DOCUMENT RESUME

ED 048 165             SP 007 052

TITLE       Man's Basic Needs. Resource Units, Grade 1. Providence Social Studies Curriculum Project.
INSTITUTION Providence Public Schools, R.I.; Rhode Island Coll., Providence.
REPORT NO   CRP-6-1195
PUB DATE    70
NOTE        39p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE  EDRS Price MF-$0.65 HC-$3.29
DESCRIPTIONS *Curriculum Guides, *Grade 1, *Social Studies, *Urban Teaching

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)
MAN'S BASIC NEEDS
RESOURCE UNITS
GRADE 1

RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Suggestions to Teachers</td>
<td>1</td>
</tr>
<tr>
<td>II.</td>
<td>Unit I - Overview</td>
<td>2</td>
</tr>
<tr>
<td>III.</td>
<td>Unit II - Houses</td>
<td>4</td>
</tr>
<tr>
<td>IV.</td>
<td>Unit III - Clothing</td>
<td>8</td>
</tr>
<tr>
<td>V.</td>
<td>Unit IV - Food</td>
<td>12</td>
</tr>
<tr>
<td>VI.</td>
<td>Unit V - Culminating Activities</td>
<td>17</td>
</tr>
<tr>
<td>VII.</td>
<td>Holidays</td>
<td>20</td>
</tr>
<tr>
<td>VIII.</td>
<td>Other Special Days</td>
<td>21</td>
</tr>
<tr>
<td>IX.</td>
<td>Christmas Around the World</td>
<td>22</td>
</tr>
<tr>
<td>X.</td>
<td>Vocabulary</td>
<td>23</td>
</tr>
<tr>
<td>XI.</td>
<td>Filmstrip Index</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Producers and Consumers</td>
<td>31</td>
</tr>
<tr>
<td>B.</td>
<td>Bushman</td>
<td>32</td>
</tr>
<tr>
<td>C.</td>
<td>Zūni Indians (Pueblo)</td>
<td>34</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we know about families everywhere?</td>
<td>Briefly review Kindergarten Social Studies. Members of family - here and in other countries. Work people do. Family recreation. Show Cook pictures to stimulate conversation about families - remembering that 1 father, 1 mother, and children is not the only family group. Many other family patterns exist here and in other countries. Every family has a person at its head, but it is not always the father. Silver Burdett charts and Cook pictures suggest a variety of jobs and kinds of recreation for adults and children.</td>
<td>Earth, Home of People; Silver Burdett Picture Packet. Work: No. 4, 5, 7, 8, 12, 15, 22, 24, 26, 27, 28. Recreation: No. 2, 6, 8, 9, 10, 11, 13, 14, 15, 17, 19, 20, 29. Audio-visual Filmstrip Index No. 1-8, 15, 22, 29, 70, 71, 72f, 79, 80. S.X. Books Homes, Work, and Fun Around World. Study Prints SP-44, 55, 56, 71, 72, 73, 74.</td>
</tr>
<tr>
<td>Do you think all people live the same way in our city?</td>
<td>This is the time to establish the Globe as the center of interest in the room. Let the children handle it and start locating different places and climatic regions. Most questions can be correlated with globe usage.</td>
<td>Cook - Children Around World. Use dolls of many countries, travel folders, personal pictures, slides and souvenirs. Globe S.X. Earth, Home of People. No. 7, 18, 20, 30. Benefit: How We Use Maps and Globes. Filmstrip Index No. 41, 44. Globes S.X. Picture Packet No. 1, 17, 22, 23, 24, 27.</td>
</tr>
</tbody>
</table>
**Unit I - Overview (cont'd.)**

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do all people need food, clothing and shelter?</td>
<td>Elicit through discussion that we need:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Houses for protection from the climatic elements and dangers and for comfort and privacy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food to maintain health and for pleasure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clothing for protection and comfort.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stress also the esthetic value of houses, clothes and food.</td>
<td></td>
</tr>
<tr>
<td>Why are houses, food, and clothing different in different countries?</td>
<td>Stress climatic regions and the way they influence &quot;How&quot; people live.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From pictures, filmstrips and the globe establish the idea that all people have the same basic needs but achieve them according to their skills, culture and environment.</td>
<td></td>
</tr>
</tbody>
</table>
# Unit II

## Houses

### Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Suggested Procedure</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are houses different around the world?</td>
<td>Introduce unit by reading poem &quot;Houses.&quot; There are 25 different kinds of houses described. List these for future reference to draw or construct.</td>
<td>SRA Families at Work. Teacher's Manual, pp. 21-22.</td>
</tr>
<tr>
<td></td>
<td>Plan a walk around the school neighborhood, noting different kinds of houses in neighborhood.</td>
<td>S.B. Homes Around World. More than a dozen kinds of houses.</td>
</tr>
<tr>
<td></td>
<td>Show pictures of various houses.</td>
<td>Filmstrip Index No. 40c, 60c, 72c, 76c, (Transparencies) 77c.</td>
</tr>
<tr>
<td></td>
<td>Name country and locate on globe referring to general region.</td>
<td>S.B. Earth, Home of People. No. 4, 5, 19, 22, 23, 24, 27.</td>
</tr>
<tr>
<td>Why do some people use just materials near them and others use materials from far-away places?</td>
<td>From an economic point show how some people can afford to import material from all over the world.</td>
<td>Picture Packet: &quot;Houses&quot;</td>
</tr>
<tr>
<td></td>
<td>Let class begin to draw pictures of their own houses and houses in other countries.</td>
<td>Filmstrip Index No. 40c, 77a (Transparencies)</td>
</tr>
<tr>
<td></td>
<td>Collect pictures from magazines of houses and snap shots of pupil's and teacher's houses where available.</td>
<td>Filmstrip Index No. 9a.</td>
</tr>
<tr>
<td>How do houses shelter us?</td>
<td>From the children's knowledge of &quot;why&quot; 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.</td>
<td>Filmstrip Index No. 9a, 10a, and b, 11a-1, 43, 13c.</td>
</tr>
<tr>
<td>Did people always have houses?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit II - Houses (cont'd.)

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the first houses like?</td>
<td>Have the children draw pictures and construct houses. Make a board or table of &quot;FIRST HOUSES!&quot;</td>
<td>S.B. Earth, Home of People. No.4,5,22,23, 24,27.</td>
</tr>
<tr>
<td>How have houses changed since the first houses?</td>
<td>Filmstrips are excellent.</td>
<td>Benefit: How We Get Our Shelter. Early Homes pp. 5-35, Modern Homes pp. 36-47.</td>
</tr>
<tr>
<td>How can people help to make their neighborhood a better place to live?</td>
<td>Children can think of ways that can help improve their neighborhood. Stress: 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. 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.</td>
<td>Follett - Exploring Our Needs. pp. 112-128.</td>
</tr>
<tr>
<td>Why do families have different kinds of houses--size? furnishings?</td>
<td>Teacher's Manuals of Silver Burdett (pp.7-15) and Benefic (pp.21-25 and 63-64) offer many suggestions. Try to bring out: 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.</td>
<td>S.B. Homes Around The World. Story Pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRA Families At Work. pp. 24-25 &quot;Little House&quot; pp. 22-24 &quot;New House in the Forest&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrip Index No.776-Transparencies.</td>
</tr>
</tbody>
</table>
RU - Gr. 1

Unit II - Houses (cont'd)

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we build a house?</td>
<td>Bring out different types of houses that can be built (single and multiple dwellings) and the various jobs involved.</td>
<td>Filmstrip Index No 9-b-f, 12 a-d.</td>
</tr>
<tr>
<td></td>
<td>A visit to a new house near the school would be interesting.</td>
<td>Benefic: How We Get Our Shelter.</td>
</tr>
<tr>
<td></td>
<td>Have class make illustrated lists of materials, tools, and workmen needed for building a house.</td>
<td>Watts: Let's Find Out About Houses.</td>
</tr>
<tr>
<td></td>
<td>Identify on globe the places where materials can come from:</td>
<td>Macmillan: Places Near and Far. pp. 94-99.</td>
</tr>
<tr>
<td></td>
<td>Example-Redwood-California</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stress economic factors in getting materials, transportation, credit, money exchange.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stress exchange of labor for money by contractor and his workers, and interdependence of workers.</td>
<td></td>
</tr>
<tr>
<td>Why do people in cities build their houses so close together?</td>
<td>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.</td>
<td>S.B. Families And Their Needs pp. 16-19,112-113.</td>
</tr>
<tr>
<td>Why do some people move their houses from one place to another?</td>
<td>You might start with questions such as: &quot;Have you ever moved?&quot; &quot;Did you move your house?&quot; &quot;Some people do.&quot;</td>
<td>Benefic: How We Get Our Shelter pp. 36-41.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>S.B. Homes Around World pp. 30-31.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.B. Families and Their Needs pp. 16-19,24,27.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefic: How We Get Our Shelter p. 40.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrip Index No. 6d,11n.</td>
</tr>
</tbody>
</table>
**Unit II - Houses (cont'd.)**

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| How has their way of living changed? | With filmstrips, study prints and stories help the children discover:  
   1. How the culture and environment of the Eskimos have influenced their way of life.  
   2. How their primitive existence is changing with ever increasing contact with the rest of the world through communication and transportation. | S.B. *Families and Their Needs*, pp. 22-31.  
                                                                                                                      S.B. *Earth, Home of Man*, No. 2.  
                                                                                                                      *Eskimos*, p.34, "Why Caribu Eskimo Families Live As They Do,"  
                                                                                                                      Filmstrip Index No. 1(h), 6(c), 7(d), 8,11 (e), 14.  
                                                                                                                      Benefic: *How We Use Maps and Globes*,  
                                                                                                                      S.B. *Families and Their Needs*, pp. 22-98.  
                                                                                                                      S.B. *Earth Home of Man*, No. 18,30,22.  
                                                                                                                      Audio-visual SP. 44-61 Alaska. |
**UNIT III - CLOTHING**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIAL</th>
</tr>
</thead>
</table>
| Why do we wear different clothes for:  
(a) sunny days  
(b) rainy days  
(c) snowy days  
(d) cold days  
(e) hot days | Introduce this Unit with your Science unit on Seasons, Weather, Climate.  
Use the globe to demonstrate this. Charts or graphs for weather and temperature can be introduced. | *Elementary Science*  
Grade I,II Prov.  
Curriculum  
S.B. Earth, Home of People.  
Globe No. 18,30.  
Benefic: How We Use Maps and Globes.  
*Filmstrip Index*  
No. 34,35,36,37,38,39,  
40a,f,76 g. |
| How do the right clothes protect our health? | Discuss the kinds of clothes needed for particular weather stressing comfort, protection, and importance for good health.  
The children might make cutout pictures, drawings, paintings or paper dolls depicting proper clothes for weather and seasons. | *S.B. Earth, Home of People.*  
No. 1,3,6,9,11,19,22,  
23,25,29.  
*Follett - Exploring Our Needs:*, pp. 82-85. |
| Why should we take care of our clothes? | 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. | *Benefic: How Weather Affects Us.*  
*Filmstrip Index*  
No. 32,33,62d,58,14a,b |
| Why do people in different states in the U.S. wear different kinds of clothes? | Stress:  
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.  
Show how climate affects what we wear. Compare February in Rhode Island and Florida—or California, Compare clothes in Alaska and Hawaii. | *Use Globe Travel Folders.*  
*Filmstrip Index*  
No. 13b,1a,b,42,46,58, or any others. |
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do Eskimos wear such warm clothes all year around?</td>
<td>What would we pack if we were going to take a winter vacation in: Florida, Mexico, the Caribbean, New York City, New Hampshire, Canada?</td>
<td>Study Print SP-73.</td>
</tr>
<tr>
<td>Do people in all hot countries dress the same way?</td>
<td>With the globe help the children to understand that even summer in the Polar Region is similar to our Winter.</td>
<td>S.B. Homes Around World pp. 58-63, Canada.</td>
</tr>
<tr>
<td>Why do people who live near each other dress very much the same?</td>
<td>Help them to discover the difference between hot, rainy lands and hot, dry lands.</td>
<td>Globe S.B. Earth, Home of People, No. 2,22,25.</td>
</tr>
<tr>
<td></td>
<td>Climate, culture, and style influence how people dress in any area.</td>
<td>S.B. Families and Their Needs, pp. 64-66.</td>
</tr>
<tr>
<td></td>
<td>Suggest that in countries such as Japan some people prefer to retain their traditional dress and others have adopted western clothes.</td>
<td>S.B. Earth, Home of People, No. 5,11,1,19.</td>
</tr>
<tr>
<td></td>
<td>Games, parades, festivals.</td>
<td>S.B. Earth, Home of People, No. 1,2,6,9,11,12,15, 19,22,25.</td>
</tr>
<tr>
<td></td>
<td>Costumes—plays and holidays (Halloween) Additional If the children are interested they could read I Want to Be books—Children Press.</td>
<td>UNICEF: Wonderful World of Clothes. Filmstrip Index Chose any countries,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.B. Families and Their Needs, pp. 68-71,95,100,103, 118,120-121,123.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.B. Earth, Home of People, pp. 10,12.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>SUGGESTED PROCEDURE</td>
<td>MATERIAL</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>How were clothes made long ago?</td>
<td>Help the children to understand how individual families often supplied their own materials as well as making the cloth and clothes. Can children see that this would not be possible in our present society? Read story in SRA &quot;Pelle's New Suit.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
### Unit III - Clothing (cont'd.)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are most clothes made now?</td>
<td>Help the children realize that the clothes they buy in a store are made in mass production in a factory.</td>
<td>S.B. Families and Their Needs. pp. 86-93.</td>
</tr>
<tr>
<td></td>
<td>Again there is interdependence from sources of supply to the finished product; from the producer to the consumer.</td>
<td>Filmstrip Index No. 731.</td>
</tr>
<tr>
<td></td>
<td>There are still people - even in the city - who make many of their own clothes from choice or to save money.</td>
<td>Watts: Let's Find Out About Clothes. pp. 42-52.</td>
</tr>
<tr>
<td>What would we see if we went to a clothing factory?</td>
<td>Children can copy in a step by step procedure the process of making clothes from design to customer.</td>
<td>A.B. Learning About Our Neighbors. pp. 86-91.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>S.B. Families and Their Needs. pp. 86-93.</td>
</tr>
<tr>
<td></td>
<td>This will show how people can work together for efficiency and also how they can become specialists in one process.</td>
<td>Ginn: Neighborhood and World. pp. 81-82.</td>
</tr>
<tr>
<td>How would you start a clothing factory?</td>
<td>These stories will show children the planning, work and also risk involved in running a business.</td>
<td>Benefic: Why We Get Our Clothing.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>A.B. Learning About Our Neighbors. pp. 98-102.</td>
</tr>
</tbody>
</table>
# UNIT IV - FOOD

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of food do we eat?</td>
<td>This Unit could be introduced with a game like &quot;what do you like best to eat?&quot; 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.</td>
<td>Oil J Magazines, Art Materials, Cook-Food and Nutrition, Follett - Exploring Our Needs, pp. 18-53 (use with Unit IV)</td>
</tr>
<tr>
<td>Why do we need to eat certain kinds of food?</td>
<td>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.</td>
<td>Filmstrip Index No. 32f, g, 48, 50, 75c, 76h.</td>
</tr>
<tr>
<td>Why don't all people like the same things to eat?</td>
<td>Different tastes in food will often reflect ethnic backgrounds. Children will see that we usually like what we are familiar with. (Best example S.B. picture No. 2). Some people are obliged to eat what is available; others may import foods from all over the world. A guessing game can be fun and be a learning situation. Each child can ask a question about food such as: &quot;I live near the ocean, what do I eat?&quot; &quot;I live in a desert. Do I have fresh vegetables?&quot; Accept any answers that can be true.</td>
<td>Filmstrip Index No. 24, 21b, 1h, 8, 1, 17. S.B. Earth, Home of People No. 2, 5, 15, 22, 27. S.B. Families and Their Needs pp. 34-35, 26, 27. Globe. UNICEF-Food Wonders of the World.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>SUGGESTED PROCEDURE</td>
<td>MATERIAL</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>---------</td>
</tr>
<tr>
<td>What do you find in a supermarket?</td>
<td>A visit to the supermarket can often be arranged if there is one in the neighborhood. 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.</td>
<td></td>
</tr>
</tbody>
</table>
### QUESTION

**Where does the food come from that we buy in a store?**

- Have the children list all the foods that they have seen in a store.
  - These can be divided into categories:
    - Vegetables
    - Fruit
    - Grain
    - Meat
    - Milk
    - Sugar
    - Canned foods
    - Frozen foods
  - Children can suggest where and how each item was produced.
  - Then each can be studied separately.

### SUGGESTED PROCEDURE

**How does the farmer help us?**

- Vegetables, Fruit, Grain.
  - 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.
  - Have children bring in pictures or the actual food made from various grains.
  - Stress the necessity of both producer and consumer.

### MATERIAL

- Filmstrip Index No. 13 f, g, 47a, 72d, 75b, c, c
- S.B. Families and Their Needs pp. 45-51. Farming
- Ginn: School and Neighborhood p. 74 Family Garden, n. 79 Corn, 73 and 80 Apples.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does most meat come from?</td>
<td>Children should learn to connect meat with the correct animals.</td>
<td></td>
</tr>
<tr>
<td>Where do we get sugar?</td>
<td>Sugar is so well known to children but most of them will have no knowledge of its source.</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT IV - Food (cont'd.)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are foods preserved?</td>
<td>The entire story of food preservation is told in <em>How Foods are Preserved.</em></td>
<td>Benefic: <em>How Foods Are Preserved.</em></td>
</tr>
<tr>
<td></td>
<td>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?</td>
<td>S.B. Earth, <em>Home of People,</em> No. 7.</td>
</tr>
<tr>
<td></td>
<td>Children will know about the kind of food the Astronauts eat.</td>
<td>Filmstrip Index 75 d</td>
</tr>
<tr>
<td>What would we see at a bakery?</td>
<td>A trip to a bakery is the best way to study this part of the Unit.</td>
<td>Gina: <em>Neighborhood and World.</em> pp. 59-61.</td>
</tr>
<tr>
<td></td>
<td>We are invited to Tip-Top Bakery, 461 Eddy Street, Providence (331-7734).</td>
<td>SRA Families at Work. P.C.-p.241 Story &quot;A Visit to the Bakery.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrip Index No. 40d, 5ch.</td>
</tr>
<tr>
<td>How could you start a bakery?</td>
<td>After listening to the story of Mr. Baker and Mr. No-Good the class might like to act out these parts.</td>
<td>SRA Families at Work. T.M. p. 150 Poem p. 146 p. 149 Story &quot;Mr. No-Good.&quot;</td>
</tr>
</tbody>
</table>
## UNIT V - CULMINATING ACTIVITIES

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED PROCEDURE</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of selected Cultural Patterns.</td>
<td>Select one or more of the following cultures asking questions about food, clothing and houses. 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.</td>
<td>SRA Families at Work, Teacher's Manual pp. 34-35. Appendix B Teacher Reference Benefic: How People Live in Africa p. 34. Fideler: pp. 81-82.</td>
</tr>
<tr>
<td>1. Bushmen (Kalahari Desert-Africa) This is a primitive culture. Specific material in SRA. Also Benefic: How People Live in Africa p. 34. Fideler: pp. 81-82. Filmstrips 16b and c show modern cities in Africa so that children will see the picture of Emerging Africa. Homes Around the World will also show this.</td>
<td></td>
<td>Audio-visual SVE Study Prints SP-65 Children of Africa Filmstrip Index No. 16b, c. S.B. Earth, Home of Man. No. 4, 5, 6, 28. S.B. Homes Around World. pp. 98-107.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>SUGGESTED PROCEDURE</td>
<td>MATERIAL</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
### Unit V - Culminating Activities (cont'd.)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED ACTIVITIES</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Rural Japan</td>
<td>Houses and clothes will provide the class with material for art work. Making paper dolls is appealing.</td>
<td>Filmstrip Index No. 3, 171, 27, 28, 29, 71.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fideler: Japan. (Grade VI.) pp. 122-129, 140, 147-149.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laidlaw: Families and Social Needs pp. 52-60; 74-80; 106-112.</td>
</tr>
</tbody>
</table>
## HOLIDAYS

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

Filmsstrip Index
No. 61 Story of our Holidays
# OTHER SPECIAL DAYS

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Prevention</td>
<td>October</td>
<td>Benefic</td>
</tr>
<tr>
<td>Book Week</td>
<td>November</td>
<td>Benefic</td>
</tr>
<tr>
<td>May Day</td>
<td>May 1</td>
<td>Benefic, SVE</td>
</tr>
<tr>
<td>Rhode Island Independence Day</td>
<td>May 4</td>
<td></td>
</tr>
<tr>
<td>Flag Day</td>
<td>June 14</td>
<td>Benefic</td>
</tr>
<tr>
<td>Devali in India</td>
<td></td>
<td>UNICEF</td>
</tr>
<tr>
<td>Buddhist Water Festival in Thailand</td>
<td></td>
<td>UNICEF</td>
</tr>
<tr>
<td>End of Ramadan in Pakistan</td>
<td></td>
<td>UNICEF</td>
</tr>
<tr>
<td>Doll Festival in Japan</td>
<td></td>
<td>UNICEF</td>
</tr>
<tr>
<td>General Holiday Decorations</td>
<td></td>
<td>Filmstrip Index No. 59</td>
</tr>
<tr>
<td>Chinese New Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>SUGGESTED PROCEDURE</td>
<td>MATERIALS</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>What special foods do people eat at Christmas?</td>
<td>Those general questions can be applied to any countries. The specific countries covered by the materials listed are: United States, Italy, Netherlands, Norway, Mexico, Sweden, Puerto Rico, Denmark, Austria, England, Germany, Poland, Spain</td>
<td>Fidelier: Christmas in Many Lands.</td>
</tr>
<tr>
<td>What Christmas symbols are special for each country?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does climate affect the way people celebrate Christmas?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- Fidelier: Christmas in Many Lands.
- UNICEF: Festival Book.
- Benefic: How We Celebrate Fall Holidays.
- Cook: Christmas Picture.
- SVE-Holidays Filmstrip Index No. 61,67
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
1. SS-F-19 FAMILIES AROUND WORLD
   (a) Mexican Family
   (b) 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 Eskimos
   (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
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
   (a) 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 Day (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-O-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 recor!s)  
   (a) Germany  
   (b) Mexico  
   (c) England  
   (d) Norway  

63. SS-C-37 CHRISTMAS SPRIES  
   (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-P-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) Sten and Karen - Norway
   (c) Anthony and Maria - Switzerland
   (d) Simon and Lucy - Alaska
   (e) Hansko 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"

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:

(Social Studies Office)

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

Film: Bushmen, Remnants of a Race, Encyclopedia Britannica.
THE ZUNI 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 Zuni. There were almost 2,000 Zuni Indians living there in houses made out of adobe, or sun-dried brick. Some of the Zuni 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 Zuni River. The river was almost dry during most of the year. Despite the lack of water, the Zuni were able to grow enough food to live without famine.

Most of the Zuni 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 Zuni 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 Zuni 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 Zuni, 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 Zuni 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 Zuni 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
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 Katatina 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 Katatina 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 Zuni Indians (cont'd.)

Zuni 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 Zuni 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 Zuni way.

THE ZUNI INDIANS

1. What were the Zuni houses like?

2. What kind of work did most Zuni do?

3. What things in life did the Zuni consider most important?

4. Describe the Zuni religion.

5. Who ruled the Zuni?

6. How were Zuni children brought up?

7. How did Zuni go about getting married? Divorced?