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University of Louisville

A Case Study and the Justification of a Unit-Type Program

A Professional Paper

**Submitted to the Faculty of the Graduate
School of the University of Louisville in Partial
Fulfillment of the Requirements for the Degree of
Master of Education**

Department of Education

Maxine D. Fruchtenicht

May 1948

NAME OF STUDENT Maxine D. Fruchtenicht

TITLE OF PROFESSIONAL PAPER: **A CASE STUDY OF A UNIT TYPE PROGRAM**

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING MEMBERS:

Hilda Threlkeld

Ruth Dunn

NAME OF DIRECTOR: J. J. Oppenheimer

DATE: May 12, 1948

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Maxine D. Fruchtenicht

A Case Study and the Justification of a Unit-Type Program

Maxine D. Fruchtenicht

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A Case Study of a Unit-Type Program

Foreword

This paper will not interest the experienced teacher. It is not written for her. It is written to show how a typical unit program, taught by any teacher who has faith in the educative process, can fulfill all the accepted requirements in the field of education, including those closely allied fields of philosophy, psychology, education and general social living. It is designed to show the novice who is just beginning to experiment in various methods of teaching school, the value received from doing a creative piece of work with this method. It is written to answer some of the questions that arise in the minds of student teachers after observing this program in action. It is a plea for at least a trial for the method, and a hope that it will awaken the student to want to experiment in group planning, in discussing, in building, and modeling, and in finally working out to a successful finish children's problems instead of a series of teacher's lessons.

There will be days of discouragement, frustration, and disappointment, but, with every new unit undertaken there will be renewed interest by both teacher and pupil.

Then your troublesome children especially your upper elementary boys have become attendance problems, and behavior problems, it is well to have a task or a responsibility given him in a group. If you are clever enough to find something he can really do well, whether it is to build, to model, to read, to carve, to be the electrician for the class theatre, to have some job that he alone can do better than anyone else in the room, you have won this boy, and he will be eager to work and do his part in his group. You will have many satisfying examples of a desire to come to school and you will find to many it is a good place to be, a place where the individual is a worthwhile person, where he is appreciated, where he is needed in his group, and where friendliness prevails, and harsh criticism and failure is unknown.

Then how about the teacher. There will be less boredom experienced. Some times there will be more physical exhaustion, I grant, but you just can't become placid and stale and bored, when thirty-five eager children are including you in their plans. I know because after twenty years of trial and error in all methods, I have become a crusader for this movement, and this paper is written in defense of the unit-type program.

Chapter I is devoted to a review of the new goals in education and the defining of the meaning of a good life in the democratic process. In Chapter II, I have recorded the procedure in dialogue as a case study to show the part played by the teacher in guiding the unit. In Chapter III, I have tried to prove that the reason behind the method is sound as given by the accepted outstanding leaders in the field of psychology, philosophy, and educational method. Chapter IV gives the conclusion of the unit.

Chapter I

Building With a New Foundation

1 The Psychiatric Approach

From our study of psychology we believe that learning is the most important function in the development of the child; and, the most important thing to learn is to get along with other human beings. The school must guide the "feeling" of a child. For how he feels about certain things will be reflected in everything he does. His feelings on matters of social, sexual, and work conditions must be guided.

If we have the right social relationships with our families, our friends and our neighbors we are happy. This problem of "feelings" is tied up with the field of mental hygiene, but it is largely common sense applied to everyday living. A well balanced life that has a purpose is a happy life.

Children, as well as teachers and all other people in this old world want to be happy, and the most pleasure in life comes from working with, or for each other.

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The school then must supply the environment and the teachers who will help the child meet this problem. By working together, planning together, thinking together, playing together, or just plain living together, solving the little problems, that some day will be big ones, a child will grow and learn cooperation. And, as he goes through this every day experience, it is hoped that he will build a philosophy of life by which he may live.

2. The New Philosophy

If then, this is our belief, if we have formed for ourselves such a philosophy, what a challenge it holds for teachers.

How many teachers are still trying to fit square pegs into round holes and round pegs into square holes? This is not intentional, but is due to the scant information available for teachers' colleges in the field of mental hygiene.

Instead of forcing our ideas upon children, we should try to talk over our problems and our differences with them. The new educative process is one of sharing, exchanging ideas, fraternizing and questing for truth. Teachers of the old school with text book recitation left out this great rapport of ideas.

If we share our views with love and fraternal devotion, we will slowly see emerging, this new educative process. We must teach children to think, to discuss different, possible answers; then there is a contagion of seeking the truth, and we begin to feel that this is the good life. How can we best develop this atmosphere in the school room? How can we get children to seek knowledge on their own initiative, to go to the library and browse around hunting information, to inquire, to build in miniature inventions and reproductions, to model and carve, and to create characters, scenes and stories to tell to other children? How can we get them to listen patiently and with an open mind, to see the other fellow's point of view, then alter his views and think through the problem again avoiding all angles of conflict.

Far sighted educators, and philosophers saw the great advantage to be gained by mankind in this new discussion type program, and many new methods were devised to introduce this plan into the school.

Some of the methods introduced at the turn of the century have been known by various names such as the Project Method, the Activity Program and the Unit Plan. It is the latter that has interested the writer and promoted the case

study found in Chapter II.

B. The Artistic Teacher

Teaching, as in any other endeavor in human life, is made up of all kinds of people. There are vigorous and placid teachers, energetic and indolent teachers, open minded and close minded teachers, stagnant and progressive teachers, dreamers and practical teachers, and crude and artistic teachers. To carry out a creative piece of work, so desirable in the new type teaching, requires an artistic teacher. She must be healthy, pleasant, enthusiastic, well informed and an emotionally adjusted individual, with a conscious philosophy of the type of the type of education she is striving to "put over". The class room itself must be clean, neat, attractive, and adequate in order to provide the right atmosphere. It is of utmost importance that the teacher uses her knowledge of the children's abilities, interests and natural proclivities if she is going to do a good job.

Creative teaching requires an enthusiastic teacher. Children are vigorous, active, imaginative and unenthusiastic, and they respond to adults who share enthusiasm.

The artist teacher knows that "how to do it", is just as important as "what to do". Artistry means that something has been added to mere routine or mere adequacy, it means finesse, a sparkle, a gleam of humor, a deft discrimination and a warm kindliness which convinces every child that the teacher will stand by him when all other friends fail.

It is a well known fact that children acquire their tastes in music and art from their teachers. They also acquire habits of good house-keeping, orderliness, sequence, work and responsibility from the manner in which the school room activities are directed.

In the Unit Type program the artistic teacher has a wide field to practice all the arts of teaching. Here she may see the creative energies of her children unfold and see them blossom into happy individuals under her skillful guidance.

Chapter II

A Case Study of the Unit-Type Plan and its Justification

Procedure

I Introduction to Unit:

A Use of the Bulletin Board

1. Pictures of caravans, camels and an oasis were placed on the bulletin board. Children commented that we must be going to study about the desert. The pictures were replaced by pictures of Cairo and life along the Nile River.

B Use of Pictures

1. The teacher's collection of pictures were pasted on uniform mounts and were passed around the room and later exhibited. The pictures included all phases of Egyptian life that the teacher expected to cover in the study. There were pictures of irrigation methods, the Sphinx, the pyramids, Egyptian farming, boats on the Nile River, date palms and oasis, picking cotton and others.

II Procedure:

Questions began to be asked about the pictures and the unit was launched. The following questions were recorded by the teacher.

Larry:- "What do they use this statue of a lion for?" (meaning Sphinx)

Doris:- "I'd like to know what is in the bags on the camels' backs?"

Thelma:- "Why are there so many camels in a line? (meaning caravan)

Bobby:- "If this scene is a desert scene, and it is so hot there, why do the natives wear so many clothes?"

Joe:- "I'd like to read about tombs and see where they get the idea that you will have bad luck if you enter a tomb. I saw this in a movie."

Carolyn:- "We haven't seen anything of their food.
What kind of food do they eat?"

Ryman:- "Why don't the Egyptians use tractors
instead of sticks to break up their
ground?"

Donald:- "All the crops are cotton. Why do they
raise so much cotton?"

Marilon:- "Why is the Nile River called the life
line of Egypt?"

Elmore:- "What is an oasis?"

Jack:- "How could a king build a pyramid in
his life time, if it took so long to
lift just one stone? Are these men
slaves?"

Donald:- "What is in a tomb? Are there any tombs
in the United States?"

Randall:- "If it is so hot there, why do they
have so few windows in their homes
on the oasis? What are these homes
made of?"

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Bobby:- "What all would you see if you were
a tourist visiting Egypt? I mean
different things than we have here."

Tommy:- "Do they have a king or a president?"

Larry:- "Cairo looks like a modern city. How
did they know how to build one?"

Charles:- "Do they believe in our God?"

Darvell:- "Is this the way they write?" (hieroglyphics)

Tommy:- "Do we do anything the way they do it?
I mean do we copy after them in any way?"

Teacher:- "Your questions are very interesting and
I would like to know some of these answers,
too. Let us try to group the questions
under several broad headings. What shall
we call them? Food, shelter, occupations,
trade customs are very good. Think
through the topic you are interested in
and decide what group you prefer to work
with. Let us nominate and vote for group
captains."

Procedure

I Organization

A Discussion Period

I Group 1 Early Building

Teacher:- "Joe's group on Early Egyptian Building will meet with the teacher."

Joe:- "Well, we have looked through all of the books on the reference table and have made up some leading questions which we will use as our guide. We have also made our bibliography. Here are our questions:-

1. Whom did the Egyptians worship and why?
2. How did they honor their gods and their kings?
3. Tell something about their style of architecture. (I mean the use they made of the beautiful columns.)
4. Describe the Sphinx and where is it.
5. What are pyramids and how were they built?
6. What was Cleopatra's Needle?
7. Tell about the great Hall Karnak.

Each member of my group has selected a topic and we are ready to write our reports and build our exhibit."

Carol:- "We thought Donald's group could follow ours and then he could show what was found inside of our tombs. We would like one meeting with his group."

Teacher:- "Yes, since he is going to make the contents of a tomb for his museum, I think you two boys certainly should work together. I like the idea very much. There is only one thing to remember, and that is proportion. Donald's group understands and when you talk with him you will understand too. Your group is dismissed."

Procedure

I Organisation

A Discussion Period

I Group 2 Ancient Arts and Crafts

- Teacher:- "Today I meet Donald's group on Ancient Arts and Crafts. How are you progressing with your work children? And how do you intend to show your information?"
- Donald P:- "Well, we have decided to make a museum. We thought we could model, and carve, and construct weapons, furniture, pottery, and jewelry, and put a story with them and put them on exhibit just like they do at a real museum. Of course we will give our oral reports too."
- Betty Lee:- "Each one in our group is going to make one thing for the exhibit. I am going to model the bowls and dishes that they use. I already have the pictures to use and a story to go with the pottery."
- Teacher:- "That is a good idea."
- Jerry:- "I would like to make some of the weapons the early Egyptians used."
- Joann:- "I am going to get a doll and cover her with strips of cloth and put her in a mummy case of glass. I would like to write an imaginary story and pretend she was a rich Egyptian princess."
- Teacher:- "Don't forget to find out how the bodies were preserved, Joann, and why they are still found there."
- Cliffie:- "Teacher, the books say that richly carved furniture was also in the tomb. How could I show that?"
- Teacher:- "Let us all help Cliffie with her problem. How can she show the rich carvings and the jewel inlays on the furniture?"
- Ryman:- "Could you get some doll furniture and glue sets on the chairs?"
- Joann:- "Oh, I thought we had to make everything we had in our exhibit."

- Teacher:- "Let us talk this over. What do you think would be the best way to show this phase of their life? What would we need to keep in mind in this exhibit besides making it as true as we can?"
- Ryman:- "You know I was just thinking, we couldn't use that doll furniture after all, it would be too little for the mummy. If the doll Joann uses is twelve inches tall our furniture would have to be the right size for her."
- Teacher:- "Yes Ryman, you have mentioned a point I was thinking about. This is called proportion. Everything in your exhibit must look right with the other work."
- Donald P:- "Mrs F, wouldn't it be fine if we could make a glass case and put our exhibit in it just like a real one. I believe my daddy could get me the glass."
- Teacher:- "Donald, your idea is excellent but that is your problem and it is up to you and your group to make it as interesting as possible. Now since you have all of your plans ready, bring in the materials you will need from home tomorrow and you may begin. The group is dismissed."

Procedure

I Organization

A Discussion Period

I Group 3 A Caravan Trip

- Teacher:- "Carolyn, will your group meet with me this morning? How is our caravan trip coming?"
- Carolyn:- "We can hardly wait to get started Mrs. F. My group met yesterday afternoon at my house. We went to Clarksdale Library and found five books. We thought a puppet show of a trip in Egypt would be a grand way to show the people the cities, and trading."
- Teacher:- "Do you have any kind of a workable outline?"
- Carolyn:- "Yes, we thought we might show:-
Scene I - Preparing for our trip
Scene II - Leaving Cairo for Memphis
Scene III- Bible scenes and stories on the way
Scene IV - Trade on an oasis."
- Teacher:- "Since you people have had experience in making puppets you may begin on your work. Remember you must have everything well organized before you begin. You will need people to paint the background, to make puppets, to sew the clothing, and others to write the dialogue."
- Carolyn:- "Yes we know what each one is going to do."
- Teacher:- "How do you propose to show you are actually traveling into the desert?"
- Dorothy:- "By changing our scenes we can show it."
- Teacher:- "How about drawing your scenes on roller curtain and, as you travel slowly along move the scene to give the effect of passing objects."
- Patricia:- "Oh yes that is a good suggestion and I understand how it is done."
- Teacher:- "Carolyn, be sure to check your group's written reports and I will hear them tomorrow. Are there any questions you would like discussed before the group is dismissed? If not, you may go to your seats and the group on Egyptian writing will meet."

Procedure

I Organisation

A Discussion Period

I Group 4 Egyptian Writing

- Teacher:-** "I am anxious to meet with this group. Everyone was so interested in the pictures of the Egyptian Writing, I am wondering if you have found all the answers to the questions that were asked. How do you intend to show your work?"
- Betty G:-** "We decided a mural would best show our topic. From our readings we found that we could show in:-
 Panel I:- The Priest Invent the Writing
 Panel II:- Using Ideas for Words
 Panel III- Making New Words
 Panel IV:- Hieroglyphics or Sacred Writing
 Panel V:- Papyrus - The First Paper
 Panel VI:- The Alphabet Begins
- Teacher:-** "You certainly have covered your topic well and this should be an interesting panel. Make it to fit our south wall and we will use it as a permanent decoration. What art rules will we follow?"
- John:-** "Fill the space well and use light strokes at first. Sketch the important things first."
- May:-** "Remember to overlap the figures and use curves strokes. Try to make plain the things the pictures are supposed to say."
- May:-** "Get your materials all ready before beginning your work."
- Eva:-** "Be comfortable when you work."
- Teacher:-** "Your points are good children but how about the colors?"
- May:-** "Use dark colors next to light ones for contrast. Repeat the colors at least once."
- Teacher:-** "Good. Be sure the colors are clean and pretty. Those are all good art rules children in fact so good we could use them for a permanent chart. Now you are ready to read all the material you can find on your special topic, write your report, and then you may begin on your mural."

Procedure

I Organisation

A Discussion Period

1 Group 5 Egyptian Farming

- Teacher:-** "Group 5 will meet this morning. Let us talk about the work you have been doing. What did you find out about these farms?"
- Carl:-** "I read that the cotton there is very good with longer fibres than ordinary cotton, and that they cut the cotton in their gaffs when they pick it."
- Dorothy:-** "The farmers depend on the Nile to overflow, but after the flood there is a dry spell and they must irrigate the land."
- Bobby:-** "They were the first people to build a bucket - type irrigating system. But now they have built dams."
- Teacher :-** "How did the Egyptians know how to do this Bobby, did you read this?"
- Bobby:-** "Yes, the English helped them."
- Teacher:-** "I wonder why they helped them?"
- Bobby:-** "I guess so they could raise more cotton."
- Ruth:-** "I read that nearly every family must work all day long during the dry spell to pump water into their fields."
- Teacher:-** "Yes, and we want to find out why they don't have pumps like we have in America."
- Tommy:-** "They use sticks to cultivate the soil and still use buffaloes to turn the water wheels. I could make one of these bucket systems."
- Teacher:-** "I think that would be interesting."
- Carl:-** "Couldn't we make an entire farm and show some of the things we have been talking about?"
- Teacher:-** "Yes, after more reading you will be ready to report and to construct your farm."

Procedure

I Organization

1 Culminating Activity - How the People of Egypt Lived

Teacher:- "Today we are happy to have so many of our friends with us. We are glad our mothers were able to come. After the program you may walk around the room and examine the exhibits and pictures made by the class. I will now turn the program over to Joe who will introduce each group."

Joe:- "The first person on our program is Donald P. He will give the introduction and show us where our unit takes place."

Donald P:- (Shows Egypt on map and globe)

After the introduction each group captain came forward and gave his program

This is the program:-

<u>Group No.</u>	<u>Captain</u>	<u>Subject</u>	<u>Creative Construction</u>
1	Joe L	Early Building	Exhibit of Clay and wooden structures representing early building of Sphinx, pyramids & obelisk
2	Donald P	Ancient Arts and Crafts	Museum showing articles found in tombs
3	Carolyn H	A Caravan Trip	A puppet show showing trade in Egypt
4	Betty G	Egyptian Writing	A mural showing the growth of the alphabet
5	Carl G	Egyptian Farming	Exhibit of an Egyptian Farm

Chapter III

Justification of Unit

I Explanation:-

In any unit it is wise to have a "meaty", full subject that will cover a wide variety of topics. One that includes geography, history, and the arts is always desirable. In this way many children can be accommodated and many fields can be explored. The Louisville Curriculum Committee has chosen the topics for study in Grades Six, wisely, and every unit fulfills these requirements.

When a unit has been chosen or when it is prescribed by a course of study the teacher must set the stage for readiness in a new setting and identify the interests of her pupils in achieving the desired objectives. The teacher must have an overview of the entire unit clearly fixed in her mind and a written outline of the desired outcomes is desirable. In this case Egypt, the Cradle of Civilization, is prescribed in the Louisville Course of Study for the Sixth Grade, and the overviews and outcomes are clearly stated. The unit-plan has four main topics namely:-

Introduction, Orientation, Organization and Culminating Activities.

II Justification:-

"Early in the social studies curriculum study program, the teachers of Louisville evidenced their conviction that the social studies course must justify itself by the measure in which it meets the needs of children and young people, by its ability to provide opportunities for growth and development in the direction of competent citizenship, individual self realization, and happy successful relations with their fellowmen. In this unit on the growth of civilization we want to recognize that the world is a place of many races, cultures, and creeds, and each has made recognizable contributions to the richness of life."

"What are the characteristics which a good unit of study should possess? First on the list is its scope. The topic should be broad enough for every member of the class without any overlapping. If forty hungry animals are turned loose to graze in a small field they will soon ~~find~~ become dissatisfied. But if they have broad green fields which lead out into still broader green fields they will scatter and feed to their complete satisfaction. So it is with the unit theme. Does it deal with a limited area of knowledge or does it contain a wide variety of topics, a still greater number of implications, and an endless supply of meaningful problems? If the subject passes this first test it generally qualifies in the other ways."²

III General Objectives:-

1. To teach that civilization has not always existed as it is at present but has evolved out of continuous change
2. To teach world consciousness
3. To develop an interest in life in other lands
4. To recognize Man's common needs
5. To develop a sympathetic understanding of underprivileged nations
6. To develop careful and critical thinking
7. To develop the meaning of democracy as we believe in it

IV Specific Objectives:-

1. To get an overview of Egypt
2. To set the stage for the study

V Learning Activities:-

1. Discussing life in other countries and becoming conscious of the problems of the people of the world namely, food, shelter, clothing, security, making a living, trade, custom, leisure time activities and national problems

1. Tentative Course of Study-Social Studies - Curriculum Bulletin 8, Part 2, Louisville Public Schools, Louisville, Ky.
Sept. 1947 Pp 1-3

Justification of Approach to the Unit

I Explanation:-

The teacher selected the best pictures available to cover the subject matter she expected to teach.

II Justification:-

"When a unit has been chosen the teacher must identify the interest of the children with the major objective of the unit. There are many ways in which the resourceful teacher can arouse interest. Among other things she can provide books, pictures, and news clippings which will arouse interest."¹

"For a prescribed unit, the teacher must deliberately set the stage. She provides materials, books, pictures, and clippings that arouse interest in the unit-to-be."²

III General Objectives:-

1. To awaken an interest in the life and people of Egypt.
2. To develop an inquisitive mind and a desire to study the country.

IV Specific Objectives:-

1. To respect and care for property (teachers pictures)
2. To study the pictures carefully to get an insight into Egypt

V Learning Activities:-

1. Working with visual materials
2. Studying pictures to ask questions

1. Adams, Fay. Educating America's Children
Ronald Press Company, New York, 1948 Pp 119
2. Hockett, John A and Jacobsen, E. W. Modern Practices
Ginn and Company, New York, 1936 Pp 71

Justification of Group Work in Organization

I Explanation:-

After the captains were elected the members of the group were chosen. As far as possible each child was allowed to work in the group that he preferred. If the group members seemed unbalanced the teacher skillfully guided the children into another group to keep the numbers workable. The teacher then talked to each group individually and informally. A round table and small chairs make a comfortable setting for informal discussion. The rest of the class worked on other subjects while the teacher was busy with the groups.

II Justification:-

"In order to establish a harmonious atmosphere, children should be permitted to select the topic which interests them most. However, some problems have a strong appeal for the majority of children and occasionally one committee overbalance all the others. Those who express a second preference are urged to equalize the numbers of group members. At times the teacher finds herself using expert salesmanship to entice a boy out of the history committee into a less popular topic. She may play it up with a little story or a joke or advise that a particular subject offers opportunity for greater activity. It may be wise in cases where there seems to be a universal preference for one or two of the topics to request the class to write their first, second and even third choices. There must be a fair degree of uniformity among the groups. When this has been accomplished the committee holds its first meetings, elect their officers, and get to work."¹

"In many classes all the questions in which the youngsters are interested are written on the board. Then they are organized with the help of the class around larger areas. The children are divided into committees and take one or more of the larger problems to work on. Then the class as a whole or committees discuss how they can get the information and what they need or can do toward solving their problems during the development of the unit. Here at least, a tentative formulation should be made of the types of activities which are to be carried out. It is essential that each committee develop a careful plan for its own work."²

"I am not romantic enough about the young to suppose that every pupil will respond or that any child of normally strong impulses will respond on every occasion."3

III General Objectives:-

1. To teach by precept that through group work we acquire more knowledge than could be acquired individually.
2. To teach that through a sharing of ideas and materials we grow.
3. To teach that helping others gives a good feeling, which is desirable in attaining a good life.

IV Specific Objectives:-

1. To cooperate in working with others.
2. To share materials and books
3. To develop a wide variety of reading experiences.
4. To acquire a give and take attitude in working together.

V Learning Activities:-

1. Getting books from the library.
2. Looking through books at home for material.
3. Cutting out pictures.
4. Selecting visual aids for use when giving reports.
5. Writing up information.
6. Taking notes from books.
7. Bringing in materials for other groups.
8. Thinking about concrete ways to show work to class.
9. Experimenting with ideas.
10. Organizing material that was collected.

-
1. Schneideman, Rose. Democratic Education in Practice
Harper and Brothers, New York, 1945 Chapter IV Pp 302-303
 2. Lee, Murray and Lee, Doris. The Child and His Curriculum
D. Appleton-Century Company, New York, 1940 Pp 202-203
 3. Dewey, John. Experience and Education
Macmillan Company, New York, 1938 Pp 62

Justification of Liberal Discussion in Groups

I Explanation:-

At all times during the discussion period free exchange of ideas was encouraged by the teacher. Each person was allowed to give his own views on the subject and his ideas were received by the group.

In one of the groups the problem of England's exploiting the Egyptian people in cotton production was discussed. All sides of the question and problems were viewed. Clear thinking and open mindedness were encouraged.

II Justification:-

"Many social problems have their roots deep in prejudices which have existed among Americans for generations, passed along from parent to child as part of home training. The school has a very great obligation to uproot such prejudices. If the modern school succeeds in training pupils in the technique of tracing a problem to its source and locating the cause, they will find a way to grapple with obstacles in the way of arriving at a solution. During the process they will acquire a sense of human values, an insight into existing injustices, and an ability to sift the truth from the veneer which conceals it from our view. When a generation which has been given this kind of training arrives at the place where they will be permitted to act, there will be some reason to hope for a more genuine democracy and hence a better future for a country."¹

"Learning to disagree graciously with one's fellows in something to be learned early in life. Many adults find it difficult to disagree with another's opinions in an affable, pleasant manner. The free-discussion group is a good training ground for courteous disagreements."²

III General Objectives:-

1. To develop an open mind on controversial questions
2. To develop initiative in searching for more material on the subject

3. To get information from different sources

4. To encourage a free exchange of ideas

IV Specific Objectives:-

1. To teach how to make and use a bibliography

2. To teach the subject matter connected with
the unit

V Learning Activities:-

1. Speaking freely in a group

2. Showing ideas

3. Thinking about Egypt's working class of people

4. Comparing a laborer in Egypt with one in
America

5. Talking about freedom and the democratic way
of life

6. Talking about God and the Ten Commandments
and the Golden Rule of life

1. Schneideman, Rose. Democratic Education in Practice.
Harper and Brothers, New York, 1946 Pp 248

2. Murray, Lee and Murray, Doris. The Child and the Curriculum.
D. Appleton - Century Company, New York 1940 Pp 381

Justification of Trips

I Explanation:-

The entire group went to the Main library.

Here we found the books we needed and visited the museum.

II Justification:-

"Trips are valuable for revealing as well as for arousing and strengthening interests. They give the teacher excellent opportunities to observe children and note the things that challenge their attention. They are excellent means of getting acquainted and of building group solidarity. They have their place in the initial stages of an undertaking, when they facilitate orientation and clarify purposes, as well as later, when they help solve specific problems, or at the conclusion, when they may serve as an integrating summary." 1

III General Objectives:-

1. To be conscious of our environment - noting the good things in it, and trying to figure out or plan ways to improve weak points.
2. To become better acquainted with children in the class.

IV Specific Objectives:-

1. Using our library facilities.
2. Learning to be independent in getting books and pictures.
3. Cooperating with other children.
4. Sharing of books and ideas.

V Learning Activities:-

1. Obeying the safety rules in going to the main library - discussing one-way streets/
2. Learning the names of the streets on the way to the library.
3. Noting public buildings and their uses, (Wave Building, Presbyterian Seminary, Dental School, Churches of Different Denominations, Y.M.C.A., Y.W.C.A., Funeral Establishments, Florist, Automobile, and other shops)

4. Learning how to use the library.
 5. Learning and applying library rules.
 6. Learning why rules are necessary.
 7. Visiting our museum.
 8. Helping to solve our problems by seeing, reading and listening.
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Hockett, J.A. and Jacobsen, E. W. Modern Practices in the Elementary School.
Ginn and Company, New York, 1938 Chapter III Pp 71

Justification of Creative Art and a Variety of Experiences

I Explanation:-

When the Social Studies period came, the teacher allowed three groups to work at one time. The teacher consulted with each group to make sure that each child was working to the best of his ability. The group captain made a daily progress check to see that each one in his group was adding something worthwhile to his group activity.

When the creative activities were in full swing it was often necessary to allow just one group to "create". It is here that good organization is needed, and a thorough knowledge of the "how" in all phases of the work is necessary. The skillful teacher will try her hand in modeling, in making a puppet, in drawing figures and in all phases of construction before she turns the work over to a group. It is true in upper elementary grades that very often the creative, artistic child will surpass the teacher in the finished product. And very often the teacher too learns a "new" way or a "short cut" or a "better" way to perform an act. This is all well and desirable. We all learn by doing, and if education is experience, each new task undertaken will add growth to our make-up. It is desirable to have a variety of creative experiences to satisfy the normal individual differences that arise in every group.

II Justification:-

"From the social point of view as contrasted with art for art's sake, the problem of art like that of religion and recreation, turns today on its service to man in his inner adjustment to an environment which shifts and changes with unexampled rapidity. It appears to be one of

three great forces which stand between maladjusted man and his breakdown. Each serves in its own way to bring him comfort, serenity and joy."¹

"Creativeness consists of self expression which for a given individual is new or is an improvement over his previous creative acts. An act is creative if, for a given individual, it is unique and original, even though such an act has been performed by children of his age group for centuries past. Creativeness is to be judged not by its product but by the process going on within the creator."²

"Unit activity groups are organized on the basis of interest in some particular angle of a subject. When the group is assembled positions in it will be established by individual ~~abilities~~. The pupil who is the leader when ~~the~~ the plan calls for research is not necessarily the leader when the fine arts are in progress. Consequently the same group of six children may have six leaders if there are six different forms of experiences in the course of unit study. Meetings are planned for art, music, construction, creative writing, sewing, typewriting, dancing, etc. There are thus opportunities for all to lead as well as to follow."³

"The wide range in ability and achievement within these older groups makes differentiated work essential. Gifted children need to be challenged with ideas and opportunities and guided into making worthwhile individual contributions. Retarded children need opportunities to work on the same topics with others, but to read on there on levels and to do things which they can do with profit for themselves and others."⁴

"All subject fields are enriched by art in action, that is, by art in the surroundings and in children's reactions. Social studies are made vivid and are emotionalized through art. Murals, posters, dramatized scenes are expressive both of the impressions which children have gained and of their own feeling for the subject under consideration. Art has been aptly termed the handmaiden of all the activity of the elementary classroom."⁵

III General Objectives:-

1. To teach that each individual has within him latent talents that are worth developing, and that we must respect our neighbors' talents as well as our own.
2. To respect work with the hands.
3. To try to develop skill in handling different media/
4. To appreciate a task well done.

- 5 To try to develop the idea that each one can make a contribution to the group that will make the group work richer
- 6 To share creative experiences

IV Specific Objectives:-

- 1 To develop skill in modeling puppets for the puppet show
- 2 To awaken the individual in noticing characteristics in different people to make puppets more individualistic
- 3 To develop skill in drawing a mural and seeing the meaning of sequence in pictures
- 4 To give help when possible in the construction of the theatre, museum, etc
- 5 To develop initiative in planning and carrying out ideas

V Learning Activities:-

- 1 Mixing clay for puppet's heads
- 2 Designing and sewing costumes for puppets
- 3 Painting scenery for puppet show
- 4 Writing the play
- 5 Planning the mural
- 6 Drawing the mural
- 7 Painting the mural
- 8 Building a museum
- 9 Modeling bowls, other pottery
- 10 Making weapons
- 11 Making furniture
- 12 Dressing a mummy
- 13 Modeling a Sphinx, pyramids and obelisks

2. Macomber, Freeman G. Guiding Child Development in the Elementary Schools American Book Co, Cincinnati O. 1941 Pp 135
3. Schneideman, Rose. Democratic Education in Practice Harper and Brothers, New York, 1945 Pp 308
4. Strickland, Ruth. How to Build a Unit of Work Bulletin No. 8, 1948 Federal Security Agency, U S Office of Education.
5. Baxter, Bernice and Bradley, Anne. An Overview of Elementary Education D. C. Heath and Company, Boston, Mass. 1945 Pp 94

Justification of Community Use

I Explanation:-

An ex-G.I. came to the school and told the class of his experience in Northern Africa. He told of his trip to Africa, the climate, soil, hardships, kinds of people he met, the natives, trade with the natives, interesting sights and some of the things about Army life. He is a student and also put in a good word for higher education. He is an athlete, and made quite an impression on the class. His visit was very worth while.

II Justification:-

"Whether a community is particularly rich in historical background or not, it is surprising what a wealth of information, contacts with people, and a research will unfold. The contact with adults made in planning, organizing, and carrying out such a program improves the quality of learning."

III General Objectives:-

1. To learn from other's experiences
2. To respect another's view point
3. To learn how we treat guests
4. To discuss the value of travel

IV Specific Objectives:-

1. To give first hand information to class about the country of Egypt
2. To appreciate the contribution our visitor makes to our unit

V Learning Activities:-

1. Listening with interest
2. Being polite in an audience
3. Questioning to clarify a point

4. Showing work to the visitor
5. Expressing our gratitude for the talk

Organizing the Elementary School for Living and Learning
1947 Yearbook, Association for Supervision and Curriculum
Development of the National Education Association
1201 16th Street, N. W., Washington, D. C. Pp. 27

Justification of Visual Education

I Explanation:-

At an opportune time during the growth of the unit, moving pictures were shown that dealt with a particular phase of the work, namely, the desert and the Nile Valley. The pictures shown were Desert Patrol and Egypt, Kingdom of the Nile.

II Justification:-

"The motion picture, as such, is a potent medium of education. Children even of the early age of eight see half the facts in a picture and remember them for a surprisingly long time. A single exposure to a picture may produce a measurable change in attitude. Emotions are measurably stirred as the scenes of a drama unfold and this excitement may be recorded in deviations from the norm in sleep patterns, by visible gross evidences of bodily movement and by refined internal responses. They constitute patterns of conduct in day dreaming, phantasy and action. The evidence of their influence is massive and irrefutable."

III General Objectives:-

1. To gain a richer and fuller background of Egyptian life
2. To observe rules of good conduct in an audience situation
3. To enjoy movies

IV Specific Objectives:-

1. Desert Patrol - To show:-
 - (a) Irrigation by pumps and buckets
 - (b) Children swimming in a water hole on an oasis
 - (c) The women doing their household duties
 - (d) The women cleaning and spinning the hair of the dromedaries
 - (e) Wind-blown sands of the desert
 - (f) The camels reclining during a sand storm
 - (g) Oasis with the sentinel standing guard

2. Egypt, Kingdom of the Nile - To show:-

- (a) Present view of Egypt
- (b) The historic Nile
- (c) The boats at the water's edge
- (d) The city of Luxor and the temple
- (e) The valley of the kings
- (f) The Nile with the women walking in the shallow waters carrying jugs
- (g) Scenes of the ox-powered water pumps
- (h) The pyramids and the Sphinx

V Learning Activities:-

- 1. Noting the points of similarity and contrast with our own country
- 2. Observing the land, the dress, the customs of the people, etc.
- 3. Finding points of interest in the picture
- 4. Enjoying the picture

Justification of Culminating Activities

I Explanation:-

A date was set for the Culminating Program and each group was ready to give his part. The group captain made up his program. There were oral reports, written reports, stories and the final showing of the handicraft and creative activities. Parents were invited to the program. Another class in the building was invited.

II Justification:-

"The connotation of the word culmination, however, implies a quality which is really good, perhaps great. For the children there is a certain amount of glamour in a culminating activity. While they are striving to grasp the ideas and the emotions acquired by means of unit study, they are building up to a climax, the realization of which will remain with them as a dynamic experience."¹

"Through such a program as this the parents not only have come to understand the school better, but they have assisted often and very materially in our efforts at curriculum making through a sympathetic understanding of what the school has been attempting to do. Through the study of the methods of modern education parents are able to harmonize their contributions to the education of their children with school contributions."²

III General Objectives:-

- 1 To cover the subject matter set forth as desirable to teach good citizenship
- 2 To bring to a satisfactory close a unit of work
- 3 To acquaint parents with the school and its philosophy

IV Specific Objectives:-

- 1 To have a worthwhile program that includes every child in the room
- 2 To develop a feeling of growth in each individual
- 3 To allow the parents to see the final creations that the children have been talking about and working on

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4. To have pleasure in giving a program for visitors

V Learning Activities:-

1. Greeting friends
2. Taking part in a program
3. Having pride in an accomplishment

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1. Schneideman, Rose Democratic Education in Practice
Harper and Brothers, New York, 1945 Pp 318
 2. Tippet, James S and Others Curriculum Making in an Elementary School Ginn and Company, New York, 1927 Pp 351

Justification for Criteria for Evaluating Activities

I Explanation:-

Subject matter tests can easily be given to check the information and knowledge gained from the study. The teacher can also note the progress made in the language arts, especially in the oral and written English, the skills in spelling and the arithmetical progress.

The true test however, is in the field of intangibles that no one can test. The feelings for good will that have been touched, the seeds for the searching of truths that have planted, the practice in the art of accepting differences with an idea of learning from them, and the fine spirit of working with, and for each other. All these, are the real tests of learning in a democratic society.

II Justification:-

"What changes have occurred in youngsters as a result of the unit? This question must be answered if the teacher ~~is the teacher~~ is to evaluate the unit. Obviously, the question is much broader than can be determined by a pencil and paper test. Yet it is the two common practice for teacher to give a test covering the factual information taught in the unit and feel that an evaluation has been made."¹

"Evaluation must always be in terms of real purpose on the part of the learner/ It is only valid to the extent to which it is useful in improving learning. In so far as education is concerned the development of human beings is the goal. The actual extent to which we reach that goal can be definitely stated by no one on earth. The best we can do is to make judgments as to what is most and least helpful in a particular situation."²

III General Objectives:-

1. To review the unit ~~taught~~ in the light of goals achieved to see worthwhileness of project

IV Specific Objectives:-

1. To test the unit and make plans to correct ~~any mistakes in order to have a more desirable unit the next time~~

4

V Learning Activities:-

The following goals were achieved
in the unit:-

1. Evidence of awareness to environment
2. Habits of critical thinking and analysis
3. Ability to plan with others and to assume responsibility for carrying accepted tasks to completion
4. Habit of verifying statements with substantiating proof
5. Constantly increasing ability to find and to use pertinent information
6. Ever widening knowledge of places and peoples, manners of living, and cultural backgrounds. This included an interpretation of maps and globes
7. Developing understanding of social institutions and their functions
8. Increasing realization of ways in which the present is an outgrowth of the past
9. Growing understanding of man's use of science in meeting the problems of whether topography and natural barriers to trade and communication
10. Appreciation of contributions of others:- peers, community members, persons of other cultures and other nationalities

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1. Lee, Murray and Lee, Doris The Child and His Curriculum
D. Appleton-Century Company, New York, 1940 Pp 219
 2. Giles, H. H. Teacher - Pupil Planning
Harper and Brothers, New York, 1941 Pp 109

Chapter IV

Conclusion

When the teacher has successfully completed a unit of work, has been conscious of the many creative lessons involved, and has achieved satisfaction in its cumulative program, she will begin to reap some of the rewards of her efforts.

By further analyzing her work she may see her pupils growing in personality and character, she may note many desirable social attitudes, new interests, - in fact, all those intangibles which make for a good life will be manifested.

Probing further into the outcomes she may find pupils working with more zeal, more devotion, and concentration; they will have read more widely, and voluntarily, and the mastery of skills learned with a purpose, will be greater than if they passively relied on teacher direction and external motivation. If it has done nothing but stimulate children to seek further knowledge on their own initiative it is worthwhile, but, in addition, if it makes both teacher and pupils happier and better adjusted human beings it seems of value.

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22. National Education Association, Department of Elementary Principals. Twentieth Yearbook: Language Arts in the Elementary School. The Association, Washington, D. C. 1941.
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