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IDENTIFIERS Post Office

ABSTRACT

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the sixth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific teaching units, each focusing on a particular occupation or group of occupations. The lesson plans emphasize the interrelatedness of world economics and the contributions made by many and varied jobs to the well-being of our world. The following occupational areas are examined: the postal service, musical careers, foreign employment, and the newspaper publishing industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multimedia occupational information. (MW)

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LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

RESOURCE UNIT-LEVEL SIX

BY

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Hamlin, West Virginia 25523

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A Suggestive Resource Unit

for

Level Six

Career Awareness

Synopsis

The sixth level of career awareness in the middle school is a continuation of investigation, interpretation, and basic experiences related to ideas, concepts, and values concerning individual awareness of the world of work on a world, economic, and social scale.

Instruction and experiences should be based on a realistic overview of socio-economic factors so that individual goals, ambitions and desires can be met in a valid context.

These activities which demand involvement of the students are encouraged so that students may be helped to develop a positive self concept in relation to the many and varied roles that lie within the framework of economic and social systems.

Mental maturation toward each individual activity should be analyzed so that total participation of all students can be based on an individual approach that will insure meaningful learning for all participants. Hopefully, the eventual result will be an evolution of insight from an understanding of how one segment of a world economy functions, to an awareness of the interrelatedness of national economics.

All activities on level six should involve a larger scope and sequence than in any of the preceding grade levels

and should involve activities concerning a world orientation to career awareness. Activities should seek to emphasize the worth of the individual in any economic system so long as he performs occupational services which demonstrate the dignity of man by contributing to the total benefit of society.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and to encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To display knowledge of the different job roles as

- they pertain to a career in the postal services.
2. To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.
 3. To utilize knowledge for world cultures as it relates to the social strata of our own country, state and community.
 4. To synthesize the multi-news medium into a workable newspaper operation.

Teaching Strategies

1. The individual student should become involved in an indepth project dealing with a facet of world industry or business.
 - A. Individual students could make a scrapbook of their indepth project.
 - B. Workable models of some phase of business or industry as they relate to the project could be created.
 - C. A structured dramatization by the entire class, dealing with business industries or occupations on a world level could be given.
- II. Use a sequence of transparencies to point out major geographic areas.
 - A. Students immediate enviroment.
 - B. Local Areas
 - C. State Areas

B. An exchange of information with the pen pal as to education, backgrounds, and skills needed for job security in their country.

VI. A committee selected by the students will construct audio-visual aids which will show job techniques in various areas of the world.

A. Bulletin boards

B. Charts

C. Graphs

D. Newspaper

E. Yearbook

F. Murals

G. Posters

H. Newspaper advertisements

I. Television scripts

J. Movie plots

K. Games

L. Radio broadcast

Note: This can be done effectively in a number of ways. Skills should be stressed which are needed to upgrade the worker so that he can obtain better positions in employment as his knowledge in career awareness increases. The dignity of man irregardless of his occupational position should always be stressed as he performs a useful role in the overall developement of society.

VII. Students should be able to compare the international aspects of the world of work as related to their own area of vicinity.

- A. Economic trends
- B. Labor problems
- C. Transportation
- D. Geographic features

Note: The following is only a suggested manner in which this can be accomplished. Perhaps one useful method of implementing this would be to study the economic impact of imports upon our daily lives.

VIII. Group presentation of materials and information gathered from the other countries of the world as related to career occupation.

- 1. Producing articles for a newspaper
- 2. Written reports
- 3. Speeches
- 4. Oral reports
- 5. Plays
- 6. Panel discussions
- 7. Debates
- 8. Quiz program
- 9. Dramas
- 10. Assemblies
 - a. Presentations to school student body.
 - b. Presentations to local civic groups.

11. Role playing

- A. Using costumes which are native to countries involved, demonstrate the dignity of man as he performs various job skills.
- B. Note: This is only a suggested means of implementing various strategies. However, teachers may use any number of other strategies to create individual involvement in indepth work related to career occupations of other countries.

IX. Plan field trips to various business establishments that deal exclusively with international customs, services, and products.

- A. Mexican Restaurant
- B. Chinese restaurant
- C. Italian restaurant
- D. Italian delicatessen

Note: This is only a suggested reference to serve as a guideline in illustrating decoration, food, and customs. As an extra attraction the students may serve an afternoon tea or lunch using products from a particular country or region of the world.

This could be done by students to illustrate the total involvement of a particular country or region as it relates to world trade.

Other methodologies can be used effectively by teachers to inspire students to reach the desired objectives of the unit.

- X. Outside speakers may be used to point out realistic working and living conditions of a country.
 - A. Experienced travelers
 - B. Foreign exchange students from Marshall University, West Virginia State College and Morris Harvey College.

- XI. Students should be able to select one occupational area in which they show an aptitude and an interest.
 - A. Goals set should focus on the methods of obtaining skills needed in relationship to the occupational market.
 - B. Collecting occupational information requirements
 - 1. Skills needed
 - 2. Working regions or areas
 - 3. Living conditions
 - 4. Economy of the country

Note: Evaluation of the above should be made before any job is to be considered by the individual as related to his goals for becoming a productive member of the world of work.

- C. After evaluation of collected materials and information, individual insights of the person

should enable him to start preparation for the type of employment he considers as a career.

1. Analysis should be used extensively in this phase of individual developement.
2. Job interviews
3. Salaries
4. Working conditions
5. Advancement procedures
6. Growth of the company, industry, or corporation.
7. Security to the individual by being in this type of employment.

X11. Appropriate films, filmstrips, slides, or movies showing different phases of careers in other countries.

- A. Films, filmstrips or other audio-visual aids should be selected upon the interest of the students as to the countries involved.
- B. Follow up study of each audio-visual with the possibility of growth in some aspect of career awareness.
- C. Students should be encouraged to do individual research projects concerning different types of careers as they relate to the interdependence of economic developement.

X111. Individual students should be able to compile scrap-

books concerning the major requirements of some of the different occupations as they relate to values, characteristics and attitudes connected with different types of career awareness.

Note: Many different aspects should be considered in the overall picture of job and occupational readiness.

- A. Abilities needed
- B. Educational Training
 - 1. Elementary
 - 2. Secondary
 - 3. Vocational
 - 4. Post-secondary Technical Training
 - 5. College
- C. Physical skills
 - 1. Manual dexterity
 - 2. Motor
- D. Mental skills
 - 1. Trainability
 - 2. Communication skills
- E. Sensory Preception
 - 1. Sight
 - 2. Hearing
- F. Working conditions as they relate to the individual's suitability for a particular area of career involvement.
 - 1. Inside
 - 2. Outside

3. Physical Demands
4. Aptitude
5. Hazards

Importance of different types of occupations as related to the inter-dependence of nations in career awareness

1. National priorities
2. Self satisfaction in the economic well being of a nation.
3. National imports as related to the economic well being of a nation.
4. The overall effects that nations have upon each other through their monetary policies.

Note: This would be an excellent place to analyze the federal system of banking as it relates to the monetary growth of the countries of the world. An outgrowth of this could perhaps be a visit to a local bank with a simulated classroom project being developed. Each individual student should be encouraged to open a savings account so that any classroom activity concerning the Federal Reserve System would be more meaningful.

Another outgrowth could perhaps be the visiting of a stock broker from Charleston or from Huntington or the surrounding areas to discuss how stocks are bought and sold. An interesting project could be the raising of classroom funds through various types of occupational endeavors and application of all profits toward the buying of common stocks of some foreign company, and thus making the study of international job descriptions, careers and goals more meaningful to the classroom student.

XIV. To be able to describe various types of employment as related to the geographical location of the country.

- A. Cold Climate
- B. Hot Climate
- C. Wet Climate
- D. Dry Climate

Note: Classroom discussion as to why students feel that a similar occupation may be different in one country that it is another country. e.g. Egypt in comparison to Norway.

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of other jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of career awareness. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within this unit should be continuous process in which the classroom teacher can use several methods

to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers, as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Evaluation that is continuous on a daily basis gives more insights and deeper meanings to the learning processes of the individual students. Continuous evaluation offers more feedback obtained and if not, what steps to take or methods to change to insure that the objectives for the overall area can be obtained by each individual student.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities
 - A. Materials brought to class
 - B. Participation in role playing
 - C. Oral questioning of students
 - D. Participation in group discussions
3. Responsibilities
 - A. Responsibilities students had when school started.
 - B. Responsibilities students now perform at the closing of school.
 - C. Occupations that students now can observe.
 - D. Occupations that students now can perform.
 - E. Pre and post testing
4. Intellectual Growth
 - A. Maturation of the student at the beginning of the year and at the end of the year in terms of career awareness.
 - B. Attitude and development change in each student should be easily recognized.

Resource Materials

1. Films
2. Records
3. Books
4. Magazines
5. Maps
6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Film Strips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career Files
19. Job application material
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests
25. Slide projector
26. Overhead projector
27. Film projector
28. Tape Recorder
29. Opaque projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards

Various Occupations Which Could
Be Studied In
Level Six

- | | |
|----------------------|------------------------------|
| 1. Secretary | 26. Plumber |
| 2. Guitarist | 27. Miner |
| 3. Actor | 28. Dentist |
| 4. Astronaut | 29. Brick mason |
| 5. Doctor | 30. Bookkeeper |
| 6. Lawyer | 31. Truck driver |
| 7. Minister | 32. Janitor |
| 8. Painter | 33. Homemaker |
| 9. Carpenter | 34. Radio repairman |
| 10. Pilot | 35. Television repairman |
| 11. Lifeguard | 36. Salesman |
| 12. Nurse | 37. Farmer |
| 13. Babysitter | 38. Heavy equipment operator |
| 14. Mechanic | 39. Fireman |
| 15. Policeman | 40. Lumberman |
| 16. Race ca. driver | 41. Motel Clerk |
| 17. School principal | 42. Barber |
| 18. Teacher | 43. Florist |
| 19. Golfer | 44. Photographer |
| 20. Cook | 45. Banker |
| 21. Watchmaker | 46. Chemist |
| 22. Engineer | 47. Stewardess |
| 23. Tool Designer | 48. Meat cutter |
| 24. Electrician | 49. Fashion designer |
| 25. Welder | 50. Seamstress |

A P P E N D I C E S

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Appendices

- A. Field Trip
- B. Suggested Parental Letter
- C. Resource Bibliography
- D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
 - a. Home
 - b. School
 - c. Neighborhood
 - d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have
3. Make plans for transportation
 - a. What kind?
 - b. Who will provide it?
 - c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion
2. Student committee should gather career information.
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers

3. Safety precautions should be discussed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

The following are suggested places to visit in incorporating new awareness of career occupations within the surrounding areas in relation to the topics which are being covered in this grade level.

1. United States Postal Service--Charleston
2. United States Postal Service--Huntington
3. United States Postal Service--Logan
4. Logan Banner--Logan
5. Herald Dispatch--Huntington
6. Charleston Gazette--Charleston
7. Lincoln Publishing Company--Hamlin
8. Kenny Music Company--Huntington
9. Kenny Music Company--Logan
10. Calprin Music Company--Charleston
11. Gorbies Music Company--South Charleston
12. Guthrie-Beam Music Company--Charleston
13. Blow Your Flute--Charleston
14. Marshall University Music Department--Huntington
15. Morris Harvey College Music Department--Charleston
16. West Virginia State College Music Department--Institute
17. Travel Rama Travel Agency Incorporated--Charleston
18. Charleston National Travel Service--Charleston
19. AA World Wide Travel Service--Charleston
20. Travel Incorporated--Huntington

SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips? _____
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

Resource Bibliography

Level Six

Career Awareness

Exemplary Project

Books

- Colonius, Lillian, and Glenn w. Schroeder. At the Post Office. Melmont, 1954.
- Buchheimer, Naomi. Let's Go to a Post Office. Putnam, 1964.
- Greene, Clara. Let's Learn about the Orchestra. Harvey House, 1967.
- Hurd, Michael. Soldiers' Songs and Marches. Walck, 1966.
- Ward, John Owen. Careers in Music. Walck, 1968.
- Willson, Robins B. Musical Instruments. Walck, 1966.
- Young, Patricia. Great Performers. Walck, 1967.
- Cochrane, Joanna. Let's Go to the United Nations Headquarters. Putnam, 1958.
- Landin, Les. About Policement around the World. Melmont, 1964.
- Chace, Haile. About the Captain of a Ship. Melmont, 1962.
- Cohn, Angelo. Careers with Foreign Languages. Walck, 1963.
- Dietrich, Fred and Seymour Reit. Wheels, Sails and Wings--The Story of Transportation. Golden Press, 1961.
- Feurlight, Roberta. Let's Go To A World's Fair. Putnam, 1964.
- Latham, Jean Lee. Trail Blazer of the Seas. Houghton Mifflin, 1956.

Lastin, Gerald W. Careers in Hotel and Restaurants.
Walck, 1967.

Nathan, Raymond. Careers in Airline Operations. Walck,
1964.

Neal, Harry E. Your Career in Aviation. Messner, 1966.

Donohue, Jody. Your Career in Public Relations. Mes-
sner, 1967.

Sootin, Laura. Let's Go to a Newspaper. Putnam, 1956.

SRA Occupational Briefs

18 Postal Clerks
393 Federal Government Inspectors and Examiners
57 Long Distance Truck and Bus Drivers
263 Mail Carriers
27 Instrument Makers
334 Instrument Repairman
324 Instrumental Music Teacher
229 Musical Instrument Manufacturing Workers
345 Sales Demonstrators
155 Performing Musicians
100 Travel Agency Workers
143 Translators and Interpreters
313 Hotel Manager
13 Hotel and Motel Workers
360 Traffic Engineers
99 Traffic Managers
350 Restaurant Managers
69 Newspaper Editors
369 Newspaper Vendors
29 Photoengravers
295 Playwriters
278 Receptionists
216 Reporter
399 Scriptwriter
19 Secretaries and Stenographers
93 Shorthand Reporters
177 Stationary Engineers
285 Technical Engineers
252 Typists
245 Magazine Editorial Workers
15 Messengers and Office Boys
355 Book Editors
17 Duplicating Machine Operator
361 Advertising Copywriters
63 Advertising Workers
226 Paper Industry Workers

Filmstrips

The Airport-----Coronet
The Railroad Station-----Coronet
The Bus Station-----Coronet
The Harbour-----Coronet
The Neighborhood Newspaper Store-----Eyegate

Sound Filmstrips

Seeing Brazil, Coronet, 4 Color Filmstrips, 2 Records.
Seeing Central America, Coronet, 6 Color Filmstrips,
3 Records.
Seeing China, Coronet, 6 Color Filmstrips, 3 Records.
Seeing Eastern Europe, Coronet, 4 Color Filmstrips,
2 Records.
Seeing Great Britain, Coronet, 6 Color Filmstrips,
3 Records.
Seeing India, Coronet, 4 Color Filmstrips, 2 Records.
Seeing Italy, Coronet, 4 Color Filmstrips, 2 Records.
Seeing Scandinavia, Coronet, 4 Color Filmstrips,
2 Records.
Seeing West Germany, Coronet, 4 Color Filmstrips,
2 Records.
Seeing Mexico, Coronet, 6 Color Filmstrips,
3 Records.

Teaching Units

- I. Communicating Through Letters
- II. Careers In Music
- III. Around The World On An
Occupational And Vocational Vacation
- IV. Bussy Ants News

These lesson plans are a guide for the classroom teacher as to what possible activities **may** take place during the learning period. This unit is subject to change and it is by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Six

COMMUNICATING THROUGH LETTERS

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Communicating Through Letters

Behavioral Objectives: To display knowledge of the different job roles as they pertain to a career in the postal services.

Procedures	Student Activity	Notes & Resources
<p>Use the concept!</p> <p>We all receive mail in some quantity almost every day. Mail plays an important role in the field of communication with others regardless of where they may be.</p>	<p>Students discuss why the mail is important as a source of communication.</p>	<p>This response could be correlated with the economic, business, and social well being of individuals.</p>
<p>Plan field trip to a U.S. Post Office (preferably a large one such as Logan</p>	<p>Students can see first-hand how the mail is sorted, how money orders are prepared, and other necessary activities in preparing.</p>	

Madison, Huntington or Charleston.

the mail to be delivered to other cities and countries.

Discussion of field trip.

Students discuss the field trip in relation to the different activities as well as the different types of careers and occupations seen.

Pinpoint where student family members live, or where someone that they know lives, on a large wall map.

Students locate areas within the state where someone they are acquainted with lives.

A. Use Colored thread and pins to mark on the map places where these people live within the state.

B. Use the same methodology for United States.

C. Same methodology for World.

Use large wall maps.

- A. State
- B. United States
- C. World

These should be correlated with the job activities of these people.

Organize Panel reports.

Students hold Panel reports on the group projects.

Correlate this with English and Speech.

Invite a local postmaster to speak to the students.

After speaker finishes his presentation on the postal industry, the class should hold a question and answer session relating to pertinent aspects of the postal industry.

Questions could deal with the following:

1. Mail Fraud
2. Mail Carriers
3. Money orders
4. Air Mail
5. Air Freight
6. Transportation
7. Government Regulations
8. Types of Occupations
9. Careers in the Postal Industry.

Have students write thank-you letter to classroom speaker.

Students write joint class thank-you letter.

Correlate with English.

Have students mail letters to family members or acquaintances.

Students mail letters to family members or acquaintances living outside the local area.

Students could trace the letter's journey on a large wall map. Correlate this with

Students write letters to family members living outside of the school area

Classroom discussion of materials and occupations involved in letter writing materials.

Students do indepth study of the different industries involved in simple letter writing.

Students write letters to family members.

Discussion of various techniques involved in the writing of a simple letter.

Students select group projects to study the industries involved in the writing of a simple letter.

Correlate with English and Business secretarial careers.

Such industries that could be covered are:

1. wood (pencil)
2. graphite (chemical)
3. pulp (paper)
4. Ink (chemical)
5. envelope (paper)
6. glue (chemical)
7. stamp (government printing- Dept. Treasury)

These projects should dwell upon the vocational aspects of the occupations instead of the technological

Collect addresses of local persons who may be in the armed forces.

Bring some type of catalog to class. Examine it to see how the United States is divided into zones, and how weight is involved in sending or receiving mail.

Students write letters to people in the armed services.

e.g. Students should explain to the person why they are writing and request especially those in foreign countries to answer their letter using a foreign stamp, and also to discuss their occupations in their answering letter.

Discuss the cost of receiving something through the mail, or of mailing an item.

Social Studies.

Trace the letter as it would travel to the sendee.

1. within the U.S.A.
2. to a foreign country

Discuss the occupations of the person sending class members return letter
Correlate with social studies and occupational careers.

Correlate this with math.
e.g. weight
time zones
registered mail
air mail

Discuss different ways of receiving packages that have been ordered.

This would compel students to think about the transportation industry.

Students should gain an overall view of the transportation industry as it relates to the postal system. Topics in transportation:

1. railroad
2. airplane
3. trucking
4. freight
5. railway express
6. United Parcel Service

Students could do mock experiments concerning package mailing costs.

Using a set of scales, students could compute the weight of different items and figure the cost of sending them through the mail to the different countries of the world using the different types of transportation such as rail, ship and air freight.

Correlate this with math.

Conduct job classification project.

Students prepare a job classification chart of the many different occupations related to the postal industry.

Students should cover a wide range of occupations and include such attributes as:

- a) education needed
- b) mechanical aptitude
- c) personality requirements

Emphasize to students the many new vocabulary items encountered in this study.

As this unit on postal workers progresses, students' vocabulary should also increase.

New vocabulary should include the following:

1. fragile
2. address
3. cancel mark
4. letterdrop
5. stamps
6. cull
7. face up
8. mailster
9. zip code
10. sorting case
11. dispatch
12. forwarding
13. time zones
14. airmail
15. mail boxes
16. money order

17. slots
18. Rural Free Delivery
19. etc.

Occupations related
to the Post Office are

1. Post Master
2. Window Clerks
3. Mail carriers
4. Rural carriers
5. Postal supervisors
6. Postal guards
7. Special delivery Messenger
8. Postal Clerk
9. Janitor
10. etc.

11. Power Truck Drivers
12. Insurance Clerks
13. Long Distance Truck Dr.
14. Guards and Watchmen
15. Letter Carriers
16. Postal Clerks
17. etc.

Classroom Materials:

1. paper
2. pencil
3. pens

Resources

Kits

Postal Helpers SVE.

SRA Occupational Brief

18 Postal Clerks
390 Federal Government
Inspectors and
Examiners
57 Long Distance Truck
and Bus Drivers
263 Mail Carriers

Books

Colonus, Lillian, and
Glenn W. Schroeder.
At The Post Office,
Melmont, 1954.

Buchheimer, Naomi.
Let's Go to a Post
Office, Putnam, 1964.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
For
Level Six

CAREERS IN MUSIC

Lincoln County Board of Education
Hamlin, West Virginia

40

42

Teaching Unit
Level Six

Title: Careers In Music

Behavioral Objective: To utilize knowledge from world cultures as it relates to the social strata of our own country, state and community.

Procedures	Student Activity	Notes & Resources
<p>Discuss the overall aspects of people who entertain us.</p>	<p>Students list on the chalkboard their favorite actors, and actresses.</p>	<p>Move magazines T.V. Guide</p>
<p>Ask students to bring in their favorite record.</p>	<p>Play some or all of the records in class. Students list the items that appeal to them in the records.</p>	<p>Items Needed: Personal records of the students and school record player. This could be correlated with English and Spelling.</p>
<p>Divide records into groups or classify by type.</p>	<p>Students divide records into groups. e.g. singers, soloists, vocal duet, instrumental, rock, folk, country, bluegrass, quartet</p>	

Prepare bulletin board

Ask the question

"what makes a recording famous?"

Students identify instruments being used in records listened to.

Students bring in pictures of singers and instruments to put on bulletin boards

Student Response

e.g. sound
lyrics
mood

Students listen to records and identify instruments.

Resource! Magazine or newspaper pictures that the students have around the home.

Students could bring in some famous modern records and play them. This could be correlated with English

This could be an evaluation of students ability to perceive certain sounds related to the music world. The sounds which the students would select would depend upon the type of record that was being played.

e.g. "This Is An Orchestra" by Houghton Mifflin

Divide the entertainment world into different aspects

- A. Musicians
- B. Dancers
- C. Singers

Students can divide the field of music into different categories.

This list could be put on the chalkboard by the students.

Some of the areas to be covered should be:

Classical Music

Opera

Concert

Chamber

Jazz

Folk

Religious

Country

Folk rock

Use reference books to study some of the different types of entertainment.

Plan field trip to Marshall University Music Department.

Students could see a vast amount of musical equipment and talk with university students about their musical career.

This would result in pertinent and insights for students.

Discussion of
the field trip.

Class discussion of
the field trip in relation-
ship to the musical instru-
ments and careers that were
observed.

Encourage students
to be observant of
the different aspects
which they encoun-
tered during their
musical tour.

Written reports.

Students could write
reports of their field
trip.

Correlate this
with English. e.g.
This would give stu-
dents an opportunity
to be creative and
to use their powers
of perception.

Thank-you letter.

Class write a thank-you
letter to whoever was
responsible for the field
trip.

If the field trip
was to the music
department at
Marshall University
or any college in the
local area, it would
most likely be the
Chairman of the
Music Department.

To be successful in the arts a person must be willing to practice and work long hours.

Group study of some of the leading composers or musicians of our time.

(although it could be other people).

Use different reference books to study the lives of certain individuals that have contributed to the entertainment world.

e.g. Bach
Chopin
Brahms
Beethoven
Richard Rogers
Oscar Hammerstein
Jerome Kerns
Stephen Foster

Panel Discussion

Panel Reports on leading people who have contributed to the world of entertainment.

These Reports should show the different types of training these people had and the types of musical instruments that they basically worked with.

Role playing of famous entertain-ment people.

Musical college

Students to be- come familiar with instruments.

Ask band director to come to class- room and talk to

Role playing by students acting out some of the aspects that these people have gone through in pre-paring themselves for a life long career.

Students make musical college using pictures of many different types of musical instruments.

Students recognize the different musical instruments.

Let him explain the functions of instruments and how they sound.

This could be tied in with the occupa- tional aspect of the world of work as it relates to career awareness.

These pictures can be collected by the students from old magazines.

This could tie in with their vocabulary and sight recognition skills.

Teachers may sug- gest that band di- ector bring some in- struments with him to explain to the students.

General class discussion of famous entertainers.

On a world map, students could locate the areas that have played an important part in the entertainment world.

1. locate cities of the world that are known for their classical music.
2. locate cities that are famous for their entertainment contributors.

Also this could create student interest in joining the school band.

Tie this in with geography.

- e.g. Rome
Milan
Paris
New York City
Moscow
Tokoyo
Vienna

Tie this in with geography.

- e.g. 1. Los Angeles
2. New York City
3. New Orleans, Louisiana
4. Dallas, Texas
5. Nashville, Tennessee
6. Chicago, Illinois

7. Rome, Italy
8. London, England
9. Moscow
10. Paris, France

Students read about some opera or musical.

Classroom discussion

Classroom discussion
Design a stage showing a favorite scene in the opera or musical.

Using different skills and occupations

e.g. drafting
carpenter
designers
electrician
architecture
painter

While the boys in the class are designing the stage for the opera, the girls in the class could be making some puppets to fit the descriptions of the cast. Dress the puppets according to the descriptions of the opera or musical.

Discussion of clothing materials as it relates to occupations.

e.g. seamstress
designer
hairdresser

Obtain a record of the opera then have the puppets act out the opera as the record plays.

Make class scrapbook.

Make a musical alphabet with pictures to represent each letter of the alphabet.

This could be done to any opera or musical in which the students would be interested.

Make class scrapbook showing the new skills learned and the new vocabulary.

The alphabet could be extremely extensive and could be correlated with many areas of study.

The students could name the occupations that would be associated with each picture.

An example of the alphabet could be similar to this:

A. Autoharo, Amplifier, accordion,

B. Banio, Baton, Bow, Bass Clef, Baby Grand, Band Instruments, Bagpipes, Bells

C. Clarinet, Castenet, Cymbal, Conductor, Chimes

D. Drum, Damp Chaser, Duet, Director, Drumstick

E. English Horn.
Electric Metronomes

F. Flute. Fuzz-
Wahs. Fluteaphone.
French Horn

G. Guitars. G Clef

H. Harmonicas,
Hymnals. Hi-Hats,
Harp, Harpsicord

J. Jacks for Amps,
Jazz Brushes, Jazz

K. Kettle Drum

L. Lyre, Ligatures,
Loudspeaker, Lines,

M. Miles, Mutes,
Mouthpiece, Mando-
lin, Mallets, Muscial

N. Needles Notes,
Note finders.

O. Opera, Organ.
Oboe Oils, Orchestra

P. Piana, P.A. sys-
tem, Piccolo, Pads,
Pegs, Picks, Pitch,
Pitchpipe, Polish

Q. Quartet

R. Reeds, Recording
Tape, Rosin, Rests,
Records

S. Saxophone, Str-
ings Snare Drum,
sousaphone, Stero,
Sounds Swabs stands
Sheet Music, Spaces
Symphony

T. Trumpet, Trombone
Tom-Tomes, Triangles

Tape recorder,
Tympani, Tuner

U. Ukulele

V. Violin, Valve
Oil

W. Wa-Wa's, Whistles,
Woodblocks

X. Xylophone

Z. Zither

Occupations that

can be obtained

from cultural areas

1. Artists
2. Writer
3. Musician
4. Seamstress
5. Hairdresser
6. Set Designer
7. Chorographer
8. Electrician
9. Tuner (piano)
10. Varnisher
11. Painter
12. Repairman
(instrument)
13. Typist
14. Secretary
15. Singer
16. Translator
17. Stenographer
18. etc.

Related Careers

1. Film editor
2. Video Tape
Engineer
3. Audio Engineer
4. Video Engineer
5. Station Announcer
6. Newscaster
7. Sports Director

8. Sports Announcer
9. Make Up Specialist
10. Wardrobe Mistress
11. Prop Man
12. Monitor
13. etc.

Vocabulary

1. Writer
2. Artist
3. Artist in Residence
4. Set Designer
5. Recording
6. Accountant
7. Newscaster
8. Musician
9. Manufacture
10. Monitor
11. etc.

Resources

Key to Creativity
Wurlitzer Company
DeKalb, Illinois
(16 mm sound 13 min)

Story of the Trapp
Family Singers
Maria Augustya Trapp
(Doubleday, Garden
City, New Jersey)

Electric Organ
Hammond Organ Company
4200 West Division
Avenue
Chicago, Illinois
60639

(This is a pamphlet
free 25 copies)

Books

Greene, Clara.
Let's Learn Abc
The Orchest Har
House, 1967.

Hurd, Michael.
Soldier Songs And
Marches. Walck,
1966.

Ward, John O.
Careers In Music
Walck, 1968.

Willson, Robina
Musical Instrumen
Walck, 1966.

Young, Patricia.
Great Performer
Walck, 1966

SRA Occupational
Briefs

- 27 Instrument
Makers
- 334 Instrument
Repairs
- 384 Instrumental
Music Teach.
- 229 Musical ...
Instrument
Manufacturing
Work
- 343 Sales Dem-
onstrator
- 133 Performing
Musician

Records And Tapes

ESEA Title I Materials:

Tape Recording

Harmony. U. of
Colorado, 1 Reel,
3 3/4 IPS.

Introduction to M
U. of Colorado.
3 3/4 IPS.

Rhythm. U. of Co
1 Reel, 3 3/4 IF

Disk Recordings

After School Favorites.
Childcraft. 1 12"
record 33 1/3 RPM.

American Folk Songs.
Folkways, 1954. 1 12"
record, 33 1/3 RPM.

Concert In The Park.
Childcraft, 1 12"
record 33 1/3 RPM

Folk Songs of Calif.
And the Old West.
Bowmar 1965. 1 12"
record, 33 1/3 RPM.

Traditional Harp.
Folkways, 1952. 1 12"
record, 33 1/3 RPM.

World of Marches.
Album 1. Bowmar,
1 12" record 33 1/3
RPM.

Records and tapes to
be checked out by
teachers and students
from the Mobile Lib-
rary of the West
Virginia Library
Commission.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Six

AROUND THE WORLD ON AN
OCCUPATIONAL AND VOCATIONAL VACATION

Lincoln County Board Of Education
Hamlin, West Virginia

Teaching Unit
Level six

Title: Around The World On An Occupational And Vocational Vacation

Behavioral Objective: To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.

Procedures	Student Activity	Notes & Resources
<p>Teachers play records to class.</p> <p>Explain to class that you are interested in taking an occupational trip around the world.</p>	<p>Students name cities and countries that are named in the record.</p> <p>Students select the countries that they would like to visit.</p>	<p><u>Around the World in Eighty Days</u></p> <p>These should be listed on the chalkboard so the students can copy their list to file for future reference</p> <p>Some of the countries could be:</p> <ol style="list-style-type: none"> 1. England 2. France 3. Italy 4. Spain 5. Israel 6. Greece 7. Japan 8. Mexico 9. etc.

Student committee

Students select committee to write to travel agent requesting materials on countries that they are going to visit.

Correlate this with careers such as secretary, business and travel agents.

Correlate letter writing with English.

Map work

Students designate the selected countries with a star.

Correlate this with social studies.

Plan itinerary

Locate itinerary on large wall map.

Selected places to visit should be made because of their vocational opportunities or skilled industry.

Plan Clothing for trip.

Clothing to be taken on this trip should be suitable for the climate of the place to be visited.

Various types of clothing will be needed depending on the climate

Plan details of trip.

Things the students would need to do.

1. medical record
2. visa
3. passports

Students plot their own medical record such as a doctor or nurse would do.

Apply for visa
to visit foreign
countries.

This could be
secretarial position
such as dealing with
the writing for visas.

Students make their
own passport such as
the State Department
would. e.g. govern-
ment worker

Passports should
have such information
as medical record,
mug shot, fingerprint.

(career involved)

1. typist
2. photographer
3. printing
4. medical secretary
5. etc.

Relate this to
English. Occupations
involved:

1. secretarial
2. foreign correspon-
dent
3. etc.

Check with local people to see if someone has visited a foreign country.

Temperature chart

Bulletin board

Ask this person to relate his experiences to the students.

Students make a temperature chart of each country that they expect to visit. Therefore students would partially know what to take with him.

Students make bulletin board of the different types of occupations which they expect to see or observe during their world trip.

If none are available in the local community, then use a film or filmstrip concerning traveling in a foreign country.

Correlate this with social studies as to average rainfall, and average temperature.

Occupations

involved:

1. weather reporting
2. meteorologist
3. others

Use magazines and travel folders.

Occupations would be:

1. travel agent
2. others

Develop groups according to student interest.

Group activity according to different areas involved in preparing for the world trip.

These are planning committees.

Reports should be detailed.

Committees:

1. Transportation
2. Lodging
3. Food
4. Entertainment
5. Vocational Sports to visit.

Committee work

Transportation committee

Provide transportation to local airport.

Teachers should allow committees ample time for class discussion and demonstrations as it relates to many different areas of career development involved in their committee work.

Occupation to be discussed.

1. Bus Driving
2. Highway Safety
3. Maintaining Our Highways
4. Others

Purchase airline tickets to New York City.

Make Tickets for each student. Determine luggage weight for each student. Seat students on the airplane. Correlate this activity with math.

Occupations to be discussed.

1. Ticket Agent
2. Baggage Clerk
3. Pilot
4. Co Pilot
5. Stewardess
6. etc.

Purchase boat tickets to London, England.

Plan and make out the ticket for each student.

Plan room chart for students on the boat. Correlate these activities with math.

Occupations to be discussed.

1. Ticket Agent
2. Navigator
3. Captain
4. Steward
5. Maid
6. Nurse
7. Doctor
8. Wireless Operator
9. Technicians
10. Electronic Personnel
11. etc.

Transportation in the country the students visit.

Plan a type of transportation as it relates to a career in each country and discuss the workers involved in each form of transportation.

The students could plan for a type of transportation for each country that they are to visit. Careers involved in the different types of transportation should be noted and discussed by the students. A scrapbook showing the different types of transportation and career involved could be made by the students.

e.g. Japan-Rickshaw

France-Monorail

Italy-Gondola

Mexico-Horse
(saddle-wagon)

Egypt-Camel

This is only a random sampling of the activities the transportation com-

mittee could do.

All of the transportation committees work could easily be correlated with social studies and math.

Food Committee

Plan eating places or food to eat while on trip should at least plan to sample the national foods of each country visited.

Students should discuss how the food is prepared and the workers involved.

This could be done very effectively by using charts or posters made from pictures collected from magazines:

Occupations to be discussed are:

1. farmer
2. jobber
3. wholesaler
4. fisherman
5. florist (decorate tables using flowers native to foreign countries. e. g. tulip-Holland)
6. Cashiers
7. Cooks

Plan menus

Plan an evening menu for each foreign country that students will visit.

8. Chefs
9. Waitress
10. Dietitian

Menu could be highlighted with a poster showing foods that are native to that foreign country. All of these committees could correlate with science and health.

Occupational committee

This committee would be concerned with occupations found in each country.

This committee should list the major occupations and tools used within a country showing how they contribute to the world of work and toward the dignity of man.

e.g. England
Scotland Yard

1. Bobbie
2. Guards

France-The Louvre

1. Paintings of world renown

Arch de Trimuph

1. Architecture
2. Landscaping

Wine Industry

1. Vineyards
2. Wine Factories

Italy-The Vatican

1. Paintings
2. Architecture

Spain-Bullfights

1. Matador

Pottery Industry

1. Designer
2. Potter

Egypt-Aswan Dam

1. Construction
2. Engineering
3. Electrical
4. Atomic Energy

Greece-Colosseum

1. Sports Stadium

Partherson

1. Form of Government

Japan-Manufacturing

1. Clothing
2. Technical

1. Silk
 2. Tailor
- Fishing Industry
Technology Industry
Art Industry
e.g. silk painting
Mexico-Silver Industry
1. Silversmith
- Food Industry
1. Chef

Students on this committee should use pictures of each in which they would explain the different occupations and careers found in that country.

Committee reports

Committees will report their activities as it relates to each country that was visited on an occupational trip.

This could be done through many activities.

I would suggest that the students would dress for each different occupation and present a lecture

Class scrapbook

Students should compile a master scrapbook of their occupational tree.

to the class concerning each.

e.g.

1. papal guard could tell of his training requirements and occupations he performs as he fulfills his job requirements.

2. Grape Farmer could demonstrate skills used and needed in tending the grapes, preparing them for market and shipping them to market.

3. Others

This could be broken down by country.

I personally suggest this method

1. Should include maps of foreign

countries with their
places to visit marked
off.

Show cities or places
in which they stayed.

Show occupations of
places in which they
visited.

List types of occupations
that they saw being
performed in each
place they visited.

Types of transportation
used in traveling from one
country to another.

A. Show occupations
which were in-
volved.

Show some of the
leading places where
they ate and slept.

A. Show occupa-
tions which were
involved.

Show some of the
foreign money.

A. Methods of
counting it.

Class skit could bring out the highlights of the trip which were studied during this unit.

Students could perform different skits as it relates to the occupational activity of the countries that they visited on their occupational vacation.

- to decimal system.
- B. Types of occupations involved.
- 8. Students make or show the outstanding arts and crafts of each country visited. Discuss occupations involved.
- 9. Highlights of time.

This highlighted activity should be a creativity experience for each student in the class.

I would suggest that after the students have performed it and worked out the flaws in their activity that it be videotaped

as a reference
or inspirational
resource activity
which others
could preview to
gain insights
into an occupation
vacation around the
world.

Vocabulary

This would depend
entirely upon the
teacher as to the
countries visited.
e. g. It would
seem that a large
new vocabulary could
be expected as an
outgrowth of this
unit.

Resources

This would depend
entirely upon the
teacher as to the
country or countries
visited by the stu-

dents.

The Audio Visual Demonstration Center has many different materials pertaining to many different countries, therefore it would be a matter of selecting materials according to the country or countries which were selected to visit by the students.

Other outstanding sources of information would be:

Magazines such as; Life, Look, National Geographic and many others.

Classroom Materials

Paper

Tape

Scissors

Film Strip Projector

Record Player

Tape Recorder

Film Projector

Resource People

Exchange students from foreign countries who are attending Marshall University, Morris Harvey College and West Virginia State College could be used for resource people concerning their own particular country.

Books

Cochrane, Joanna. Let's Go To The United Nations Headquarters. Putnam, 1958

Landin, Les. About Policemen Around The World. Melmont, 1964

Chace, Haile. About The Captain of A Ship. Melmont, 1962.

Cohn, Angelo. Careers With Foreign Languages. Walck, 1953.

Dietrich, Fred and Seymour Reit. Wheels, Sails and Wings. (The Story of Transportation). Golden Press, 1961.

Feurlight, Roberta. Let's Go To A World's Fair. Putnam, 1964.

Latham, Joan Lee.

Trail Blazer Of The
Sea. Houghton Mifflin
1956.

Lattin, Gerald W.
Careers In Hotels and
Resturants. Walck,
1967.

Neal, Harry E. Your
Career In Aviation.

Messner, 1966.

SRA Occupational Brief

100 Travel Agency
Workers
143 Translators and
Interpreters
313 Hotel Manager
13 Hotel and Motel
Workers
360 Traffic Engineers
99 Traffic Managers
350 Resturant Managers

Filmstrips

The Airport---Coronet
The Railroad Station--
-----Coronet
The Bus Station-----
-----Coronet
The Harbour---Coronet
Seeing Brazil--Coronet
Seeing Central America
-----Coronet
Seeing China---Coronet
Seeing Great Britian--
-----Coronet
Seeing India--Coronet
Seeing Italy---Coronet
Seeing Mexico-- Coronet
Seeing Scandinaavia--
-----Coronet

Seeing West Germany--
-----Coronet
Seeing Eastern Europe-
-----Coronet
Seeing The Andes
Countries-----Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

BUSSY ANTS NEWS

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Bussy Ants News
e.g. School Mascot News

Behavioral Objective: To synthesize the multi-new medium into a workable newspaper operation.

Procedures	Student Activity	Notes & Resources
<p>Form small groups (3-4) to do research and oral reports</p>	<p>Students can be doing research on how to begin a newspaper and the different jobs that are available in the newspaper industry</p>	<p><u>Books</u> Encyclopedias Sootin, Laura, "<u>Let's Go To A Newspaper</u>", Putman 1956, 48 pp- Describes how a newspaper is published. Greene, Clara <u>I Want To Be A News Reporter</u>. Children 1958, 30 pp, Don has an exciting trip with his uncle, who is a news reporter. Barr, Jene <u>News Travel</u></p>
<p>Prepare students for resource speaker. Questions for the resource person should be</p>	<p>Students ask questions which are of interest to them.</p>	<p><u>Resource Person</u> - should be a newspaper employee S.B.A. Occupational Brief</p>

prepared by the students. See Appendix I

Organize field trip to a newspaper.

Show filmstrip on newspaper industries

Students develop own newspaper.

Students visit local newspaper establishment or printing company.

Make an inventory of related occupations. This could be done by the following methods:
e.g. 1. Notebook
2. Chart
3. Graphs
4. Scrapbook

Students will do role playing situations dealing with setting up their newspaper, such as the selection of staff.

e.g. 1. Editor
2. Reporters
3. Copy reader
4. Lay Out
5. Advertisement
6. Others

See field trip guide

Films:

Here's How We Print, Bailey (11 minutes)
Describe process of printing.

Students should select the people who are going to fill each position. This could come from a follow-up of the field trip. Students could be told to look for some specific job that they would like to do while on the field trip.

Students could write articles for the paper. They could have an advertising section, cartoon, sports, news, and many other sections that pertain to the occupations involved in publishing a newspaper.

Students discuss importance of newspapers to the community. Compare the values of a newspaper and free journalism in our society to a country where the paper is controlled by the government.

Materials Needed:
See Appendix--

Book:
Putting Your School Newspaper to Work

Film
A newspaper series- Its Community.
13½ minutes, color,
Shows the function of a newspaper, the different kinds of information it contains, its role in the community, its organizations, and the work involved in writing editing, printing and delivery.

(FA)

Hold a discussion of the role of the newspaper in the community.

Correlation with
related subjects.

Science Class:

e.g. See how and where
trees are grown for
pulp to be used in
making paper.

Math Class:

e.g. Measuring the
width and length of
articles to be placed
in the paper, making
change, selling the
paper, cost of
advertisements, etc.

Social Studies:

e.g. Studying differ-
ent kinds of vehicles
used in newspaper
work and transporta-
tion.

Vocabulary

1. editor
2. reporter
3. advertisement
4. by-line
5. headline
6. photographer
7. copy
8. typewriter
9. typesetter
10. copy reader
11. lithographic plat
12. ink
13. press
14. printing press
15. printing press operator
16. rewrite man
17. feature reporter
18. press operator
19. lay-out
20. lay-out man
21. printer
22. inkman
23. stenographer
24. city editor
25. articles
26. editorial news

27. cartoons
28. classified
29. advertisement
30. stockmarket
31. clerical
32. typists
33. telegraphs
34. telegrams
35. United News Service
36. wire photograph
37. associated Press
38. proof reader
39. gally boy
40. stock exchange
41. reporter
42. paper carrier
43. morgue
44. artist
45. cameraman
46. editorial
47. form
48. plate
49. dummy
50. matrix
51. beat
52. pipeline
53. obituary
54. classified

Occupations within
the Newspaper

Industry:

1. Newsboy
2. Proof reader
3. Typesetter
4. Photoengravers
5. Cameramen
6. Pressman
7. Newspaper editors
8. Newspaper reporters
9. Journalist
10. Technical writers
11. Messengers
12. Press repairman
13. Typists
14. Stenographers
15. Compositors
16. Linotype operators
17. Designers
18. Artists
19. Reporters
20. e.c.

Community Resources

- A. People
Editor
Reporter
Photographer

Feature reporter

Typesetter

Paper carrier

Librarian

- B. Field trips
News Stand
Newspaper office
Printing Office

Resources

Books

Donohue, Judy. Your Career In Public Relations. Messner, 1967.

Sootin, Laura. Let's Go To A Newspaper. Putnam, 1956.

SRA Occupational Briefs

- 69 Newspaper Editor
369 Newspaper Vendor
29 Photoengravers
295 Playwriters
278 Receptionists
216 Reporter
399 Scriptwriter
19 Secretaries and
Stenographers
93 Shorthand Reporter
177 Stationary Engineer
286 Technical Engineer
252 Typists
245 Magazine Editorial
Workers
15 Messengers and
Office Boys
355 Book Editors
17 Duplicating Machine
Operators
361 Advertising
Copywriters
63 Advertising Workers
226 Paper Industry
Workers

Resources

Free Booklet

Addressograph Multigraph Corporation. Advertising Dept.,
P. O. Box 3176, Cleveland, Ohio 44117

1. "Putting Your School Newspaper to Bed" SP-222-M

Junior Science Book of Rain, Hail, Sleet and Snow, Larrick
(Garrard, 1961) Seasons. Jervis (Day, 1962)

Our English Language, Book 5. (American Book Company, 1967)

News Travels: Local Communications. Capin (Whitman, 1966)

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2. "News-The Story of How It Is Gathered and Printed", 16pp.
3. "The Story of the New York Times", 20 pp.

Resource Personnel

1. What are the different types of workers found in this industry?
2. What kind of work do the majority of employees do?
3. Is the work indoors or outdoors?
4. What are job duties?
5. What are the educational and experiences requirements for these jobs?
6. What are the physical requirements?
7. What are possible weekly or monthly earnings?
8. What are future opportunities?

APPENDIX

MATERIALS

Ink	Paint brusher
Newsprint	Glue
Paper mache	Paints
Typewriters	Erasers
Films	Materials for making ink
Filmstrips	Scissors
Day-by-day calendar	Stapler
Cylinder printing material	Records
Tools	Chips of wood
Liquid duplicator	Silk screen
ABC blocks for printing	Linoleum blocks
Yardsticks	Laminating seal
Letter stencils	Cardboard
Stencils	Carving knives
Camera	Manila paper
Mats for advertising	Newspapers
Rollers	String
Maps	Record player
Globes	Books
Overhead projector	Tape recorder
Opaque projector	Tape for recording
Magazines	Brayer roller