions 1
- h) I wanted to know about our community and its
history 3
- i) It is easier 1
- j) You go out and find out information rather than
getting it from books 1

My History and Geography book preference:

- a) You have a wider range of places and things
to learn about 1

Group 2

Summary of Responses to Students' Questionnaires:

1. Yes 22 No 4
2. No Reasons
 - a) It was hard 2
 - b) It was boring 2
 Yes Reasons
 - a) It was fun and interesting 11
 - b) I learned things I never knew before 5
 - c) I liked finding out about the old days 3
 - d) It was nice meeting people 2
 - e) I could tell others about the community 1
 - f) I liked visiting City Hall 1
3.
 - a) I like everything 1
 - b) I liked learning about the fishery 1
 - c) I liked learning about the history of my community 5
 - d) I liked learning about the food in my community 1
 - e) I liked interviewing 9
 - f) I liked the projects 1
 - g) I liked discussing 1
 - h) I liked learning about agriculture 1
 - i) I liked getting information from books 1
4.
 - a) I did not like learning about schools 1
 - b) I didn't like to go to some places 3
 - c) I didn't like interviewing 2
 - d) I liked everything 10
 - e) I didn't like walking around 3
 - f) I did not like doing projects 1
 - g) I didn't like writing down the answers 1
 - h) I didn't like to bring a thing for the museum 1
5. Yes 21 No 5
6. Yes 19 No 7
7. Yes 16 No 9
8.
 - a) My grandparents 8
 - b) My teacher 4
 - c) A friend 1
 - d) My classmates 2

- e) People I interviewed 5
- f) My parents 4
- g) The priest 2
- h) Old people around the community 1

9. Yes 25 No 1

10. No Reasons

- a) I do not think it is important 1

Yes Reasons

- a) Because someone might ask you 3
- b) Because it is the place you live in 1
- c) So we can find out more about our community 4
- d) So I can tell my children when I grow up 1
- e) You may need to know for tests 2
- f) So we can help people new in the community 2
- g) So that we can love our community better 1
- h) Because you live in it and should know about it 1

11. Studying My Community 18

My Geography book 7

12. Sample answers for 'My Geography Book' preference:

- a) Because you don't need to do interviews 1
- b) Because it is more interesting 2
- c) Because it is easier 2
- d) Because it is better 1
- e) Because it is shorter 1

Sample answers for Studying My Community preference:

- a) It is fun 6
- b) I like finding out new things 1
- c) I like studying 1
- d) I can walk around 1
- e) It is the best thing to do 1
- f) Because I learn about my community 3
- g) I like to interview people 1
- h) I like it because it is interesting 2
- i) Because I met new people who were nice 1
- j) You learn more 3
- k) It is shorter 1
- l) You don't have to bring books home 1

Comments made by the Pilot Teacher of the Unit
 have been the center of a cycle that leads to the
 study of the unit and the study of the unit.

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APPENDIX E

COMMENTS MADE BY THE PILOT TEACHER OF THE UNIT

Comments made by the Pilot Teacher of the Unit
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Comments made by the Pilot Teacher of the Unit.
(This pilot was carried out by a Grade Four class on Our Lady of Perpetual Help School in Corner Brook).

Generally speaking, the social studies programme is a good one. I've found that the students are enjoying it and they also find it very interesting.

However, there are some problems. The biggest problem is time. I find it very difficult to keep the students interested in each project because there are only two geography periods per week. The nature of the projects in the programme demands a greater amount of time than allotted.

I also feel that this programme is too difficult for the Grade IV level. The programme should be placed on a higher grade, possibly grade seven or eight, the reason being that students in a higher grade could work much better on their own in the various research projects.

My comments:

When I visited this class they were doing fine and decided to continue with the projects after the pilot was over. Also the point of this unit is to introduce students to research skills at an early age and I still feel this can be done with the guidance of the teacher. The time problem is not serious as, if this unit was introduced at the beginning of the year as intended, the students could probably take until Christmas to complete it. And as far as the projects are concerned they are not limited to Social Studies periods, but are to be continued during Art, Language Arts and Mathematics.

However, based on the pilot teacher's comments, I have tried to be more specific about continuing projects during other subject times. As well, I have introduced this unit into a sixth grade classroom as well as another fourth grade to see how effective it is. My point is that the unit, due to its flexible nature, is meant to be applicable to almost any elementary grade level.

