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ABSTRACT

GRADES OR AGES: Grade 1. SUBJECT MATTER: Social studies; man's basic needs. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 11 chapters, five of which outline the basic curriculum subunits. These five chapters are laid out in three columns, one each for topics, activities, and materials. Other chapters are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed in the central column in each of the five subunit chapters. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each of the five subunit chapters. Each group of materials is related to one or more activities. In addition, the last chapter contains a list of filmstrips. STUDENT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content. The teacher is free to use other activities and materials than those listed. (RT)

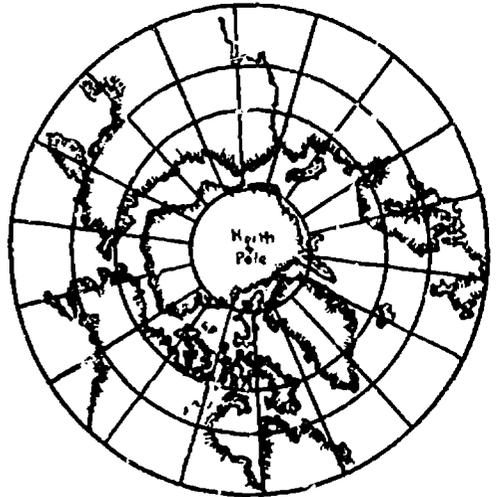
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**PROVIDENCE
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**MAN'S BASIC NEEDS
RESOURCE UNITS
GRADE 1**



**RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS**

ED048165

RU - Gr. 1

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SUGGESTIONS TO TEACHERS

All the questions in these units pertain directly to the generalizations and aims set up for the grade. Each teacher and class will handle these questions and the suggested procedure in any manner that is appropriate to the particular group. The individual teacher will be the best judge of the needs of the class. We only ask that the questions posed by us and by the children will be answered frankly and as fully as children of this age can comprehend.

*Filmstrips, pictures, and a large variety of single copies of books will be a basis for discussion. Participation by each child is possible because there will be no reading barrier and a thought provoking question or ingenuous answer can come from any child. Whenever feasible small groups of children should work together on an activity.

All instruction on skills should become an integral part of the social studies program. This is particularly important concerning the use of the globe. The globe will be the center of interest in the room and constantly referred to. It will be readily available at all times for the children to examine and handle so that they will ask questions and be able to answer those asked by the teacher. In this way we will be able to avoid separate and formal "globe study."

100 minutes each week is allocated for Social Studies. This time may include 30 minutes of actual social studies instruction plus science, poetry, art, oral and written stories, reading, music and dancing as it correlates with the units. In this way social studies will become an integral part of the everyday program without interfering with the essential reading program. A possible time schedule for each unit can be found in the Curriculum Guide.

A simple, attractive board which can be changed frequently, or added to during the course of the units, will provide written and art work for the children as well as additional reading material.

* When ordering filmstrips, combine with other First Grades. List all the numbers suggested for a question. One or two will be sent to you.

UNIT 11 HOUSES

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
<p>Why are houses different around the world?</p> <p>Why do some people use just materials near them and others use materials from far-away places?</p> <p>How do houses shelter us?</p> <p>Did people always have houses?</p>	<p>Introduce unit by reading poem "Houses." There are 25 different kinds of houses described. List these for future reference to draw or construct.</p> <p>Plan a walk around the school neighborhood, noting different kinds of houses in neighborhood.</p> <p>Show pictures of various houses.</p> <p>Name country and locate on globe referring to general region.</p> <p>Draw obvious conclusions of materials used being appropriate to place.</p> <p>From an economic point show how some people can afford to import material from all over the world.</p> <p>Use Teacher's Manual for background information.</p> <p>Read: <u>Let's Find Out About Houses or Come Over to My House.</u></p> <p>Let class begin to draw pictures of their own houses and houses in other countries.</p> <p>Collect pictures from magazines of houses and snap shots of pupil's and teacher's houses where available.</p> <p>Use S.B. <u>Families and Their Needs</u> to help class understand how houses shelter us.</p> <p>From the children's knowledge of "why" people need houses develop the idea of how man's increased knowledge and skill has affected the comfort, utility, and beauty of present day homes.</p>	<p><u>SRA Families at Work.</u> Teacher's Manual, pp. 21-22.</p> <p>S.B. <u>Homes Around World.</u> More than a dozen kinds of houses.</p> <p><u>Filmstrip Index</u> No. 40c, 60c, 72c, 76f, (Transparencies) 77c.</p> <p>S.B. <u>Earth, Home of People.</u> No. 4, 5, 19, 22, 23, 24, 27.</p> <p>Follett - <u>Exploring Our Needs.</u> pp. 129-131.</p> <p>Picture Packet: "Houses"</p> <p>Watts: <u>Let's Find Out About Houses.</u></p> <p>Random House: <u>Come Over To My House.</u></p> <p><u>Filmstrip Index</u> No. 40c, 77a (Transparencies)</p> <p><u>Filmstrip Index</u> No. 9a.</p> <p>S.B. <u>Families and Their Needs.</u> pp. 7-15.</p> <p><u>Filmstrip Index</u> No. 9a, 10a, and b, 11a-1, 43, 13c.</p>

Unit II - Houses (cont'd.)

QUESTIONS	SUGGESTED PROCEDURE	MATERIAL
<p>What were the first houses like?</p>	<p>Have the children draw pictures and construct houses. Make a board or table of 'FIRST HOUSES!'</p>	<p>S.B. <u>Earth, Home of People</u>. No.4,5,22,23, 24,27.</p>
<p>How have houses changed since the first houses?</p>	<p>Filmstrips are excellent.</p>	<p>Benefic: <u>How We Get Our Shelter</u>. Early Homes pp. 5-35. Modern Homes pp. 36-47.</p>
<p>How can people help to make their neighborhood a better place to live?</p>	<p>Children can think of ways that can help improve their neighborhood. Stress:</p> <ol style="list-style-type: none"> 1. Responsibility to landlords in a rented house. 2. Responsibility of the landlords to the renter. 3. Care of property-owned or rented. 4. Rules and regulations for housing. 	<p>S.B. <u>Earth, Home of People</u>. No. 19.</p>
<p>Why do families have different kinds of houses-- size? furnishings?</p>	<p>A walk in the neighborhood or preferably a bus trip around the city would show children the concentration of population in an urban area. Children could see that a multiple dwelling can be in any section of the city.</p> <p>Teacher's Manuals of Silver Burdett (pp.7-15) and Benefic (pp.21-25 and 63-64) offer many suggestions.</p> <p>Try to bring out:</p> <ol style="list-style-type: none"> 1. The part that family income plays in size and type of home. 2. Some people like to own their own house; others prefer to rent regardless of income. 3. How needs change as families change in number. 4. How furnishings must be suitable for each family. 5. That houses reflect what people want to spend their money on. 	<p><u>Filmstrip Index</u> No. 13c, 17L,30,60c and e.</p> <p>SRA <u>Families At Work</u>. pp. 24-25 "Little House" pp. 22-24 "New House in the Forest"</p> <p><u>Story Pictures</u></p> <p>S.B. <u>Homes Around The World</u>.</p> <p><u>Filmstrip Index</u> No.77b-Transparencies</p>

Unit II - Houses (cont'd.)

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
<p>How do we build a house?</p>	<p>Bring out different types of houses that can be built (single and multiple dwellings) and the various jobs involved.</p> <p>A visit to a new house near the school would be interesting.</p> <p>Have class make illustrated lists of materials, tools, and workmen needed for building a house.</p> <p>Identify on globe the places where materials can come from: Example-Redwood-California Douglas Fir-Washington. Stress economic factors in getting materials: transportation credit money exchange</p> <p>Stress exchange of labor for money by contractor and his workers, and interdependence of workers.</p>	<p><u>Filmstrip Index</u> No 9-b-f, 12 a-d.</p> <p><u>Benfic: How We Get Our Shelter.</u> pp. 42-45.</p> <p><u>Watts: Let's Find Out About Houses.</u></p> <p><u>Macmillan: Places Near and Far.</u> pp. 94-99.</p>
<p>Why do people in cities build their houses so close together?</p>	<p>Help children to understand the importance of limited space in cities and that makes land expensive. Try to bring special emphasis to the kind of houses in the neighborhood.</p>	<p><u>S.B. Families And Their Needs.</u> pp. 16-19, 112-113.</p> <p><u>Benfic: How We Get Our Shelter.</u> pp. 36-41.</p> <p><u>S.B. Homes Around World</u> pp. 30-31.</p>
<p>Why do some people move their houses from one place to another?</p>	<p>You might start with questions such as: "Have you ever moved?" "Did you move your house?" "Some people do."</p> <p>Show why some people move from place to place because of their work, need to find water and food, over crowded conditions, or sometimes for vacations.</p>	<p><u>S.B. Families and Their Needs.</u> pp. 16-19, 24, 27.</p> <p><u>Benfic: How We Get Our Shelter.</u> p. 40.</p> <p><u>Filmstrip Index</u> No. 6d, 11a.</p>

UNIT III - CLOTHING

QUESTION	SUGGESTED PROCEDURE	MATERIAL
	<p>Introduce this Unit with your Science unit on Seasons, Weather, Climate.</p> <p>Use the globe to demonstrate this. Charts or graphs for weather and temperature can be introduced.</p>	<p><u>Elementary Science</u> Grade I,II Prov. Curriculum <u>S.B. Earth, Home of People.</u> <u>Globe</u> No. 18,30. Benefic: <u>How We Use Maps and Globes.</u></p> <p><u>Filmstrip Index</u> No. 34,35,36,37,38,39,40e,f,76g.</p>
<p>Why do we wear different clothes for:</p> <p>(a) sunny days (b) rainy days (c) snowy days (d) cold days (e) hot days</p>	<p>Discuss the kinds of clothes needed for particular weather stressing comfort, protection, and importance for good health.</p> <p>The children might make cutout pictures, drawings, paintings or paper dolls depicting proper clothes for weather and seasons.</p>	<p><u>S.B. Earth, Home of People.</u> No. 1,3,6,9,11,19,22,23,25,29.</p> <p>Follett - <u>Exploring Our Needs</u>. pp. 82-85.</p>
<p>How do the right clothes protect our health?</p>	<p>Or, have an impromptu play or puppet show telling about the health problems which arise when a child goes out without his rain clothes, etc.</p>	<p>Benefic: <u>How Weather Affects Us.</u></p> <p><u>S.B. Families and Their Needs.</u> pp 62-63.</p>
<p>Why should we take care of our clothes?</p>	<p>Stress:</p> <ol style="list-style-type: none"> 1. The child's responsibility in taking care of his clothes. 2. That it can be fun to wear used clothes given to them by a friend or big brother or sister. 3. Clothes cost money. 	<p>Watts: <u>Let's Find Out About Clothes.</u> pp. 8-40.</p> <p><u>Filmstrip Index</u> No. 32,33,62d,58, 14a,b</p>
<p>Why do people in different states in the U.S. wear different kinds of clothes?</p>	<p>Show how climate affects what we wear. Compare February in Rhode Island and Florida-or California. Compare clothes in Alaska and Hawaii.</p>	<p>Use Globe Travel Folders.</p> <p><u>Filmstrip Index</u> No. 13b,1a,b,42,46,58, or any others.</p>

Unit III - Clothing (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
	What would we pack if we were going to take a winter vacation in: Florida, Mexico, the Caribbean, New York City, New Hampshire, Canada?	Study Print SP-73. <u>S.B. Homes Around World</u> pp. 58-63. Canada.
Why do Eskimos wear such warm clothes all year around?	With the globe help the children to understand that even summer in the Polar Region is similar to our Winter.	Globe <u>S.B. Earth, Home of People.</u> No. 2,22,25. <u>S.B. Families and Their Needs.</u> p.25.
Do people in all hot countries dress the same way?	Help them to discover the difference between hot, rainy lands and hot, dry lands. Compare summer clothes in the U.S. with clothes in the African Congo.	<u>S.B. Families and Their Needs.</u> pp. 64-66. <u>S.B. Earth, Home of People.</u> No. 6,11,1,19.
Why do people who live near each other dress very much the same?	Climate, culture, and style influence how people dress in any area. Suggest that in countries such as Japan some people prefer to retain their traditional dress and others have adopted western clothes.	<u>S.B. Families and Their Needs.</u> pp. 66-67,25,124-125 Clothes. <u>S.B. Earth, Home of People.</u> No. 1,2,6,9,11,12,15,19,22,25.
For what special reasons do people wear different clothes?	Uniforms-policemen, firemen, doctors, nurses, bus drivers, mailmen, etc. Games, parades, festivals. Costumes-plays and holidays (Halloween) <u>Additional</u> If the children are interested they could read <u>I Want to Be</u> books-Children Press.	<u>UNICEF: Wonderful World of Clothes.</u> <u>Filmstrip Index</u> Chose any countries. <u>S.B. Families and Their Needs.</u> pp. 68-71,95,100,103,118,120-121,123. <u>S.B. Earth, Home of People.</u> pp. 10,12.

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Where do we get material for clothes?</p>	<p>Read: "What Shall I Be?" P.265- <u>Families at Work-SRA.</u></p> <p>Children can make costumes, or dress puppets or make paper dolls.</p> <p>Poem SRA p.97 "Fathers at Work."</p> <p>Have children bring in different kinds of material for a display. -Tying together items of cloth with kinds of materials.</p> <p>Some groups might do simple weaving.</p>	<p>Use dolls, pictures, etc., showing costumes.</p> <p><u>UNICEF: Wonderful World of Clothes.</u></p> <p>Watts: <u>Let's Find Out About Clothes.</u> pp. 16-19.</p> <p><u>Filmstrip Index</u> No. 10c, 13b, 46, 73, 74.,</p> <p>S.B. <u>Families and Their Needs.</u> pp. 72-129.</p> <p>Ginn: <u>Neighborhood and World.</u> pp. 70-80.</p> <p>Benefic: <u>How We Get Cloth.</u> Good Teacher Reference.</p> <p>Watts: <u>Let's Find Out About Clothes.</u> pp. 20-28.</p> <p>Allyn-Bacon: <u>Learning About Our Neighborhood</u> pp. 92-97.</p>
<p>How were clothes made long ago?</p>	<p>Help the children to understand how individual families often supplied their own materials as well as making the cloth and clothes.</p> <p>Can children see that this would not be possible in our present society?</p> <p>Read story in SRA "Pelle's New Suit."</p>	<p>S.B. <u>Families and Their Needs.</u> pp. 80-85</p> <p>Ginn: <u>Neighborhood and World.</u> p. 83.</p> <p>SRA <u>Families at Work.</u> p. 42</p> <p>MacMillan: <u>Places Near and Far.</u> pp. 34-35.</p> <p>Follet - <u>Exploring Our Needs.</u> pp. 96-101.</p>

Unit III - Clothing (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIALS
<p>How are most clothes made now?</p>	<p>Help the children realize that the clothes they buy in a store are made in mass production in a factory.</p> <p>Again there is interdependence from sources of supply to the finished product; from the producer to the consumer.</p> <p>There are still people - even in the city - who make many of their own clothes from choice or to save money.</p>	<p><u>S.B. Families and Their Needs.</u> pp. 86-93.</p> <p><u>Filmstrip Index</u> No. 74E.</p> <p><u>Watts: Let's Find Out About Clothes.</u> pp. 42-52.</p> <p><u>A.B. Learning About Our Neighbors.</u> pp. 86-91.</p>
<p>What would we see if we went to a clothing factory?</p>	<p>Children can copy in a step by step procedure the process of making clothes from design to customer.</p> <p>An assembly line idea can be set up by making a paper dress (doll size). Each child would have a job: Tracing the pattern, cutting pasting on pockets, collars, buttons, etc.</p> <p>This will show how people can work together for efficiency and also how they can become specialists in one process.</p>	<p><u>S.B. Families and Their Needs.</u> pp. 88-93.</p> <p>Ginn: <u>Neighborhood and World.</u> pp. 81-82.</p> <p>Benfic: <u>Visit a Dairy and Clothing Factory.</u> pp. 28-47.</p> <p>Benfic: <u>How We Get Our Clothing.</u></p> <p><u>A.B. Learning About Our Neighbors.</u> pp. 98-102.</p>
<p>How would you start a clothing factory?</p>	<p>These stories will show children the planning, work and also risk involved in running a business.</p>	<p>SRA <u>Families at Work.</u> pp. 151-152. Poems pp. 154-155. Song p. 154.</p>
<p>How has manufacturing changed the kinds of clothes worn in most countries?</p>	<p>The children can see how factory made clothes can be transported to stores anywhere in the world. If people have the money and chose to buy the clothes the same styles could be seen anywhere.</p>	<p>Follett - <u>Exploring Our Needs.</u> pp. 102-9.</p>

UNIT IV - FOOD

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>What kinds of food do we eat?</p>	<p>This Unit could be introduced with a game like "what do you like best to eat?" etc. Foods could be listed and illustrated in categories. Magazines afford readily available pictures and children can draw, paint, and cut and paste pictures of food.</p>	<p>Old Magazines Art Materials Cook-<u>Food and Nutrition</u>. Follett - <u>Exploring Our Needs</u>. pp. 18-53. (use with Unit IV)</p>
<p>Why do we need to eat certain kinds of food?</p>	<p>Impromptu plays or puppet shows could demonstrate what happens to a child who eats only what he chooses. Picture charts of vegetables, fruits, proteins and desserts can be made.</p>	<p><u>Filmstrip Index</u> No. 32f,g,48,50,75c 76h.</p>
<p>Why don't all people like the same things to eat?</p>	<p>Different tastes in food will often reflect ethnic backgrounds.</p> <p>Children will see that we usually like what we are familiar with. (Best example S.B. picture No. 2).</p> <p>Some people are obliged to eat what is available; others may import foods from all over the world.</p> <p>A guessing game can be fun and be a learning situation. Each child can ask a question about food such as: "I live near the ocean, what do I eat?" "I live in a desert. Do I have fresh vegetables?" Accept any answers that can be true.</p>	<p><u>Filmstrip Index</u> No. 24,21b,1h,8,1,17.</p> <p><u>S.B. Earth, Home of People</u>. No. 2,5,15,22,27.</p> <p><u>S.B. Families and Their Needs</u>. pp.34-35,26,27.</p> <p>Globe.</p> <p><u>UNICEF-Food Wonders of the World</u>.</p>

Unit IV - Food (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
How did people get food long before there were super-markets?	<p>Help the children to understand that:</p> <ol style="list-style-type: none"> 1. Early people were completely dependent upon the availability of food in their immediate environment. 2. Most of their time was spent procuring food. 3. Until people planted seeds and raised animals to eat they had to move frequently to find food. <p>Show pictures of how some people still use fairly primitive methods of getting and preparing food.</p>	<p>S.B. <u>Families and Their Needs</u>, pp. 36-40.</p> <p><u>Filmstrip Index</u> No. 10d, 60d.</p> <p>Benefic: <u>How Foods Are Preserved</u>. pp. 11-15.</p> <p>S.B. <u>Earth, Home of People</u>. No. 5, 22, 27.</p> <p>SRA <u>Families at Work</u>. p. 195. "Then and Now" p. 203 Story</p> <p>UNICEF: <u>Food Wonders of the World</u>.</p> <p>MacMillan: <u>Places Near and Far</u>. pp. 130-132.</p>
What do you find in a supermarket?	<p>A visit to the supermarket can often be arranged if there is one in the neighborhood.</p> <p>Many children are more familiar with this type of store than with a small neighborhood grocery, but, especially in the ghetto areas, people do use the neighborhood store because it is within walking distance and it is more convenient to buy a few items there.</p>	<p>S.B. <u>Families and Their Needs</u>, pp. 58-59.</p> <p>Ginn: <u>Neighborhood and World</u>. pp. 66-68.</p> <p>SRA <u>Families at Work</u>. pp. 201-205.</p> <p>Allyn-Bacon: <u>Learning About Our Neighbors</u>. pp. 47-56.</p>

Unit IV - Food (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Where does the food come from that we buy in a store?</p>	<p>Have the children list all the foods that they have seen in a store.</p> <p>These can be divided into categories:</p> <ul style="list-style-type: none"> Vegetables, Fruit Grain Meat Milk Sugar Canned foods Frozen foods <p>Children can suggest where and how each item was produced. Then each can be studied separately.</p>	<p><u>Filmstrip Index</u> No. 13 f, g, 47a. 72d, 75b, c, c</p>
<p>How does the farmer help us?</p>	<p>Vegetables, Fruit, Grain.</p> <p>The children can plant seeds in school, and hopefully at home, and watch them grow. This same process can be applied to farming from the small home vegetable garden to the largest commercial farm.</p> <p>Have children bring in pictures or the actual food made from various grains.</p> <p>Stress the necessity of both producer and consumer.</p>	<p><u>S.B. Families and Their Needs.</u> pp. 45-51. Farming</p> <p>Ginn: <u>School and Neighborhood.</u> p. 74 Family Garden, n. 79 Corn, 73 and 80 Apples.</p> <p>Ginn: <u>Neighborhood and World.</u> pp. 48-49 Truck Farm; pp. 55-58.</p> <p>MacMillan: <u>Places Near and Far.</u> pp. 55-83, 108-115, 121-125.</p> <p>Allyn-Bacon: <u>Learning About Our Neighbors.</u> pp. 57-60. Cacao.</p>

Unit IV - Food (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIALS
<p>How do we get our dairy products?</p>	<p>Illustrated lists of dairy products can be made by children.</p> <p>A trip to a Dairy or Ice Cream Plant would explain more than any books.</p>	<p><u>Filmstrip Index</u> No. 50a, 40a.</p> <p>Benefic: <u>You Visit A Dairy.</u></p> <p>Benefic: <u>How We Get Our Dairy Foods.</u></p> <p>Ginn: <u>Your Neighborhood and the World.</u> pp. 42-47</p> <p>S.B. <u>Families and Their Needs</u> p. 55</p> <p>MacMillan: <u>Places Near and Far.</u> pp. 30-47</p>
<p>Where does most meat come from?</p>	<p>Children should learn to connect meat with the correct animals.</p>	<p><u>Filmstrip Index</u> No. 50d.</p> <p>Ginn: <u>Your Neighborhood and The World.</u> pp. 62-65</p> <p>S.B. <u>Families and Their Needs.</u> p.54</p>
<p>Where do we get sugar?</p>	<p>Sugar is so well known to children but most of them will have no knowledge of its source.</p>	

Unit IV - Food (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>How are foods preserved?</p>	<p>The entire story of food preservation is told in <u>How Foods are Preserved</u>.</p> <p>Today's children live in a world of canned, frozen, and pre-cooked foods.</p> <p>This would be a good chance to show how people in some countries would not be able to use frozen foods because of lack of refrigeration (refer to housing). How do Eskimos keep their food?</p> <p>Children will know about the kind of food the Astronauts eat.</p>	<p>Benefic: <u>How Foods Are Preserved</u>.</p> <p>Ginn: <u>Neighborhood and World</u>, pp. 37-41.</p> <p>S.B. Earth, <u>Home of People</u>, No. 7.</p> <p><u>Filmstrip Index</u> 75 d</p>
<p>What would we see at a bakery?</p>	<p>A trip to a bakery is the best way to study this part of the Unit.</p> <p>We are invited to Tip-Top Bakery, 461 Eddy Street, Providence (331-7734).</p> <p>Repeat interdependence, producer and consumer</p>	<p>Ginn: <u>Neighborhood and World</u>, pp. 59-61.</p> <p>SRA <u>Families at Work</u>, P.C.-p.241 Story "A Visit to the Bakery."</p> <p>Allyn-Bacon: <u>Learning About Our Neighborhood</u>, pp. 69-84.</p> <p><u>Filmstrip Index</u> No. 40d, 50b.</p>
<p>How could you start a bakery?</p>	<p>After listening to the story of Mr. Baker and Mr. No-Good the class might like to act out these parts.</p> <p>The stories show what is necessary to be a success in a business including qualifications, money, product and workmen.</p>	<p>SRA <u>Families at Work</u>, T.M. p. 150 Poem p. 146 p. 149 Story "Mr. No-Good."</p>

UNIT V - CULMINATING ACTIVITIES

QUESTION	SUGGESTED PROCEDURE	MATERIAL
<p>Analysis of selected Cultural Patterns.</p>	<p>Select one or more of the following cultures asking questions about food, clothing and houses.</p> <p>For any countries chosen make use of travel folders, posters, post cards, dolls, personal slides and movies, etc. that are available to you. If possible invite someone who has visited these places to speak to the class.</p> <p>1. Eushmen (Kalahari Desert-Africa) This is a primitive culture. Specific material in SRA. Also Benefic: <u>How People Live in Africa</u> p. 34. Fideler: pp. 81-82.</p> <p>Filmstrips 16b and c show modern cities in Africa so that children will see the picture of Emerging Africa.</p> <p><u>Homes Around the World</u> will also show this.</p>	<p>SRA <u>Families at Work</u>. Teacher's Manual pp. 34-35.</p> <p>Appendix B Teacher Reference Benefic: <u>How People Live in Africa</u>. (In Grade VI Rooms pp. 6-39.)</p> <p>Fideler: <u>Africa</u>. (In Grade VI Rooms)</p> <p>Audio-visual SVE Study Prints SP-65 Children of Africa</p> <p><u>Filmstrip Index</u> No. 16b, c.</p> <p>S.B. <u>Earth, Home of Man</u>. No. 4,5,6,28.</p> <p>S.B. <u>Homes Around World</u>. pp. 98-107.</p>

Unit V - Culminating Activities (cont'd.)

QUESTION	SUGGESTED PROCEDURE	MATERIAL
	<p>2. Pueblo Indians (Southwest U.S.)</p> <p>The SRA story and the filmstrip are excellent.</p> <p>The unusual houses and things the people produce will provide interesting material for the children to draw, paint and construct.</p> <p>"The Ditch That Brings Food" on p. 35 SRA is an interesting story.</p> <p>Read the story of the Zuni Indians (Appendix C) and build questions from this story.</p> <p>3. Rural Mexico</p> <p>The children will find Mexico colorful. They will enjoy making a Pinata and planning a Fiesta. A few Spanish words will intrigue them. The materials on food, clothing and houses are plentiful. No. 27 Filmstrip is exceptional.</p>	<p><u>SRA Families at Work</u>. Teacher's Manual p. 35- "Pueblo"</p> <p><u>Filmstrip Index</u> No. 21, 76</p> <p>In Social Studies Office or Grade III MacMillan: <u>America Today and Yesterday</u>. pp. 171-179, 183-193.</p> <p>Appendix C- Zuni Indians</p> <p>Allyn-Bacon: <u>Learning About Our Families</u>. pp. 65-82.</p> <p><u>Filmstrip Index</u> No. 17j, 22, 23, 24, 25, 26, 27.</p> <p>S.B. <u>Work Around World</u>. pp. 66, 67, 84, 85, 138, 139.</p> <p>S.B. <u>Homes Around World</u>. pp. 66-67.</p> <p>Teacher's Reference Follet: <u>Exploring American Neighbors</u>.</p> <p>Fideler: <u>Mexico</u>. Gr. VI pp. 11-27, 35-41, 84-100, Food 101-107. Clothes, 108-114.</p> <p>Follett: <u>Exploring Our Needs</u> pp. 174-91.</p>

Unit V - Culminating Activities (cont'd.)

QUESTION	SUGGESTED ACTIVITIES	MATERIAL
	<p>4. Rural Japan</p> <p>Houses and clothes will provide the class with material for art work. Making paper dolls is appealing.</p>	<p><u>Filmstrip Index</u> No. 3, 171, 27, 28, 29, 71.</p> <p>S.B. <u>Homes Around World.</u> pp. 132-136.</p> <p>MacMillan: <u>Places Near and Far.</u> pp. 84-91.</p> <p>S.B. <u>Work Around World.</u> p. 122.</p> <p>Teacher Reference: (Grade VI.) Benefic: <u>How People Live in Japan.</u> pp. 7-15, 25-35.</p> <p>Fideler: <u>Japan.</u> (Grade VI.) pp. 122-129, 140, 147-149.</p> <p>Laidlaw: <u>Families and Social Needs.</u> pp. 52-60; 74-80; 106-112.</p>

HOLIDAYS

<u>HOLIDAY</u>	<u>DATE</u>	<u>REFERENCE</u>
Labor Day	1st Monday September	Benefic, SVE
Columbus Day	October 12	Benefic, Ginn, SVE
Halloween	October 1	Benefic, Cook, UNICEF, SVE
Veteran's Day	November 11	Benefic, Cook, SVE
Thanksgiving	4th Thursday, November	Benefic, Cook, Ginn, SVE, MacMillan
Hanukkah	December	Cook, Ginn, UNICEF
Christmas	December 25	(See special Section)
New Year's	January 1	Benefic, UNICEF, SVE
Martin Luther King's Birthday	January 15	
Lincoln's Birthday	February 12	Benefic, Cook, SVE
Valentine's Day	February 14	Benefic, Cook, SVE
Washington's Birthday	February 22	Benefic, Cook, Ginn
Easter	March or April	Benefic, Cook, UNICEF, SVE
Arbor Day	May 4	Benefic, Ginn, SVE
Mother's Day	May	Benefic, Cook, SVE
Memorial Day	May 30	Benefic
Father's Day	June	Cook
Independence Day	July 4	Benefic, Cook, MacMillan, Ginn, SVE

Filmstrip Index
No. 61 Story of our
Holidays

OTHER SPECIAL DAYS

<u>DAY</u>	<u>DATE</u>	<u>REFERENCE</u>
Fire Prevention	October	Benefic
Book Week	November	Benefic
May Day	May 1	Benefic, SVE
Rhode Island Independence Day	May 4	
Flag Day	June 14	Benefic
Devali in India		UNICEF
Buddhist Water Festival inailand		UNICEF
End of Ramadan in Pakistan		UNICEF
Doll Festival in Japan		UNICEF
General Holiday Decorations		<u>Filmstrip Index</u> No. 59
Chinese New Year		

CHRISTMAS AROUND THE WORLD

QUESTION	SUGGESTED PROCEDURE	MATERIALS
<p>How do people decorate their houses at Christmas?</p>	<p>Christmas customs in various parts of the world show similarities and differences in people and reflect their culture and history.</p> <p>The Silver Burdett teacher's manual suggests many art activities.</p>	<p>S.B. Teacher's Manual <u>Christmas Around World.</u></p> <p>Fideler: <u>Christmas in Many Lands.</u></p> <p>UNICEF: <u>Festival Book.</u></p>
<p>What special foods do people eat at Christmas?</p>	<p>These general questions can be applied to any countries.</p> <p>The specific countries covered by the materials listed are:</p>	<p>Benefic: <u>How We Celebrate Fall Holidays.</u></p>
<p>Why do people wear special clothes at Christmas?</p>	<p>United States Italy Netherlands Norway Mexico Sweden</p>	<p>Cook: <u>Christmas Picture.</u></p>
<p>What Christmas symbols are special for each country?</p>	<p>Puerto Rico Denmark Austria England Germany Poland Spain</p>	<p>Audio-Visual S.B. Picture Packet-<u>Christmas Around World.</u></p> <p>SVE-<u>Holidays</u></p>
<p>How does climate affect the way people celebrate Christmas?</p>	<p>General explanations of Christmas are in the Benefic and Ginn books.</p>	<p><u>Filmstrip Index</u> No. 61,67</p>

VOCABULARY

assembly line

basic needs

city

climate

community

country

directions

earth

environment

equator

factory

furnishings

globe

land

manufacturing

neighborhood

preserved

polar

protection

regions

shelter

social studies

symbols

water

FILMSTRIP INDEX

1. SS-F-19 FAMILIES AROUND WORLD
 - (a) Mexican Family
 - (h) Eskimo Family
2. SS-C-7 CHILDREN OF EUROPE
 - (b) Ski Meet (Norway)
 - (c) Robi's Alpine Adventure (Swiss)
 - (d) Simone's Surprise (Bastille Day-France)
 - (f) Paolo's Birthday Ride (Italy)
3. SS-M-18 MODERN JAPAN
 - (b) Children of Japan
4. SS-C-9 CHILDREN OF THE ORIENT
 - (a) Philippines
 - (b) Egypt
 - (c) China
 - (d) Saudi Arabia
 - (e) India
5. SS-F-16 FAMILIES AROUND THE WORLD
6. SS-B-12 BASIC GEOGRAPHY
 - (c) Polar Regions (Penguins, Eskimos, Laps)
 - (d) Life in Desert Lands
7. SS-C-58 CANADAS NORTH
 - (d) Modern Eskimo
 - (f) Artic Islands
8. SS-A-14 SIMON AND LUCY OF ALASKA
Modern Eskimos
9. SS-S-5 SHELTER
 - (a) Why we need shelter
 - (b) Kinds of Houses
 - (c) Building Houses
 - (d) Tools and Materials for Building Houses
 - (e) Parts of house
 - (f) Men who build our houses.
10. SS-F-6 FOOD, CLOTHING, SHELTER
 - (a) How man has learned to shelter himself
 - (b) Man's Shelter Today
 - (c) How man makes cloth
 - (d) Early man and his food

FILMSTRIPS (cont'd)

11. SS-S-26 STORY OF HOUSES
 - (a) First Homes
 - (b) Strange Homes
 - (c) More Strange Homes
 - (d) First Permanent Homes
 - (e) Dwellers in Tents
 - (g) Homes Around the World
 - (i) Homes in U.S. - Old-New

12. SS-H-16 HOW WE GET OUR HOMES
 - (a) Planning
 - (b) Foundation
 - (c) Shell
 - (d) Finishing

13. SS-L-7 LIVING TOGETHER IN U.S.
 - (b) Clothing
 - (c) Houses
 - (f-g) Food

14. SS-A-44 ALASKA
 - (c) People and Way of Life

15. SS-D BANTU

16. SS-C-53 AFRICA
 - (b) Capetown
 - (c) Johannesburg

17. SS-F-2 FAMILIES OF WORLD
 - (e) Africa
 - (j) Mexico
 - (i) Japan
 - (l) United States

18. SS-N-2 NAVAJO CHILDREN

19. SS-W-16 WE LEARNED FROM INDIANS

20. SS-L-21 INDIANS
 - (a) Costumes
 - (b) Houses
 - (c) Dances
 - (d) Crafts

21. SS-1-4 INDIANS
 - (a) Clothing
 - (b) Food
 - (c) Shelter

FILMSTRIPS (cont'd)

22. SS-M-14 MEXICO, SOUTHERN NEIGHBOR
23. SS-L-13 OUR NEXT DOOR NEIGHBOR
(a) Mexico
24. SS-M-13 OUR FRIENDLY NEIGHBOR
The People
(c) Food, Homes, Dress
25. SS-M-9 MEXICO
(b) Children
(d) Geography
26. SS-M-7 MEXICO
(a)
(b)
(c)
27. SS-C-8 CHILDREN OF LATIN AMERICA
(e) Fiesta Lay (2 copies)
28. SS-J-4 JAPAN TODAY
29. SS-A-37 ASIATIC LANDS
(a) Japan
30. SS-C-45 CITY LIFE IN JAPAN
31. SS-B-4 BRENDA AND BRIAN IN RHODE ISLAND
32. HS-G-2 GOOD HEALTH
(a) You and Your Clothes
33. HS-G-1 GOOD HEALTH AND YOU
(d) Right Clothes Help Health
34. SC-T-1 THROUGH THE SEASONS
(a-c) Autumn, Winter, Spring, Summer
35. SC-W-9 WHAT WILL THE WEATHER BE?
36. SS-C-1 CALENDAR SERIES
(e) Spring and Summer
(f) Autumn and Winter
37. SC-W-42 WHAT IS A SEASON?
38. SC-F-18 SCIENCE
(a) Spring and Summer
(b) Autumn and Winter

FILMSTRIPS (cont'd)

39. SC-F-19 SCIENCE
(g) Weather Changes
40. SS-C-66 CHILDREN WORLD SERIES (Title II)
(a) Milk
(c) Houses
(d) Bread
(e) Winter-Country
(f) Summer-Country
41. SC-W-30 WHAT IS THE EARTH
42. SS-W-19
(h) Leeward & Windward Is 1
(c) Bahamas & Bermuda
43. SS-H-20 HOUSES USA
44. SS-M-5 GLOBE
(a-f) The Globe
45. SC-F-14 4 Seasons
(a-d)
46. SS-H-10 HOW WE ARE CLOTHED
47. SS-S-17 STORY OF FOOD
48. HS-G-1 RIGHT FOODS
(g) Right foods help health
49. FOOD MAKES-DIFFERENCE
50. SC-H-4 or SS-H-34
(a) Milk
(d) Story of meat
(c) Story of Veg.-Fruits
(b) Bread
51. SS-F-26 4 SEASONS IN RURAL JAPAN
52. SC-F-4
(c) All kinds of weather
53. SS-I-13 HOT AND COLD PLACES

FILMSTRIPS (cont'd)

54. SS-0-9 NEIGHBORHOOD HELPERS
 - (e) Milkman
 - (d) Grocer
55. HS-P-2a FOODS FOR HEALTH
56. HS-W-2 WHY EAT A GOOD BREAKFAST?
57. HS-S-3 SKIMPY AND A GOOD BREAKFAST
58. SS-W-12 WHAT DO WE WEAR?
59. Title II SS-H-32 HOLIDAY DECORATIONS
60. Title II SS-O-26 OUR COMMUNITY
 - (a) Living on a farm
 - (b) Living in a town
 - (c) Living in a big city
 - (d) Our Food and Clothing
 - (e) Homes We Live In
 - (f) People in our community
 - (g) Working in our community
 - (h) Knowing our community long ago and today
61. SS-S-19
 - (a) New Year's Day
 - (b) Easter
 - (c) Memorial
 - (d) Independence
 - (e) Labor
 - (f) Election
 - (g) Veterans
 - (h) Thanksgiving
 - (i) Christmas
62. SS-C-28 CHRISTMAS WITH WORLD NEIGHBORS
(2 records)
 - (a) Germany
 - (b) Mexico
 - (c) England
 - (d) Norway
63. SS-C-37 CHRISTMAS STORIES
 - (a) Silent Night
 - (b) Tree and other Traditions
 - (c) Santa Claus and other traditions
 - (d) Christmas seals
 - (e) Tree Industry
 - (f) Safe Christmas

FILMSTRIPS (cont'd)

- 64. SS-M-9 MEXICO
 - (c) Christmas
- 65. SS-S-20 CHRISTMAS IN MANY LANDS
- 66. Title II E-F-15 FOLK TALES FROM MANY LANDS
 - (a) China
 - (b) Czechoslovakia
 - (c) England
 - (d) Germany
 - (e) India
 - (f) Ireland
 - (g) Japan
 - (h) Norway
 - (i) Russia
- 67. E-C-1 CHRISTMAS STORIES
 - (a) Christmas Carol
 - (b) Night Before Christmas
 - (c) Nutcracker and Mouse King
 - (d) Fir Tree
 - (e) Present for Patsy
 - (f) Christmas Through Ages
- 68. SS-M-17 MUSIC AROUND WORLD
- 69. SS-F-30 FAMILIES OF OTHER LANDS
 - (a) Spain
 - (b) West Germany
 - (c) Jamaica
 - (d) Central Asia
 - (e) India
- 70. SS-B-17 FAMILIES
 - (a) Henk and Henny - Netherlands
 - (b) Steina and Karen - Norway
 - (c) Anthony and Maria - Switzerland
 - (d) Simon and Lucy - Alaska
 - (e) Hanako and Taro - Japan
- 71. SS-J-6 JAPAN
 - (a) Geography
 - (b) Tokyo
 - (c) At Home
 - (d) At School
 - (e) Industries
 - (f) Transportation
 - (g) Culture
 - (h) Leisure

FILMSTRIPS (cont'd)

72. SS-G-21
 (a) Homes Around the World
 (b) Schools of Many Lands
 (c) Music Around the World
 (d) Food Comes From Many Places
 (e) Our Geography
 (f) Families Far Away
73. SS-H-35
 (a) Cotton
 (b) Wool
 (c) Leather
 (d) Rubber
74. SS-C-71 CLOTHING
 (a) Clothes and Why We Wear Them
 (b) Proper Clothes and Their Care
 (c) Where Clothes Come From
 (d) Materials for Clothing
 (e) How Cloth is Made
 (f) Clothing Factory
75. SS-F-29 FOOD
 (a) Kinds of Food
 (b) Where Food Comes From
 (c) Getting Food Ready for Market
 (d) Keeping Food from Spoiling
 (e) Food Store
 (f) Food for Good Health
76. SS-L-28
 (f) Homes
 (g) Clothing
 (h) Food
77. TRANSPARENCIES
 (a) Ways of Living (8) TRSS-65 (a-h)
 (b) Rooms in a House (13) TRSS-67 (a-h)
78. SS-A-50-d PUEBLO DWELLERS
79. EP-25 "People We Know" (with records)
 EP-26 "Places to Go" (with records)
80. SS-F-32 Far Away Families

APPENDIX A PRODUCERS AND CONSUMERS

Most people are producers and consumers. As everyone without exception uses goods all people are consumers. Not all people are producers. Reasons for not producing are age - too young, or too old, physical disability, mental incompetence, temporary unemployment, or lack of initiative to work.

There are two kinds of producers. People who make useful goods are producers of goods. People who do useful work for others are producers of services.

Some examples are:

Producers of goods:

farmer, fisherman, carpenter, baker, tailor, manufacturer, writer, composer, chemist.

Producers of services:

Policeman, fireman, postman, teacher, librarian, sales clerk, doctor, nurse, barber, painter, truck driver, garbage collector.

APPENDIX B

BUSHMEN

The bushmen, one of the most primitive people living today, live in the Kalahari Desert which is in South West Africa and western Bechuanaland. This is a flat, dry, barren land broken only by an occasional baobab tree. This unusual tree, which can grow as tall as 200 feet and as wide as 30 feet in diameter, has huge white flowers and pear shaped, bitter fruit. This fruit is a source of food for the Bushmen during the summer.

Water is the greatest problem in this area. Rain falls for only three months a year starting in December. Between March and December all water dries up and the people must depend largely upon water stored in ostrich shells. A hole is dug with a stick, in the sand where water is expected to be found. The end of a reed is covered with grass, to filter the water, and pushed into the hole. Water is sucked, by mouth, through the reed and stored in the ostrich shells. The reed is left in the hole to be used later.

Roots, berries, onions, pea-like pods, cucumbers and melons all growing wild are the principal foods as well as source of moisture during the long, dry season. Women spend most of their days looking for and gathering these foods as nothing but wild plants will grow in this desolate land.

The Bushman men are extremely clever hunting, and killing wild antelope, hogs, porcupines, partridges and occasionally giraffe. They use a poisoned arrow that is usually made of bone. Every part of the animal is used for food or clothes. The bones are made into new arrow heads.

There is no formal chief or king of the Bushmen. Each family group or band lives and travels together, usually twenty to twenty-five in number. A particular territory is traditionally used by a group and the people move within this area. No really permanent houses are built because as soon as the food and water supply is depleted in any area the group moves on. Often they simply construct domes of grass for protection from the sun, or settle under a baobab tree. This is very little protection against the extremes in temperature which can vary in winter from 80° at noon to well below freezing at night. Their more lasting type shelters are conical shaped huts made of boughs set in the ground in a circle, tied together at the top and covered with grass.

The Bushmen wear very simple clothing made of animal skins. The men have just a loin cloth, the women an apron and cape all of which are made of leather. The cape is used for carrying babies or food as well as for protection from the sun and cold.

Appendix B - Bushmen (cont'd.)

The bushmen are a dignified, peace-loving people whose only break from the monotony of their lives is their medicine dance and the singing which accompanies it. Physically they are rather small with the men a little over five feet tall and the women a little under. They have dark yellowish skin and tight black curly hair.

Teacher Reference:

Thomas, Elizabeth Marshall, The Harmless People, Vintage Books, 1959.
(Social Studies Office)

Gibbs, James, People of Africa, No. 67 Bushmen (King)
(at XIC Library)

Film: Bushmen, Remnants of a Race, Encyclopedia Britannica.

THE ZŪNI INDIANS

The Indian tribes of the Southwest lived in villages which the Spanish explorers called "pueblos." The Indians became known as the Pueblo Indians. There were several different tribes in this group.

The largest pueblo was in the northwestern corner of what is now the state of New Mexico. It was the village of Zūni. There were almost 2,000 Zūni Indians living there in houses made out of adobe, or sun-dried brick. Some of the Zūni did not live in the village. They spent most of the year away from the pueblo in farming villages. They returned to the pueblo to celebrate religious ceremonies at different times during the year.

There was not much water in this area except for some mountain springs and the Zūni River. The river was almost dry during most of the year. Despite the lack of water, the Zūni were able to grow enough food to live without famine.

Most of the Zūni were farmers. They grew maize, beans, and squash. They irrigated the land by bringing water from the mountain springs by hand.

All of the men of the family worked together in the fields and brought the food to one storeroom for all family relatives to share.

The Zūni believed that the best way to live was to work together and to share things with others. Not only did they labor together in the fields and share their food, but the Zūni helped each other in many other ways, too. They built new houses together. The women ground the corn together. All members of the family shared in bringing up the children. If a man had wealth, he shared it with others.

According to the Zūni, a man who thought only about himself was not a good man. In fact, no individual person should stand out from the group too much. A person who seemed to be a strong leader was often accused of being a witch. In foot racing, a contest in which two men kicked a stick for twenty-five miles, a man who won too often was not allowed to run any more.

The foot race was really a religious ceremony. It was done to bring a blessing upon the whole community. The Zūni religion also showed some other ways in which being one of the group was very important. Most of the religious ceremonies were performed in a group. There were very few private prayers. The many dances, songs and ceremonies were performed together for the common good. Most of the prayers asked for rain.

The Zūni were very strict about performing their prayers in just the right way at the right time. They thought that if prayers were said in the wrong way--if even one word was forgotten or left out--the prayer would not be

THE ZUNI INDIANS (cont'd)

answered. If there was a mistake there might not be any rain or good crops might not grow. Everyone would then suffer.

The Zuni priests ruled over the people in everything to do with religion. These priests were men who knew the religious prayers and ceremonies perfectly. The priests appointed another group of men to rule over everything not having to do with religion. These men did not have much power to make the people do what they said. But most of their decisions were obeyed because the Zuni did not like to argue. Most of the problems brought before this group had to do with the settlement of questions about who inherited property after a man died. Murder, fighting and stealing seldom happened. The Zuni rarely did anything which was not thought to be right for fear of being shamed by the whole community.

Zuni were brought up from the time that they were very young children to do what the community thought was right. But Zuni parents were not strict with their children. A Zuni child was hardly ever spanked or scolded by his parents. Instead, the child was made to feel ashamed if he did something not considered right. A Zuni child was praised by being told that he acted like an adult.

Zuni boys were allowed a great deal of freedom. Boys were free to roam and play until they were about nine years old. At nine the boy began to work with his father or other male relatives.

Zuni girls did not have as much freedom. While she was allowed to play with other little girls for a short time during her childhood, the Zuni girl began early to learn household skills. She spent most of her time at home with her mother.

While girls seldom joined the sacred religious societies, all Zuni boys were initiated into the Katana society twice. The first time was between the ages of five and nine and the second time was at age fourteen. During the ceremony the Katana dancers performed. They were really men of the society, but the Zuni boys were told at the first ceremony that they were gods. At the second ceremony when the boy was fourteen he was told that they were not real gods. The boys were forbidden to tell this secret under threat of death. It was after this second ceremony that a boy could then become a member of one of the six religious societies of men.

When young Zuni boys and girls came to the age of marriage they followed a simple ritual. The young man asked the girl if he could visit her house. If she was interested in him she took him to her home where he was given some food. He then stayed at the girl's parents' house for five days. During that time he worked for her parents. On the sixth morning he went home but soon returned with a present of a wedding dress for the girl which his mother had sent her. The bride and groom then returned to his house with a present of ground flour. They all ate together and then the couple returned to the bride's house to live with her family. The groom began working in the fields of his wife's family.

The Zūni Indians (cont'd.)

Zūni men took only one wife. However, if the couple quarreled often they got divorced. This was done if the husband simply returned to his mother's house to live. If a man's wife was unhappy with him, she simply put his clothes and other possessions outside the door of their house. This was a signal for him to return to his mother's household.

Because the Zūni disliked arguing, most married couples lived together happily for many years. Yet if a couple could not live together peacefully, divorce was allowed. It was considered better to be divorced than to live together in a way which was not the Zūni way.

Gibson, John S. Race and Culture in American Life, Lincoln Filene Center for Citizenship and Public Affairs, Cambridge, Tufts University, 1967.

THE ZŪNI INDIANS

1. What were the Zŭni houses like?
2. What kind of work did most Zŭni do?
3. What things in life did the Zŭni consider most important?
4. Describe the Zŭni religion.
5. Who ruled the Zŭni?
6. How were Zŭni children brought up?
7. How did Zŭni go about getting married? Divorced?