Let the Phone Book Get Them Talking! Using the Yellow Pages as a Teaching Resource

What book was used over three-and-a-half-billion times last year? The Yellow Pages! As a consumer, you use them. As a teacher, you can too. The Yellow Pages can be a source of activities in subjects as diverse as history, math, writing, consumer education, art, career awareness, library skills, map reading, ... As they use the Yellow Pages, your students will have fun coming across places they actually go in their daily lives. And they will be reminded that there are connections between "real life" and what they learn in school.

This issue of ART TO ZOO is different from the usual, because it is about a resource rather than a subject. Instead of a single lesson plan designed to teach one particular point, this ART TO ZOO suggests a number of activities that vary widely in length, content, and difficulty. Each can be done on its own. Or several can be carried out in a series (over weeks or months).

How you use these activities will depend on your curriculum needs, the size of your community and Yellow Pages, the number of students in your class, their ages, and the feasibility of their going out in person into the community as part of their assignments...

And the activities suggested here are just samples—no doubt you will develop your own ways of using this resource to meet your particular teaching needs.

Getting Hold of Copies

If possible, the children should each have their own copy of the Yellow Pages: when the time for a new edition approaches (your local phone company can tell you the date), send a note home asking your students' parents to give their children the discarded edition to use in school.

(If the new edition comes out late in the school year, the teacher of the class you will have next year to make this request. In either case, it's wise to also ask other teachers and friends to save their old Yellow Pages for you; you will have extra copies for children whose families can't provide one.)

Introducing the Yellow Pages

First, you will need to make sure that your students understand what the Yellow Pages are, how they are organized, and why they are organized this way (by heading, rather than in simple alphabetical order, as the White Pages are.) After a brief explanation, you can use activities in this section to give the kids practice in these basics.

• Categories

This simple activity will familiarize your students with how the Yellow Pages are organized and sharpen their awareness of how many goods and services are involved in even the most commonplace aspects of their lives.

Provide a list of categories, for example: homes, clothing, animals, travel, health, communication, food, leisure.

Ask each child to choose one category and then make a list of Yellow Page headings (not individual businesses' names) related to their chosen categories.

Emphasize that the list they make should be as inclusive as possible. The children should write down any goods and services involved in any stage of making, equipping, or servicing the items in their category. For example homes can include such headings as Apartment Rental Agencies, Contractors, Demolition Contractors, Furniture, Home Improvements, Insurance, Landscape Contractors, Painters, Ranges and Ovens, Real Estate Developers, etc.

Have the children compile their lists individually, and then pool them in class.

• Yellow Pages Pictures

Here's an easy-to-set-up, easy-to-participate-in contest that can be adapted even for quite young children.

Give the kids a list of items, and challenge them to find a Yellow Pages picture of as many of them as possible within a time limit that you set.

Following are some items that often appear in Yellow Pages ads: dog, painter, truck, doctor, nurse, photocopier, machine, computer, scissors, globe, roof, tile floor, glass, bouquet, helicopter, bus, dump truck, clock, stove, tire, chair, uniform, gem, keyboard, sink...

It's possible to find these pictures by flipping through the Yellow Pages at random. However, the children should quickly realize that they can search much more efficiently if they ask themselves in what kinds of ads these objects are likely to appear. It's clear that a clock is likely to appear in ads for clock companies; but they will have to think harder about items that don't correspond to a Yellow Pages heading—for example, to figure out that dogs might be found under Kennels, or a bouquet under Florists. (You can make the list easier or harder depending on which kinds of items you include.)

• Hey, I Know Them!

To begin, have the children discuss what kinds of businesses they and their families patronize regularly. Write their answers on the board: supermarket, drugstore, hardware store, carryout, clothing store, shoe store, bookstore, record store, video club, contractor, plumber, doctor, dentist, mechanic, shoe repair shop, etc.

Once the children have created a fairly full list, have them choose at least ten kinds of businesses from the list and write down their choices.

Then, at home, have them record the name of the actual company their family uses in each of the categories they have chosen. (An adult at home will be able to help out with this.)

Once the children have the ten company names, they should find the Yellow Pages listing (or display ad) for each one, and cut it out (being careful to damage the phone directory as little as possible).
the business has both a standard listing and a larger display ad, the students should use the larger ad.

Finally, have each child make a "Family Yellow Pages" by mounting the ads they have cut out onto sheets of paper, in the order, and under the headings, in which they appear in the real Yellow Pages. They should staple their pages together to make a little booklet, and create a cover for it.

Then they can take their "Family Yellow Pages" home to keep near the phone.

• A Yellow Pages Treasure Hunt

Divide the class into teams. Give each team a copy of the same list of items and tell them that their task is to use the Yellow Pages to find places to buy the items on the list.

The winning team is the one that finds an appropriate source for the most items (you be the judge of what sources are appropriate).

Use the following list—or make up your own:

- a personalized T-shirt
- a video film
- a restaurant menu
- a ticket to Tokyo
- a rental truck
- a campaign button
- a rental space
- a bridal bouquet
- a parking space
- a rental truck
- a saddle
- a hot-air balloon flight
- a fish tank
- a unicycle
- a bulkhead vest

The Yellow Pages and Your Community

Another purpose for which you can use the Yellow Pages is to help your students become more familiar with their community.

• Bringing Things In, Sending Things Out

Begin with a discussion: communities don’t exist in isolation, especially not in late-twentieth-century America. They depend on the surrounding region, the rest of the country, and the rest of the world for many of the things they use. Conversely, they send things they want to sell or get rid of to other places.

Guide the class in establishing a list of categories of things that communities bring in or send out:

- food
- water
- raw materials
- entertainment
- manufactured items

(Don’t worry that the categories overlap.)

As you write them down, ask for examples. Some are straightforward, others more difficult. For instance, is information included among raw materials? Computer software, technical expertise, and so on?

When the children have understood the categories, give them copies of the following list of headings from the Yellow Pages (their lists should leave space for an answer to the right of each heading):

- Aircraft
- Antennas
- Boats
- Buses
- Chimneys
- Computers—Software
- Exporters
- Freight Forwarding
- Grocers

Tell the children that these new structures have just been built, and are now offering commercial space for rent. The children should pretend that they want to start new businesses in this space.

What kinds of businesses are likely to be successful there?

Have the class discuss what they need to know to answer this question. (What kind of people frequent the area? How old are they? How much money do they have? What kind of tastes and interests do they have? Do they work or live in the area, or just go there?)

End the activity here, or move right on to the next one, "So You're Going into Business!"

• So You're Going into Business!

This activity is a continuation of the preceding one. Before you begin to work on it with the children, add more paper to the edge of the wall map the class has made. This new paper should show one or more imaginary structures of about the size of the ones already on the map. Tell the children that these new structures have just been built, and are now offering commercial space for rent. The children should pretend that they want to start new businesses in this space.

What kinds of businesses are likely to be successful there?

Have the class discuss what they need to know to answer this question. (What kind of people frequent the area? How old are they? Do they have much money to spend? What kind of tastes and interests do they have? Do they work or live in the area, or just go there for shopping or entertainment?)

(Emphasize that a person who was really thinking about this question would have done some research beforehand.)

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of starting a business would also have to look very carefully into the costs of running it. Tell the children that they, however, will not be going into this question."

Wind up this activity by asking the children to prepare small groups. First, a paragraph saying what kind of business they decided to start, and why they think it can be successful in this neighborhood. Second, a paragraph explaining how they plan to promote their new business. What in particular will they say it offers—quality? economy? convenience? experience? variety? personal attention? reliability?

Third, a Yellow Pages ad for their new business. The kind of service and the style of the ad should make sense in terms of what they wrote.

- **Take a Trip Abroad ... Right in Your Own Community**

As the Yellow Pages can give your students a taste of far-off places without ever leaving town.

Before beginning, check your Yellow Pages to make sure they include enough ethnic listings for the activity to be fun. (In some smaller communities, there may not be any students of that race already in the area. If so, decide which culture (or cultures) to have your students explore.

The restaurants section is usually a good place to start. Churches, Associations, and Gifts may provide entries. So can food stores specializing in the ingredients for foreign foods. Are there foreign consulates in your community? Foreign language publications? Entertainers who specialize in the music or dance of a particular country? Audiotapes that show foreign-language films? Travel agencies can also be a source of information and illustrations; some even specialize in a particular geographical area. And certainly museums are a wonderful resource: they can give the children a chance to see real objects from different countries. Having the kids focus their search on the United States, our population's diverse origins make it likely that materials suitable to your needs may be on display. Your local historical society, for example, may have materials about immigrant groups that have settled in your community.

You may want to follow up this activity by having the kids do further research on the culture with which they have been familiarizing themselves. Their final product could be an itinerary or an imaginary trip to the area they are studying. It should include a list of where they plan to go when, and an explanation of why they want to see in those places.

**Looking at Ads, Creating Ads**

- **The Golden Phonebook Award**

(This activity works best when your students have already used the Yellow Pages for other purposes, so they are familiar with many ads there.)

To begin, the kids will want to find a way to present the Golden Phonebook Award for the best ad in the Yellow Pages of the phonebook.

Step 1: Preparing Judges' Scorecards. To rate the ads, the children will be using a Judge's Scorecard. As judges in certain sporting events do, they will be awarding points in a number of categories.

First, they will need to decide what these categories should be. (How eye-catching is the ad? How catchy is its slogan? How appealing is its artwork? Does it give all the information a consumer needs? How original is it? How easy is it to understand? Does it stand out from other ads in its category? Does it inspire confidence in the company? Is it entertaining?)

Once the kids have decided on five categories, they can each make a Judge's Scorecard. Shown on this page is an example of what one might look like.

Step 2: Selecting Candidates. Next, the class needs to nominate the candidates. Divide the class into six small groups. Have each child in each group propose one ad as a candidate. Then have everyone in the group vote for three of the proposed ads. Tally the votes. The ad that receives the most will be that group's candidate.

Step 3: Choosing a Winner. Now have the whole class vote to choose which of the six candidates is the winner. Each child should use his or her Judge's Scorecard to award points in each category. Each ad receives from zero to five points in each category (so the maximum total for any ad can receive is twenty-five points).

Step 4: Notifying the Winner. Now that the children have selected the winning company, they need to prepare two documents to use it. Each student can choose which document to work on.

- Both contain essentially the same information: what the award is, who is giving it and for what, the name of the winner, and the date.

- The first document is a letter notifying the winner that it has been selected for the award. It should be neat and clear, and in the correct form for business correspondence. The second document is the Winner's Certificate. It is the award itself. It can contain artwork and decorative lettering, and should be designed to hang on a wall.

Finally, have the class actually send on one of the completed letters and awards to the winning company.

- **An Ad for Your School**

Tell the children to imagine that their school is placing an ad in the Yellow Pages so their job is to design it.

To prepare, they should take a brief look at the ads that other schools run. But emphasize that they should try to create whatever kinds of ads they think will be most effective.

Next, have the children discuss what information such an ad might include: The name and address of the school? Its founding date? Its motto? The courses it offers? Special programs available? The number of students? The student-teacher ratio? A description of the student body? A description of the school's surroundings? Photos or drawings... of what?

Then have each child create his ad. Explain that the printer can change the size of the ad, so the drawings can be bigger than they will actually appear in the phone book.

Finally, display the completed ads. If you can, put them up where students from other grades as well as from your own can look at them. If possible, have students from all grades vote for which ad should be chosen. (If such schoolwide participation is not feasible, then simply display the ad in your own classroom and have your students vote.) In either case, try to arrange for the winning ad to be printed in the school newspaper.

And All Kinds of Other Uses . . .

- **A Yellow Pages Shopping Spree**

A mysterious benefactor has offered each of your students $300 for a shopping spree—on condition that each child buy five different items with the money, and that each item come from a different store.

To get the money, they must present their benefactor with a shopping list that includes the name of each item they intend to buy, the name of the store where they will buy it, the price of each item, and the total cost. (Be sure, of course, that the kids understand that this money and shopping spree are just pretend!)

To put this list together, each child must first figure out what he wants to buy. Then the children should use the Yellow Pages to find stores that are likely to carry what they want. Next, they will need to look around in person to find the price of the items they are interested in.

Point out that they can make the most of their money by shopping around for the best buys. It is also in their interest for the total cost to come out as close as possible to an even $300... since the benefactor requires that they hand back any money they don't spend.

If there is a sales tax in your state, it must be added to the children's calculations.

When you check their work, you can write "Approved" and the benefactor's initials on those lists which have been correctly prepared.

- **What Does a . . . Do?**

Pick a service-provider's line of work. Some choices that are well adapted to this activity are: advertising agencies automobiles repair banks contractors lawyers psychologists secretaries travel agents

What do these people actually do? Give the children a few minutes to compile a list of as many specific services performed by people in this occupation as they can find by reading the Yellow Pages ads for them.

Then have the children share and discuss their answers:

- **This can provide your students for a classroom visit by a person who does this kind of work. In this case, at the end of the discussion, have the children make up a set of questions they will want to ask their visitor.

- **Looking Backward**

Yellow Pages ads can trigger an activity that will improve your students' sense of historical time—their mental picture of what was going on when in the past. Start by showing them three Yellow Pages ads, each containing a reference to the date the business was founded. (Except for the fact that they show founding dates, the ads should be as different as possible from each other.)

Ask what special piece of information the three ads have in common. When the class has figured out that it is this mention of a founding date, point out that such references are quite common in the Yellow Pages.

Ask the kids to find other Yellow Pages ads that mention when businesses were established. Remind the class that these dates are referred to in all kinds of ways ("founded in 1920," "serving the metropolitan area for 40 years," "since 1958," "half a century of reliable service," etc.)

Now give the children the time to compile a list from the Yellow Pages of ten businesses with their founding dates.

Then have them compare what they have come up with, and find the listings that full closest to the beginning of decades (1990, 1900, 1910, etc.). If possible, write on the board one business for each decade after the earliest one. If some decades are missing, just slap them. It is essential to choose dates that are far enough apart so it is easy to see the style changes between them.

Now break the class into small groups and assign one ad (and hence one decade or so) to each group.

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**How to be a better buyer**

Use the Yellow Pages section of this directory for complete information.

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**Why Are the Yellow Pages Yellow?**

According to Chuck Yoakum, of Ameritech Publishing in Detroit, Michigan, they actually turned "yellow" in 1903. In Cheyenne, Wyoming, ran out of paper while putting out the telephone directory. The only other paper he had enough of black ink would not do, so they turned yellow. Rather than throw away the two remaining sheets of paper together at random, he decided to print the personal listings on the white paper and business classifieds on the yellow. People liked this color coding so much that by 1910 it had become standard.
First, have each group cut out their ad. Then ask them to make a poster illustrating what styles were like when this business was founded: how did people dress? How

Then have the children figure out how to check their answers and do so.

The show, located in the Electricity area (on the first floor), explores interpersonal communication and how it has changed our lives! See the earliest equipment—find out what operators used to do... peek into a paneled telephone booth... play a population growth game... visit the Smithsonian Institution’s National Museum of American History.

If you can’t come to Washington just now, you can still look at some of the show’s highlights by ordering the Person to Person catalog. It is available for $3.00 by writing: Division of Electricity and Modern Physics, National Museum of American History, Smithsonian Institution, Washington, DC 20560.

eliminating any that are not properly made. Write the totals on the board and announce the winners.

* You can follow up this activity with older children by having each kid make a bar graph comparing his individual guess with the actual outcome.

if you wish, they can also calculate the average guess for their whole group and add it as a third bar to the graph.

* Do newspapers and magazines sometimes tell about gossers? (of course: for example, when they give estimates of future population growth, future production, expected voter turnout, etc.) What makes for a good guess? Have the children pick one of the examples and briefly discuss some of the factors that may make such a guess turn out to be wrong.

* Remind them that just because you see a fact in print doesn’t mean it’s reliable: a trained reader can practice some math as they do right there.

* Do you store them so you can find what you want again. This means that they have understood the Yellow Pages’ system of finding things in the Yellow Pages. This means that they have understood the Yellow Pages' system of organizing the same things. For example, not everyone organizes his clothing the same way.

* Have the children consider how they themselves store their things. Do they have collections store the items in them? Do they do something different?

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Schools may receive ART TO ZOO free of charge by writing this address.

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- Be One of Us...

* Our reason for producing a publication dedicated to promoting the use of community resources among students and teachers nationally stems from a fundamental belief, shared by all of us here at the Smithsonian, in the power of objects. Working with all who wish to use exhibits, book collections, and other resources within your community to open up learning opportunities for students.

* Art to Zoo brings news from the Smithsonian Institution to teachers of grades three through eight. The purpose is to help you use museums, parks, libraries, 200, and many other resources within your community to open up learning opportunities for students.

* Short Listings

  * Letter Caricature
  
  Who can find an ad that contains every letter of the alphabet? (if no one finds such an ad, then the winner is the person who can find the ad that comes closest.)

  * Divisible Ads
  
  Who can be the first to find in a Yellow Pages ad a number of at least four digits that is divisible by 7? by 11? by 17?... by whatever you want the kids to practice? (phone numbers count as one number.)

  * Marian Ads
  
  Some time in the future, the children come across a Marian Yellow Pages. It has the same format as our own, and is in English (the intergalactic language), but the products and services advertised are unknown on Earth. Have each child draw one of the ads she finds there.

  * How Far?
  
  Ask the children to make quick guesses about how far all the pages in the Yellow Pages would reach if they were all placed end to end. Have the kids guess quickly, then write on the graph above their calculations: to the end of the block? to the next stoplight? to the next town? to the moon?

  * How Tall?
  
  Ask the children to make quick guesses about how tall all the pages in the Yellow Pages would reach if they were placed one on top of the other to form a stack. Have the kids guess quickly, then write on the graph above their calculations: How tall would the stack be with the books from 1980? from 1990?... from the most recent year?

  * How Many?
  
  Ask the children to make quick guesses about how many pages there are in the Yellow Pages book. Have the kids guess quickly, then write on the graph above their calculations: How many pages do you think there are? (Of course, let the children know that the pages are not numbered; thus, there is no way of making a good guess by the children.)
You Dreamed Up Houses . . .
and Mailed Them In!

In the Spring 1987 issue of ART TO ZOO ("Talking Houses"), we invited readers to dream up houses and mail them in. We promised that we would run a special picture page in 1988. It would show some of the houses that you kids around the country made up. Here they are!

You dreamed up houses in all kinds of surroundings: on tropical islands, in outer space, underground, underwater, in treetops, on stilts above lakes . . .

Your houses were square, round, pointed, sausage-shaped. They looked like diamonds and barrels and rockets. One had the form of a bird. They were designed to help protect people against ice storms, scorching temperatures, tidal waves, poisonous snakes—even, in one case, against "fishes, a type of overgrown rat."

Some of your houses were made of simple natural materials. Others were futuristic. These high-tech houses included some pretty far-out equipment: a bed that guaranteed sleep, a swimming pool that made you float, an anti-gravity gym, and a special health-care room for sick robots. One provided an "experiment with different machines room."

Since we don't have much space on the Pull-Out Page, we've tried to give you an idea of the variety of houses that came in; we have shown houses that are as different as possible from each other, drawn by kids of different ages.

We had to leave out a lot of drawings we really liked. We wish we had pages and pages so we could show you the creations of many more ART TO ZOO architects.

Thank you, everyone who sent in pictures—those you see here and those you don't—your drawings were terrific!

What is given here are the architects' ages and grades at the time they sent in their pictures. They are older now; some are already in another grade.
Jennifer Lloyd, age 12, St. Philip's School, Falls Church, Virginia

Joseph Kress, age 11, Lincoln Elementary School, York, Pennsylvania

Danielle Mysliwiec, age 11, Flagg Street School, Worcester, Massachusetts

Even Stater, age 6, Meadowland Elementary, Sterling, Virginia

Aaron McKimmey, grade 2, Luckets Elementary School, Leesburg, Virginia

Jennifer says that "this is the common house of the year 2090. The people of this century hate to leave their things unwatched." The code board on the top left window helps the house's occupants deal with this problem: "When they push in their secret code, their house will begin to shrink. It will continue until it is the size of a woman's compact. It is then transportable."
Ustedes se Imaginaron Casas . . . ¡Y Nos las Enviaron por Correo!

Traducido por Ricardo Inestroza, Ed. D.

En la edición de Arte a Zoológico de la primavera de 1987 ("Casas que Hablan"), invitamos a los lectores a imaginar casas y a que nos las enviaran por correo. También les prometimos publicar una página especial con dibujos en 1988. Esta página mostraría algunas de las casas que ustedes, los niños de todo el país, imaginaron. ¡Aquí estás!

Ustedes imaginaron casas en todo tipo de ambiente: en islas tropicales, en el espacio sideral, bajo tierra, bajo el agua, en las copas de los árboles, en pilares sobre lagos...

Ustedes imaginaron casas cuadradas, redondas, punteadas, en forma de salchicha, etc. Algunas parecían diamantes, barriles y cohetes. Una tenía la forma de un pájaro. Ellas fueron diseñadas para proteger a la gente contra ventiscas, temperaturas muy calurosas, maremotos, culebrillas venenosas—y en un caso, contra "fiches, un tipo de rata gigante."

Algunas de las casas fueron hechas de materiales naturales simples. Otras fueron futuristas. Estas casas de alta tecnología estaban equipadas con aparatos ultra-modernos: una cama que garantiza el sueño, una píspina que nos hace flotar, un gimnasio donde no existe la fuerza de gravedad, y un cuarto especial para cuidar a los robots enfermos. Una casa tenía un "cuarto para hacer experimentos con diferentes máquinas."

Ya que no tenemos mucho espacio en nuestra página especial, hemos tratado de darles una idea de la variedad de diseños de casas que nos llegaron: estamos mostrando casas que son muy diferentes si las comparamos. Estas casas fueron dibujadas por niños de diferentes edades.

Tuvimos que descartar muchos dibujos que realmente nos gustaban. Deseábamos tener páginas y páginas para poder mostrarles a ustedes las creaciones de muchos más arquitectos de Arte a Zoológico.

¡Muchas gracias a todos los que mandaron dibujos—los que ven aquí y los que no pueden ver. ¡Son todos excelentes!

Los datos que damos aquí son las edades de los arquitectos y los grados en que estaban cuando mandaron sus dibujos. Estos niños son mayores ahora; algunos incluso están en otro grado.
Jennifer Lloyd, 12 años, St. Philip’s School, Falls Church, Virginia

Joseph Kress, 11 años, Lincoln Elementary School, York, Pennsylvania

Even Stater, 6 años, Meadowland Elementary, Sterling, Virginia

Danielle Mysliwiec, 11 años, Flagg Street School, Worcester, Massachusetts

Shawn Williams, Foothill Intermediate School, Marysville, California

Aaron McMinnay, segundo grado, Luckettes Elementary School, Leesburg, Virginia

S. Williams, 20 años, St. Philip’s School, Falls Church, Virginia

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