

EXPLORING THE ARCTIC

A GEOGRAPHY UNIT FOR THE FOURTH GRADE

THIS unit was planned for the purpose of interesting the children in an outside activity that correlated with the geography work of the grade. It is the kind that calls for work almost entirely outside of textbooks; holds the interest because there is something new to look forward to every day; emphasises the fact that newspapers and magazines are a supplement to our textbooks. The unit was planned by the teacher, but the children and teacher are sharing equally in the work and the pleasure of it.

I. *What the Children are Doing*

- A. They are collecting pictures of Eskimos, icebergs, ships, airplanes, dirigibles, snow-motors, dog-teams, and pictures of the members of the 1926 expeditions.
- B. They are collecting newspaper items about the 1926 expeditions.
- C. They are making up problems in addition, subtraction, multiplication, and division from statements they find in the newspaper items.
- D. They are making hectographed maps, tracing the routes that the Wilkins, Byrr, American University, and Amundsen and Ellsworth expeditions are taking.
- E. They are writing group compositions and individual compositions.
- F. They are making booklets in which to keep pictures and newspaper items collected, original problems, maps, compositions, and drawings.
- G. They are illustrating Eskimo life by making an Eskimo sand-table. The materials for the sand-table work are salt and flour for the snow, lumps of rock salt for the icebergs, and the Milton Bradley Eskimo Village for the "cut-outs."
- H. They are reading stories as indicated in the bibliography.

I. They are summarizing the unit by organizing pictures, maps, and drawings into a moving picture.

II. *What the Children Are Learning*

A. They are learning that explorers do the following things:

They try to locate and map mountains and rivers as a party of government employees is now doing in Alaska.

They examine caves to find out the size of the cave, the rock formations, and whether or not there are lakes or rivers in the caves.

They explore oceans seeking undiscovered land; they search for wild animals in jungles to get them for the zoos, or as specimens for museums of natural history; they explore countries to find out who lived there long ago.

B. They are learning about the early explorers—the Vikings.

C. They are learning about the 1925 Arctic Expeditions of Amundsen and Ellsworth and MacMillan and Byrd.

D. They are learning the following things about the 1926 Arctic Expeditions.

That the principal countries in the race are the United States, Norway, England, France, Russia, and Germany.

That the principal expeditions so far are the three American expeditions—Wilkins, Byrd, and the American University, and the Norwegian expedition under the command of Amundsen and Ellsworth.

E. They are learning that these explorers hope to find land in the unexplored territory between Alaska and the North Pole.

F. They are learning that the 1926 Arctic explorations are to be made by airplane and dirigible; that each expedition must establish an air base; that the Wilkin's air base is at Point Barrow, Alaska; that the Byrd air base is to be at Cape Morris Jessup, Greenland; that the Amundsen and Ellsworth air base is to be at

- King's Bay, Spitsbergen; and that the plans of the American University Expedition are as yet unknown.
- G. They are learning that the Arctic explorers are taking with them food, clothing, guns, ammunition, first aid supplies, tents, gasoline, oil, airplane repairs, and radio outfits.
- H. They are learning that these Arctic explorers are using the latest method of communication—the radio, and that this is the only way they can communicate with civilization; that the commanders of the three expeditions now on the way have agreed to aid each other if help is needed, thus showing the fine spirit of the rivals in the race.
- I. They are learning the following things about the climate: That the summers are short and the sun shines all night. That the winters are long and cold and there are some days when the sun does not rise at all. That there are blinding snow storms, heavy fogs, and that the cold is intense.
- J. They are learning that the Arctic abounds in animal and bird-life. Some of the most commonly found animals are as follows: polar bear, walrus, seal, musk-ox, reindeer, Arctic fox, Arctic wolf, Arctic rabbit, caribou, and lemming. Among the game birds are the snow-bunting, the eider duck, and the little auk.
- K. They are learning about the life of the Eskimos.
- L. They are learning to use the newspaper.

III. Abilities Selected for Emphasis

- A. In oral work—
1. Sticking to the point in telling an event.
 2. Telling the events in their proper order.
- B. In written work—
1. Indenting the paragraph, keeping a margin, correct uses of capital letters, the use of the comma in a series

of words, correct spelling, choice of words.

- C. In original arithmetic problems—the use of clear, concise English.
- D. In map-making—applying the colors to get a pleasing result, accuracy in locating places, tracing the routes of the expeditions neatly.
- E. In manual arts—good arrangement on the sand-table, good page arrangement in mounting animals and birds, and newspaper pictures and items.
- F. In reading—adding new words to the vocabulary and reading rapidly to get the main points from a selection.

BIBLIOGRAPHY

1. Fry-Atwood. *New Geography Book I*. Ginn and Co.
2. Hall, Jennie. *Viking Tales*. Rand McNally and Co.
3. Mirick, George. *Home Life Around the World*. Houghton Mifflin Co.
4. Muller, Mary. *Little People of the Snow*. A. Flanagan Co.
5. *National Geographic Magazine* Nov. 1916; Apr. 1920; June 1922; June, Aug., Sept., Oct., Nov., 1925; Mar. 1926.
6. Perry, Robert E. *The Snow-Baby*. McMurry-Parkins.
7. Stefansson and Schwartz. *Northward Ho*. Murry-Parkins.
8. Schwatka, Lieut. Frederick. *Children of the Cold*. Educational Publishing Co.
9. Shaw, Edward. *Big and Little People of Other Lands*. American Book Co.
10. Smith, Mary E. *Eskimo Stories*. Rand McNally and Co.
11. Snell, Roy J. *Northland Bird Life*.
12. Smith, J. Russell. *Human Geography*. The John C. Winston Co.

WINONA MILLER

Every white high school teacher in South Carolina, with the exception of 24, holds at least the bachelor's degree, according to the state high school supervisor.

Taxation of real estate in Delaware provides for only one-fourth of the cost of public school education. Taxes upon incomes, corporations, corporation franchises, and polls are other important sources of school revenue.