

**ICA and 5<sup>th</sup> City Staff**

**5<sup>th</sup> City Preschool Curriculum**

**Mini-School Curriculum**

**18 – Months until 3 Years Old**

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space                      2. Place (Geography)

Day's Curriculum Rationale:

Children are held up against dealing with geography by being asked where certain outdoor things are.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. None.

Description of Event:

1. Children sit at tables in Universal Room.
2. Ask "Which way do we go to the playground?" (Open door, have child show which way.) "Which way do we go to the car?"
3. Go to playground to play--"Which way do we go to go back to the Mini School?" Let's Go."
4. At door--"Where are the steps to Mini School?"
5. "Here we are at the 5th City Mini School."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Space                      2. Place (geography)

Day's Curriculum Rationale:

In an indoor situation, children are asked to describe use of space and label certain areas.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dnace song

poetry story drama

Equipment:

1. None.

Description of Event:

1. Children sit at tables in Universal Room.
2. "We are in the table room now. Where is the table?" "Can you say table room?"
3. "Where is the record player? Let's go sit against the wall in the music room."
4. "Where are the horses? Let's go sit in the horse room."
5. "What room do you want to play in?" Help them name the room as they go to it.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Place (geography)

Day's Curriculum Rationale:

In a role play situation, children are asked to use knowledge of place in finding different areas of Mini School.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Three small boxes, shoe box type, "door" cut in each.
2. Small toy rocking horse and doll.
3. Lego building blocks for table.
4. Round paper for record and block for record player.

Description of Event:

1. Children sit at tables in Universal Room. Enact drama on "stage" in front of room.
2. Put up three boxes--"This is the Mini School." Name each room: Table room, Music room, Horse room.
3. Put furniture in each room.
4. "X, will you help this 5th City girl go to the table room?" (Go through doors, cheering as child does this, let several children have a turn.)

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Place

Day's Curriculum Rationale:

Children are asked to indentify rooms in an apartment in a role play situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. 3 boxes, shoe box variety, "doors" cut, to represent living room, bedroom, and kitchen of an apartment.
2. Lego building blocks to build furniture.
3. Bendable rubber family figures--Mommy, Daddy, Boy.

Description of Event:

1. Children seated in Universal room. Enact drama on "stage." in front of room.
2. Put up boxes. "This is an apartment."
3. "Here is the living room, kitchen, and bedroom."
4. "In the living room, we need a couch, chair, T.V."  
"In the kitchen, we need a stove, refrigerator, sink."  
"In the bedroom, we need a bed, dresser."  
(Ask children what is needed in each room while putting it there.)
5. "Here is the mommy, daddy, and boy who live in the apt."
6. Adlib drama having children take turns manipulating family figures from room to room through doors.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Space 2. Place (geog.)

Day's Curriculum Rationale:

Children are asked to identify place, in situation of rooms in an apartment, in a role play situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Flannel board  
2. Flannel people (mommy, daddy, boy) couch, chair, T.V., stove refrigerator, sink, bed, dresser.  
3. Flannel lines.
- or black board?*

Description of Event:

1. Children seated in Universal Room. Enact drama on "stage" in front of room.
2. Put up boxes. "This is an apartment."
3. "Here is the living room, kitchen, bedroom."
4. "In the living room, we need a couch, chair, T.V."  
"In the kitchen, we need a stove, refrigerator, sink."  
"In the bedroom, we need a bed, dresser."  
(Ask children what is needed in each room while putting it there.)
5. "Here is the mommy, daddy, boy who live in the apt."
6. Adbil drama having children take turns manipulating family figures from room to room through door.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Space 2. Persons

Day's Curriculum Rationale:

Space in the realm of persons, held up in the study of American Indians.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. American Indian record.
2. American Indian pictures.
3. American Indian language, probably on record.

Description of Event:

1. Children sit by wall in Social Room.
2. Play record and pass pictures around--"This is an American Indian." Label clothing.
3. "They don't talk like we do, this is how they talk," (Play long record.)
4. (Play music record again)-- "This is the music they like to hear."
5. Hold up picture, "Bye, bye American Indian," and children wave.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Persons

Day's Curriculum Rationale:

Space, in the realm of persons, held up in the study of Africans.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. African music record.
2. African pictures, slides.
3. African language on record.
4. Names of clothing to be seen in slides.

Description of Event:

1. Children sit by wall in Social Room.
2. Play record and pass picture around-- "This is an African.
3. Label clothing.
3. "They don't talk like we do, this is how they talk." (Play lang. record.)
4. (Play music record again)-- "This is the music they like to hear."
5. Hold up pictures, "Bye, bye Africans," and children wave.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Persons

Day's Curriculum Rationale:

Space, in the realm of persons, held up in study of Japanese.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Japanese record.
2. Japanese pictures.
3. Japanese language, probably on record.

Description of Event:

1. Children sit by wall in Social Room.
2. Play record and pass pictures around-- "This is a Japanese. Label clothing.
3. "They don't talk like we do, this is how they talk." (Play lang. record.)
4. (Play music record again)-- "This is they music they like to hear."
5. Hold up pictures, "Bye, bye Japanese," and children wave.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Space 2. Persons

Day's Curriculum Rationale:

Space in the realm of persons, held up in the study of Arabs.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Arab record.
2. Arab pictures.
3. Arab language, probably on record.

Description of Event:

1. Children sit by wall in Social Room.
2. Play record and pass pictures around-- "This is an Arab." label clothing.
3. "They don't talk like we do, this is how they talk." (Play lang. record.)
4. (Play music record again) -- "This is the music they like to hear."
5. Hold up pictures, "Bye, bye Arabs," and children wave.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space

2. Persons

Day's Curriculum Rationale:

Space, in the realm of persons, held up in the study of Mexicans.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design

sculpture

music dance song

poetry story drama

Equipment:

1. Mexican record.
2. Mexican Pictures.
3. Mexican language, probably on record.

Description of Event:

1. Children sit by wall in Social Room.
2. Play record and pass pictures around-- "This is a Mexican." Label clothing.
3. "They don't talk like we do, this is how they talk." (Play lang. record.)
4. (Play music record again)-- "This is the music they like to hear."
5. Hold up pictures, "Bye, bye Mexicans" and children wave.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Things

Day's Curriculum Rationale:

Space, in the context of things, held up in the study of American Indian artifacts.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

American Indian artifacts, including:

1. Jewelry
2. Pottery
3. Head dress
4. Arrow heads
5. Bow and arrow
6. Tom-tom
7. Moccasins
8. Pictures

Description of Event:

1. Children sit at tables in Universal Room.
2. Show pictures--"This is an American Indian."
3. Show objects--"These are American Indian objects."
4. Touch and name each, and describe as appropriate.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Things

Day's Curriculum Rationale:

Space, in the context of things, held up in the study of African artifacts.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

African artifacts, including:

1. Sculpture of men
2. Sculpture of animals
3. Drums and other instruments
4. Skins

Description of Event:

1. Children sit at tables in Universal Room.
2. Show statues--"This is an African."
3. Show objects--"These are African objects."
4. Touch and name each, and describe as appropriate.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Things

Day's Curriculum Rationale:

Space, in the context of things, held up in the study of Chinese artifacts.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

Chinese artifacts, including:

1. Chinese gongs
2. Chop sticks
3. Chinese doll
4. Chinese mobile
5. Chinese dishes
6. Dragon

Description of Event:

1. Children sit at tables in Universal Room.
2. Show doll--"This is a Chinese doll."
3. Show objects--"These are Chinese objects."
4. Touch and name each, and describe as appropriate.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space                      2. Things

Day's Curriculum Rationale:

Space, in the context of things, held up in the study of South American artifacts.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture                      music dance song                      poetry story drama

Equipment:

South American artifacts, including:

1. Poncho
2. Sculptures
3. Burro
4. Sombrero
5. Pottery
6. Toys
7. South American picture.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture--"This is a South American."
3. Show objects--"These are South American objects."
4. Touch and name each, and describe as appropriate.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space                      2. Things

Day's Curriculum Rationale:

Space, in the context of things, held up in the study of Arab artifacts.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

Arab artifacts, including:

1. Camel saddle
2. Cloth--material
3. Perfume--frakinsence
4. Camel beads
5. Pictures

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture--"This is an Arab."
3. Show objects--"These are Arab objects."
4. Touch and name each, and describe as appropriate.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space                      2. Place-Person-Things

Day's Curriculum Rationale:

Review aspects of space (place, person, things) emphasizing the part of the world these persons and things come from.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design

sculpture

music dance song

poetry story drama

Equipment:

1. Felt board.
2. Felt straight line continent map of the world.
3. Picture of American Indians.
4. Beads, blanket, pottery.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show pictures, "This is an American Indian." Show objects.
3. "Different people live in different places, some hot, some cold, some wet, some dry, some with trees, some with flowers, some not. (Put felt continents on board while talking.)"
4. "This continent is where the American Indians live!"

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Space 2. Place=Person=Things

Day's Curriculum Rationale:

Review aspects of space (place, person, things) emphasizing the part of the world these persons and things come from.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Felt board.
2. Felt straight line continent map of the world.
3. Picture of African.
4. African objects.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture, "This is an African." Show objects.
3. "Different people live in different places. Some hot, some cold, some wet, some dry, some with trees, some with flowers, some not. (Put felt continents on board while talking.)
4. "This continent is where the African lives."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Place-Person-Things

Day's Curriculum Rationale:

Review aspects of space (place, person, things) emphasizing the part of the world these persons and things come from.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Felt board.
2. Felt straight line continent map of the world.
3. Asian picture.
4. Asian objects.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture, "This is an Asian." Show objects.
3. "Different people live in different places, some hot, some cold, some wet, some dry, some with trees, some with flowers, some not, (Put felt continents on board while talking.)"
4. "This continent is where the Asian lives."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space                      2. Place-Person-Things

Day's Curriculum Rationale:

Review aspects of space (place, person, things) emphasizing the part of the world these persons and things come from.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Felt board.
2. Felt straight line continent map of the world.
3. Picture of Latin American.
4. Latin American objects.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture, "This is a Latin American." Show objects.
3. "Different people live in different places, some hot, some cold, some wet, some dry, some with trees, some with flowers, some not. (Put felt continents on board while talking.)"
4. "This continent is where the Latin American lives."

Evaluation:

Name \_\_\_\_\_

5th City Mini. School

Curriculum Event

Week 4 Day Fri.

Curriculum Area:

Psych.	Soc.	Sci.	Imaginal
Art	<u>Hist.</u>	Philos.	

Curriculum Subcategories:

1. Space                      2. Place-Person-Things

Day's Curriculum Rationale:

Review aspects of space(place, person, things) emphasizing the part of the world these persons and things come from.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Felt board.
2. Felt straight line continent map of the world.
3. Picture of Arabs.
4. Arab objects--cloth, frankinsence, camel beads.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture, "This is an Arab." Show objects.
3. "Different people live in different places, some hot, some cold, some wet, some dry, some with trees, some with flowers, some not. (Put felt continents on board while talking.)
4. "This is where the Arab lives."

Evaluation:

Name \_\_\_\_\_

-5th City Mini School-

Curriculum Event

Week 5 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Time
2. Present
3. Economic-Poverty-Starvation

Day's Curriculum Rationale:

Present in drama, the realities of hunger.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting desinn sculpture

music dance song

poetry story drama

Equipment:

1. Picture of starvation on the wall.
2. Mother and boy, rubber family figures.
3. Furniture from lego blocks--chair, table, bed.

DEscription of Event:

1. Children sit at tables in Universal Room.
2. "I'm going to tell you a story about something that has happened today"--  
Act out drama.
3. Boy, going to table.--"Mommy, I want something to eat."
4. Mother-- "We don't have any food. All the cereal is gone. Go outside and  
play."
5. Child goes outside, comes back in, sits at table, asks mommy for supper  
Mommy says "There's no food"and tells him to go to bed.
6. Goes to bed, next day repeat same situation--"mommy, is there something to  
eat today?" Mother--"No, there still isn't any food." Repeat again.  
"Sorry we just don't have any food."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 5 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Time      2. Present      3. Economic-Poverty-Housing

Day's Curriculum Rationale:

Present, in drama, the realities of economic poverty in relation to housing.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Cot.
2. Blanket.

Description of Event:

1. Children sit by wall in Social Room, one cot and one blanket out.
2. "Who's sleepy and wants to go to bed?" (choose one) "This is your bed."
3. "Here's X, she wants to go to bed too. Where will she sleep?"  
"We don't have a cot for her. She will have to sleep on the floor."
4. Repeat with blanket.
5. "That is what is happening in the world."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 5 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time      2. Present      3. Political-War

Day's Curriculum Rationale:

Hold up, in art form **discussion**, the reality of war.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Guernica picture.
2. Art. form questions, modified.

Description of Event:

1. Children sit by wall in Social Room. Display Guernica.
2. "This is a picture about war."
3. "Point to what you see in the war." (ask each child)
4. "Take out what you don't like in the war and throw it in the trash."  
(They dramatize this.)
5. "This is what is happening today."

Evaluation:

Curriculum Event

Week 5 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time    2. Present    3. Cultural

Day's Curriculum Rationale:

Hold up, in drama, the inadequacy of our educational structures.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Wooden Sculptured family figures, mother, baby, boy, girl.
2. Box for house.

Description of Event:

1. Children sit at tables in Universal Room. Enact drama on "stage" in front of room.
2. Boy goes to school\_ "I am going to school now mother, bye, bye."
3. Baby-- "I want to go to school, too." Boy-- "No, you're too little."
4. Repeat with sister.
5. "Some children can't go to school. This is what is happening today. There are no schools for some children."

Evaluation:

Curriculum Event

Week 5 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time      2. Present      3. Economic-Money

Day's Curriculum Rationale:

Participation in buying cookies with money, showing that money is necessary to make a purchase.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Pennies.
2. Cookies or crackers, snack.

Description of Event:

1. Children sit at tables in Universal Room.
2.  $\frac{1}{2}$  children have pennies.
3. Teacher-- "If you give me a penny, you can buy a cracker."
4. "No you can't have a cracker because you don't have a penny to pay me."
5. "This is what is happening today." "Some people don't have pennies to buy crackers with."
6. Another teacher comes in "I have pennies for you so you can buy a cracker too."
7. Serve snack.

Evaluation:

5th City MiniSchool

Curriculum Event

Week 6      Day Monday

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time

2. Past

3. Poverty - Starvation

Day's Curriculum Rationale:      Poverty story, done in form of chalk-talk.

Tools:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Chalkboard
2. Story about rabbits
3. Orange and brown chalk

Description of Event:

1. Children sit in social room facing chalkboard.
2. Tell and draw at same time: "Once there was a daddy rabbit and a mommy rabbit and they had a small carrot patch. They could grow one carrot at a time, and it was plenty of food. One day, they had a baby rabbit. They still had enough food, but when their 2nd baby rabbit was born, they didn't have quite enough. . . ."
3. Continue story, 5 babies in all, hunger getting more acute each baby. Less food per rabbit. Hungry baby rabbits went to bed hungry at night. Got thin(erase on board to make plump rabbits look thin.)  
"That's the way it is in the world today."

Evaluation:

Curriculum Event

Week 6 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time      2. Past      3. Poverty: housing

Day's Curriculum Rationale:

Hold up realities of crowded housing in drama situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Blue box on side.
2. Lego block furniture.
3. Rubber family figures--mother, father, baby, grandma, grandpa, two boys, one girl, their mother.

Description of Evnet:

1. Children sit at tables in Universal Room. Enact drama on "stage" in front of room.
2. Mother and father doll live in house with one room. Baby comes. Grandma and grandpa come. "I lost my job, too old. Can't pay rent." Grandma sleeps on couch. Grandpa on floor, baby on chair; two nephews and niece and mother come to stay, "Husband walked out on me." Baby sleeps with parents. Grandma and niece sleep on couch. Nephews on chairs, others on floor. "Good night. Isn't it crowded in here?"
3. "That's the way it is in the world today."

Evaluation:

5th City MiniSchool

Curriculum Event:

Week 6

Day Wed.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time

2. Past

3. War

Day's Curriculum Rationale: Dramatization of realities of war.

Tools:

PLASTIC

RHYTHMIC

LITERARY

Painting design sculpture

music dance song

poetry story drama

Equipment: 1. blocks  
2. All bendable family figures, other similar people.

Description of Event:

1. Children sit by wall in Soc. Room. Enact drama, dividing up figures in half: "In group, and Strangers".
2. In group sees Strangers coming into sight. Become afraid of strangers. Build wall with blocks. Strangers see wall. Become angry because they are shut out. Tear down wall, fight. In group builds wall again. Climb over it and go after strangers. Fight.
3. "That's war. That's the way it is in the world today. That's the way wars get started in the world today."

Evaluation:

5th City MiniSchool

Curriculum Event

Week 6

Day Thurs.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time

2. Past

3. Cultural - Ed.

Day's Curriculum Rationale: Drama situation where little babies have no school structures.

Tools:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. 7 baby dolls, different sizes
2. Table, chairs (small)
3. Paper and crayons.

Description of Event:

1. Children sit against wall in Social Room, with dolls sitting around table, on which is paper and crayons.
2. Enter teacher: "I'm glad to see you at school ." Babies (smallest dolls) cry. Teacher - "You must stop crying. We are at school.
3. Babies cry louder. Teacher - "You must stop crying. You must go home if you cry. Only big children can go to school. Babies are too little to go to school."

Evaluation:

Curriculum Event

Week 6 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Time      2. Past      3. Economic: money

Day's Curriculum Rationale:

Process by which we came to exchange money for goods dramatized.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Beads.
2. Bread.
3. Pennies.
4. Two adult bendable family figures.

Description of Evnet:

1. Children sit by wall in Social Room. Two teacher enact drama.
2. "Along time ago there was no money. One day this person made some pretty beads but he had no bread.--(Use a rubber family figure here) This person (use another family figure here) made bread but had no beads. They traded."
3. Do some with money.
4. "How do we get money."
5. Act out going to work, typing, getting paid by boss.
6. Goes to store, buys bread. "This is what is happening today."

Evaluation:

**Curriculum Area:**

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

**Curriculum Subcategories:**

1. Time      2. Future      3. Economic-Poverty-Starvation

**Day's Curriculum Rationale:**

Chalkboard story telling how proper distribution can alleviate starvation.

**Tool:**

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

**Equipment:**

1. Chalkboard.
2. Orange, brown chalk.

**Description of Evnet:**

1. Children sit facing chalkboard in Social Room. Tell story and draw pictures on board.
2. Pictures--Mommy, Daddy, two babies(rabbits) had lots of carrots in their carrot patch. "They visited another family who has no place to plant carrots, and took them some carrots."
3. First family visits other families taking them carrots. "There were so many families that didn't have carrots that they filled a truck with .. carrots and the truck can deliver carrots to all of the hungry families. Now everybody has some."

**Evaluation:**

Curriculum Event

Week 7 Day Tues.

Curriculum Area:

Psych.	Soc.	Sci.	Imaignal
Art	<u>Hist.</u>	Philos.	

Curriculum Subcatagories:

1. Time      2. Future      3. Economic-Poverty-Housing

Day's Curriculum Rationale:

Dramatization showing how government assists in distribution of housing.

Tool:

PLASTIC	RHYTHMIC	LITERARY
painting design sculpture	music dance song	poetry story drama

Equipment:

- Three blue boxes, lego block furniture--one bed, one couch, two chairs, one in first house, some furniture in other houses.
- Mother, Daddy, Baby, Aunt, Two boys, one girl, Grandma, Grandpa--rubber doll figures.

Description of Event:

- Children sit in Universal Room at tables. Teacher tell story and act it out on "stage" in front of room.
- "Once there was a family with lots of people who lived with them, in a house where there were not enough beds. Father writes letter to government asking where they can live. Gets letter back saying that Grandparents can live in another house where older people live. Take them there. Aunt can ask for money to go rent a house. When the money came, they went to live in their house. Now everybody has a place to live because the government helped them when they could not work."

Evaluation:

Curriculum Event

q

Week 7 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Time      2. Future      3. Political-War

Day's Curriculum Rationale:

Enactment of war with alernative shown.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. All bendable family figures.
2. Blocks.

Description of Event:

1. Children sit against wall in Social Room. Teacher act out story while telling it.
2. First group (half dolls) see other group coming. Suspicious. Start building a wall. Second group angry, tear down wall. Then two groups talk together, realize that the second group just wanted to be friends, didn't want to hurt them. "We know now that we can talk it over instead of fighting."

Evaluation:

5th City Mini School

## Curriculum Event

Week 7 Day Thurs.

## Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

## Curriculum Subcategories:

1. Time      2. Future      3. Culture-Education

## Day's Curriculum Rationale:

- . Enactment of situation where babies can't go to school.

## Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

## Equipment:

1. Table, dolls, two sizes.
2. Chairs.
3. Small crib.
4. Crayon and paper.
5. Cloth book.

## Description of Event:

1. Children sit against wall in Social Room. Teacher enacts drama. Dolls around table, paper and crayons on table.
2. Teacher-- "I'm glad to see you at the Mini School today. Oh, I see we have some babies and some big children here today. We have a special school for little babies. Let's take the babies to IE Kwan." Act out going to a small crib on other side of Social Room. "Here babies, you can't get in the bed at IE Kwan." "Here's a book for you to look at."

## Evaluation:

5th City Mini School

## Curriculum Event

Week 7 DAY Fri.

## Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

## Curriculum Subcategories:

1. Time                      2. Future                      3. Economic-Money

## Day's Curriculum Rationale:

Dramatization of use of credit card for money.

## Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

## Equipment:

1. Three teachers.
2. Credit card.
3. Pennies.
4. Blocks to buy.
5. Paper and pencil.

## Description of Event:

1. Children sit at tables in Universal Room. Set up "store" in front of room.
2. Second teacher buys book from first teacher, counting out ten pennies.
3. Third teacher-- "Oh, you don't need to carry all those pennies around, just use a charge card like mine." (as she buys book with charge card.)
4. First teacher says, "You can fill out this paper to get a charge card with."

## Evaluation:



Name: \_\_\_\_\_

5th City MiniSchool

Curriculum Event

Week 8      Day Tues.

Curriculum Areas:

Psych.	Soc.	Sci.	Imaginal
Art	<u>Hist.</u>	Philos.	

Curriculum Subcategories:

1. Time (existential)

2. Present, past, future

Day's Curriculum Rationale:  
decision in face of it.

Show situation as it is in world, demand

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Pictures of crowded ghetto housing.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show pictures, emphasize, "Crowded", "Not enough room."
3. "Why are they living in such a crowded place?"
4. "They can't find any more houses."
5. "What could they do about this?" Suggest alternatives:
  - a.) Get together and build more homes.
  - b.) Earn money
  - c.) We could build him an apt. house.
6. Which would you do?

Evaluation:

Name: \_\_\_\_\_

5th City MiniSchool

Curriculum Event

Week 8      Day Wed.

Curriculum Areas:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Curriculum Subcatagories:

1. Time (existential)      2. Present, Past, Future

Day's Curriculum Rationale:      Show situation of war, ask for alternatives to this situation.

Tool:

PLASTIC	RHYTHMIC	LITERARY
painting design sculpture	music dance song	poetry story drama

Equipment:

1. art print, Guernica, and/or other war pictures.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture. "These people have been fighting and they are hurt.
3. "Why are they fighting?" (They are mad at each other.)
4. "What could they do instead of fighting?" (Offer alternatives.) a) They could do what the other people want them to do.
5. "Which would you do?" b) They could do something different.

Evaluation:

Name \_\_\_\_\_

5th City MiniSchool

Curriculum Event

Week 8      Day Thurs.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time (existential)

2. Present, Past, Future

Day's Curriculum Rationale: Show situation where very little children have no schools, ask for solution to this problem.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Pictures of older children in classroom.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show pictures. "Where are the little children?"
3. "Why can't they go to school, too?" (Too little, no special school for them, etc.)
4. "How could we get a special school for the very little children?" (offer alternatives)-
  - a) Find a teacher for them
  - b) Get the mothers to be the teachers
  - c) Get the government to build a special school.
5. Which would you do?

Evaluation:

Name: \_\_\_\_\_

5th City MiniSchool

Curriculum Event

Week 8      Day Fri.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Time (existential)

2. Present, Past, Future

Day's Curriculum Rationale: Present situation of unemployment, ask for solution.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Pictures of people sitting around without jobs.

Description of Event:

1. Children sit at table in Universal Room.
2. Show pictures. "These people don't have a place to work, so they don't have money."
3. "Why don't they get a job?" "They don't know how to do what the job needs them to do."
4. "What could they do?" (Offer alternatives)      a) They could go to school and learn how to do a job.  
b) They could get a job that teaches them how to do the work.
5. "What would you do?"