1978

A field trip manual grades four to six, Desert Sands Unified School District

Robyn Franklin

Follow this and additional works at: http://scholarworks.lib.csusb.edu/etd-project
Part of the Education Commons, and the Environmental Education Commons

Recommended Citation
http://scholarworks.lib.csusb.edu/etd-project/6

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
CALIFORNIA STATE COLLEGE
SAN BERNARDINO

A FIELD TRIP MANUAL
GRADES FOUR TO SIX
DESERT SANDS UNIFIED SCHOOL DISTRICT

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Education

by
Robyn Franklin
Indio, California

APPROVED BY:
A FIELD TRIP MANUAL

GRADES FOUR TO SIX

DESERT SANDS UNIFIED SCHOOL DISTRICT
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>REVIEW OF THE LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>16</td>
</tr>
<tr>
<td>STATEMENT OF OBJECTIVES</td>
<td>16</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>17</td>
</tr>
<tr>
<td>SCHOOL DISTRICT QUESTIONNAIRE</td>
<td>18</td>
</tr>
<tr>
<td>LIMITATIONS</td>
<td>21</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>22</td>
</tr>
<tr>
<td>FIELD TRIP MANUAL</td>
<td>24</td>
</tr>
<tr>
<td>Teacher Check List for Field Trip Preparation</td>
<td>25</td>
</tr>
<tr>
<td>General Ideas for Field Trip Preparation</td>
<td>27</td>
</tr>
<tr>
<td>General Ideas for Enroute and Return Trip Activities</td>
<td>28</td>
</tr>
<tr>
<td>General Ideas for Follow-up Activities</td>
<td>29</td>
</tr>
<tr>
<td>Coachella Valley Field Trips</td>
<td></td>
</tr>
<tr>
<td>Alpha Beta</td>
<td>30</td>
</tr>
<tr>
<td>Bank of America Indio</td>
<td>34</td>
</tr>
<tr>
<td>Bank of America Palm Desert</td>
<td>35</td>
</tr>
<tr>
<td>City of Indio Administrative Offices</td>
<td>38</td>
</tr>
<tr>
<td>Coachella Valley County Water District</td>
<td>41</td>
</tr>
<tr>
<td>Desert Sands Unified School District Central</td>
<td>49</td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>General Telephone</td>
<td>51</td>
</tr>
<tr>
<td>Indio Daily News</td>
<td>54</td>
</tr>
<tr>
<td>Location</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Indio Fire Department</td>
<td>58</td>
</tr>
<tr>
<td>Indio High School Theater</td>
<td>62</td>
</tr>
<tr>
<td>Indio Police Department</td>
<td>64</td>
</tr>
<tr>
<td>Indio Post Office</td>
<td>67</td>
</tr>
<tr>
<td>Jack-In-The-Box</td>
<td>70</td>
</tr>
<tr>
<td>Lake Cahuilla</td>
<td>71</td>
</tr>
<tr>
<td>Little Grass Shack Nursery</td>
<td>73</td>
</tr>
<tr>
<td>Living Desert Reserve</td>
<td>77</td>
</tr>
<tr>
<td>McDonalds, Palm Desert and Indio</td>
<td>79</td>
</tr>
<tr>
<td>Palm Desert Post Office</td>
<td>82</td>
</tr>
<tr>
<td>Palm Springs Desert Museum</td>
<td>83</td>
</tr>
<tr>
<td>Salton Sea</td>
<td>90</td>
</tr>
<tr>
<td>Smith Food King</td>
<td>97</td>
</tr>
<tr>
<td>Swenson's Ice Cream Shoppee</td>
<td>98</td>
</tr>
</tbody>
</table>

**Out of Coachella Valley Field Trips**

<table>
<thead>
<tr>
<th>Location</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo National Monument</td>
<td>100</td>
</tr>
<tr>
<td>Los Angeles County Museum of Art</td>
<td>108</td>
</tr>
<tr>
<td>Mission San Diego</td>
<td>112</td>
</tr>
<tr>
<td>Mission San Juan Capistrano</td>
<td>114</td>
</tr>
<tr>
<td>San Diego Zoo</td>
<td>119</td>
</tr>
</tbody>
</table>
INTRODUCTION

Probably one of the most important words that a teacher needs to consider in an inquiry oriented social studies curriculum is involvement. He must convey to students, from even the earliest grades, the idea that active involvement of each person is the main key to success in facing the problems of our modern society.

Likewise, the social studies teacher should realize that the days of memorizing the exports of one country to another should be over. Only when the world's history and present social conditions are meaningfully related to the students' lives will they comprehend important concepts.

Learning ten important products of a country is like picking up a grain of sand on a beach when one considers the ever-increasing enormity of facts which man is rapidly producing. Rather, meaningful concepts are called for. In other words, knowledge is multiplying and changing at such a rapid rate that a fact learned today may be obsolete tomorrow.

As Clinton E. Boutwell states:

Obviously a school's social studies program should reflect the real needs of students as they move toward the world of the future. The professional problem is how. Scholars and educators agreed at the beginning that memorization of facts and or principals treated as facts was completely useless.  

\footnote{Clinton E. Boutwell, Getting It All Together, the New Social Studies. (San Rafeal: Leswing Press, 1972): 23.}
He goes on to explain that a beneficial social studies program prepares each child for the future. To do this an inquiry program into such concepts as food shortage, population explosion, pollution cannot be overlooked or replaced by memorizing ten battles of the civil war, for example.

This is not to say that learning about the past is worthless. It is merely to point out that the past is important in that it sets the stage for the present and the future.

Many recent authors discussing social studies trends agree that today's social studies teachers have a great impact on whether children will survive successfully in the modern world. Students need to become aware of the problems which exist today and be able to make decisions concerning future progress.

Boutwell cites eight points which encompass what he considers the new social studies:

1. Emphasizes thinking processes and not content mastery.
2. Emphasizes the development of conceptual understanding of human behavior.
3. Uses content as a means to an end and not an end in itself.
4. Involves learners in decision making about their society.
5. Allows for and encourages learners to be more independent and self-actualized.
6. Attends directly to value questions and the problems of value conflicts and conflict resolution.
7. Allows for and recognizes diversity.
8. Emphasizes affective abjectives.  

---

In social studies children need to experience events, learn from their mistakes, and profit by their successes. Along the line of life experiences children should learn to wisely consider the knowledge inputs from books and other authorities, and learn to weed out those which do not apply. As Dewey states: "Thinking is the intentional endeavor to discover specific connections between something we do and the consequences which result so that the two become continuous."\(^3\)

In addition, during the intermediate grades children should begin relating social studies experiences that they have had or learned about to other situations. This is a rather informal way of beginning what we think of as the sophisticated process of inference.

One of the main concerns of today's social studies teacher is to help each student feel comfortable with problems solving and teach some problem solving techniques. It is doubtful that many problems in social studies have absolute right or wrong answers. What the students must decide is what would be best for him and the society in which he lives. Each pupil should be learning about resources he can turn to in helping him in his problem solving.

Piaget presents what he considers to be the main emphasis of social studies. He suggests that active learner involvement enables the student to develop more self-motivated problem solving techniques.

---

as compared to teacher oriented curriculum. He states: "Involvement teaching is a strategy which allows students to generate and react to understandings rather than passively and unquestioningly receive them." 4

In other words, the student becomes actively involved in learning how to solve problems, and to make educated guesses and decisions. To do this he needs to become familiar with sources that will help him make constructive choices.

Leedell Newland suggests another significant hypothesis concerning social studies curriculum. He says that learning to survive against the implications of modern environment is the greatest challenge in social studies today. 5

With the survival of man in the modern day of the utmost importance more emphasis is being placed on improvement of the curriculum in social studies and the training of teachers in the area.

Social studies teachers should realize that there is a drastic need for change in order to help children prepare themselves for survival against pollution, overpopulation, hunger, and lack of natural resources. The main question is how to approach the problem effectively.

Advanced science has presented the world with a great surge of knowledge and technology to make our lives better. The main problem


is how to cope with the great flux of knowledge and the implications it has for the world.

As Newland presents it:

Somehow we must make science and technology imply more than the ability to devise dangerous weapons to produce machines which produce goods but pollute the air, and to enslave mankind in a political-economic vacuum which approximates George Orwell's classic, 1984. The social sciences and the social studies must find ways of making this value potentiality bring fuller and more meaningful avenues to adjustment of all mankind.  

To achieve an effective inquiry program in the development of the social studies curriculum the teacher should draw from a variety of resources, over and above the textbook. Social studies concerns people living with other people. Therefore, the teacher needs to draw from the community and go out into the community to make the subject live for the children.

Edgar Bye gives a reasonable explanation for the benefits of field trips in present times.

Today children and adults live less frequently where income producing work of the family occurs. Production and marketing have been removed from the home sight. Services and even recreational resources are provided from distances and by strangers. One must move out of the immediate environment to discover the component parts of our living at present.

Low and George Donaldson agree that there is a value to be gained by well planned field trips. They express this opinion in their book Teaching in the Field. "Field trips provide abundant

---


opportunities for building economic and social understandings that will make the child aware of his heritage and his responsibility for his environment."^8

However, the danger of field trips which Massialas and Cox warn about is that they become meaningless, and that they are not related to a special area of inquiry which is carried on in the classroom. They are rather negative about recent trends in field trips when they state:

"Too often it amounts to an itinerary of visits to places of interest. It is a rare occasion indeed when the visit relates to an ongoing research project in the classroom where the visit is guided by a search for evidence or new points of view. In most cases a field trip amounts to a day off from school."^9

To avoid this from happening the teacher needs to carefully consider his reasons for planning a field trip. Before scheduling a trip he should decide what objectives he hopes to accomplish and if they would likely be met on the outing. Also, students need to feel that a field trip would be a desirable data source.

The secret of meaningful and successful field trips then lies in careful planning. This research generally divides them into three parts: (1) preparation, (2) actual trip, and (3) follow-up activities.


It is of the utmost importance to make sure that the subject to be studied on a field trip is well related to the curriculum. To plan a trip to the local television studio may provide valuable material if it is associated with a well-organized study of communication media or some other aspect of television. However, if a group of children is ushered into the studio with no prior preparation they will not likely receive much learning benefit.

If possible, the teacher should visit the field trip site beforehand to be sure of the particulars. He should become aware of such particulars as what will be expected of the group and where restroom facilities are located. He might also take slides or pictures of special features students will want to observe.

In her article, "How to Have a Successful Field Trip," Mary Lou Lyon stresses the fact that children should understand what is expected of them on the trip pertaining to behavior and dress. This should also be thoroughly discussed prior to the trip.  

In addition, the parents and aides who will be accompanying the students should also be informed as what to expect of the children, what they will observe, and do on the trip. Adults who do

10 Mary Lou Lyon, "How to Have a Successful Field Trip," Social Studies Review, Fall, 1975, 32.
not know where they are to go and what they are to do may only cause problems and disorganization.

If the field trip is to last past the noon hour, the children should be aware of how lunch will be provided. Parents must be adequately notified if they are to send sack lunches or money. For example, if the children are to furnish their own drinks, parents should know that they must be canned instead of bottled.

It is a good idea to have a map worked out as to the best route to take. The teacher may even want to go over this with the bus driver previous to the trip. On short trips this may not be necessary. However, on longer ones if the bus driver and leader of the group understand the itinerary and time allocations for each component of the trip, it may avoid many conflicts enroute.

Another obvious step in preparation is to be sure that field trip permission slips are secured for each child. Those children whose parents do not wish them to attend should have a program planned for them so that they know what they are to do if they are temporarily placed in another class during the time of the trip. In addition, they should be familiar with work activities planned for them. Possibly those children who have permission should be placed in groups prior to leaving and be told what adult will be in charge of them. This will avoid an unnecessary waste of time at the field trip site.

In their *Handbook for Field Trips* Montgomery and Smith point out the need for adequate preparation.
Experience has shown that children need some preparation before taking a field trip. Without any preparation, the children arrive at the field trip site with little knowledge of what they are there for. Before taking the actual field trip, if possible, invite a resource person to come up to the classroom to explain to the children what they will see during the trip. Also, why not include studying maps and map making as part of the field trip experience. The teacher might bring in maps to show the children the route they will be taking, noting different landmarks along the way. When the students return they may want to improvise and draw diagrams of the trip as they remember it.

In their Handbook for Field Trips, Montgomery and Hiram suggest having a check list so that the teacher can make sure that he has made all the necessary arrangements. The following are examples of items which might be included on the check list.

1. Establish a field trip date.
2. Check with the school calendar, bus route, and rest stops.
3. Make a preliminary visit to the field trip site, if possible.
4. Make a lesson plan for enroute and return trips.
5. Plan for lunch if necessary.
6. Be sure permission slips are sent out and returned.
7. Have follow-up activities planned.

---

12 Ibid., 4.
Edward Habrowski also recommends a great deal of extensive research before a field trip is actually taken. First he suggests mapping out the trip with the children checking mileage and route. He states:

"It's important that students find out enough about their destination so that they can have questions to ask. They may phone or write for brochures to study and do research on the general subject they're concerned with in the school or town library."

The Donaldsons suggest a list of pre-field trip activities to stimulate interest.

1. Prepare an attractive bulletin board dealing with the proposed subject matter.
2. Read and discuss appropriate textbook materials.
3. Study material from supplementary or reference books.
4. Use audio-visual aids.
5. Read newspaper or magazine articles.
6. Prepare exhibits or magazine articles.
7. Confer with local experts in the chosen field.

Teaching in the Field, written by Low and George Donaldson, also presents questions a teacher should consider in planning a field trip.

1. How long should our trip take?
2. What routes do we follow?
3. Shall we go one route and return by another?
4. Are safe drinking water and toilet facilities available?
5. Will we need food?
6. Is a guide service available?
7. What standards of conduct would we agree on?
8. Will we need transportation? What kind will be the best?
9. From whom will we need permission?

---


10. What should we wear?
11. What rules do we need to insure health and safety?
12. How should we respect public property or property belonging to other persons?
13. What materials and equipment should we carry?  

David G. Armstrong and Tom V. Savage state, "In essence the community can be a laboratory the learner uses to study data." The same inquiry and student participant methods that are used in the classroom may also be used in visiting the community.

Armstrong and Savage outline the study of the community into two areas:

1. Stimulus experiences
   a. historical
   b. present interactional processes
   c. likely future
2. Anticipated pupil learnings
   a. ability of make grounded generalizations
   b. ability to examine values
   c. ability to make decisions

Frank J. Estvan outlines objectives for field trips in the community. How involved each student becomes will depend on the particular grade level and capabilities.

1.0 Definition of need
   Level 1: The pupil formulates questions to be answered on a field trip.
   Level 2: He recognizes the need for motion, sound and color.
   Level 3: He distinguishes among the uses of statistical, narrative, prescriptive, and conceptually-oriented printed materials.

---

17Ibid., 166.
2.0 Designation of media
Level 1: The pupil decides whether public, business, or social agencies in the community can contribute to his project.
Level 2: He decides the type of audio-visual materials that will serve his purposes.
Level 3: He decides whether to use the encyclopedia, textbooks, trade books, or reference books to find certain kinds of information.

3.0 Selection
Level 1: The pupil locates specific community resources using a street guide, telephone directory, or government directory.
Level 2: He selects specific audio-visual materials on the basis of annotations or by previewing.
Level 3: He uses such criteria as authorship, recency, and format to select a book bearing on his topic.

4.0 Creation
Level 1: The pupil makes a model of the school neighborhood in order to study the safest route from school to home.
Level 2: He makes a series of 2" x 2" colored slides showing various states in the construction of a house.
Level 3: He researches and writes a 'Book' describing the local school system.18

Another important area in utilizing the community is to consider different parts and how they are interdependent on each other. Questions may be asked such as, can any of them exist without the others? Armstrong and Savage suggest one way to accomplish this. That is to have students keep a log of each place their family visits during the week. Then have them make up a map of the places visited marking an X for each time the family goes there.19

Another interesting facet is the consideration of the community's history and changes which have occurred. A visit to the


city buildings might uncover some of the needed information. Possibly older maps of the city may be obtained to compare them with present day changes. Questions should be asked as to why the changes. What benefits or problems have they presented? By looking at both the past and present situations in the community students may want to use the information they have collected to predict what the community will be like ten, twenty, and fifty years in the future.

Students may research the history of their particular community through a variety of field trips used as resources. This is particularly relevant in the intermediate grades when considering the history of one's particular community as part of the state's heritage as a whole.

Actual Field Trip

While enroute to the field trip site it is helpful to have activities planned for the bus. When the children are constructively occupied they are less likely to behave incorrectly.

Examples of stimulating bus activities have been developed by the San Mateo County Schools in a program for gifted children. These activities may also be adapted for a regular classroom.

1. Record the variety of trees.
2. Observe the names of industries and classify according to the product manufactured.
3. List foreign-made automobiles.
4. Compare with the number of American cars.
5. Count out of state licenses.
6. Design new traffic controls.
7. Prepare a narrative of observations while enroute.
8. Discuss current events using the morning newspaper for reference (teacher or student-leader).
9. Divide the class into groups and let them choose an activity for the bus trip.
10. Sketch impressions of the sidewalk scenes or terrain.

At the field trip site cameras and tape recorders may be helpful to capture the scene so the children may relive the occasion back at school.

Follow-up Activities

Each individual field trip will lend itself to its own particular type of follow-up activities depending on the subject being studied. However, there are several general activities which may be applied to almost any field trip. The following suggestions are taken from the Donaldsons' Teaching in the Field.

1. Reports, notes may be made while the trip is in progress.
2. Notebooks or booklets about the trip.
3. Thank you letters (good letter writing practice).
4. Creative writing using an aspect of the trip.
5. Read and report on supplementary materials.
6. Make a mural of your trip.
7. If appropriate, make an exhibit of things collected on the trip.

20Off We Go To Observe and Learn, Field Trip Manual, Education Division, San Mateo County Supt. Schools (Redwood City, Calif.): 165.
9. Vocabulary study of new words learned on the trip.
10. Math problems having to do with particulars of the trip.\textsuperscript{21}

In summarizing, probably more than any other area of the curriculum, social studies lends itself to activities such as field trips. Projects relating to inquiry have become predominant. It seems reasonable that children tend to remember more and have a more meaningful experience when they are actively involved rather than passive recipients of reams of information.

PURPOSE

The purpose of this thesis is to develop a field trip manual for intermediate grades four to six in the Desert Sands Unified School District. Each field trip activity will be coordinated with individual grade level social studies programs. Pre and post field trip activities will be suggested so that each trip will provide a meaningful educational experience for the students. A check list and other instructions will be provided to help the teacher organize each trip.

STATEMENT OF OBJECTIVES.

The objectives in developing a field trip manual for grades four to six in the Desert Sands Unified School District are as follows:

1. To develop field trip activities for above-mentioned students which coordinate with the social studies curriculum.
2. To develop a check list and field trip instructions for teachers.
3. To develop a list of resources to be used with each field trip.
4. To develop a list of goals the children may attain by participating in the field trip experience.
PROCEDURE

First, the Department of Transportation in Desert Sands School District was contacted to determine what field trips had been taken during the past three years. Then a check sheet was sent to all teachers of grades four to six asking them to indicate what trips they had taken and what pre and post field trip activities they found most valuable in creating a learning experience. An example of the check list is shown on the following pages.

The information received from these check sheets was valuable in compiling activities for the field trips. In addition, the social studies texts for each grade level were used to suggest other activities that were coordinated with the social studies program.

The field trip manual includes the following items.
1. General suggestions for field trip preparation.
2. A check list for the teacher to make sure that all arrangements have been made.
3. A list of resources applying to the trip.
4. A list of pre-field trip activities for each trip.
5. Suggestions for enroute and return trip activities.
6. A general plan of the route to be taken and rest stops, if necessary.
7. A list of post-field trip activities for each trip.
Attention Teachers Grades 4-6:

I am completing a master's project on field trips and would appreciate information concerning field trips in which you have participated.

If possible, please fill in the following information and return to Robyn Franklin, Hoover School.

Thank you.

<table>
<thead>
<tr>
<th>Place a check before each field trip your class has taken in the last three years</th>
<th>Grade Level</th>
<th>Curriculum Area</th>
<th>List any pre-field trip and post-field trip activities which helped make this a learning experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Palm Springs Desert Museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. McDonalds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Oak Glenn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. C. V. Water District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. L. A. County Art Museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Salton Sea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Fire Station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. L. A. County Zoo and Planetarium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Japanese Village</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td>Curriculum Area</td>
<td>Pre and post field trip activities</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>10. Post Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Supermarket</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Indio High Theater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Abel Cabel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Indio City Buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Riverside County Buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Inland Science Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Living Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Valley Bakery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Universal Studios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. San Diego Zoo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. San Diego Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Point Loma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Curriculum Level</td>
<td>Area</td>
<td>Pre and post field trip activities</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td>San Juan Capistrano Mission</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td>Palm Springs Airport</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td>City Library</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td>College of the Desert</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td>Cardinal Packing Shed</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td>Swenson's Ice Cream</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td>Sambos</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td></td>
<td>Jack in the Box</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td></td>
<td>Florist</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td></td>
<td>T. V. Studios</td>
<td></td>
</tr>
</tbody>
</table>
LIMITATIONS

Some of the limitations of this field trip manual include the following:

1. The national energy shortage may prevent the school district from budgeting much money for field trips, particularly those in which buses must travel a great distance.

2. Resource persons and materials may change so that the manual will have to be updated.

3. New field trip sites may be added to the list in the future so the manual will need updating.

4. The route to any specific field trip site will be different for each school in the district because of locality.
BIBLIOGRAPHY


Benjamin, James M. "What Have We Done to Social Studies?" Social Education (Feb. 1975): 88-89.


Lord, Ann, ed. Any Teacher Can ... How to Have Fun On a Field Trip. Fremont, Calif.: Fremont Unified School District, 1972.


Off We Go to Observe and Learn Field Trip Manual. Redwood City, Calif.: Education Division San Mateo County Supt. of Schools, 1973.


TEACHER CHECK LIST FOR FIELD TRIP PREPARATION

1. Call or write to field trip site to see what times and dates are available to visit.

2. Check with school calendar and principal to see which date would be best.

3. Confirm date with field trip site.

4. Contact transportation department and confirm bus transportation. Be sure to go over the route and rest stops with the bus driver or person in charge of assigning bus drivers.

5. Make a preliminary visit to the field trip site if possible. Check restroom facilities.

6. If possible, make arrangements for a resource person to come to the class to prepare the children for the trip.


8. Make lesson plans for enroute and return trip activities.

9. Make plans for lunch if necessary.

10. Be sure permission slips are sent out and returned.

11. Arrange for adult supervision.

12. Make lesson plans for follow-up activities.

13. Discuss with children about the behavior that will be expected on the trip.

14. Be sure children know what type of clothing to wear.

15. Divide the class into groups before leaving.

16. Be sure that adults who will be accompanying you understand what their responsibilities will be and what they might expect.
17. Make lesson plans and arrangements with other teachers for those students whose parents do not give them permission.
GENERAL IDEAS FOR ENROUTE AND RETURN TRIP ACTIVITIES

1. Make a list of the different things that you see growing.
2. Make a list of industries and classify according to the product manufactured.
3. Make a list of foreign cars and American cars seen and compare the numbers.
4. Make a list of the different out of state licenses you see.
5. Design new traffic signs and signals that you think would be better than the ones you see.
6. Write a story or a narrative about what you see enroute.
7. Divide the class into groups before field trip day and have them make a suggestion for activities on the bus. Be sure the children understand the bus rules in making their suggestions.
8. Make sketches of what you see along the way.
9. On the return trip pass a tape recorder around and have the children record the part which they liked best or possibly name something they learned on the trip.

Since some of these activities require a child sitting in the window seat to see, possibly two or three children could work together on a project. One might write down the information while the other observes. Then at rest stops or on return trip they might trade places.
GENERAL IDEAS FOR FIELD TRIP PREPARATION

2. Choose pages from the regular text which deal with the field trip subject.
3. Choose supplementary or reference books.
4. Use audio-visual aids.
5. Check for periodical and newspaper references to subject matter. Possibly have the children look for these on their own at home.
6. Invite a resource person to come and talk to the class.
7. Make a preliminary visit to the site and take pictures or slides so the children can have a preview of what they will be seeing.
8. Make a map showing the route which will be taken.
GENERAL IDEAS FOR FOLLOW UP ACTIVITIES

1. Write a report about a particular part of the trip.

2. Students divide into groups or individually contribute to a notebook or "memory book" about the trip.

3. Write thank you letters to the hosts. In the process study letter writing forms.

4. Do some creative writing using some aspect of the trip.

5. Read and report on reference materials.

6. Make a mural of the trip.

7. If appropriate, make an exhibit of items collected on the trip.

8. Make a bulletin board of things seen on the trip.

9. Do a vocabulary study of new words learned on the trip.

10. Create math problems concerning particulars of the trip.
General Subjects Covered:

1. Packaging and preservation of foods
2. Nutrition
3. Operation of a supermarket
4. Career awareness
5. Metric weights
6. Food from the farm to the supermarket

Possible Goals:

1. The children will become aware of how produce and meats are packaged and preserved.
2. The children will become aware of how a supermarket is operated including how to make change for customers.
3. The children will become familiar with the four basic food groups and how to buy foods to provide balanced meals.
4. The children will become familiar with the metric weights of packaged foods as opposed to pounds and ounces.
5. The children will become familiar with the different careers available in the supermarket business.
6. The children will become familiar with how several foods are grown and transported to the supermarkets.

General Information:

Teachers should call the manager of Alpha Beta to arrange for a field trip at least one week in advance. Early Friday morning at
9:30 is the most advisable time. The tour takes approximately forty-five minutes. The students are shown the produce and meat departments, back end operations, and equipment.

Route:
Alpha Beta is located at 81-850 Hwy. 111 in Indio.

Resources:

Riverside County Films:
1. Eggs to Market; the Story of Automated Egg Processing (11 min.)
2. Food Preservation (11 min.)
3. Frozen Foods (11 min.)
4. Map of California - the Central Valley and How Man Uses the Land for Agriculture (16 min.)
5. Meat - From Range to Market, Production, Processing and Distribution (10 min.)
6. Produce - From Farm to Market (16 min.)
7. The Story of California Agriculture (16 min.)
8. The Story of a Wholesale Market (11 min.)

Materials Available from District Library:
Filmstrips:
1. Getting Food Ready for Market
2. My Dad Works in a Supermarket
Study Prints:
1. Supermarket
2. Supermarket Helpers

Books Available from District Library:
1. Allee, Veva, About the Vegetables on Your Plate
2. Banks, Marjorie Ann, How Foods Are Preserved
3. Buehr, Walter, Food, from Farm to Home
4. Buehr, Walter, Meat from Ranch to Table
5. Heffernan, Helen, Foods from Near and Far
6. Podendorf, Ila, Food is for Eating
7. Scheib, Ida, First Book of Food
8. Uhl, Melvin John, How We Get Frozen Peas
9. White, Philip L., Let's Talk About Food
10. Wise, William, Fresh, Canned and Frozen; Food from Past to Future
11. Witty, Paul, The Food Store

Pre-Field Trip Activities:
1. Begin with a unit on healthful nutrition and the main food groups. Supplementary materials may be obtained from Riverside County Agricultural Commissioner, 46-209 Oasis St., Indio.
2. Use play money to teach children how to make change. This is most effective when working with small groups.
3. Play a game of food group bingo. This may be obtained from the Riverside Agricultural Commissioner.
4. View films and filmstrips.

5. Create a bulletin board of how foods are transported to markets.

6. Study the metric system in connection with the weights of items in a supermarket. Children may bring in cans and boxes with metric weights. A store corner can be created in the classroom with these items.

Post-Field Trip Activities:

1. Each child plan a week's menu of balanced meals.

2. Make a classroom dictionary of new words learned about supermarkets.

BANK OF AMERICA INDIO

Route:

Bank of America in Indio is located at 45-305 Oasis Street.

For information concerning general subjects covered, possible goals, general information, resources, and activities refer to Bank of America Palm Desert field trip.
General Subjects Covered:

1. Explanation of the following bank features: loans; computers; vault; NCR machines; tellers; how checks work; how large merchant deposits are handled; teletype; proof department; safety deposit boxes; and microfilm.

2. Careers available in the banking profession

3. History of banking

4. Different forms of barter and money throughout history

Possible Goals:

1. The children will become aware of several different bank features and procedures.

2. The children will become familiar with the careers available in the banking profession.

3. The children will become familiar with the history of banking.

4. The children will become familiar with money and barter used different periods of history and in different countries.

General Information:

Teachers should contact the operations manager to arrange for field trips at least one week in advance. The bank prefers that one classroom at a time visit on any of the following days, Tuesday, Wednesday, or Thursday before 10:00 A.M. The tour takes approximately forty-five minutes.
Route:

Bank of America in Palm Desert is located at 73-833 Hwy 111.

Resources:

Riverside County Films:
1. Fred Meets a Bank (14 min.)
2. Money in the Bank and Out (15 min.)
3. Where Does Money Come From (10 min.)

District Library Materials:

Filmstrips:
1. Borrowing Money
2. Money from Barter to Banking with Cassette

Study Print:

Learning About Money

Books Available from District Library:
1. Barr, Jene, What Can Money Do?
2. Campbell, Elizabeth A., Nails to Nickels; the Story of American Coins Old and New
3. Cobb, Vicki, Making Sense of Money
4. Davis, Mary, Careers in a Bank
5. Elkin, Benjamin, The True Book of Money
6. Hine, Al, Money Around the World
7. Kane, Elmer R., How Money and Credit Help Us
8. Pope, Billy N., Your World; Let's Visit a Bank
9. Russell, Solveig Paulson, From Barter to Gold; the Story of Money
10. Sootin, Laura, Let’s Go to the Bank
11. Stanek, Muriel, How People Earn and Use Money
12. Williams, Barbara, I Know a Bank Teller

Pre-Field Trip Activities:
1. Use play paper money and coins to teach the children how to make change.
2. Study about the history of banking in the United States.
3. Study about banking systems in other countries.
4. Learn about different kinds of money used around the world.

Post-Field Trip Activities:
1. Introduce the class to coin collecting. Possibly invite an adult who has a coin collection to bring it for the children to see.
2. Explore different careers available in the banking business.
3. Make pretend check books for each child. Teach them how to write checks and balance a check book.
GENERAL SUBJECTS COVERED:

1. City government
2. Community involvement
3. Careers in city government

POSSIBLE GOALS:

1. The children will become familiar with the different departments and responsibilities of the local city government.
2. The children will learn that it is each citizen's responsibility to become involved in projects for the improvement of the community.
3. The children will become familiar with different careers available in city government.

GENERAL INFORMATION:

Teachers should contact the city manager at least one week in advance to make arrangements for field trips. The tour, which lasts approximately forty-five minutes, consists of an explanation of the following city departments: city manager's office, finance department, department of planning and development, department of public works, and city clerk's office.

ROUTE:

The Administrative Offices are located at 100 Civic Center Mall.
Resources:

Riverside County Films:
1. Governing the City (12 min.)
2. Our City Government (10 min.)
3. People Who Work in Offices (11 min.)
4. Public Will (28 min.)

Books Available from District Library:
1. Schwartz, Alvin, The City and Its People
2. Wise, William, Cities Old and New

City maps may be obtained from the Administrative Offices for classroom use.

Text References:
1. "Cities and the People Who Built Them," The Social Science Concepts and Values, Sixth Grade

Pre-Field Trip Activities:
1. Have children become familiar with the physical plan of Indio. Obtain city maps from the city manager. The children may plot the route they travel each day for a week. Use a different color pencil for each day of the week.

2. For a one week period, each day have the children make observations of positive things about the community and areas which they think need improving. Invite them to discuss this with their families. Then consider these ideas in classroom discussion. The city manager may be interested in the list the class has compiled.
3. Study the unit "Cities and the People Who Built Them,"
The Social Science Concepts and Values, Sixth Grade.

Post-Field Trip Activities:

1. As a classroom project become involved in a community activity.

2. Divide the class into groups to represent the different city departments. Present each group with a problem. The children are to devise a plan of how the problem might be solved.

3. Choose other cities in California approximately the same size as Indio. Write to the administrative offices there to find out about the structure of their city governments. Compare these with Indio.

4. Use Indio's city government as a basis for studying how cities have been governed throughout history.
General Subjects Covered:

1. Canal knowledge
2. Water knowledge
3. Products of the Coachella Valley
4. Careers of the C.V.C.W.D.
5. Desert safety and first aid
6. Desert history
7. Desert geography
8. Desert birds and animals
9. Equipment, trucks and transportation used by C.V.C.W.D.

Possible Goals:

1. The children will understand how canal operates.
2. The children will learn how water is used in the Coachella Valley.
3. The children will become familiar with the products of the Coachella Valley.
4. The children will be able to demonstrate and discuss basic first aid and safety in the desert.
5. The children will become familiar with the equipment, truck, and transportation used by the water district.
6. The children will become familiar with possible careers associated with the water district.
7. The children will become familiar with the geography of the desert.
8. The children will become familiar with the history of the desert.

9. The children will become familiar with desert birds and animals.

General Information:

Local plant and canal tours are available for one classroom at a time. The C.V.C.W.D. representative requires at least one classroom visit prior to the field trip to explain general information concerning the Water District. It is recommended that a second presentation be made to cover specific areas of information that the teacher requests. Two classroom visits will better prepare the children to obtain the greatest benefit from the actual visits, activities, and materials at the teacher's request.

The following reminders are to be observed on the tour.

1. Closed-toed shoes for everyone. No high heels or thong sandals.

2. Regular school clothes (sweater and scarfs if cool and windy).

3. If desired, notebooks, cameras, lunches, and extra water or drinks.

4. Each student will have to be a responsible person for his/her actions, courtesy, and good manners.

A field trip for only teachers is conducted each fall by the C.V.C.W.D. to the Imperial Dam and surrounding area. An air-conditioned bus plus meals are provided. The tour is held on a Saturday from 7:00 A.M. to 7:30 P.M.
Route:
Hwy. III to Ave. 52 Coachella

Resources:

Riverside County Films:
1. Billion Gallons a Day (28 min.)
2. The Colorado River (14 min.)
3. Food From the Desert (13 min.)
4. Imperial Valley, Pt. 1 - The Dream That Changed the Desert (15 min.)
5. Imperial Valley, Pt. 2 - Men, Machines, and a Bountiful Harvest (21 min.)
6. Living in the Southwestern States - Growth in the Desert (15 min.)
7. Making the Desert Green - Irrigation Farming (16 min.)
8. People and Water (28 min.)
9. A Visit to the Waterworks (11 min.)
10. Water for the Community (11 min.)

District Library Materials:

Filmstrips:
1. Enough Water for Everyone
2. The Irrigated Desert, the Imperial Valley
3. Irrigation, with cassette
4. Irrigation; Adapting Our Environment
5. Water, Servant to Man
Recording Tape: Irrigation; Adapting Our Environment

Study Print: Irrigation

Books Available from District Library:

Water:

1. Archer, Sellers G., Rain, Rivers, and Reservoirs, the Challenge of Running Water
2. Bauer, Helen, Water; Riches or Ruin
3. Black, Irma Simonton, Busy Water
4. Bloome, Enid P., The Water We Drink!
5. Buehr, Walter, Water Our Vital Need
6. Carona, Philip B., Water
7. Catherall, E. A., Working With Water
8. Chester, Michael, Let's Go to Stop Water Pollution
9. Dempsey, Michael W., ed., Water
10. Follett, Dwight W., Little Creek, Big River
11. Freeman, Mae Blacker, Do You Know About Water
13. Green, Ivah, Splash and Trickle
14. Green, Ivah, Water; Our Most Valuable Resource
15. Gutnik, Martin J., Ecology and Pollution, Water
16. Hagaman, Adaline P., What is Water
17. Hamilton, Lee David, Let's Go to the Dam
18. Hefferman, Helen and Shaftel, George, The Water Story
19. Helfman, Elizabeth S., Rivers and Watersheds in America's Future
22. Jones, Claire, *Pollution; the Waters of the Earth*
23. Lefkowitz, R. J., *Water for Today and Tomorrow*
24. Millard, Reed, *Clean Air, Clean Water for Tomorrow's World*
26. Radlauer, Edward and Ruth, *Water for Your Community*

**Text References:**


**Pre-Field Trip Activities:**

1. Contact the Water District resource person to arrange for general orientation presentation to the class. Also choose specific areas to be covered during the second visit to the classroom. The resource person will be able to present information on any of the following specific subjects.
   a. Canal knowledge
   b. Water knowledge
      (1) Domestic (homes, meters, etc.)
      (2) Irrigation (pumps, meters, times)
      (3) Reclamation
      (4) Storm water
(5) Agriculture
(6) Conservation
(7) Reservoirs, wells

c. Science oriented:
   (1) Water
   (2) Soil
   (3) Drainage
   (4) Transportation
   (5) Evaporation
   (6) Salinity

d. Products of the Coachella Valley

e. Careers of C.V.C.W.D.

f. Equipment, trucks, transportation

g. Desert:
   (1) Safety
   (2) First aid
   (3) History
   (4) Geography
   (5) Birds
   (6) Animals

2. Show films and filmstrips.

3. Obtain a selection of books from the district library concerning water. Have the children work in committees to report on the book(s) or books each group has chosen. This might include oral report, written summary, drawings and diagrams.
4. Each child choose a desert animal, bird, or insect and learn as much as possible about it. Create a story about each. Also make paper mache models.

Post Field Trip Activities:

1. Make a large wall map of the Colorado River Basin. Show how the Coachella Valley obtains its water.

2. Compare the California desert with other deserts of the world.

3. Each child contribute to a classroom dictionary of new words learned during the orientation visits and the field trip.

4. Take turns suggesting some of the new words to add to the regular spelling list.

5. Make shadow boxes of the desert or the canal irrigation.

6. Make relief maps of California using flour and salt. Using different colors of paint show how the Coachella Valley obtains its water.

7. A few children might be interested in doing further research on how the Salt and Sea was formed.

8. Draw diagrams of canal lock and write short descriptions of how they operate.

9. Study about the tilapia zilli and tilapia mossambica moss eating fish which the Water District has imported from Africa to help control moss growth in the canals.

   a. Use these fish as an introduction to discuss other biological controls used in the United States.
b. Use these fish as an introduction to studying other fish in the world which are important food sources for the population.

10. Use the Colorado River as an introduction to a unit of study on other great rivers of the world.

11. The resource person may be contacted to provide continuation activities on specific subjects that the teacher requests.
General Subjects Covered:

1. Healthful nutrition and the basic food groups
2. Cooking and packaging large quantities of food
3. Purchasing large quantities of food

Possible Goals:

1. The children will become familiar with healthful nutrition and the basic food groups.
2. The children will become familiar with how the central kitchen buys, prepares, and distributes food to the schools.

General Information:

The central kitchen director would like field trip arrangements to be made at least one month in advance. Because of limited space, tours are limited to one classroom at a time. The most interesting time for a field trip is approximately 9:30 A.M. when the food is being prepared and packaged. The guide will explain how food is prepared including a tour of the bake shop where all the bread, rolls, cookies, and cakes are made. The children may also visit the warehouse nearby where the food is stored. The children should have a basic knowledge of nutrition before visiting the central kitchen so that the information will be more meaningful.

Route:

The central kitchen is located at Desert Sands High School, 82-803 Avenue Forty-Six in Indio.
For further information concerning resources and activities refer to the McDonald's field trip.
GENERAL TELEPHONE

General Subjects Covered:

1. Community studies
2. Career awareness
3. Communications
4. Telephone history

Possible Goals:

1. The children will become aware of how the telephone company is a service to the community.
2. The children will become familiar with the history of the telephone.
3. The children will become familiar with different careers available in connection with the telephone company and communications.
4. The children will become familiar with the different methods of communication throughout history and in the present.

General Information:

The Telephone Company would like teachers to call for field trip arrangements at least one week in advance. Tours are available for school children Tuesday through Friday. The tour guide will explain the telephone operators' work and the business office. This takes approximately thirty minutes.

Route:

The General Telephone Company is located at 82-901 Bliss Avenue in Indio.
Resources:

Materials Available from District Library:

Recording Tape: The Telephone System

Books Available from District Library:

1. Bourne, Miriam Anne, *Four Ring Three*
2. Brinton, Henry, *The Telephone*
3. Davis, Mary, *Careers with the Telephone Company*
4. Dobbins, John Bennett, *Art the Telephone Man*
5. Evans, J. A., *I Know a Telephone Operator*
6. Greene, Carla, *I Want to be a Telephone Operator*
7. Pope, Billy N., *Your World, Let's Visit the Telephone Company*
8. Schneider, Herman, *Your Telephone and How it Works*
9. Usborn, Peter, *El Telefono* (Spanish)

Pre-Field Trip Activities:

1. Study alphabetical order in connection with looking up numbers in the telephone directory.
2. Study Alexander Graham Bell and the history of the telephone.
3. Use the telephone as an introduction to studying other modes of communication in the past and present.

Post-Field Trip Activities:

1. Create a bulletin board showing the history of the telephone.
2. Each child may design a telephone that they would like to have in the home. Encourage creativity.

3. Study and discuss different careers available with the telephone company. Also study careers in other forms of communication.
General Subjects Covered:

1. Current events
2. Communication
3. Reading a newspaper
4. Sections of a newspaper
5. Process of publishing a newspaper
6. Careers in the newspaper business

Possible Goals

1. The children will become aware of how the newspaper contributes to the communication of current events on the local, national and world levels.
2. The children will learn how to read a newspaper to obtain the most information.
3. The children will become familiar with the different sections of a newspaper.
4. The children will become familiar with the process of publishing a newspaper.
5. The children will become familiar with the different careers available in the newspaper business.

General Information:

Teachers should call the Daily News office to make arrangements for a field trip at least one week in advance. The tour consists of
a demonstration of how the newspaper is written and processed. It takes approximately forty-five minutes.

Route:

Hwy. 111 to Town Street, 45140 Towne

Resources:

Riverside County Films:

1. Bill of Rights in Action - Freedom of the Press (23 min.)
2. Newspaper Behind the Scenes (15 min.)
3. Newspaper Layout (13 min.)
4. Newspaper Story (24 min.)
5. Today's Newspaper (23 min.)

Books Available from District Library:

1. Feigenbaum, Lawrence H. and Kalman, Seigal, This is a Newspaper
2. Hall, Malcolm, Headlines
3. Larrea, Jean-Jacques, The Diary of a Paper Boy
4. Pope, Billy N., Your World: Let's Visit the Newspaper
5. Shortall, Leonard, Jerry the Newsboy
6. Sootin, Laura, Let's Go to a Newspaper
7. Sootin, Laura, Let's Take a Trip to the Newspaper

Pre-Field Trip Activities:

1. Contact the Daily Enterprise office to deliver newspapers, one for each student in the class for two weeks. Build reading activities around the newspaper for these two weeks.
2. Learn how to read the newspaper. Show the children an action picture from the paper. Then write statements about it. Make some of them facts and others opinion. Have the students read the statements and decide for themselves whether they are fact or opinion. Discuss the difference.

3. Write to the following address for resource materials on a newspaper unit:

   Educational Services  
   Western Newspaper Foundation  
   9841 Airport Blvd., Suite 710  
   Los Angeles, Calif. 90045

4. Invite a newspaper writer to visit the class to talk to the children about his/her job.

5. As a creative writing assignment write an advertisement for the newspaper. Each child tries to sell him or herself.

6. As a creative writing assignment give examples of letters which might be written to "Dear Abby." Children write the answers.

7. Write cartoon stories for the newspaper. Students may use favorite cartoon characters.

8. Cut out the picture part of cartoons and have the children write the captions for them.

9. As a game, cut several newspaper headlines and articles apart and glue them on separate cards. Have the children match the correct headline with the corresponding article.

10. Cut out newspaper articles. Have the children categorize them into groups of local, state, national news, human interest articles, and editorials.
11. Pick out main ideas in newspaper articles.

12. Have the children write to relatives who live in other towns in any part of the country. Choose a certain date approximately one month in the future and ask the relatives to send the local newspaper on that day. When they are collected compare newspapers from different parts of the country.

13. Give each child $5,000. Let them spend the money by choosing items from the ads in the paper.

14. On the day that grocery sales are listed in the paper have the children plan out a day's menu using all sale items in the paper.

Any of these ideas may also be used after the field trip to the newspaper.

**Post-Field Trip Activities**

1. Divide the class into groups and write a classroom newspaper. Some of the groups might consist of class sports news, human interest news, editorials, recipes, a "Dear Abby" section, advertising section, cartoons section, etc.

2. Make a vocabulary study of newspaper terminology.

3. Plan a scavenger hunt to look for things in the newspaper.
INDIO FIRE DEPARTMENT

General Subjects Covered:

1. Fire department duties
2. First aid and safety
3. Fire fighting equipment
4. Careers in the fire department

Possible Goals:

1. The children will become familiar with the various duties of the department.
2. The children will learn basic first aid and become aware of safety precautions to prevent fires.
3. The children will become familiar with fire fighting equipment.
4. The children will become familiar with various careers the fire department has to offer and what the requirements for such jobs are.

General Information:

Prior arrangements for field trips may be made for any school day. It is advisable for the teacher to inform the fire department official in advance as to what subject should be stressed during the visit. Such options include first aid, fire fighting equipment, careers, etc.

Route:

Indio Boulevard to Jackson Street.
Resources:

Riverside County Films:
1. The Fireman, 2nd ed. (11 min.)
2. I'm No Fool With Fire (8 min.)

District Library Materials:

Filmstrips:
1. The Fireman
2. Our Fire Department

Study Prints:
1. Fire Department
2. Fire Department Helpers

Books Available from District Library:
1. Adrian, Mary, The Firehouse Mystery
3. Bamman, Henry, Fire on the Mountain
4. Barnum, Jay Hyde, New Fire
5. Barr, Jene, Fire Snorkel Number 7
6. Beams, Rona, Ladder Company 108
7. Brewster, Benjamin, First Book of Firemen
8. Brown, Bill, The Forest Firemen
9. Buchheimer, Naomi, Let's Take a Trip to the Firehouse
10. Cameron, Elizabeth, The Big Book of Real Fire Engines
11. Colby, Carroll Burleigh, Smoke Eaters, Trucks, Training and Tools of the Nation's Firemen
12. Collier, James Lincoln, A Visit to the Fire Station
13. Corbett, Scott, *The Case of the Fugitive Firebug*
15. Gramatky, Hyde, *Hercules, the Story of An Old Fashion Fire Engine*
17. Holden, Raymond, *All About Fire*
18. Howard, Joan, *Quillenback for Fire Chief*
20. Martin, Patricia Miles, *Mrs. Crumble and Fire Station No. 7*
21. Mulcahy, Lucille, *Fire On Big Lonesome*
22. Olds, Elizabeth, *Big Fire*
23. Pogue, Kate, *Emery Bravest of All*
24. Pope, Billy N., *Your World: Let's Visit the Fire Station*
25. Robinson, Emmett, *Where There's Smoke*
27. Shapp, Martha, *Let's Find Out About Fire*
28. Trivers, James, *The Red Fire Book*
29. Williams, Barbara, *I Know A Fireman*

Pre-Field Trip Activities:

1. Collect current event articles and pictures from newspapers and magazines which show how the fire department aids the community.
2. Using the reference books from the library study the history of fire fighting.
3. Each child choose an aspect of the fire department which is particularly interesting and report on it. Some examples might be fire department emergency aid, equipment, careers, etc. Use library reference books for material.

4. View films and filmstrips.

Post-Field Trip Activities:

1. Make a classroom dictionary of new words learned from the fire department.

2. The children may suggest some of the new words to add to their regular spelling list.

3. Write stories and make illustrations about fire fighting adventures.

4. Each child make a home check for fire prevention safety. Report back to the class about measures each family has taken to correct any unsafe conditions.

5. Each child draw a diagram of how his/her family would evacuate the home in case of a fire. Encourage the children to have practice fire drills at home.

6. Some children may be interested in comparing the prices and different features of smoke alarms which are on the market for home use. Those interested may report to the class on their findings.
INDIO HIGH SCHOOL THEATER

General Subjects Covered:
1. Introduction to drama
2. Cultural awareness
3. Appropriate behavior at a live performance

Possible Goals:
1. The children will become familiar with some of the basic fundamentals in producing plays.
2. The children will become aware of different types of drama and how they contribute to our culture.
3. The children will become familiar with appropriate behavior at a live performance.

General Information:
Teachers should contact the drama coach at Indio High School to arrange for a field trip to a play. There are several plays produced each year. Some are appropriate for intermediate grades. Usually several classrooms from each school attend at the same time.

Route:
Take Hwy. 111 to 81-750 Avenue Forty-Six.

Resources:
Books Available from District Library
1. Fontaine, Robert, *Humorous Skits for Young People*
2. Gould, Carmen, Sandusky Sam; a Book of Creative Dramatics
3. Gould, Jean, Modern American Playwrights
4. Kissen, Fan, The Bag of Fire and Other Plays
5. Kissen, Fan, The Crowded House and Other Plays
7. Kissen, Fan, They Helped Make America
8. Kissen, Fan, The Straw Ox and Other Plays
9. Thane, Adele, Plays from Famous Stories and Fairy Tales

Pre-Field Trip Activities:
1. Have the children read a selection of plays and skits suitable for intermediate grades. Discuss ones the children find most appealing. Wait until after the children have seen the play at the high school to decide on any. The children may return with new ideas.
2. Discuss appropriate manners at a live performance.
3. Study different types of drama.

Post-Field Trip Activities:
1. Make a list of committees which would need to be formed in order for the class to produce a play.
2. Choose a play or several skits for the class to produce.
3. Each child contribute to a classroom dictionary of theater and drama vocabulary.
4. Make a list of careers associated with the theater and drama. Discuss what type of training a person would need for each job.
General Subjects Covered:

1. Law enforcement
2. Careers in law enforcement
3. Equipment at the Police Department
4. Community service

Possible Goals:

1. The children will become familiar with the policeman's job and law enforcement in Indio.
2. The children will become aware of the citizens responsibility in law enforcement.
3. The children will become familiar with different careers available in law enforcement.
4. The children will become familiar with how the Police Department is operated.
5. The children will become familiar with the Police Department as a community service.

General Information:

The Police Department prefers to have school children visit on Wednesdays at approximately 10:30 A.M. Each field trip is limited to one classroom.

The tour will cover the following items: demonstration of teletype; explanation of police records; tour of the building; view
of weapons; demonstration of how license numbers can be quickly traced
to owners; introduction of careers and qualifications for police work.

Teachers should call at least one week in advance to arrange
for field trips.

Route:

The Indio Police Department is located at 45-222 Towne.

Resources:

Books Available from the District Library:

1. Arm, Walter, *The Policeman: An Inside Look at His Role in a Modern Society*

2. Brantley, Opal, *Policemen of Crestview*

3. Brown, David, *Someone Always Needs a Policeman*

4. Chapin, Cynthia, *Squad Car 55*


6. Colby, Carroll Burleigh, *Police: Skill and Science Combat Crime*

7. Deming, Richard, *The Police Lab at Work*

8. Goldreich, Gloria and Esther, *What Can She Be? A Police Officer*

9. Jeffries, Roderic, *Patrol Car*

10. Jeffries, Roderic, *Police Dog*


12. Miner, Opal Irene, *The True Book of Policemen and Firemen*
Pre-Field Trip Activities:
1. Discuss how policemen help in the community, aside from criminal investigations and arrests.
2. Study the history of law enforcement in the United States.
3. Make a vocabulary study of police terms.
4. Invite a policeman to come to the classroom to discuss police training and acquaint the children with what they will see at the police station.

Post-Field Trip Activities:
1. Study careers available in law enforcement.
2. Study fingerprint patterns as a science lesson. Have the children observe their own fingerprints as well as other members of their family. Have them draw the patterns they see.
INDIO POST OFFICE

General Subjects Covered:

1. Proper form of business and friendly letters
2. History of the postal system
3. Postal system of classifying and distributing letters
4. Stamp collecting
5. Careers in the postal service

Possible Goals:

1. The children will learn how to write and address both friendly and business letters.
2. The children will become familiar with the postal system in the United States.
3. The children will become familiar with the procedure for classifying and distributing mail.
4. The children will become familiar with stamp collecting and how to begin a collection if they are interested.
5. The children will become familiar with careers available with the postal service.

General Information:

Prior arrangements for field trips may be made for any day Tuesday through Friday from nine to twelve noon. The post master suggests calling at least three days in advance. One classroom at a time may tour the building.
It is suggested that students bring letters addressed to their respective homes. They will buy stamps at the post office and then help sort the letters to the point where they will be delivered by the mailman to their homes.

Route:

Take Hwy. 111 to Fargo Street. 45805 Fargo

Resources:

Riverside County Films:

1. How Does a Letter Get Through the Mail (5 min.)
2. The Mailman (11 min.)
3. The Pony Express (10 min.)

Materials Available from District Library:

Filmstrips:

1. Our Post Office
2. The Postman

Recording Tape: Mail and Telegraph Systems

Books Available from District Library:

1. Barr, Jene, Mr. Zip and the U. S. Mail
2. Buchhuimer, Naomi, Let's Go to the Post Office
3. Cetin, Frank, Here is Your Hobby: Stamp Collecting
4. Greene, Carla, Where Does a Letter Go?
5. Henroid, Lorraine, I Know a Postman
6. Zupo, Frank, Any Mail for Me?
7. McCall, Edith S., How We Get Our Mail

8. McCall, Edith, Mail Riders, Paul Revere to the Pony Express


10. Park, Dorothea, Here Comes the Postman

11. Pope, Billy N., Your World, Let's Visit the Post Office

12. Reinfeld, Fred, Stamp Collectors Handbook

13. Reit, Seymour, Dear Uncle Carlos


Text References: Story of California (Fourth Grade) Chapter Nineteen

Pre-Field Trip Activities:
1. Study the history of mail delivery in the United States.
2. Learn the fundamentals of writing friendly and business letters.
3. Some students may be interested in learning about stamp collecting.
4. View films and filmstrips.

Post-Field Trip Activities:
1. Have the children design a new stamp.
2. Write pen pal letters to a class in another part of the country.
3. Create a timeline of the postal service history in the United States.
4. Review the different careers possible in the postal service.
JACK IN THE BOX

General Subjects Covered:

1. Nutrition
2. Health standards
3. Operation of a restaurant

Possible Goals:

1. The children will learn about the four basic food groups and how they can benefit from healthful nutrition.
2. The children will become familiar with health standards in preparing food for the public.
3. The children will become familiar with the operation of a restaurant, including how to make change for customers.

General Information:

Prior arrangements for a field trip may be made for any weekday between 9:00 and 11:00 A.M. It is recommended that no more than 30 children be included on each tour.

The general plan of the tour is to show the production area, the serving area, the storeroom, and freezer. A free hamburger, french fries, and coke will be provided for each child.

Route:

B2210 Hwy. 111, Indio

For further information concerning resources and activities refer to the information listed under McDonald's field trip.
LAKE CAHUILLA

General Subjects Covered:

1. History of ancient Lake Cahuilla.
2. The purpose of the park.
3. How the Lake was built.
4. Fishing in the Lake.
5. Indians of the area.
7. Plants and animals of the area.

Possible Goals:

1. The children will become familiar with the history, construction and purpose of Lake Cahuilla.
2. The children will become familiar with the plants and animals of the area.
3. The children will become familiar with the ecology of the area.

General Information:

Prior arrangements for field trip may be made for any day of the week by calling the ranger office. One of the possibilities while visiting Lake Cahuilla is having a ranger speak to the children on any of the following topics: ancient Lake Cahuilla; what the park is all about; how Lake Cahuilla was built; fish in the Lake; Indians of the area; ecology; plants and animals of the area.
The Ranger will also lead the children on a nature hike which takes the group about 500 feet above the desert floor. This walk lasts approximately one hour.

Prior to the field trip a ranger is available to visit the classroom to provide orientation information. The teacher may request that he discuss topics which will coincide with any unit the class is studying.

Route:

Take Hwy. 111 to Jefferson Street. Follow Jefferson south approximately four miles to the entrance of Lake Cahuilla Park.

For resources, pre-field trip, and post-field trip activities refer to the information given under Palm Springs Desert Museum and Salton Sea.
LITTLE GRASS SHACK NURSERY

General Subjects Covered:


Possible Goals:

1. The children will become familiar with the various plants which grow well in the desert.

2. The children will become familiar with the process of photosynthesis.

3. The children will become familiar with how to grow and care for plants.

General Information:

Teachers should make arrangements for field trips at least one week in advance. Tuesday or Wednesday are the most preferable days. A guide will show the children the different plants available for growth in the desert pointing out some of their special features. The children will also be shown how to start plants from seeds and cuttings.

Route:

Little Grass Shack Nursery is located at 80-755 Hwy. 111 in Indio.

Resources:

Riverside County Films:
1. How Does a Garden Grow (11 min.)
2. How Green Plants Make and Use Food (11 min.)
3. Plant Life at Work (11 min.)
4. What Plants Need for Growth (10 min.)

**District Library Materials:**

**Filmstrips:**

1. Adventures with Trees
2. Green Thumb in the Classroom
3. The Function of Flowers
4. How Do Plants Get Where They Grow
5. How Green Plants Grow
6. Starting Plants
7. What Makes a Plant Grow
8. What Makes a Seed Sprout

**Transparencies:**

1. Planting Bulbs and Tubers
2. Terrarium Construction

**Books Available from the District Library:**

1. Bentby, Linna, *Plants that Eat Animals*
2. Darby, Gene, *What is a Plant?*
3. Dawson, E. Yale, *How to Know Cacti*
4. Dempsey, Michael W., ed., *How Flowers Live*
5. Dickenson, Alice, *First Book of Plants*
6. Hage, M. K., *Botany*
7. Hutchins, Ross Elliot, *Strange Plants and Their Ways*
8. Lowery, Lawrence F., *How Does a Plant Grow*
9. Mandry, Kathy, *How to Grow a Jelly Glass Farm*
10. May, Julian, *Why Plants Are Green Instead of Pink*
11. Milne, Lorus, *The Nature of Plants*
12. Miner, Opal Irene, *The True Book of Plants We Know*
13. Nasca, Donald, *Green Thumbs*
14. Neurath, Marie, *How Plants Grow*
15. Poole, Lynn, *Insect-Eating Plants*
16. Rahn, Joan Elma, *Seeing What Plants Do*
17. Selsam, Milliecent E., *Plants that Heal*
18. Selsam, Milliecent E., *Plants that Move*
19. Selsam, Milliecent E., *Play with Plants*
20. Shannon, Terry, *The Wonderland of Plants*
21. Shuttlesworth, Floyd S., *Non-flowering Plants*
22. Sullivan, George, *Plants to Grow Indoors*
23. Vallin, Jean, *The Plant World*
24. Waller, Leslie, *Plants*
25. Wood, Dorothy, *Plants with Seeds*

Text References:
1. "Unit Five, The Fall of a Tree," *Concepts in Science, Fourth Grade*
2. "Unit Six, Green Cells as Building Blocks," *Concepts in Science, Grade Five*
Pre-Field Trip Activities:

1. Have the children make a list of the plants which grow where they live. Also have them write down how their parents care for the plants.

2. Study the process of photosynthesis.

3. Depending on the grade level, study the units in Concepts in Science which discuss plants.

Post-Field Trip Activities:

1. Have each child begin a plant from seeds. Then have them begin a plant from a cutting.

2. Have the class make terrariums. Large fruit juice bottles may be used. The children may want to make macrame hangers for their terrariums.

3. Do an experiment of growing plants in different environments around the school. Compare the results.

4. Create a bulletin board of different plants which grow in the desert.
LIVING DESERT RESERVE

General Subjects Covered:

1. Ecology in the desert
2. Plant and animal life in the desert

Possible Goals:

1. The children will become familiar with preserving the ecological balance in the desert.
2. The children will become familiar with the native plants and animals of the desert and how they can be protected.

General Information:

Teachers should arrange for field trips at least two weeks in advance. The curator of the Reserve provides a guided tour and an explanation of the plants, animals, insects, reptiles, and birds which are protected there.

Route:

Take Hwy. 111 to Portola Street in Palm Desert. Turn south on Portola and go for approximately two miles to 47900 Portola.

Resources:

Riverside County Films:

1. Animals of the Desert (12 min.)
2. Blooming Desert (11 min.)
3. The Desert (10 min.)
Materials Available from District Library:

Filmstrips:
1. Balance of Life in the Desert
2. The Desert
3. Desert Birds and Mammals
4. Desert Insects and Their Relatives
5. Desert Life Community
6. Desert Plants
7. How Desert Animals Survive
8. How Desert Plants Survive
9. Look at the Desert Animals with Cassette and Word Cards
10. Nocturnal Creatures of the Desert
11. Our Desert Treasure
12. What is a Desert with Record

Study Prints:
1. Desert Community
2. Deserts of the World

For further information concerning resource books and activities refer to information under the following field trips:
1. Palm Springs Desert Museum
2. Coachella Valley County Water District
3. Salton Sea
General Subjects Covered:

1. Nutrition
2. Health standards
3. Operation of a restaurant

Possible Goals:

1. The children will learn about the four basic food groups and how they can benefit from healthful nutrition.
2. The children will become familiar with health standards in preparing food for the public.
3. The children will become familiar with the operation of a restaurant, including how to make change for customers.

General Information:

Teachers should call McDonalds at least one month in advance to arrange for field trips. Tours are conducted on Tuesdays and Thursdays only at approximately 9:30 A.M. It is recommended that no more than 30 children be included on each tour.

The general plan of the tour is to show the production area, the serving area, the storeroom, and the freezer. A free hamburger and coke will be provided for each child.

Route:

1. Indio: Hwy. 111 at the west end of Indio, 72755 Hwy. 111
2. Palm Desert: Palms to Pines Plaza off of Hwy. 111 west end of Palm Desert, 81544 Hwy. 111.

Resources:

Riverside County Films:
1. The Hamburger (8 min.)
2. How a Hamburger Turns Into You (19 min.)
3. Is a Career in the Restaurant Business for You? (14 min.)

District Library Materials:

Filmstrips:
1. Finding Out How Foods Are Used in Your Body
2. Food for Good Health

Books Available from District Library:
1. Podendorf, Ila, Food Is For Eating
2. Scheib, Ida, First Book of Food
3. White, Philip L., Let's Talk About Food
4. Williams, Roger J., Nutrition Against Disease
5. Wilson, Eva D., Principals of Nutrition
6. Zim, Herbert Spencer, Your Food and You

Pre-Field Trip Activities:
1. Begin with a unit on healthful nutrition. Supplementary materials may be obtained from Riverside County Agricultural Commissioner, 46209 Oasis St., Indio.
2. Study about the health standards of restaurants.
3. Discuss proper eating manners. Include the point that different cultures have distinct manners which are appropriate to them.

4. Show films and filmstrips.

5. Use play money to teach the children how to make change. This is most effective when working with small groups.

Post-Field Trip Activities:

1. Make a classroom dictionary of new words learned during the field trip.

2. Continue to practice making change.

3. Play a game of food group bingo. This may be obtained from the Riverside Agricultural Commissioner.
General Information:

Teachers should call to make arrangements for a field trip at least two weeks in advance. The postmasters prefer to have tours after ten in the morning on either Wednesday or Thursday. Each tour is limited to one classroom at a time.

Route:

Take Hwy. 111 to 45300 Portola.

For further information concerning general subjects covered, resources, possible goals, and field trip activities refer to Indio Post Office field trip.
General Subjects Covered:

1. Geology
2. Desert plant life
3. Desert animal life
4. California desert Indians
5. A variety of art forms

Possible Goals:

1. The children will become familiar with the workings of a museum.
2. The children will become familiar with the geology of the desert.
3. The children will be able to compare the California Indians with other Indian tribes in America.
4. The children will be able to compare the California desert with other deserts of the world.
5. The children will become familiar with different types of plant life in the desert.
6. The children will become familiar with animal life and adaptation in the desert.
7. The children will become familiar with the life styles of the California Indians.
General Information:

The museum is open for school tours on Tuesday afternoon, Wednesday, Thursday, and Friday. Prior arrangements must be made on a first come first serve basis. The museum would like one class of children visit at a time.

The first visit to the museum would include a general tour. Then follow-up visits would cover the following subjects: animal adaptation, plant life, geology, and Indians. Each subject would be dealt with on separate visits.

Resources:

Riverside County Films:

1. Indians of California Pt. 1 - Village Life (15 min.)
2. Indians of California Pt. 2 - Food (14 min.)
3. Indian Artists of the Southwest (14 min.)
4. Animals of the Desert (12 min.)
5. Blooming Desert (12 min.)
6. The Desert (10 min.)
7. Desert People Pt. 1 (25 min.)
8. Desert People Pt. 2 (26 min.)
9. Indian Boy of the Southwest (15 min.)
10. Southwest Indians of Early America (14 min.)

District Library Materials:

Indians:


4. Bauer, Helen, California Indian Days.


8. Clark, Cora, Pomo Indian Myths.


15. Worthy lake, Mary M., Children of Seed Gatherers.

Desert and Desert Animals:


2. Ault, Phil, This is the Desert.

3. Austin, Mary, The Land of Little Rain.

5. Bronin, Andrew, *Desert Animals*.
17. Fenton, Carroll Lane, *Wild Folk In the Desert*.
18. Goetz, Delia, *Deserts*.
22. Heffernan, Helen, *Desert Treasure*.
30. Larson, Peggy, *Life In the Desert*.
34. Rice, Elizabeth, *Yippy*.
37. Shannon, Terry, *Desert Dwellers*.
38. Shumway, Nina Paul, *Your Desert and Mine*.
40. Wakeman, Norman Hammond, *Southwest Desert Wonderland*.

Text References:

2. *The Story of California* (fourth grade), Chapters Three and Four concerning Indians.

Pre-Field Trip Activities:

1. Invite the school district Indian resource person to come to the class to present a program on California Indians.
2. Obtain a selection of books from the district library concerning deserts, desert animals, and Indians. Have each child choose at least one book and report on it either in writing or orally.
3. Show films and filmstrips.
4. Study about the general functions of museums. Explain that there are different types of museums. The Desert Museum concentrates on natural science, fine arts, and performing arts.

5. Choose a desert animal, bird, or insect and learn as much as possible about it. Make up a story. Also create paper mache models.

**Post-Field Trip Activities:**

1. The entire classroom may make a large desert diorama as a bulletin board or each child might create his own small one.

2. Use pine needles to weave small Indian baskets.

3. Compare the California desert with other deserts of the world.

4. Compare California desert Indians with other Indian tribes in the United States.

5. Make a comparison between California Indians and Hopi Indians. A chapter concerning Hopi Indians is found in fifth grade.

**Social Sciences Concepts and Values.**

6. After observing modern art at the museum create an "op" art project for the classroom.

7. All children contribute to a classroom dictionary of new words learned at the museum.

8. Take turns suggesting some new words to add to the regular spelling list.

10. Make models of California Indians' dwellings. Try to use the same materials the Indians used.

11. Read an Indian myth to the class. Then each child can create his/her own myth. Possibly tape record those who wish to.
General Subjects Covered:

1. Environmental education including ecology, conservation, and resourcefulness
2. Desert animals, insects, and birds
3. Life in the Salton Sea
4. History of the Salton Sea
5. Geology
6. Sport fishing

Possible Goals:

1. The children will become familiar with the history of the Salton Sea.
2. The children will become familiar with the ecological system around the Salton Sea area.
3. The children will become familiar with how animals and insects adapt and survive in the area.
4. The children will become familiar with the migratory birds which stop at the Salton Sea.
5. The children will become familiar with the geology of the area.
6. The children will become familiar with life in the Salton Sea and sport fishing.

General Information:

The Salton Sea State Recreation Area covers eighteen miles of shoreline on the northeast side of the Salton Sea.
The recreation headquarters features an Interpretive Center with panels describing the history, geology, flora, fauna, and sport fishing in the area. The facility also has a small theater for the presentation of slide programs and nature films.

Headquarters also has a self-guided nature trail along Whitefield Stream. A second nature trail through the desert to Mecca Beach Campground will be completed by fall 1977.

Park Rangers, with advance notice, can give talks and nature walks whenever possible. They have bilingual capabilities on most days.

The Park Ranger suggests any of the following activities for the Salton Sea field trip:

1. Plan a discovery hike.
2. Observe animal activity.
3. Observe animal tracks and guess what might have made them.
4. Look at a desert shrub as an apartment house.
5. Take a hundred inch hike. How many things can you find?
6. How many things can you find on one square foot of earth?
7. **Bird Study:**
   a. How many kinds of birds can you find?
   b. Where do they live?
   c. How do they find food?

More than 260 kinds of birds have been seen in the Salton Sea area. It is an important stop for migrants.

Write to the following address for information concerning a field trip:
A teacher's guide to the Salton Sea will be available by fall 1977.

Route:

Hwy. 111 to Salton Sea State Recreation Headquarters one and one-half miles south of North Shore.

Resources:

**Riverside County Films:**
1. Animals of the Desert (12 min.)
2. Blooming Desert (12 min.)
3. The Desert (10 min.)

**District Library Materials:**

**Filmstrips:**
2. Ecological Systems: Ecology of the Seashore; forest; pond; desert with cassettes
3. Ecology
5. Interdependence of Nature Set with cassettes
6. Our minerals and Energy Resources with cassettes
7. Recreation and Conservation with cassette
8. What is Conservation
Recording Tapes:
1. Conservation; Protecting Our Land
2. Pollution; Abusing Our Environment

Study Prints:
1. Living Things Use the Environment
2. What Is Our Environment

Transparencies:
1. First Follow Nature
2. Ecology

Game: Game of Survival

Books Available from District Library:

Ecology
1. Asimov, Isaac, Ecology, ABC's of Ecology
2. Billington, Elizabeth T., Understanding Ecology
3. Bixby, William and Lawrence, George, A World You Can Live In
4. Bodecker, N., The Mushroom Center Disaster
5. Brown, Vinson, The California Wildlife Region
6. Busch, Phyllis S., Once There Was A Tree

8. Cox, Victoria, Nature's Smallest Grave Digger
9. Darling, Lois and Louis, A Place in the Sun
10. Farb, Peter, Ecology
11. Fife, Dale, The Little Park
12. Foreman, Michael, Dinosaurs and All That Rubbish
14. Grosvenor, Gilbert M., *As We Live and Breathe*
16. Heady, Eleanor B., *The Soil That Feeds Us*
17. Hirsch, S. Carl, *Guardians of Tomorrow*
20. Jennings, Gary, *The Earth Book*
21. Jennings, Gary, *The Shrinking Outdoors*
22. Milgrom, Harry, *ABC of Ecology*
23. Moore, Lilian, *Just Right*
25. Odum, Eugene I., *Ecology; Modern Biology Series*
26. Perry, Bill, *Our Threatened Wildlife*
27. Podendorf, Illa, *Every Day is Earth Day*
29. Storer, John H., *Web of Life*
30. Warner, Matt, *Your World - Your Survival*

Conservation - In the People's Hands
1. American Association of School Administration, eds., *Conservation - In the People's Hands*
2. Benson, Christopher, *Careers in Conservation*
3. Dodd, Ed., *Careers for the 70's in Conservation*
5. Hitch, Allen S., Conservation and You
6. Joffe, Joyce, Conservation
7. Lonsdale, Bernard, Conservation - Concern for Tomorrow
8. Miles, Betty, Save the Earth
10. Smith, Frances C., The First Book of Conservation
11. Stone, A. Harris, The Last Free Bird
14. U. S. Department of the Interior, Our Living Land

Also refer to list of books concerning desert and desert animals under Palm Springs Museum.

Text References:
1. The Story of California (Fourth Grade) pp. 254-255.

Pre-Field Trip Activities:
1. Use the reference books and resources to study any of the following areas of information: solar energy; protective coloration; how desert animals and plants conserve water.
2. Make maps and diagrams of the Salton Sea and surrounding areas.
3. Invite a ranger from the Salton Sea to visit the class for an orientation to the Salton Sea.
4. Concepts in Science (Fifth Grade) Unit 1 "The Earth Inside and Out"

5. Concepts in Science (Fourth Grade) Unit 7 "The Travels of a Handful of Soil"

Post-Field Trip Activities:

1. Use ecology and conservation at the Salton Sea as an introduction to these subjects in other areas.

2. Each child may contribute to a classroom dictionary which would include animals, plants and other things seen at the Salton Sea.

3. Make a large mural of the Salton Sea area.

4. Make food pyramids to show how fish and animals survive at the Salton Sea.

5. Make up a song based on "Farmer in the Dell" to review the animal and fish food chains at the Salton Sea.

6. Use the following creative writing assignment: "When I hear the words Salton Sea I think of ......." Expand this into a paragraph.

7. Select an animal, bird, or fish which can be seen at the Salton Sea and write a story about it in the first person.

8. Make a study of ecosystems at the Salton Sea.

9. Choose a desert animal, bird, or insect and learn as much as possible about it. Create paper mache models as the animals.
SMITH FOOD KING

General Information:

Teachers should call to arrange for field trips at least one week in advance. The manager prefers that one class at a time visits on Wednesday. The tour concentrates on the meat, produce, service and delicatessen departments. It lasts approximately thirty minutes.

Route:

Smith Food King is located at 73-411 Hwy 111 in Palm Desert.

For further information concerning general subjects covered, goals, resources and activities refer to the Alpha Beta field trip.
General **Subjects Covered:**

1. Healthful nutrition
2. Health standards
3. Operation of a restaurant

**Possible Goals:**

1. The children will become familiar with the four basic food groups and how they can benefit from healthful nutrition.
2. The children will become familiar with health standards in preparing food for the public.
3. The children will become familiar with the operation of an ice cream store, including how to make change for customers.

**General Information:**

Field trips for one classroom at a time may be arranged any week day after twelve noon. The trip consists of a tour around the ice cream store. Then the children are shown the process of making different flavors of ice cream. Following this they are given miniature ice cream cones.

**Route:**

Swensen's Ice Cream Shoppee is located at 73-403 Hwy 111 in Palm Desert.
Resources:

District Library Materials:

Filmstrips:

1. Finding Out How Foods Are Used in Your Body
2. Food for Good Health

Books Available from District Library:

1. Podendorf, Ila, Food Is for Eating
2. Scheib, Ida, First Book of Food
3. White, Philip L., Let's Talk About Food
4. Williams, Roger J., Nutrition Against Disease
5. Wilson, Eva D., Principles of Nutrition
6. Zim, Herbert Spencer, Your Food and You

Pre-Field Trip Activities:

Refer to McDonald's field trip for activities.

Post-Field Trip Activities:

1. As a creative writing assignment each child write a story about being an ice cream cone.
2. Invite parents for a classroom visit and make homemade ice cream for them.
3. For further activities refer to McDonald's field trip.
CABRILLO NATIONAL MONUMENT

General Subjects Covered:

1. Explorers of the Pacific coast
2. Migration of whales
3. Tidepool marine life
4. Early history of San Diego
5. Purpose and care of national parks

Possible Goals:

1. The children will become familiar with Juan Rodriguez Cabrillo and other explorers who contributed to the European discovery of the Pacific coast.

2. The children will become familiar with California gray whales and their yearly migration from the Bering Sea and the Arctic Ocean to lagoons along the west coast of Baja California, Mexico.

3. The children will become familiar with tidepool marine life along the San Diego coastline.

4. The children will become familiar with the early history and development of San Diego.

5. The children will become familiar with the purpose and care of a national park such as Cabrillo National Monument.

General Information:

Cabrillo National Monument is an eighty-six acre historic unit of the National Park System, originally dedicated to preserve the
memory of San Diego's explorer, Juan Rodriguez Cabrillo. It also offers a spectacular view and preserves interesting natural features of Point Loma. The Old Lighthouse is a remnant of California's recent American past, now restored inside to appear as it did in 1887 when it was occupied.

Cabrillo Monument offers an auditorium program for educational groups which includes a film and a lecture by a ranger. Teachers may choose from a variety of programs. Park rangers suggest that the program the teacher chooses coincide with a unit being studied in school. Programs begin at the following times: 9:30 A.M., 10:30 A.M., and 11:30 A.M. The selection is listed in the information packets available upon request.

There are no picnic facilities at Cabrillo Monument but students may bring sack lunches and eat in the rest area near the Visitor Center if they keep the area clean.

The weather is usually cool and breezy so everyone should have a sweater or jacket.

The information packet which teachers may send for includes the following items: Tidepool Marine Life pamphlet; A Guide to the Bayside Trail Cabrillo National Monument; California Gray Whale Fact Sheet; Tidepool Fact Sheet; Lighthouse Fact Sheet; Cabrillo Fact Sheet; School Group Guide (this shows parking areas); A list of auditorium programs; and Fact Sheets in Spanish.

Teachers should write to the following address to request for information packet and arrange for a field trip:


Cabriello National Monument  
P. O. Box 5175  
San Diego, California 92106  
Tel. (714) 293-5440

Route:
Take Interstate 10 west from Indio or Palm Desert. In Beaumont take Beaumont Avenue south also called Highway 79. Then take Highway 395 south. In Escondido 395 changes to Interstate 15. Then take 15 to Highway 163 south. From there take Interstate 8 west. Then take Rosecrans Street south. Then turn right on Highway 209. Then turn south on Catalina Boulevard. This leads to Cabrillo Memorial Drive.

Rest areas are available in Beaumont and Escondido.

Resources:
Riverside County Films:
1. The Aquatic Environment (8 min.)
2. The Beach - A River of Sand (20 min.)
3. Beach and Sea Animals (11 min.)
4. Challenge of the Ocean - Oceanography (27 min.)
5. Crustacea and Their Allies (28 min.)
6. Echinoderms - Sea Stars and Their Relatives (17 min.)
7. The Electric Eel (12 min.)
8. The First Many-Celled Animals (17 min.)
9. Food From the Sea (11 min.)
10. The Hydra (11 min.)
11. Looking at Fishes (11 min.)
12. Plankton and the Open Sea (19 min.)
13. The Seashore - Pacific Coast
14. Secrets of the Underwater World (16 min.)
15. Stinging-Celled Animals - Coelenterates (17 min.)
16. Whales (22 min.)
17. What is a Fish (22 min.)
18. What's Under the Ocean (14 min.)

District Library Materials:

Filmstrips:
1. Animals of the Sea and Shore with books
2. Art of the Sea with record and books
3. How We Study Marine Life with cassette
4. How We Study Marine Sediment with cassette
5. How We Study Ocean Currents with cassette
6. How We Study the Ocean Floor with cassette
7. How We Study Tides with cassette
8. How We Study Waves with cassette
9. Hunting the Killer Shark with cassette, books and spirit masters
10. Science of the Sea with record and booklets
11. Whale Watching in San Diego with record

Records:
1. Sounds of the Sea Volume 1
2. Sounds of Sea Animals Volume 2
Recording Tapes:
1. I Can Read About Whales and Dolphins with books
2. The Shark; Splendid Savage of the Sea with books
3. I Wonder About the Sea with books

Study Prints:
1. Adaptation to Water (Community Life)
2. Adaption to Water (Movement and Protection)
3. Life in the Sea Part 1
4. Life in the Sea Part 2
5. Marine Life
6. The Sea
7. Seashore Community
8. Sediments of the Sea Floor
9. Shells
10. Tools of Oceanography
11. Topography of the Sea Floor

Books Available from the District Library
1. Asimov, Isaac, ABC's of the Ocean
2. Barlowe, Sy, Oceans
3. Berger, Melvin, Oceanography
4. Brindze, Ruth, All About Undersea Exploration
5. Carson, Rachel, The Edge of the Sea
6. Carson, Rachel, The Sea Around Us
7. Carter, Katharine, The True Book of Oceans
8. Clemons, Elizabeth, The Seven Seas
9. Glemons, Elizabeth, Waves, Tides, and Currents
10. Coggins, Jack, Hydrospace; Frontier Beneath the Sea
11. Colby, C. B., Underwater World
12. Coombs, Charles, Deep-Sea World
13. Darby, Ray, Conquering the Deep
15. Epstein, Sam, The First Book of the Ocean
17. Holsaert, Eunice, Ocean Wonders
18. Lane, Ferdinand, C., All About the Sea
19. Phleger, F., You Will Live Under the Sea
20. Marx, Wesley, The Protected Ocean
21. Ross, Frank Jr., Jobs in Marine Science
22. Selsam, Millicent, See Through the Sea
23. Shannon, Terry, The Sea Searchers
24. Sherman, Diane, You and the Oceans
25. Simon, Seymour, Science at Work, Projects in Oceanography
26. Usborne, Peter, El Mar (Spanish)
27. Vogel, Helen Wolff, Ocean Harvest
28. Voss, Gilbert L., Oceanography
29. Williams, Jerome, Oceanography

Whale Books:

1. Beaty, John, Whales
2. Fisher, Ronald, Namu, Making Friends with a Killer Whale
3. Goudey, Alice, Here Come the Whales
4. Hurd, Edith, *The Mother Whale*
5. Jacobs, Lou, *Shamu, the Killer Whale*
7. McClung, Robert, *Thor, Last of the Sperm Whales*
8. Mizumura, Kazue, *The Blue Whale*
9. Ricciuti, Edward, *Catch a Tale by the Whale*
10. Scheffer, Victor B., *The Year of the Whale*
11. Zim, Herbert Spence, *Great Whales*

Additional books are available on various types of sea life.

**Pre-Field Trip Activities:**

1. Coordinate this trip with a study of oceanography.
2. Use this as a beginning point for studying other national parks.
3. Make a bulletin board of sea life. Use a tissue paper collage as the background. Then have each child draw and color fish to glue on the collage.
4. Have each child report on a different fish.
5. Have each child create a paper plate aquarium. Use two large paper plates. Cut the center out of one. Cover the hole with clear plastic. Then draw a picture of sea life on the whole paper plate. Finally staple the front sides of the paper plates together. This creates a peep-hole effect.
Post-Field Trip Activities:

1. Divide the class into committees and have each group report on a famous early explorer. Make life size portraits of each explorer on butcher paper.

2. Have a group of children present a skit about Cabrillo's life.

3. Create a vocabulary book of oceanography words.
General Subjects Covered:

1. Art exhibits ranging from prehistoric times to the present
2. Special exhibitions to supplement the Permanent Collections

Possible Goals:

1. The children will become aware of the vast array of art forms from prehistoric times to the present.
2. Viewing a special exhibition may coincide with a classroom unit of study.

General Information:

School field trips from districts other than Los Angeles County Schools are welcome to tour the museum. However, guided tours are reserved for Los Angeles County School District only.

The Museum hours are as follows: closed Mondays; open Tuesdays to Fridays 10:00 A.M. to 5:00 P.M.; open Saturdays and Sundays 10:00 A.M. to 6:00 P.M. On weekday mornings, the galleries are extremely crowded. Unguided tours are encouraged to come on weekend mornings or weekday afternoons.

The Security Department has set out the following regulations for the protection of art works and to guarantee an enjoyable experience for each visitor.

1. One adult must accompany every group of twelve young people, and is responsible for their personal behavior.
2. Lunches, pens, umbrellas, etc., are not allowed within the Museum.

3. Running and shouting are not allowed. Each young person is to remain with his assigned adult throughout the visit.

4. Touching any art object is absolutely forbidden.

Admission is free to the Permanent Collections in the Ahmanson Gallery and the Contemporary Art Galleries in Lytton Halls on the third floor of the Frances and Armand Hammer Wing. Admission to special exhibitions on the Plaza Level of the Frances and Armand Hammer Wing is one dollar for adults and fifty cents for children under eighteen and senior citizens.

For further information write the following address:

Los Angeles County Museum of Art
5905 Wilshire Blvd.
Los Angeles, California 90036
Tel.: Area Code 213: 937-4250
Döcent Council Office: Extension 217

Route:

Take Interstate 10 to Highway 60. Then take Highway 70 west at Pomona. From this take the Harbor Freeway. Then take Exhibition Boulevard exit. This leads directly to the museum.

There are rest areas available at White Water off Interstate 10 and another south of Redlands.
Resources:

Riverside County Films:
1. Art In Our World (11 min.)
2. Art Heritage (30 min.)
3. House of Wonders (15 min.)

Books Available from District Library:
1. Alden, Carella, *Sunrise Island: A Story of Japan and Its Arts*
2. Donovan, Lenford, *The Folk Art of Mexico*
4. Glubok, Shirley, *The Art of Africa*
5. Glubok, Shirley, *The Art of Ancient Peru*
7. Glubok, Shirley, *The Art of China*
8. Glubok, Shirley, *The Art of Colonial America*
9. Glubok, Shirley, *The Art of the Etruscans*
10. Glubok, Shirley, *The Art of the Eskimo*
11. Glubok, Shirley, *The Art of Japan*
14. Glubok, Shirley, *The Art of the Old West*
15. Glubok, Shirley, *The Art of the Plains Indians*
16. Gombrich, Ernst Han Joseph, *The Story of Art*
17. Hofsinde, Robert, *Indian Arts*
Pre-Field Trip Activities:

1. The children may choose a book from those obtained from the district library and report on a particular type of art learned about in the book.

2. Study about museums in general. Learn about their history, purpose, and what one can expect to observe in different types of museums.

3. Obtain large copies of famous paintings from the District Library. Show the children a few at a time and discuss techniques in each. Possibly have the children try some of these techniques in classroom art projects.

4. View films.

Post-Field Trip Activities:

1. Have the children report if they found any art forms at the museum that are similar to any they discovered in the art books they studied prior to the field trip.

2. Create a bulletin board of pictures cut from magazines and National Geographic which show art from different periods of history and art from various places in the world. The children may search for the pictures.

3. Each child contribute to a classroom dictionary of museum words. Make a word search of the new words.
MISSION SAN DIEGO

General Subjects Covered:

California mission history

Possible Goals:

1. The children will become familiar with the history of the California missions and what their status and function is today.

2. The children will become familiar with the California Indians and their relationship with the mission system.

3. The children will become familiar with different crafts and skills related to mission life in California history.

General Information:

The Mission is open daily from 9:00 A.M. to 5:00 P.M. Admission is free for school children under twelve years of age and fifty cents per adult. It takes approximately one hour for the self-guided tour of the Mission. Maps will be provided for the adults of the group. Teachers should notify the Mission at least one week in advance to arrange for a tour. Write to the following address or call.

Mission San Diego
San Diego Mission Road
San Diego, California 92131
Tel. (714) 281-8449

Route:

Take Interstate 10 west. In Beaumont take Beaumont Avenue south which is also called Highway 79. From there take Highway 395 south.
In Escondido Highway 395 changes to Interstate 15. Then take Friars Road east from Interstate 15. Next take Rancho Mission Road south. Then take San Diego Mission Road which leads directly to the Mission.

Rest stops are located on Interstate 10 west of the Whitewater turn-off, in Banning and in Escondido.

For further information concerning resources and field trip activities refer to Mission San Juan Capistrano field trip.
MISSION SAN JUAN CAPISTRANO

General Subjects Covered:

1. California mission history
2. Swallow migration

Possible Goals:

1. The children will become familiar with the history of the California missions and what their status and function is today.
2. The children will become familiar with the history of the swallow migration to San Juan Capistrano.
3. The children will become familiar with the California Indians and their relationship with the mission system.
4. The children will become familiar with different crafts and skills related to mission life in California history.

General Information:

The Mission is open daily from 7:00 A.M. to 5:00 P.M. Admission for grade school groups is twenty-five cents per child. Adults are fifty cents each. It takes approximately one hour for the self-guided tour of the Mission. Maps will be provided for the adults of the group. Teachers should notify the Mission at least one week in advance to arrange for a tour. Write to the following address or call.

Mission San Juan Capistrano
P. O. Box 697
San Juan Capistrano, California 92675
Tel. 213 493-1111
Route:

Freeway route: Take Interstate 10 to Riverside Highway 60. Then take Long Beach Freeway 91. From there take Newport Freeway 55. Then take San Diego Freeway S south. Continue on Highway 5 to Junipero Serra off-ramp at San Juan Capistrano. This will lead directly to the Mission.

Resources:

Riverside County Films:

1. Mission Life (20 min.)
2. Rosary of the Missions (18 min.)

Materials Available from District Library

Filmstrip: Missions, Pueblos, and Presidios

Study Prints: California Missions

Books Available from District Library

1. Bauer, Helen, California Mission Days
2. Bluker, Sonia, The Mission Indians of California
3. Bolton, Ivy, Father Junipero Serra
4. Duque, Sally, California's Father Serra
5. Goodman, Marian, Missions of California
6. Politi, Leo, The Mission Bell
7. Politi, Leo, Song of the Swallows
9. Roberts, Helen M., The Artist of San Gabriel; A Tale of Mission San Gabriel

11. Roberts, Helen M., *California Mission Series*

12. Roberts, Helen, *Clemente's Christmas; A Tale of Mission Soledad*

13. Roberts, Helen M., *Father Peyri's Shadows; A Tale of Mission San Louis Rey*


15. Roberts, Helen M., *Juan of Carmel; A Tale of Mission San Carlos*

16. Roberts, Helen M., *Miguel and the Pirates; A Tale of Mission Santa Cruz*

17. Roberts, Helen M., *The Miracle Ship; A Tale of Mission San Diego*

18. Roberts, Helen M., *Mission Tales*

19. Roberts, Helen M., *Pasquala of Santa Ines; A Tale of Mission Santa Ines*

20. Roberts, Helen M., *The Wishing Chair; A Tale of Mission San Miguel*


22. Sullivan, Ella C., *The Story of the Old Spanish Missions of the Southwest*

23. Wise, Winefred E., *Fray Junipero Serra and the California Indians*
Text References: The Story of California (Fourth Grade), Chapters Seven, Eight, and Nine

Pre-Field Trip Activities:
1. The Standard Oil Company of California provides an educational resource person to come to the classroom to present a program on the California missions. Write to: 85119 Coachella, California, or call 398-2051.

2. Have the children divide into committees and make child size portraits of missionary fathers of the mission days. Use butcher paper. A child may lie on the paper so his shape may be used as an outline for the famous person. Have each group write a short report on their famous person.

3. Read the children a fictional story of mission life. Refer to District Library books.

4. View films and filmstrips.

5. Obtain study prints for the missions from the District Library. Have each child choose a picture of a mission and copy it using colored pencils, water colors, crayons or felt pens. Students may want to study the history of the mission they have chosen.

Post-Field Trip Activities:
1. As a creative writing assignment have the children work in groups of two or by themselves to write a short story about some aspect of mission life.
2. Make replicas of missions using such materials as ice cream sticks, cardboard, clay, mud, etc.

3. Make drip candles as the Indians did during mission days.

4. Make corn tortillas.

5. Paint a mural showing life at a mission.

6. Make a large map of where the twenty-one California missions were located.

7. Each child contribute to a classroom dictionary of words learned about missions.
General Subjects Covered:

1. Animals, reptiles and birds of the world; their characteristics, habits, and environment.
2. Wild animal, reptile, and bird preservation.
3. Operation of a zoo.
4. Care of animals in a zoo; careers in the zoo.

Possible Goals:

1. The children will become generally familiar with a variety of wild animals, reptiles, and birds throughout the world.
2. The children will become familiar with those animals, birds, and reptiles which are becoming extinct and the steps which are being taken to preserve them.
3. The children will become familiar with how a zoo is operated and how animals are cared for in the zoo.
4. The children will become familiar with different careers available in connection with zoos.

General Information:

Educational groups are provided with free admission to the Zoo.

Teachers should contact the Zoological Society of San Diego prior to the field trip to furnish the following information:

1. Date of visit
2. Expected time of arrival
3. Grade level of students
4. Number of children
5. Name of group leader

One adult for each ten students will be admitted free of charge.

Zoological Society of San Diego
Post Office Box 551
San Diego, California 92112
Tel. (714) 231-1515

Route:

Take Interstate 10 west from Indio or Palm Desert. In Beaumont take Beaumont Avenue south. In Escondido 395 changes to Interstate 15. Then take Highway 805 south. From this turn west on El Cajon Boulevard. Then turn south on Park Avenue. Stay on this until you reach Zoo Place.

Rest areas are available in Beaumont and Escondido.

Resources:

Riverside County Films:
1. Adaptations in Animals (15 min.)
2. African Fauna (11 min.)
3. The American Bald Eagle (16 min.)
4. Animals and How They Communicate (11 min.)
5. Animal Homes (11 min.)
6. Animals in Amboseli Game Park (20 min.)
7. Animals of Alaska (11 min.)
8. Animals of the Desert (12 min.)
9. Animals See in Many Ways (13 min.)
10. Animals That Fly (11 min.)
11. Animals Through the Winter (9 min.)
12. Behavior in Animals (15 min.)
13. Birds - How We Identify Them (11 min.)
14. Black Bear Twins (10 min.)
15. Buffalo - The Majestic Symbol (12 min.)
16. Classifying Animals - and Our Place in the Animal Kingdom
17. Elephants and Hippos of Africa (17 min.)
18. Food-Getting Among Animals (12 min.)
19. Forest Babies (12 min.)
20. Giraffe (10 min.)
21. Gray Squirrel (10 min.)
22. Grass Blade Jungle (11 min.)
23. How Nature Protects Animals (11 min.)
24. Hibernation and Other Forms of Dormancy (10 min.)
25. Large Animals that Once Roamed the Plains (12 min.)
26. Live Teddy Bears - the Koala (11 min.)
27. Moose, Our Largest Deer (11 min.)
28. Nature of Things - the Camel (8 min.)
29. Nature of Things - the Elephant (8 min.)
30. Nature's Strangest Creatures (16 min.)
31. Penguins of the Antarctic (13 min.)
32. The Raccoons' Picnic (5 min.)
33. Reptiles are Interesting (10 min.)
34. Rikki - the Baby Monkey (11 min.)
35. The Sea Otter (11 min.)
36. Small Animals Protect Themselves (11 min.)
37. Snakes (11 min.)
38. Snakes are Interesting (11 min.)
39. Snapping Turtle (11 min.)
40. Tembo - the Baby Elephant (10 min.)
41. Wild Animal Families (10 min.)
42. Zebra (10 min.)
43. Zoo Animals of our Story Books (11 min.)

Materials Available from the District Library:

Filmstrips:

1. Animals
2. Animal Disguises with cassette
3. Animal Homes
4. Animal Houses with cassette
5. Animal Weapons
7. Finding Out How Animals Live
8. Forest Families
9. How Animals Help Us
10. What Do Animals Eat?
11. Where Do Animals Live?
12. What Does Change Do to Animals?
Books Available from District Library:

1. Allen, Robert, *The Zoo Book; A Child's World of Animals*
2. Arundel, Jocelyn, *Little Stripe; an African Zebra*
3. Arundel, Jocelyn, *The Wildlife of Africa*
4. Baker, Laura Nelson, *From Whales to Snails*
5. Bancroft, Henrietta, *Animals in Winter*
8. Behrens, June, *Look at the Forest Animals*
9. Behrens, June, *Look at the Zoo Animals*
11. Branley, Franklyn M., *Big Tracks; Little Tracks*
13. Bridges, William, *Zoo Pets*
14. Buff, Mary, *Forest Folk*
15. Burgess, Thorton W., *The Burgess Animal Book for Children*
17. Chen, Tony, *Run Zebra Run*
18. Colby, C. B., *Big Game; Animals of the Americas; Africa and Asia*
19. Colby, C. B., *Small Game; Animals of the Americas*
20. Disney (Walt) Productions, *Walt Disney's White Wilderness*
22. Fisher, Aileen, *Animal Disguises*
23. Fisher, Aileen, Animal Houses
24. Fisher, Aileen, Animal Jackets
25. Gall, Alice and Fleming, Crew, All the Year Round
26. Hall, Bill, A Year in the Forest
27. Halmi, Robert, In the Wilds of Africa
28. Hoffmeister, Donald F., Zoo Animals
29. Homes, Mary, The World of Animals
30. Humphreys, Dera, Animals Every Child Should Know
31. Hutchins, Ross E., Wild Ways; A Book of Animal Habits
32. Ipcar, Danlov, Wild and Tame Animals
34. Jauss, Anne Marie, Under a Green Roof; Animals and Birds of Our Woods
35. Kay, Helen, How Smart Are Animals
37. Kinkead, Evalyn, The Animal Musicians
38. Lasher, Faith B., Hubert Hippo's World
39. Leyson, Burr W. and Manecke, Ruth, The Zoo Comes to You
40. Lowery, Lawrence F., Looking for Animals
41. Lowery, Lawrence F., What Can an Animal Do
42. Lowery, Lawrence F., What Does an Animal Eat
43. McClung, Robert M., All About Animals and Their Young
44. McClung, Robert M., How Animals Hide
45. Malter, Morton S., Our Largest Animals
| 46. | Melegaru, Vezio, *Walt Disney Wonders of the Animal World* |
| 47. | Milotte, Alfred, *The Story of an Alaskan Grizzly Bear* |
| 49. | National Geographic Society, *Wild Animals of North America* |
| 50. | Parmeley, June, *Animals in Their Homes* |
| 51. | Parmeley, June, *Attack and Defense* |
| 52. | Paulsen, Gary, *The Grass-Eaters* |
| 53. | Penn, Ruth Bonn, *Unusual Animals of the West* |
| 54. | Perkins, Marlin, *Zoo Parade* |
| 55. | Pettit, Ted S., *Animal Signs and Signals* |
| 56. | Pfloog, Jan, *The Zoo Book* |
| 57. | Pinney, Roy, *Wildlife in Danger* |
| 58. | Podendorf, Illa, *Animals and More Animals* |
| 59. | Podendorf, Illa, *True Book of Animal Babies* |
| 60. | Podendorf, Illa, *The True Book of Animal Homes* |
| 61. | Pope, Billy N., *Your World; Let's Go to the Zoo* |
| 63. | Reader's Digest Association, *Marvels and Mysteries of Our Animal World* |
| 64. | Rojankovsky, Feodor, *The Great Big Animal Book* |
| 65. | Russell, Franklin, *The Frightened Hare* |
| 66. | Russell, Solveig Paulson, *All Kinds of Legs* |
| 67. | Russell, Solveig Paulson, *What Good is a Tail* |
| 68. | Schwartz, Elizabeth and Charles, *When Animals Are Babies* |
| 69. | Science World, *Beasts, Brains, and Behavior* |
70. Selsam, Millicent E., *The Language of Animals*
71. Selsam, Millicent E., *A Time for Sleep; How the Animals Rest*
72. Shapp, Martha, *Let's Find Out About Animal Homes*
73. Sootin, Laura, *Let's Go to the Zoo*
74. Soule, Gardner, *The Maybe Monsters*
75. Soule, Gardner, *Strange Things Animals Do*
76. Suschitzky, W., *Wild Animals*
77. Sutton, Felix, *The Big Book of Wild Animals*
78. Waller, Leslie, *Animals*
79. Webb, Clifford, *Animals from Everywhere*
80. Webb, Clifford, *Strange Creatures*
81. Wise, William, *The Amazing Animals of Australia*
82. Wood, Frances, *Animals in Danger*
83. Writers' Program New York City, *Who's Who in the Zoo*

**Pre-Field Trip Activities:**

1. Make up a large list of animals, reptiles, and birds that the children might possibly see at the zoo. Have each child choose one or two animals which particularly interest them. Encourage the children to do an extensive study on their choice or choices. Have them share their findings with the rest of the class. In this way the children will be familiar with the characteristics of many animals prior to the zoo field trip.

2. Study about the operation of a zoo and the care of the animals.
3. View films and filmstrips.

4. Study animals which are becoming extinct and the steps which are being taken to preserve them.

Post-Field Trip Activities:

1. Each child create a paper mache model of the animal he or she has chosen to study.

2. Make a large mural diagram of the earth. Place small pictures of animals where they live.

3. Make a list of careers associated with the zoo and care of animals.