

16MM FILMS AND PUPIL-CENTERED ACTIVITIES AS A METHOD  
OF ENHANCING THE STUDY OF SOCIAL STUDIES  
IN THE FOURTH GRADE

by 1264

KAROL KAY MOBLEY

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## THE PROBLEM AND DEFINITIONS OF TERMS USED

Today the 16mm projector and film have been accepted as standard equipment for classroom use due to their inexpensiveness, availability, ease of projection, and educational values. The techniques of utilizing such instructional media, no doubt, are numerous. Learning and performance on the part of the student can be significantly enriched through the employment of such audio-visual media.

### The Problem

Statement of the problem. The efficient elementary school teacher is constantly looking for worthwhile methods and/or techniques to improve her instruction.

Objectives. It was the purpose of this study (1) to investigate the value of presenting 16mm films and pupil-centered activities to fourth grade pupils, (2) to provide a list of activities which may be used to enhance the social studies units, and (3) to provide a list of free films available to teachers.

Importance of the study. The motion picture today is firmly established in most school systems as an educative media of extreme value. However, too often its ease of presentation interferes with its effectiveness. It is too easy to simply thread the machine, turn on the projector, and let the film present itself. Even a follow-up discussion of the film is of little value if it is not organized and

graded effectively. In this study an attempt was made to study techniques of film presentation in an effort to discover more effective methods of instructing fourth grades in the social studies area and to compile a list of activities which would be beneficial towards the development of the child during the course of study of specific units.

Limitations. The researcher used library research as the method of gathering the data for the study. The data is presented through a review of the literature available, a listing of activities to be carried out at the desired time during the study of specific units, and the listing of free films available to teachers and the addresses of their producers.

#### Definitions of Terms Used

Educational film. An educational film was interpreted as a motion picture employed as an instructional device or material, the source of which was the local Instructional Materials Center or a company listed in the Educator's Guide to Free Films, 1968 edition.

Stop-action. When using a 16mm film in the teaching of social studies it is often effective to be able to stop the film at a particular point with the picture on the screen. A particular concept may need discussion at this point of the showing before continuation of the film.

Without sound. The running of a film without sound is an effort to persuade the students to use their visual ability in summarizing

what they believe to be the main points and to concentrate on the picture rather than the narration.

Stoppage of the film. Many times a film has definite sections and the study of a specific section before going on to the next could lead to the drawing of conclusions which may otherwise not be brought out. This helps the student use his reasoning ability which is often left stagnant.

Reshowing. A second showing of a specific portion of a film or the entire film itself, is used as a reinforcement of important facts or may be helpful in gaining a clearer understanding of specific facts or situations after questions have been raised.

Introducing, developing, and summarizing. A 16mm film is often helpful in introducing, developing, and summarizing a social studies unit. Many films may be used in all three situations while others may be appropriate in just one or two. A film may be used in introducing a unit to gain attention and interest in the unit; in developing and reinforcing facts being discussed throughout the study; or in summarizing concepts gained by the study and as a review for a final unit test.

## CRITERIA FOR THE SELECTION OF A FILM

Social studies as taught in our schools are intended to provide the basis for making the world of today intelligible to the pupils, for training them in certain skills and habits, and for developing ideals and attitudes that will enable them to take their places as efficient and effective members of a democratic society.<sup>1</sup>

In deciding on the effectiveness of any audio-visual material as an aid to the achievement of the aforementioned goals certain assumptions must be made. One is that educational efficiency can be measured in only one place - the classroom. Another assumption is that the most important single element in any school is the teacher. Furthermore, the keys to classroom efficiency are the relationships, the motivations, and the strategies the teacher uses in teaching. It is also assumed that efficiency must increase in all classrooms in keeping pace with the tremendous increase of new knowledge that is expanding at an ever-inspiring rate. Thus, only through more efficient classrooms can this knowledge be imparted to students.<sup>2</sup>

The real beginning of the modern audio-visual movement was marked by the introduction of films into schools almost half a century ago.<sup>3</sup> They were to replace the teacher, reduce the period of schooling,

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<sup>1</sup>Godfrey M. Elliott (ed.), Film and Education (New York: Philosophical Library, 1948), p. 146.

<sup>2</sup>G. K. Butts, "How Effective are Audiovisual Materials," High School Journal, 51:343, May, 1963.

<sup>3</sup>Edwin R. Carr, The Social Studies (New York: The Center For Applied Research in Education, 1965), p. 90.



and lessen the importance and extent of reading and study. While these are not the reasons for the use of films today, films have gained a place of recognized importance in education.<sup>4</sup>

#### Advantages of the 16mm Film

Films have much to contribute to social studies teaching. Through them a child can travel great distances and move through centuries of time, having before him a picture of places, persons, and processes impossible to obtain in other ways. The most essential aspects of a situation are singled out eliminating the nonessentials. The film is a demanding medium which holds the attention of the learner to a greater extent than do other learning aids.<sup>5</sup>

Among many special advantages through the use of films the following are of special value in social studies.

1. Films combine 'sight in motion' with various sounds to act upon two senses at one time.
2. Films compel attention through the use of motion and directed sight in a semi-darkened room.
3. Films can help to overcome important intellectual barriers to learning. For example, they are efficient idea communicators which depend very little upon skills of reading. Students who lack interest in a topic may be drawn to it by a moving, dramatic, colorful film presentation.
4. Films provide 'front seats' for students for many learning experiences.

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<sup>4</sup>Edgar Bruce Wesley, Teaching the Social Studies (New York: D. C. Heath and Company, 1937), p. 345.

<sup>5</sup>John Jarolimek, Social Studies In Elementary Education (second edition; New York: The Macmillan Company, 1963), pp. 107-108.

5. Films overcome many physical limitations to learning. What better way is possible for the class to study the life of the people of China or Spain?<sup>6</sup>

In conjunction with these advantages, Fenton stated that, "a film can cover a wide range of material in a very short time and bring far greater reality than verbal description along, thus providing concrete experiences which children need before they can think abstractly."<sup>7</sup>

#### Limitations of the Educational Film

Although it is an excellent instructional device, the motion picture has its faults. Perhaps the principle deterrent to proper film use in most schools is the failure to regard the motion picture as a teaching tool, learning aid, or piece of instructional material.<sup>8</sup> Many teachers look upon the film as a device for filling in extra time; some consider it an entertainment feature rather than teaching aid; and others fail to correlate it effectively, if at all, in the development of a unit of work.<sup>9</sup>

Among other limitations to the 16mm film are (1) the cost, it being the most expensive of all visual materials; (2) distribution, or being able to have the film at the needed time; and (3) availability,

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<sup>6</sup> James W. Brown, Richard E. Lewis, and Fred F. Harcleroad, A-V Instruction: Materials and Methods (second edition; New York: McGraw-Hill Book Company, 1964), 168-169.

<sup>7</sup> Edwin Fenton, The New Social Studies (New York: Holt, Rinehart, and Winston, Inc., 1967), pp. 71-72.

<sup>8</sup> Robert E. Schreiber, "Minimum Essentials of Film Utilization," Audio-Visual Guide, April, 1956, p. 44.

<sup>9</sup> Harry G. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction (New York: McGraw-Hill Book Company, 1940), p. 153.

receiving the film in time for previewing, making definite plans for its use, and having a satisfactory showing.<sup>10</sup>

#### Standards for Film Selection

Educational films should not present facts in an authoritative way which the pupils are supposed to accept blindly. They should offer opportunities of observation, experience, and provide individual follow-up work which will consolidate and re-enforce the points made in the film itself.<sup>11</sup>

#### Developing Class Readiness

Although many films seem stereotyped, they can be useful with the right teaching strategy. Films should be used to supplement, not substitute for the teacher. Materials in the film must be taught, not just seen.<sup>12</sup> William H. Allen states that "learning can be increased significantly by motivating students to attend more closely to instructional material used, by employing such techniques as:

1. A study of difficult words and phrases that appear,
2. A study of questions and problems relating to the content,
3. A listing of points to look for,
4. A reading of a brief descriptive story of the content, and

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<sup>10</sup>Ibid., p. 152-153.

<sup>11</sup>Svend Hollbaek, "The Dangers of Using Film in Schools," Audio-Visual Media, 2:86-87; Summer, 1968.

<sup>12</sup>Handbook for Social Studies Teaching (The Association of Teachers of Social Studies of the City of New York, New York: Holt, Rinehart, and Winston, Inc., 1967), p. 23.

5. Pointing out the importance of learning the content by means of a simple motivational statement, anxiety-producing instructions, or the announcement of a test to follow the showing of the film."<sup>13</sup>

Although all teachers develop class readiness for seeing films in many different ways one aspect must be kept in mind. It should be made clear to the pupils why they are seeing the film and what they are expected to learn from it.<sup>14</sup>

#### Presentation of the Film

"It is much more difficult to see with the open eyes of a researcher after an authority has told you what you should be seeing, than if you must be your own authority first."<sup>15</sup> Thus, one method of showing an educational film is that of turning off the sound. This allows students to make their own judgment and guesses as to what is important. This method may lead to questions about facets of living that the film has ignored.<sup>16</sup> A second reason for using this method may be that the sound track does not lend itself to the level of your class.<sup>17</sup> In this case, a projector with a microphone plug-in may be of use for narration by the teacher.

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<sup>13</sup>William H. Allen, "Audio-Visual Communication," Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), p. 115.

<sup>14</sup>Brown, op. cit., p. 182.

<sup>15</sup>Millard H. Clements, William R. Fielder, and B. Robert Fabachnick, Social Study: Inquiry in Elementary Classrooms (Indianapolis: Bobbs-Merrill Company, 1966), p. 179.

<sup>16</sup>Ibid.

<sup>17</sup>Brown, loc. cit.

An ordinary procedure in using a film is to show it all the way through without interruption. This provides a general overview of the film content and organization. During this first showing questions are apt to arise in the students' minds. Thus, upon completion of this first showing they should be allowed to raise questions and discuss their questions and their reactions. This procedure will set the stage for a second showing which will reinforce facts and/or concepts presented by the film.<sup>18</sup>

There may be times when only a part of the film is necessary for accomplishing the teaching objectives. If this is true, then only the essential part should be shown. Quite often films are produced in sequences which can be interrupted to discuss specific facts and/or concepts presented.<sup>19</sup>

Aside from the fact of how to present the film, the teacher may also be concerned about the problem of when to present it. In social studies units, films may be appropriate at a variety of stages.

1. Films are commonly used at the beginning of a unit to build common background experience or to arouse interest.
2. They may be used during the work stages to add meaning to material which is being read.
3. Films may be used at the final stages of the unit to summarize and reinforce ideas which have been presented.<sup>20</sup>

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<sup>18</sup>McKown, op. cit., p. 176.

<sup>19</sup>Brown, loc. cit.

<sup>20</sup>Jarolimek, op. cit., p. 108.

Evaluating the Achievement of Important  
Instructional Objectives

The Yale Chronicles of America was one of the first film series to be introduced. Although these were silent films, they did stimulate the students to discuss and recite more in class than in the ordinary teaching situation.<sup>21</sup>

Today the sound motion picture offers considerable possibility for influencing attitudes that information can present visually and orally, identifying figures can be shown, and a pleasant reaction can be experienced by the observer.<sup>22</sup> "As May (1946) pointed out, learning skills from observing film presentation involves delayed imitation; therefore discussion both before and after the film presentation is needed in order to profit from most of it."<sup>23</sup>

Quite often a teacher questions the true value of using educational films. Perhaps the best answer is found in the findings of research.

1. Pupils do learn from films. They can learn factual information, motor skills, and concepts. They can change or develop attitudes and opinions as a result of viewing educational films.
2. Pupils learn more quickly and retain what they learn over a longer period of time. This is particularly true if the films are appropriately selected and effectively used.

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<sup>21</sup>Butts, op. cit., p. 345.

<sup>22</sup>Herbert J. Klausmeier, Learning and Human Abilities: Educational Psychology (New York: Harper and Brothers, 1961), p. 278.

<sup>23</sup>Ibid.

3. Pupils may be stimulated to pursue other learning activities. Students are likely to do more voluntary reading and discuss more topics than they would in a conventional teaching situation.
4. Pupils may learn as much from educational films as from an average teacher. This value is limited to the teaching function concerned with the communication of facts of the demonstration of procedures.
5. Pupils may develop the skill of problem-solving by viewing well-produced films.<sup>24</sup>

Thinking is a process of using what a person knows. If this thinking leads to problem-solving or becomes critical thinking, the person must comprehend new relationships or patterns in the perceptions and ideas he is using. The experimental evidence from at least four carefully controlled studies indicates that films aid in promoting comprehension or understanding to a greater extent than they do the learning of specific facts of a rote memory nature.<sup>25</sup>

The 16mm film enables a teacher to re-create events, action, or processes occurring anywhere in the world at any time, thus bringing many real experiences into the classroom to be shared and discussed. Such handicaps as time, size, and distance may be overcome. Educational 16mm films improve learning in a wide variety of classroom situations.<sup>26</sup>

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<sup>24</sup>Robert E. DeKieffer, Audiovisual Instruction (New York: The Center for Applied Research in Education, Inc., 1965), p. 44.

<sup>25</sup>Ibid.

<sup>26</sup>Brown, op. cit., p. 163.

## PUPIL-CENTERED ACTIVITIES

"If one interprets the terms 'learning activity' broadly enough, it includes most of what the child does while he is in school."<sup>27</sup> It includes intellectual activities such as thinking, listening, reading, and writing; appreciative activities such as experiences in art, music, and literature; and physical activities such as running, playing games, constructing, and manipulating. Learning is an interactive process on the part of the learner with his environment in which intellectual, appreciative, and/or physical activity plays a major role. The types of activities, the purposes of them, and their contribution toward the development of the child are of major concern to educators today.<sup>28</sup>

The foundation for future living in the Universe, and dealing with problems of the times, is molded during the first years of a young person's life. This is a responsibility every elementary teacher must assume. Failure to learn and adjust to present problems may result in an unproductive and unsuccessful life. Success in realizing social concepts contribute to satisfaction and adjustment to societies of the world for which the pupils will ultimately assume responsibility. Learning to live with others, to understand the likenesses and differences of peoples, to realize responsibilities to those living around us and to act in such a way that allows each to reach his optimum is one of the most important developmental tasks of a lifetime and essential to the very existence of the world as we know it and wish it to be.<sup>29</sup>

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<sup>27</sup>Jarolimek, op. cit., p. 206.

<sup>28</sup>Ibid.

<sup>29</sup>Mary M. Roy, Spark (Benton Harbor, Michigan: Educational Service, Inc., 1965), pp. 2-3.



Learning can be promoted through the provision of numerous and varied activities, enabling children to be active learners rather than passive compliers.<sup>30</sup>

#### Advantages of Activities

Varied activities to supplement the usual classroom reading, questioning, and discussion have long been urged. Following is a partial list of the many advantages of using activities in the classroom.

1. A higher level of learning and increased interest is promoted with such activities.<sup>31</sup>
2. They are of valuable assistance in teaching required materials.
3. Drill that usually seems dull to pupils will be enlivened.<sup>32</sup>
4. Classroom experiences beyond the usual verbal activity is provided.
5. Deeper and richer meanings, clearer concepts, and deeper understandings develop when pupils have several different avenues to learning available.<sup>33</sup>

#### Types of Activities

"The most fundamental of all learning activities are those which call for the finding and organizing of information which leads to the

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<sup>30</sup>Wesley, op. cit., p. 104.

<sup>31</sup>Chester W. Harris (ed.), Encyclopedia of Educational Research (New York; Macmillan Company, Inc., 1960), p. 306.

<sup>32</sup>Roy, loc. cit.

<sup>33</sup>Carr, op. cit., p. 63.

the solution of problems."<sup>34</sup> Research activities stress working together - defining problems, locating sources of information, and sharing the results with the entire group. Pupils are given a specific problem and guided through the steps of reaching a sound conclusion.<sup>35</sup>

Most children love to build things and through sensory-motor play and creative building activities pupils are given various valuable opportunities for thinking, planning, creative expression, use of tools, physical activity, and development of coordination. These exercises lend themselves toward the extension and enrichment of the aspect of the social studies unit under consideration.<sup>36</sup>

Through the use of music activities, pupils may extend their communication to other peoples, races and cultures, both past and present. Such activities are not limited to the singing of songs related to the unit of study. Rhythmic expression, or dancing, may be quite enjoyable. Folk dancing and folk games are well suited for fourth graders. Listening to music is an imaginative experience for pupils. They may learn to identify the music of different groups of peoples throughout the world.<sup>37</sup>

Dramatic activities help sharpen the pupil's power of observation, give purpose to research activities, give insight into another's feelings by putting himself in another's place, provide experience in

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<sup>34</sup>Jarolimek, op. cit., p. 208.

<sup>35</sup>Ibid.

<sup>36</sup>Ibid., p. 212.

<sup>37</sup>Ibid., pp. 219-221.

democratic living, and help create and maintain interest. They also provide an excellent situation in which the teacher may observe the behavior of the pupils.<sup>38</sup>

Activities when carefully selected play an important part in developing the idea of democratic citizenship within pupils. Being able to think situations over and come to a sound decision will help make our young people more able to cope with problems encountered.<sup>39</sup>

### Principles of Activities

When selecting various activities for implementation within a unit, specific principles must be considered. Although the pupils will play a major role in either the success or failure of an activity, the principles are concerned solely with the activity and the standards it must meet. Ragan and McAulay suggest the following as appropriate.

1. The activity must be significant enough to be worthy of evaluation.
2. The activity must be suited to the maturity and ability of the students. If the activity is beyond the ability and maturity of the students, learning from it will be sketchy and fleeting and therefore difficult to evaluate.
3. The activity must be concrete and realistic. The more practical the activity, the more efficient the evaluation.
4. Some activities will apply to the individual rather than to the group. Group activities help pupils to gain self-confidence, widen their interests, learn cooperation, and direct their energies for the good of the whole. Individual activities help pupils develop self-reliance, inner resources, initiative, and various abilities.

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<sup>38</sup>Ibid., p. 222.

<sup>39</sup>Ibid., p. 224.

5. If an activity is worthwhile, it can be evaluated on its own merits.<sup>40</sup>

### Objectives of Activities

The number of different activities in which pupils may engage while they are working on a social studies unit is quite broad. However, not all of them may be related to the objectives of the unit. The teacher should take careful note when selecting activities to be used that such activities will help pupils achieve these objectives and the specific objectives of all activities.<sup>41</sup>

Jarolimek recommends that the teacher should see that the activities chosen meet most if not all of the following objectives:

1. to stimulate pupil interest,
2. to stimulate various aspects of thinking,
3. to give direction and purpose to learning,
4. to encourage initiative, exploration, and research,
5. to aid in applying factual information obtained through research to concrete situations,
6. to provide a setting in which to use socialization skills,
7. to clarify complex procedures,
8. to aid in developing an understanding of concepts and generalizations,
9. to relate various aspects of the school program to one another,
10. to provide opportunities for thinking, planning, sharing, doing, and evaluation,

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<sup>40</sup>William B. Ragan and John D. McAulay, Social Studies for Today's Children (New York: Appleton-Century-Crofts, 1964), pp. 342-343.

<sup>41</sup>Ibid., p. 342.

11. to provide an outlet for creative abilities, and
12. to provide an opportunity for recognition for the non-verbal, nonacademic child.<sup>42</sup>

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<sup>42</sup>Jarolimek, op. cit., pp. 207-208.

## ACTIVITIES

The study of social studies is concerned with helping children develop an understanding about the world they live in. The 16mm film is but one of the many sources of information essential in the development of such understanding. The teacher may use a film as a stepping stone to the introduction of activities which will further the students understanding. Following is a partial list of activities which the teacher may use within the social studies curriculum. The first portion of the activities listed are related to specific units of study included in the textbook Learning To Look At Our World by the Silver Burdett Company. The remainder of the activities are those which could be applied to any unit of study.

### Living in The United States

1. Find information about the capital cities of the states studied. You could include the population, climate, industries, historical buildings, and interesting annual events of each one.
2. Prepare a cut-away chart which shows how high above sea level the land is at about twenty different places along a parallel of latitude from New York to San Francisco.
3. Play "What's My Line?", using some occupations from throughout the United States.
4. Make a papier-mache globe out of a balloon by covering it with newspaper, painting it blue, and pasting on a cut-out map of the world.
5. Collect pictures from magazines that show the places visited in the United States.
6. Write letters to the Chambers of Commerce of cities in which there is particular interest requesting information about their cities.

7. With a partner, practice changing from one time zone to another. Make up problems like: if it is ten o'clock in Salina, what time is it in Chicago? in Miami? in Cheyenne? in San Francisco?

#### Lands of The Midnight Sun

1. Make a pair of Eskimo sunglasses. Make narrow slits in a piece of cardboard 6" long and 1-1/2" wide, and use a string or rubber band to hold them in place. Find out why Eskimos needed such sunglasses.
2. Make an outline map of Alaska on brown wrapping paper showing the Arctic Ocean, the Pacific Ocean, and Canada. You could also draw pictures of the animals and fish that the Eskimos and Indians caught and used for food and show how the Indians traveled in the southeast and how the Eskimos traveled in the far north.

#### The Hawaiian Islands

1. Find out how the Hawaiian Islands were formed.
2. Find out what a volcano is and how and why it erupts. Make a working model of a volcano. It could be made out of papier-mache and painted. Consult a chemistry instructor in a nearby high school for the proper chemicals to use in depicting the eruption.
3. Prepare a ship's log of Cook's voyage.
4. Plan and carry out a luau. Have the students plan a menu and design their own Hawaiian costumes.
5. Have various sugar and pineapple products including labels from the Dole and other products brought in.

#### New Zealand and Antarctica

1. Make a set of poiis out of newspaper covered with cloth and held by heavy cord. Experiment with different methods of twirling them.
2. Make a model of a Maoris village out of popsicle sticks and paint.
3. Make a report about one of the following subjects and report to the class: whales and whaling, dolphins, penguins, plant life in Antarctica, crevasses in the ice, icebergs, how dogs are used in the Antarctic.

4. Make up a story about a heat wave that hits Antarctica. The ice begins to melt, and the ice shelf disappears. What will happen? Make up a good ending.

#### The Islands of Japan

1. Learn to write some Japanese characters with a brush.
2. Arrange flowers and leaves for the classroom in the Japanese manner.
3. Learn and practice Japanese paper folding. See Origami by Florence Sakade, C. E. Tuttle Co., 1959.
4. Try raising silkworms. You can buy the eggs from many biological supply houses. When you get the eggs, which have been refrigerated put them on a tray or box enclosed with fine screening. In 7 to 10 days the larvae will hatch. It takes 30 to 40 days for the silkworms to spin their cocoons. Meanwhile, they must be fed either mulberry leaves or osage orange leaves.
5. Have boys fly paper fish kites and girls show doll collections on Children's Day, which is held on May 5 in Japan.
6. Make a hanging scroll, called a kakemono, for the classroom.
7. Assist the more able and interested students in preparing reports on World War II.
8. Set aside a table to collect objects made in Japan. Label each item.

#### City and Village in India

1. Make a chart or paint a mural showing some of the work that is done by hand or by animal power in a typical Indian village of today.
2. Read Claire and George Loudon's book about an Indian village called Rain in the Winds, Charles Scribner's Sons, 1953.
3. Trace the origin of the North American Indians and their relation to those from India. Study the time in history when Asia and North America were joined at Alaska and follow the route which the Indians took when crossing Asia and coming into North America.
4. Make a report on how burlap is made from jute; art, music, and dances of India as compared with those of Japan; the Taj Mahal; the sacred cow; the Himalayas.



### Peoples of Central Africa

1. Draw a map depicting Stanley's trek across Africa in search of Livingston.
2. Make reports about the fiercest African animals; the cape buffalo, the elephant, the lion, the leopard, and the rhinoceros.
3. Make a model of an African village out of twigs and pieces of straw.
4. Make a physical map of Africa out of papier-mache showing the various types of topography.

### River, Desert, and Oasis

1. Make a model of the Egyptian shaduf. Drive a thin, short nail through a board, and hammer a clothespin, head down, onto the point of the nail so that the clothespin is held upright. Get a thin piece of wood about 8 inches long and fasten it in the split of the clothespin, about 2 inches from one end, with another nail. Fasten a weight to the short end and an acorn cap or other container to the long end.
2. Make a water wheel with the use of empty tin cans for buckets.
3. Make sand paintings. Draw a picture of a Sphinx, pyramid, camel caravan, etc., with crayons on a medium grade of sand paper.
4. Paint desert silhouettes. Paint a sunset background yellow and red. When dry add your desert figures either in black paint, crayon, or construction paper.

### Mediterranean Lands

1. Study and learn to use the Roman numerals.
2. Using the Greek alphabet, try to write a short description of life in early Greece.
3. Make a Roman lamp. This consists of a dish of olive oil with a wick in it. The wick may be just a strip of cotton or flannel with one end in the oil. When the other end of the wick is lighted, the pupils will see how much light and smoke the poor people of ancient Rome could expect.

4. Find out about the Olympic Games. How they originated, what activities are included, the meaning of the symbols, the olive wreath and the Olympic torch.
5. Invite an official from your local government to visit the class. Ask him to tell you of the workings of the government. A visit to the local library will also supply students with much readable information on the government. Compare the information learned with that of the early Roman government.

#### Switzerland - The Roof of Europe

1. Bring a few bars of Swiss chocolate to class so that everyone may taste a small sample. Note the terms Milka and Bittra and discuss their meanings. (milk chocolate, and bitter chocolate)
2. Give a report on glaciers; watchmaking in Switzerland; William Tell; how the Saint Bernard dog got its name; the Alps; the League of Nations; the Alpine Horn.
3. Read the story of William Tell and listen to a recording of the "William Tell Overture."
4. Read Heidi by Johanna Spyri, Doubleday and Company, Inc., 1954. This could be put into play form and given for the parents.
5. Draw scenes of the Swiss Alps with chalets and accent the pictures with dabs of ivory snow and water.

#### The Low Countries

1. Draw a mural of a Dutch fishing village where the people dress in their ole-fashioned clothes.
2. Have a nursery man or a florist come to talk about flowers and bulbs shipped to the United States from the Netherlands.
3. Make a working model of a windmill out of a cereal box and heavy paper.
4. Read Hans Brinker and the Golden Skates by Mary Mapes Dodge, Grosset and Dunlap, 1945.

### Workshops in Britain

1. Write a story of what you would do for your subjects if you were the King or Queen of England.
2. Find out the equivalency of our currency in English money.
3. Trace the history of the London Bridge.
4. Compare the English Parliament with the Congress of the United States.

### Lima and the Andes

1. Try to find out about the kinds of birds that live in the tropical rain forests along the Amazon. If possible, take a trip to a zoo to see some of these birds.
2. Make a mural which shows the Panama Canal, a ship in a lock, or a ship crossing the Continental Divide on the lake.

### Washington and the World

1. Have students bring in antiques and explain how they were used in pioneer days.
2. Have a pioneer dinner of ham and beans and corn bread. The children could come dressed as pioneers or Indians.
3. Write reports on some of the more prominent men in U.S. history with whom the students would be familiar; George Washington, Abraham Lincoln, Paul Revere.
4. Report on Pierre Charles L'Engant, the architect and engineer who designed the city of Washington. Why did he design the streets of Washington to fan out like spokes of a wheel?

### Additional Activities

The remaining activities are those which could be used within the teaching content of any social studies unit. They are in no specific order and could be used at random when suited to the situation.

1. Collect pictures of all kinds of weather and landscapes. Place a map on the bulletin board and pin the pictures around it. With colored string make a path to the place where that scene or weather picture might be found.
2. Make a list of words, phrases, and names associated with a specific unit of study and see how many students will find out what they mean.
3. Give each student two world maps. Cut out the countries on one of the maps and compare them as to size on the map which was left whole.
4. Draw pictures to show what new words mean.
5. Make a picture chart of all the food Man can get from the sea. Don't forget salt.
6. Make puppets out of old socks, buttons, ribbons, yarn, etc.
7. Make dioramas using shoe boxes or group dioramas using larger boxes. Scenes could be depicting the history of a country, the life of the people, or the topography of the land.
8. Organize a T.V. Station. Different groups could work on drawing and narrating a program over a specific phase of a unit. The drawings could be attached to two dowels run through the box to be the T.V.
9. Buzz groups could be formed where a small number of children sit in a group and discuss the question at hand. Each group should have a leader who will report at the end of 10-15 minutes.
10. Brainstorming may be used to spark interest and to gather many unusual ideas.
11. Letters may be written by each class member to obtain pen pals from countries being studied.
12. Make an underwater scene in-between two paper plates. Paint a scene on the bottom of one plate, cut the bottom of the second plate out, and cover with saran wrap, and staple the two plates together.
13. Learn songs and dances from other countries.
14. Listen to music from other countries and relate it to their way of living.

15. Draw pictures comparing different aspects of life in two similar types of land. For example, compare the people, clothing, homes, occupations, food of the Sahara Desert with that of the Great American Desert.
16. Let the children choose one especially enjoyable unit to them and plan a program to show what they learned. They could write a play, make scenery, gather their own costumes.
17. Make a mural depicting the life in a country and/or compare two or more countries.

The preceding list of activities is only a partial list of the many activities which may be incorporated into the social studies area. All of those listed could be a result of the use of the 16mm film as a method of enhancing the study of social studies, either by introducing, developing, or summarizing a unit.

## SUMMARY

During the past half-century motion pictures have made great gains in their use in education. Young people today are being challenged more and given the opportunity to think critically. Through the use of the 16mm film, students may see the past brought to life and the present as it actually exists. Time, distance, and size are no drawbacks. Pupils are still given the opportunity of witnessing for themselves and drawing their own conclusions about the situations about the situations in the various parts of the world today.

Many varied levels of ability may be reached through films. There are those who dislike reading, those who are non-verbal and don't participate in discussions, those with a low degree of comprehension; all may be reached with the proper guidance. Within the darkened classroom the attention is on one focal point, the film. Concepts are presented by a picture as well as by narration. All pupils, despite their ability level, will gain some concept which may be applied to the unit of study.

It must be remembered, however, that these films should be used discreetly as a supplement to the unit of study, and not as a replacement for the teacher. The various methods of presenting a 16mm film should be kept in mind in an effort to utilize them for the best interests of the pupils.

Resulting from the study of these films and the textbook study of a unit are various applicable activities. In planning such activities

the teacher must keep in mind the specific objectives of that particular social studies unit. The activities should be so organized that they are an integral part of the unit. However, it should be kept in mind that, as with 16mm films, activities are to be used as a supplement to instruction and are not to take the place of good sound teaching.

Both the 16mm films and pupil-centered activities enable the teacher to bring experiences into the classroom to be shared and discussed by the students. They both should be used as a means toward the well-rounded development of the pupils and not as ends in themselves.

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APPENDIX

APPENDIX 16MM FILM GUIDE

LIVING IN THE UNITED STATES

ARIZONA AND ITS NATURAL RESOURCES

Color 28 min.

This film shows scenes of copper, asbestos, uranium, manganese, and tungsten mines, as well as scenes of industrial processes using copper, lead, zinc, silver, and asbestos. Includes sequences which show oil well drilling, irrigation, cattle raising and marketing, fruit and vegetable farming. It also shows the state's scenic attractions, among which are the Grand Canyon, the Petrified Forest, Hoover Dam, and Imperial Dam.  
Bureau of Mines

ARTS AND CRAFTS OF THE SOUTHWEST INDIANS

Color 22 min.

Part 1 - the nomadic Navajos and the production of their beautiful turquoise jewelry and rugs. Part 2 - the arts and crafts of the Pueblo type tribes, such as the Zunis, and their silver-work, baskets, and pottery.

Santa Fe Film Bureau

CORN FARMER

14 min.

The corn raising belt of North America is one of the most important economic assets of the continent. The film describes the life and work of a family living on a corn farm. The student sees that the modern corn farmer makes the fullest use of modern machinery to produce record yields from his land.

Encyclopedia Britannica Films

COTTON FARMER

14 min.

Reveals the way of life and work of the people in one of the most important agricultural regions in North America, the Cotton Belt. Shows evidence of increasing mechanization in all phases of the cotton industry, and reveals the effects of this process on both the people and the economy. Illustrates the various activities of cotton production from the seed and plant on the farm to the process on both the people and the economy. Illustrates the various activities of cotton production from the seed and plant on the farm to the processing of raw cotton into finished cloth at the mills.

Encyclopedia Britannica Films

- FOREST RANGER** Color 12 min.  
Tells the story of the forest ranger's work in water conservation, lumbering, and fire fighting. Illustrates the work of men who "spot" fires from fire towers and portrays crews and equipment in action at an actual fire.  
Encyclopedia Britannica Films
- GARDEN OF THE SUN** Color 22 min.  
Presents a tour of Tulare County, California, showing the agriculture, industries, and recreational facilities. The farms produce oranges, grapes, olives, cotton, peaches, apricots, grain, truck crops, dairy products, and livestock. The industries include olive picking plants, orange and other fruit packing plants, creameries, sawmills, and oil wells.  
Tulare County Chamber of Commerce
- GOLDEN GATE EMPIRE** Color 28 min.  
Shows some of the scenic spots along the coast and inland of northern California. It includes tourist and industrial attractions.  
Union Pacific Railroad, Motion Picture Bureau
- HEADQUARTERS U.S.A.** 30 min.  
This film presents a tour of Washington, D.C. It covers the points of interest such as the White House, Jefferson and Lincoln Memorials, National Archives, and the Tomb of the Unknown Soldier.  
Department of the Air Force
- INVITATION TO NEW YORK** Color 10 min.  
A tour of New York City and of the scenic and historical places in the Empire State is presented.  
New York State Department of Commerce
- KINGDOM OF THE SUN** 13-1/2 min.  
A tour through the heart of one of Florida's largest and most colorful counties--Marion County. It shows Silver Springs near lovely Ocala, Rainbow Springs at Dunnellon, and plenty of tropical scenery.  
Florida Development Commission

NEW YORK STATE PROFILE--THE FACE OF EMPIRE 29 min.

This film presents an overview of New York's physical geography and resources, revealing the magnificence of its waters for both transportation and power, by means of land and aerial photography, from Sandy Hook to Niagara and the St. Lawrence.

New York State Department of Commerce

PENNSYLVANIA DUTCH COUNTRY Color 27 min.

Presents a tour of Lancaster County, Penn. It includes views of the countryside and of museums. It also shows the manner of living and family life of the Amish and Plain people of Lancaster County.

Pennsylvania Dutch Tourist Bureau

READING MAPS Color 11 min.

Through familiar situations and aerial photography, shows that maps are drawn in a language of signs that stand for physical features and demonstrates the value of the legend, the scale, direction symbol, and the title in the making and reading of maps.

Encyclopedia Britannica Films

WASHINGTON AND ITS NATURAL RESOURCES Color 26 min.

Illustrates and describes the mineral, agricultural, and industrial developments in the state of Washington. It includes sequences showing the mountains, valleys, streams, and lakes of the state.

Bureau of Mines

LANDS OF THE MIDNIGHT SUN

ALASKA Color 23 min.

Stresses Alaska's bigness--its resources and history, the character of its people and the beauty of the land. Despite its harsh climate, Alaska offers a dazzling year-round spectacle from the Mendenhall Glacier to countless acres of wildflowers.

Aetna Life and Casualty

ALASKA 21 min.

Reviews historical background of Alaska as well as current social economics and military status of the state. It explains her strategic importance from a military standpoint.

Department of the Air Force

- ALASKA AND ITS NATURAL RESOURCES** Color 26 min.  
 Depicts the promise and challenge of Alaska through the eyes of a young cheechako (tenderfoot), who seeks his future in the North.  
 Bureau of Mines
- ALASKA: THE 49th STATE, ITS PEOPLE AND RESOURCES** 16 min.  
 Breath-taking scenery, modern rapidly growing cities, and astonishingly wide variety of climates, natural resources and people--these things are Alaska.  
 Encyclopedia Britannica Films
- ALASKAN CENTENNIAL** Color 28 min.  
 Presents history of the development of Alaska, its statehood, and its role in assisting the United States in defense, resources, and manpower.  
 Department of the Army
- CHEECHAKO** Color 34 min.  
 Presents Alaska with its glaciers, high mountains, barren tundra, and midnight sun.  
 Department of the Air Force
- OUTBOARD TO ALASKA** Color 22 min.  
 Tells story of two couples who take a vacation cruise from Seattle to Alaska. It shows scenes of wildlife, including whales, bears, seals, as well as cities, and villages along the route, and glaciers.  
 Kiekhaefer Corporation
- THE HAWAIIAN ISLANDS**
- ALOHA** 17 min.  
 Shows our newest state, Hawaii, as a land of exotic beauty, splashed with color and throbbing with South Sea Island life. It also shows the eruption of a volcano.  
 Johnson Motors
- HAWAII--THE FIFTIETH STATE: PEOPLE AND RESOURCES** Color 17 min.  
 Describes the birth of the Hawaiian Islands and the creation of their spectacular land forms. Shows views of the still-active volcanoes on the island of Hawaii and the silent craters of Maui. Includes scenes of the city of Honolulu and of sugar and pineapple plantations.  
 Encyclopedia Britannica Films

**HAWAII-THE SUGAR STATE** Color 22 min.  
Shows that sugar has played an important part in the growth of Hawaii, economically, sociologically, and culturally. (Available in Wisconsin, Illinois, and all states west of the Mississippi River except Louisiana and the southern part of Texas.)

Modern Talking Picture Service

**HAWAIIAN HARVEST OF THE SEA** Color 15 min.  
Shows beautiful Hawaii and the fishing action in the waters around the island. Also shows scenes of famous Hawaiian attractions.

Travelers Insurance Company

**HAWAIIAN MOVIE TRAILS** Color 58 min.  
Presents a trip to Hawaii. Includes Waikiki Beach, hula dancers, surf riders, a volcano in full eruption, gardens and orchid farms, Pearl Harbor, fishing for blue marlin, as well as scenes on the islands of Kauai, Oahu, Maui, and Hawaii.

Eastman Kodak Company

**PINEAPPLE COUNTRY, HAWAII** Color 26 min.  
Reveals how research contributes to Hawaii's position as a world leader in scientific agriculture and a producer of the world's finest pineapple products. It shows the methods of growing and processing pineapple from the time of soil preparation until the finished product is hoisted aboard ship for worldwide distribution.

Pineapple Growers Association of Hawaii

**PINEAPPLE GROWING IN HAWAII** Color 15 min.  
Covers all the major steps in the growing of pineapple. Disease control and plant breeding is stressed. Contains a brief canning sequence. Recommended for social studies classes in the 4th to 6th grades.

Pineapple Growers Association of Hawaii

#### NEW ZEALAND AND ANTARCTICA

No free films presently available.



## THE ISLANDS OF JAPAN

- BOY OF JAPAN: ITO AND HIS KITE** Color 11 min.  
 Through the simple story of a Japanese boy and his kite, we are introduced to the people, customs, and land of Japan. We see farmlands, industry, fishermen at work, children at play, the bustle of the city, and the high mountains and surrounding sea. We learn, as Ito does, that where we live - our home, our community, our country - is just a small part of a much bigger world.  
 Coronet
- DAY WITH A JAPANESE FAMILY** 31 min.  
 A day in the lives of a typical Tokyo family. Mr. and Mrs. Nakamura have 3 children who attend school and tend to household chores as in most other countries. The purchase of their first family car and the calling of the mother to a PTA meeting are depicted.  
 Consulate General of Japan
- FESTIVALS OF JAPAN** Color 25 min.  
 Six major festivals of Japan are presented. The Festival of the Jingling Horses from northern Honshu. The Japan Alps is the setting for an early feudal celebration, and ancient warrior dances from the southern island of Kyushu are presented.  
 Consulate General of Japan
- INVITATION TO JAPAN, AN** Color 28 min.  
 A close look at Japan, featuring futuristic super-highways, high-speed trains, new luxury hotels, and big-city attractions, as well as traditional Japan with its graceful ceremonies, arts and crafts, festivals, and exquisite gardens.  
 Consulate General of Japan
- JAPAN--A PROFILE OF THE NATION TODAY** Color 29 min.  
 Presents Japan in the mid-sixties. Shows facets of contemporary Japan as mechanized farming, world leadership in shipbuilding, monorail and the new Tokaido Railroad, as well as traditional Japan featuring Nara and Kyoto.  
 Consulate General of Japan

- JAPAN, LAND AND PEOPLE** Color 30 min.  
 Presents Japan and her industrious, gifted people. Features the work of artisans creating such varied items as bamboo tea whisks, lanterns, lacquerware, ceramics, and cotton cloth. Also shows fishermen and farmers, workers in a modern factory, festivals, religious observances, and students performing in a Bunraku drama.  
 Consulate General of Japan
- JAPAN SOUND THE SONG OF SILK** Color 33 min.  
 Shows that Japanese silk still plays a significant role in the nation's economy. It shows the 3 main processes involved in sericulture--rearing of the silk worms, filature, and the ultimate weaving. It also describes the different methods of dyeing and decorating silk fabrics.  
 Consulate General of Japan
- KYOTO: ANCIENT CAPITAL OF JAPAN** Color 28 min.  
 Presents a survey of Kyoto's cultural and religious heritage which helps explain why Kyoto is still considered Japan's "cultural capital."  
 Consulate General of Japan
- CITY AND VILLAGE IN INDIA**
- BOY OF INDIA: RAMA AND HIS ELEPHANT** Color 11 min.  
 Rama lives on a tea plantation in Assam, India. The story tells of a very special day in his life. Accompanying his father, a mahout, to learn how he handles his work elephant, Gunda, as she pulls a stalled tea truck from the stream.  
 Coronet
- GROWING METROPOLIS** 10 min.  
 Illustrates and describes the long and varied history of Delhi, which has seven times been the capital of India. It shows how the city has grown and gives a good picture of the modern developments which have taken place in the city.  
 Information Service of India
- ONE DAY** 18 min.  
 Presents an impressionistic view of an average Indian town. It includes glimpses of the lives of people of different strata of society, portrayed against a backdrop of a traditional town from dawn to dusk.  
 Information Service of India

SEVEN HUNDRED THOUSAND VILLAGES 30 min.

Shows centuries of customs and traditions, which held each of the seven hundred thousand villages of India as isolated units, are very slowly being broken down, as the Indian people begin to look forward, and the villages are not as isolated as they used to be.

Information Service of India

SOJOURN IN INDIA, A Color 13 min.

Records the visit of American tourists to India in 1966 and the course of their overland tour of the world.

Information Service of India

PEOPLES OF CENTRAL AFRICA

APPOINTMENT IN ARUSHA Color 27 min.

Takes the viewer on a safari. It was filmed in the natural habitat of Africa's most dangerous game. It includes scenes of the Cape buffalo, lion, zebra, elephant, antelope, gazelle, and many others. It also shows scenes of bird shooting at its best.

Winchester-Western Division

D'JAMBA (JUNGLE RIVER SAFARI) Color 27 min.

Tells the story of Miki and Peg Carter who search for a lost African tribe along the waterways in the heart of Africa. They find the tribe, also the rare Okapi, and encounter some unusual adventures.

Johnson Motors

RIVER, DESERT, AND OASIS

CAIRO, A NEW SKYLINE 10 min.

Presents a good look at Cairo, capital of Egypt and city of the Nile, including minarets and skyscrapers, where old meets the new.

United Arab Republic Tourist Office

CAIRO: ONE THOUSAND MINARETS Color 20 min.

Presents scenes of Egypt and captures the majestic beauty of the Islamic influence in Cairo.

United Arab Republic Tourist Office

EGYPT: 5000 YEARS Color 20 min.  
 Tells the story of Egypt, and presents an historical survey  
 of Egypt from earliest times to the present.  
 United Arab Republic Tourist Office

EGYPT OLD AND NEW Color 20 min.  
 Shows the old and new in Egypt, such as the Nile River,  
 King Tut's treasures, tombs, and statues, agriculture,  
 the Suez Canal, modern Cairo, the bazaar, churches, mosques,  
 synagogues, schools, Thebes, mummies, hospitals, the Step  
 Pyramids, industries, Luxor Temple, Hatshepsut's Temple and  
 others.  
 United Arab Republic Tourist Office

LIFE IN THE SAHARA Color 14 min.  
 Reviews important aspects of the life, habits and customs  
 of people living in the Great Sahara Desert region of Africa.  
 Portrays typical vegetation and topography of the desert.  
 Directs attention to water and transportation problems and  
 emphasizes the contribution made by the camel to desert life.  
 Encyclopedia Britannica Films

NEW HORIZONS 10 min.  
 Presents Egypt of the 20th century, including the cities of  
 Cairo and Alexandria and the Suez Canal.  
 United Arab Republic Tourist Office

THIS IS EGYPT 25 min.  
 Shows Egypt's most interesting attractions such as Abu Simbel,  
 Aswan, Luxor, Red Sea, and views of Cairo. Most of the  
 outstanding antiquities are shown.  
 United Arab Republic Tourist Office

#### MEDITERRANEAN LANDS

ANCIENT ROME 11 min.  
 Recalls a culture that contributed more than any other to  
 the development of our civilization.  
 Corning Museum of Glass, The

#### SWITZERLAND-THE ROOF OF EUROPE

No free films presently available.

## THE LOW COUNTRIES

BELGIAN CRYSTAL AND CUT GLASS OF VAL ST. LAMBERT      Color    20 min.  
Shows the fascinating process of making fine glass in  
Belgium.

Association Films, Incorporated

BELGIAN SEASCAPE      Color    20 min.  
Presents a trip to Belgium with special emphasis on the  
Belgian North Sea Coast.

Association Films, Incorporated

BELGIAN SUITE      Color    19 min.  
Presents a travelogue showing Belgian landscape from the  
sea coast to the Ardennes Forest.

Association Films, Incorporated

CASTLES AND CLOISTERS OF BELGIUM      Color    15 min.  
Presents a trip to Belgium, with special emphasis on an  
aerial tour of Belgium's art cities.

Association Films, Incorporated

GLAS--LEERDAM      Color    10 min.  
Tells the story of glass in a Dutch factory, showing hand  
craftsmanship and mechanized massed production. Has a musical  
score but no dialogue.

Corning Museum of Glass, The

## WORKSHOPS IN BRITAIN

INTERNATIONAL TRAVELCADE      Color    30 min.  
Records the trip of the Simplex group from the Gardner factory  
to England for a two-week tour of that country. It shows the  
trip on the Queen Elizabeth, the bus trip through England, the  
visit to the Simplex factory in Halifax, and the return home.

Simplex Time Recorder Co.

## LIMA AND THE ANDES

## COLOMBIA AND VENEZUELA 19 min.

Pictures showing ways of living in Colombia and Venezuela, as represented by a Colombian coffee grower, a Lake Marachibo oil worker, and a Venezuelan professor. Surveys major topographical features of both countries and illustrates current methods of developing and utilizing natural resources. Considers the problems created by the surviving feudal system of land ownership and the efforts that are being made to provide a higher standard of living for all of the people.

Encyclopedia Britannica Films

## GEOGRAPHY OF SOUTH AMERICA: ARGENTINA, PARAGUAY, URAGUAY

Color 11 min.

The three nations of the Plata-Parana river system are rich in flat and rolling lands suitable for farming and grazing. This film gives us an understanding of the geographic factors influencing the economy and life of Argentina, Paraguay, and Uruguay, and we become acquainted with some of the achievements and problems of these countries.

Coronet

## HOLIDAY IN SOUTH AMERICA

Color 27 min.

Shows the ancient and modern in South America, Mexico with its Aztec temples and lovely Lima and Macchy Picchu, Santiago and the ski slopes of Farellones, Buenos Aires and fabulous Rio.

Canadian Pacific

## PANAMA CANAL, THE

Color 28-1/2 min.

Presents the history of the Panama Canal, its construction, use, and a look at the Canal Zone as a tourist attraction.

Association Films, Incorporated

## WASHINGTON AND THE WORLD

## HEADQUARTERS U.S.A.

30 min.

Presents a tour of Washington, D.C. It covers the points of interest such as the White House, Jefferson and Lincoln Memorials, National Archives, and the Tomb of the Unknown Soldier.

Department of the Air Force

## WASHINGTON, D.C., CAPITAL CITY, U.S.A.

Color 22-1/2 min.

Captures the feel of the nation's capital as it presents a trip to the famous sites and shrines, into the everyday life of the city, and on a historical tour of Washington, D.C.

Washington Convention and Visitors Bureau

## MOUNT VERNON IN VIRGINIA

22 min.

Presents George Washington's home on the Potomac River as it is seen today. It includes the mansion, the grounds, gardens, and dependencies, which once comprised a complete and practically self-sustaining plantation.

Virginia Department of Conservation and Economic Development

## SOURCE INDEX

AETNA LIFE & CASUALTY  
Public Relations and Advertising Dept.  
Film Library  
151 Farmington Avenue  
Hartford, Connecticut 06115

ASSOCIATION FILMS, INCORPORATED  
1621 Dragon Street  
Dallas, Texas 75207

BUREAU OF MINES  
United States Department of the Interior  
Motion Pictures  
4800 Forbes Avenue  
Pittsburgh, Pennsylvania 15213

CANADIAN PACIFIC  
c/o Mr. M. R. Jackson  
1838 Union Commerce Building  
Cleveland, Ohio 44114

CONSULATE GENERAL OF JAPAN  
Film Department  
235 East 42nd Street  
New York, New York 10022

CORNING MUSEUM OF GLASS, THE  
Curator of Education  
Corning Glass Center  
Corning, New York 14830

DEPARTMENT OF THE AIR FORCE  
Air Force Film Library Center  
8900 South Broadway  
St. Louis, Missouri 63125

DEPARTMENT OF THE ARMY  
Fifth United States Army  
Attention: Audio-Visual Support Center  
1660 East Hyde Park Boulevard  
Chicago, Illinois 60037

EASTMAN KODAK COMPANY  
Audio-Visual Service  
343 State Street  
Rochester, New York 14650



FLORIDA DEVELOPMENT COMMISSION  
Film Library  
Collins Building  
Tallahassee, Florida 32304

INFORMATION SERVICE OF INDIA  
Film Section  
975 National Press Building  
529 Fourteenth Street, Northwest  
Washington, D.C. 20004

JOHNSON MOTORS  
Solana Studios  
P.O. Box 1068  
Naples, Florida

KIEKHAEFER CORPORATION  
Film Library  
1939 Pioneer Road  
Fond du Lac, Wisconsin 54935

MODERN TALKING PICTURE SERVICE  
3718 Broadway  
Kansas City, Missouri 64111

NEW YORK STATE DEPARTMENT OF COMMERCE  
Film Library  
West Mall Plaza  
845 Central Avenue  
Albany, New York 12205

PENNSYLVANIA DUTCH TOURIST BUREAU  
Lancaster Chamber of Commerce  
Mr. Philip O. Shank, Secretary  
30 West Orange Street  
Lancaster, Pennsylvania 17603

PINEAPPLE GROWERS ASSOCIATION OF HAWAII  
Public Relations Department  
2500 Dole Street  
Honolulu, Hawaii 96822

SANTA FE FILM BUREAU  
Santa Fe General Office Bldg.  
Topeka, Kansas 66612

SIMPLEX TIME RECORDER CO.  
South Lincoln Street  
Gardner, Massachusetts 01440

TRAVELERS INSURANCE COMPANIES, THE  
Plaza Productions, Inc.  
Distribution Division  
3 Constitution Plaza  
Hartford, Connecticut 06115

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16MM FILMS AND PUPIL-CENTERED ACTIVITIES AS A METHOD  
OF ENHANCING THE STUDY OF SOCIAL STUDIES  
IN THE FOURTH GRADE

by

KAROL KAY MOBLEY

B. S., Kansas Wesleyan University, 1966

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It was the purpose of this study (1) to investigate the value of presenting 16mm films and pupil-centered activities to fourth grade pupils; (2) to provide a list of activities which may be used to enhance the social studies units; and (3) to provide a list of free films available to teachers. Library research was the method of gathering the data for the study.

Social studies as taught in our schools are intended to provide the basis for making the world of today intelligible to the pupils, for training them in certain skills and habits, and for developing ideals and attitudes that will enable them to take their places as efficient and effective members of a democratic society.

Although the 16mm film is, in many cases, a device used for filling in extra time, its recognition as a valuable instructional media is growing. Research has shown that learning can be increased significantly through the film by motivating students to attend more closely to material being presented. Films may be presented in a variety of ways; stop-action, without sound, stoppage of the film at a critical point, reshowing; and at the needed times during the study of the unit; when introducing, developing, or summarizing.

The showing and study of a 16mm film may readily lead to the introduction of activities which will further develop the concepts presented. Such activities as research, construction, music, and dramatics contribute toward the development of the child and are of major concern to educators today. As with the 16mm film, activities

are to supplement the regular classroom work and not act as a replacement for the teacher. They too, reach all levels of learning ability and interest. Classroom experiences begin to take on a 'new look' and don't seem quite so dull.

Through careful planning and selection of materials, 16mm films and various pupil-centered activities may be effectively used in the classroom in an effort to form a democratic foundation within the pupils for dealing with problems which they will face in the world of today.