

Resource Units Aid the Teacher

RESOURCE units offer interesting possibilities in curriculum development. First, they are valuable bulletins for the classroom teacher, since they usually contain varied suggestions of possible classroom activities, references and instructional aids that can be used immediately by the teacher in outlining a tentative plan for a unit of work. This reservoir of material may give suggestions as to the significance of the topic, a brief outline of available resources and a statement as to possible outcomes. These may enable the teacher to plan with students in order more adequately to meet their needs and interests.

Second, the resource unit is a type of bulletin which can be developed best by teachers for their own use, thereby not only supplying the teacher with concrete, practical aids for the classroom, but involving the teacher in a type of work which will cause him to look critically at the school's curriculum.

► State Department of Public Instruction. *Resource Units in the Curriculum Program*. Bulletin No. 5 (Second Edition), Wisconsin Cooperative Educational Planning Program. Madison: State Department of Public Instruction, April, 1949, 15 p.

This short bulletin is one of the few designed to explain what resource units are and how they can be constructed by the individual teacher or groups of teachers working together. Concern on the part of the Wisconsin

Program for involving teachers in curriculum thinking led to the development of this "question-answer" bulletin which clearly describes the concept of "resource units," and the teacher's part in their development and use.

► School District of Philadelphia. *Toward Social Competence*. Curriculum Office, Philadelphia Public Schools, Philadelphia, 1950, 157 p.

Six illustrative resource units are included in section three of this guide to the teaching of social studies in the elementary school. Section one explains the scope and sequence, and section two suggests steps in unit teaching. The resource units in section three follow the scope and sequence pattern outlined by illustrating one resource unit for each of the first six grades.

► Philadelphia Economics Seminar. *The Role of Small Business in Our Economy*. Curriculum Office, Philadelphia Public Schools, September, 1950, 23 p. (mimeographed).

This resource unit bulletin is the third in a series of seven growing out of the Philadelphia Economics Seminar whose members included forty-five secondary school teachers assisted by various resource people within the city. The first half of the bulletin discusses the role of small business within our economy, and the last half supplies a reservoir of classroom activities and references for studying small business in Philadelphia.

► Milwaukee Public Schools. *Teaching Science in the Elementary School:*

Weather. Curriculum Bulletin Vol. V, No. 3, Milwaukee, 1948, 26 p. (mimeographed).

Milwaukee Public Schools. *Science in Milwaukee Secondary Schools: Force and Motion*. Curriculum Bulletin Vol. V, No. 4, Milwaukee, 1948, 28 p. (mimeographed).

From a series of similar bulletins, here are two attractive and well-written resource units, one for elementary and one for secondary, which deal with the teaching of science in the school. Most resource units revolve about social studies topics, and it is of interest to find representation from other subject areas of instruction. By studying these examples, it is evident that excellent resource units can be created for any type of course of instruction or curriculum classification. The main concern is for a variety of experiences to encourage pupil-teacher planning and to try to do something about the needs and interests of the students.

► Kalamazoo Public Schools. *Tentative Resource Guide in Social Studies*. Curriculum Department, Kalamazoo, September, 1950, 182 p. mimeo.).

Similar to the first Philadelphia bulletin listed above, this resource guide (probably a better name than "resource unit") has a general introduction which is followed by four resource guides illustrating themes in kindergarten and grades one, two and three. The guides are entitled, "Living Together in a New Environment," "Living Together in School and in the Family," "Living Together in Our Neighborhood Community," and "Living Together in Kalamazoo and Our Neighboring Communities." We question the wisdom of combining these four resource units into one large package. Perhaps they might have proved more useful to teachers if each were a separate guide.

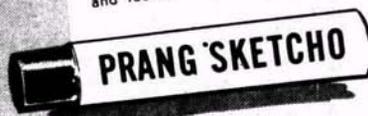
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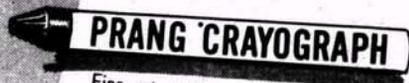
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