

AD A 075569

MISC-M

①_{5c}

II

HUMPRO
JUL 21 1972
FT. BENNING, GEORGIA

DDC
RECEIVED
OCT 23 1979
A

MULTI ETHNIC Guide

DDC FILE COPY

DISTRIBUTION STATEMENT A
Approved for public release;
Distribution Unlimited

FT. BENNING- CHILDRENS SCHOOLS, GA
FT BENNING, GEORGIA

by Earl L. Milby et al.

18 February 1972

411 425

70 70 00 73

**Best
Available
Copy**



DEPARTMENT OF THE ARMY

ARI FIELD UNIT, BENNING

**U. S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES
P O BOX 2086, FORT BENNING, GEORGIA 31905**

PER1-1J

8 August 1979

SUBJECT: Shipment of Documents

Defense Documentation Center
Cameron Station
Alexandria, VA 22314
ATTN: Selection & Cataloging

The Documents in these shipments are approved for public release. The distribution is unlimited.

FOR THE CHIEF:

A large, stylized handwritten signature in black ink, appearing to read "Alexander Nicolini".

ALEXANDER NICOLINI
Major, Infantry
R&D Coordinator

PORT BENNING CHILDREN'S SCHOOLS

10
Earl L. /Miley, Sue /Henry,
Margaret /Love, James /Green
Fleda /Glenn

6
MULTI-ETHNIC CURRICULUM GUIDE

11-18 Feb 71

12-254

810 10700

Office
of the
Assistant Superintendent
for
Instruction

Accession	
NTIS	
DDC	
U	
SA	

Fort Benning, Georgia
1971

Dist

A

411425

4/5

ACKNOWLEDGEMENT

The development of the Multi-Ethnic Curriculum Guide on such a broad scope could not have been accomplished without the dedicated members of the staff who comprised the Multi-Ethnic Study Committee. Members of the Committee were Mrs. Sue Henry, Mrs. Margaret Love, Mr. James Green, Mrs. Fleda Glenn, Mrs. Pearl Scott, Miss Ann Spencer, Mrs. Bernice Butterfield, Miss Lillian Stenson, Miss Fleda Espy, Mrs. Myrtle Wooten, Mrs. Carol Hambrick, Miss Barbara Shevlin, Mrs. Johnnie Merker, Miss Helen Yoh, Miss Jacqueline Evans, Mr. William Abrahamson and Mrs. Evelyn Southwood.

Appreciation is also expressed to other teachers and members of the administrative staff who devoted their time and effort to the project.

Additionally, we are indebted to Captain John Lasko, Mental Hygiene Consultation Service, Lieutenant Bill Marshall and Specialist-4 Mike Pearson of the Race Relations Coordinating Group for their valuable advice.

EARL L. MILEY
Assistant Superintendent
for Instruction

PURPOSE

It is indeed a rare occasion today when one can find a textbook that adequately treats any minority group. Some improvements are being made, however, it appears this will be a slow process. In an attempt to bridge the gap, this guide has been prepared for use by the teachers in the Fort Benning Children's Schools.

The material presented in this guide is designed to be integrated into the curriculum at the appropriate time and place. The individual teacher on each grade level will be responsible for assimilating the material and making a determination as to how the material will be presented to the class.

This first attempt at balancing the curriculum will undoubtedly need to be revised periodically. Suggestions for improvements will be appreciated.

TABLE OF CONTENTS

	<u>Page</u>
Puerto Ricans.	1
American Indian.	23
Koreans.	70
Mexican-Americans.	81
Japanese	86
The Negro.	203
The Jewish People.	238

TAB
HERE

PUERTO RICANS

INTRODUCTION

An individual's worth is of primary importance - it is the key to attaining the goals and realizations of a full and meaningful life. We, in education, have the duty and opportunity to further this goal in teaching every student to discover the truth and discard fallacies of human relationships in respect to themselves and their fellow human beings. This struggle for human rights and recognition of an individual's worth must be fought in many areas of human activity. In all areas of human activity, we function as neighbors. The door to understanding is opened by supplying information and setting an example that will help us know and love our neighbors. To this end of understanding, we commit ourselves to discover the realities of the American civilization and the contributions and potential contributions of the groups which comprise our society. Through these endeavors, we can aid each individual in the realization of his worth and the worth of his fellow human beings.

OBJECTIVES

1. To further appreciate the value of the individual.
2. To provide a better understanding of and develop a more respectful attitude toward minority groups.
3. To create an understanding of the worth of the contributions made by ethnic groups.
4. To develop an understanding of how each group functions and the influence they have on our society.
5. To gain helpful knowledge of the varied backgrounds and environments of the ethnic groups.
6. To understand and have compassion for the problems minority groups face.
7. To anticipate and better provide for problems arising from divergent cultural backgrounds.
8. To develop an understanding of the complexities of bilingual homes.
9. To provide a reference for materials to use to expand experiences and knowledge.
10. To present accurate facts as they pertain to our society.
11. To establish better human relations between ethnic groups.
12. To foster empathetic understanding of people in an international society for coexistence in harmony.

I. Geographic Features of Puerto Rico

A. Type of Land

1. Location of Puerto Rico

- a. Is smallest and most eastward of Greater Antilles.
- b. Lies more than 1500 miles southeast of New York and 6000 miles north of Venezuela.

2. Size of Puerto Rico

- a. Has east-west length of 113 miles.
- b. Has north-south width of 41 miles.
- c. Is 3349 square miles in area.

3. Interior Puerto Rico

- a. Has rugged mountains (the Cordillera Central) extending east-west in central interior.
- b. Has its highest peak about four thousand feet above sea level.
- c. Has rugged mountains covering approximately 70% of the island.
- d. Has very heavy rainfall in some mountainous areas.

4. Coast of Puerto Rico

- a. Is a fringe of coastal plain between the mountains and the Atlantic Ocean on the north and the Caribbean Sea on the south.
- b. Is about the only level land on Puerto Rico.
- c. Has fertile soil and is good for growing sugar cane.

B. Climate of Puerto Rico

1. Temperatures

- a. Has a warm, pleasant climate.
- b. Changes little from one season to another.
- c. Averages about 80° in summer and 75° in winter along the coast.
- d. Is usually a few degrees cooler in the mountains.
- e. Has sunshine for a short while everyday.

2. Rainfall

- a. Is affected by the mountains.
- b. Has orographic rainfall produced by the moist tradewinds from the northeast.
- c. Averages more than one hundred inches per year on the mountain slopes of northeastern Puerto Rico.
- d. Varies between forty and eighty inches a year in most of Puerto Rico.
- e. Is very light (about thirty inches) in the southwestern part of the island.

3. Hurricanes

- a. Cause much damage each year to parts of Puerto Rico.
- b. Strike between June and October in the Caribbean area.
- c. Form in the tropics, over large bodies of warm water and move in a northwestward direction.

C. Natural Resources of Puerto Rico

1. Rivers

- a. Descending in the North to the Atlantic through the foothills are the Río Grande de Loiza, the Río de la Plata, or Río Grande de Arecibo.
- b. Form extremely fertile flood plains.
- c. Are numerous small rivers, all very shallow.
- d. Are used extensively for irrigation in the dry area of the southwest.

2. Animal Life

- a. Are very few large wild animals, as most forests have been destroyed.
- b. Are some small wild animals.
 - (1) Toads
 - (2) Lizards (including the iguana)
 - (3) Harmless snakes
 - (4) Gulls
 - (5) Herons
 - (6) Pelicans
 - (7) Frigate birds
 - (8) Tree ducks
 - (9) Hawks
 - (10) Parrots
 - (11) Wild pigeons
- c. Is impossible for most birds to survive the many hurricanes.
- d. Claims the mongoose as the only four-footed wild animal.

3. Minerals, Natural Products and Resources

- a. Has a poor supply of natural resources.
- b. Has no deposits of mineral fuels, such as coal and oil.
- c. Lacks iron ore and other ores containing metals needed by most industries.
- d. Has some limestone and clay that is used in local construction.
- e. Has some deposits of salt.
- f. Has silver, iron, copper, manganese, phosphate, marble, and nickel in quantities too small to be mined.
- g. Had gold supply but was completely depleted by the Spanish.
- h. Has a hydroelectric potential.
- i. Are few forest lands, as the lumber was cut to make room for a growing population.
- j. Has one large rainforest on the northeastern side.

II. Settlement of Puerto Rico

A. Native Settlement

- 1. Cave dwelling people
 - a. Little known supporting information.
 - b. Artifacts such as picture writings, pictographs, and other articles found in caves.
- 2. Arawaks
 - a. Migrating natives from South America.
 - b. Peaceful inhabitants.
 - c. Primarily hunters.
 - d. Main foods
 - (1) Roasted iguana lizards
 - (2) Rodents
 - (3) Larvae of insects
 - (4) Shellfish
 - (5) Fish
 - (6) Turtles
 - (7) Dugong
- 3. Borinqueno
 - a. Name for native people.
 - b. Inhabitants for hundreds of years.

- c. Towns of Coamo and Caguas.
- d. Homes called bohio (grass huts set upon stilts).
- e. People mostly agricultural
 - (1) Domesticated plants (over 200)
 - (2) Main crops
 - (a) Maise
 - (b) Yams
 - (c) Yuca (manioc) squash
 - (d) Potatoes
 - (e) Tropical fruits, citron
- f. Women wore clothing consisting of small apron.
- g. Furniture
 - (1) Carved reclining chairs called duho
 - (2) Simple hammocks used for sleeping
 - (3) Crude painted earthen pottery
 - (4) Some stone jewelry
 - (5) Ceremonial masks

B. Spanish Rule

1. Colonization

- a. Columbus discovered on second voyage in 1493.
- b. Settlement made by Ponce de Leon with 50 men in 1508.
- c. Island key outpost of Spanish empire in New World.
- d. Town called Caparra, then Puerto Rico, later San Juan.
- e. Island attached for decades by French, Dutch, and English.
- f. Fortresses built were El Morro and San Cristobal.

2. Government

- a. Ponce de Leon made governor in 1509.
- b. Seal granted in 1511. the first of any Spanish colony.
- c. Island granted right by Spain to select governor and have a constitution in 1812.
- d. Island made a dominion by Spain in 1898 with rights to settle affairs at home at the request of people.

3. People

- a. Ponce de Leon enslaved natives to hunt for gold.
- b. Natives thought Spanish immortals.
- c. Natives revolted but were soon smashed.
- d. Natives enslaved for 300 years.
- e. Decline of natives a result of forced labor.
- f. Spaniards of upper-class, mostly from the Province of Andalucia, migrated to Puerto Rico.
- g. Loyalists migrated in late 1700's and early 1800's.
- h. Slavery abolished by 1873 at request of people.

C. American Rule

1. Spanish-American War possession

- a. War in 1898.
- b. Spain ceded Puerto Rico to United States.
- c. Dominion discarded.
- d. Foraker Act established civil government in Puerto Rico.
- e. Island considered U. S. possession.
- f. Jones Act in 1917 granted Puerto Rico U.S. citizenship.
- g. Puerto Rican governor in 1929 was Theodore Roosevelt. Jr.
- h. Population increased as living conditions worsened.
- i. Sugar and coffee grown abundantly but people shared little success.
- j. Manufacturing lacked natural resources.

2. Government

- a. Jones Act amended in 1947.
- b. People could choose governor.
- c. Luis Munoz Marin first popularly elected governor in 1949.
- d. U.S. Congress allowed Puerto Rico to select own government in 1950.
- e. Commonwealth of Puerto Rico proclaimed on July 25, 1952.
- f. Constitution of Puerto Rico
 - (1) Human rights and freedoms very explicit.
 - (2) Legislative Assembly.
 - (a) Senate and House of Representatives.
 - (b) Members elected by direct vote of each general election.
 - (c) Governor elected for term of four years.

- g. Resident Commissioner in U.S. Congress
 - (1) Term of four years.
 - (2) Member of U.S. House of Representatives but no voting power.
- h. U.S. Constitution supreme law in Puerto Rico.
- i. Puerto Rico enjoys free trade with U.S.
- j. U.S. federal taxes not applicable in Puerto Rico.
- k. People amend own Constitution.
- l. People in Puerto Rico very active in political parties.
- 3. Operation Bootstrap
 - a. Effort to diversify and develop economy.
 - b. Manufacturing surpassed agriculture in 1955.
 - c. Reform Movement broke up great sugar estates.
 - d. Tourist trade fastest growing part of economy.
- 4. People
 - a. Persons per square mile (752).
 - b. Family system with close family ties.
 - c. Spanish, chief language.
 - d. Traditions and customs of Spanish extraction.
 - e. Puerto Ricans migrating to United States.

III. Today's Puerto Rico

A. Commonwealth

- 1. Government
 - a. Is self governing commonwealth.
 - b. Represented in U.S. Congress.
 - (1) Resident commissioner has no vote.
 - (2) People without voting power.
 - (3) People not taxed federally.
 - c. Is completely independent of U.S. in local government.
 - d. Elects governor and legislators every four years.
 - e. Has supreme and federal courts.
 - f. Has two major political parties.
 - (1) Popular Democratic favors commonwealth.
 - (2) Statehood Party favors statehood.

2. Poverty

- a. Elimination of poor economic condition (Operation Bootstrap).
- b. Creation of new jobs by industry.
- c. Migration from island decreasing.
- d. Abolition of slums and mushrooming of housing projects.
- e. Increase in per capita income.

B. Industrial Development

- 1. Manufacturing plants dot landscape.
- 2. Manufacturing leading source of wealth.
- 3. Tourist industry increasing.
- 4. Hydroelectric system supports industry.
- 5. Labor unions formed.
- 6. Economic utopia with no taxes, high profit, cheap labor.

C. Education

- 1. Utilizes 34% of budget.
- 2. Provides public education for all.
- 3. Utilizes six institutions of higher learning.
- 4. Provides broad program of vocational education.
- 5. Broadcast English lessons.
- 6. Provides international workshop through Technical Assistant Program.

D. Operation "Serenidad"

- 1. Improvement of education, health, and housing through government projects.
- 2. Creation of cultural ventures in art, music, drama, financed by government.
- 3. Restoration of old churches, houses and forts sponsored by project.

E. People

- 1. Has large population.
- 2. Has light brown hair and brown eyes.
- 3. Has dark complexions.
- 4. Has English and Spanish as official language.
- 5. Descended from Spanish Arawak Indians, African Negroes, Portuguese, Italians and French.
- 6. Has retained Spanish customs.
 - a. Child receives mother's name added to father's.
 - b. Child's last name is next to the last one, i.e., Jose Gomez Diago.

7. Has rice and beans as staple dietary supplement.

F. Agriculture

1. Cultivate over 80% of land area for farms.
2. Raise sugar cane, tobacco, fruit and coffee as main crops.
 - a. Sugar cane accounts for four out of ten acres cultivated.
 - b. Tobacco is grown in east-central mountain.
 - c. Pineapples are most important crop, grown along north coast.
 - d. Coffee ranks second to sugar cane.
 - e. A cerola, a cherry, is very high in vitamin C.
3. Use much fertilizer to enrich fields.
4. Use irrigation in dry southern region.

G. Trade

1. Chief exports sugar, textiles, tobacco, rum and fruit.
2. Chief imports food, machinery, cotton, shoes and fertilizer.
3. No tariff duties between United States and Puerto Rico.
4. Purchases from mainland very important, more than any other.

H. Economy

1. Has twelve seaports.
2. Has international airport.
3. Has 113,000 telephones.
4. Has regular service by U.S. Post Office.
5. Has over forty radio stations.
6. Has nine television stations.
7. Has raised standard of living because of tourism.
8. Has replaced charcoal with gas and electricity as fuel to expand forest.
9. Has modernized fishing industry.
 - a. Has many oysters and shrimp.
 - b. Has game fish - snapper - kingfish - tuna - sailfish and blue marlin.

I. Attraction to Island

1. Has luxury hotels and restaurants.
2. Has legalized gambling and cock fights.
3. Has beautiful beaches.
4. Has year-round horse racing.

5. Has ideal climate.

6. Has cultural attractions.

IV. Relationships of Puerto Rico to United States

A. Possession

1. Discovered by Columbus in 1493.
2. Settled in 1508 by Ponce de Leon for Spain.
3. Taken by English in 1598.
4. Taken by Dutch in 1625.
5. Taken by English in 1797.
6. Occupied by United States troops in 1898 and ceded to United States from Spain.
7. Passed from Spanish to United States sovereignty in 1899.
8. Established by United States Congress, Civil Government for Puerto Rico in 1900.
9. Gained United States citizenship in 1917.
10. Ammended by Congress to admit Puerto Rico in 1947 to elect own government.
11. Inaugurated first governor 'n 1949 (Louis Munoz Marin Rivera).

B. Commonwealth

1. Adopted constitution and became commonwealth in 1952.
2. Passed by Legislature, a bill to give financial aid to political parties in 1957.

C. Future Outlook

1. Growing rapidly in industry.
2. Development of culture through Operation Serenity.
3. Controversy among Puerto Ricans whether to become 51st state of United States or be independent.

V. Spanish Influences in United States

A. Early Settlements

1. Puerto Rico

- a. Discovered by Columbus in 1493.
- b. Settled by Spain in 1508.
- c. Possessed by Spain for over 400 years.
- d. Succeeded to United States in 1898.
 - (1) Resulted from Spanish American War.
 - (2) Given by Treaty of Paris.
- e. Made citizens of United States in 1917.

- f. Established territorial government in 1917 - 1948.
- g. Elected first governor in 1948.
- h. Obtained complete home rule in 1952 (became a Commonwealth).
- i. Migrated to United States in great numbers in 1958.
 - (1) Major factor - demand for workers in the United States.
 - (2) Mass unemployment in Puerto Rico.
 - (3) Major influx to large industrial centers where jobs are available.

2. Florida

- a. Discovered by Ponce de Leon for Spain in 1513.
- b. Founded St. Augustine in 1565.
 - (1) First permanent white settlement in the United States.
 - (2) Oldest settlement in present day United States.
- c. Possessed by Spain for over 200 years.
- d. Held by British from the Carolinas in 1763.
- e. Continued Spanish possession from 1783 to 1821.
- f. Purchased by United States in 1819.

3. Southwest (Arizona, New Mexico)

- a. Explored by Coronado in 1540.
- b. Continued exploration and colonization for 300 years.
- c. Was a province of Mexico in 1821.
- d. Annexed to the United States in 1848 after War with Mexico.

4. California

- a. Coast explored by Cabrillo for Spain for one year.
- b. Landmarks named by Vizano along the coast in 1602.
- c. Settlements made by Galvez for Spain
 - (1) San Diego (1769).
 - (2) Monterey Bay (1776 - a presidio).
 - (3) San Francisco Bay (1776 - a presidio).
- d. Province of Mexico in 1822.
- e. Part of the United States as a result of the Spanish-American War in 1848.

B. Spanish Influences Characterized through Subject Matter

1. Language Arts

- a. Spanish words in English language.

- (1) Clothing (sombrero, pancho, chaps).
 - (2) Places (presidio, patio, plaza, cañon, ranchos).
 - (3) People (gaucho, vaqueño).
 - (4) Names (Dolores, María, Jesús).
 - (5) Objects (lariat, pinto, guitar, alfalfa).
- b. Similar words between English and Spanish
- (1) Direction - dirección.
 - (2) Nation - nación.
- c. American place names from Spanish derivation
- (1) Cities (St. Augustine, San Francisco, San Antonio, Los Angeles, Buena Vista).
 - (2) States (Colorado, Nevada, Florida, Arizona).
2. Social Studies
- a. Spanish foods
- (1) Fruits (bananas, mangos, guavas, olives, avocados, chironjas, grapes).
 - (2) Meats (tacos, enchiladas, tamales).
 - (3) Spices (bay leaves, hot peppers, jalapino peppers).
 - (4) Breads (tortillas, burritos, cheese crisps).
 - (5) Drinks (tequila, sangría, Puerto Rican rum).
 - (6) Foodstuffs (Spanish rice, Spanish omelett, refried beans).
- b. Spanish holidays and festivals
- (1) Christmas
 - (a) Piñata breaking.
 - (b) Creche (natividad).
 - (2) Columbus Day
 - (3) Fiestas
 - (a) ...
 - (b) ...
 - (c) ...
- c. Economic development
- (1) Agricultural products
 - (a) Sugar cane
 - (b) ...
 - (c) ...

- (2) Industrial enterprises
 - (a) American manufacturers.
 - (b) Commercial fishing.
 - (c) Native handicrafts (needlework, pottery).
 - (d) Tourism.
 - d. Spanish styles
 - (1) Fashions
 - (a) Spanish combs.
 - (b) Gaucho pants and boots.
 - (c) Matilla.
 - (2) Furnishings
 - (a) Brazier (heating unit).
 - (b) Carved furniture.
 - (c) Lattice work.
 - e. Any portion of outline usable in Social Studies unit.
- 3. Science
 - a. Climatic conditions
 - (1) Tropical climate.
 - (2) Hurricane area.
 - b. Medical research and manufacturers.
- 4. Physical Education
 - a. Sports
 - (1) Baseball - number 1 sport.
 - (2) Horse racing.
 - (3) Water sports.
 - (4) Boxing.
 - (5) Golf.
 - b. Recreation
 - (1) Government run lottery.
 - (2) Cockfighting.
 - (3) Social gatherings.
- 5. Music
 - a. Musicians - composers
 - (1) Rafael Hernandez

- (a) "Precioso"
- (b) "Perfume de Gardeniz"
- (c) "El Cumbanchero"
- (d) "Lamento Borincano"
- (2) F. Astol (national anthem, "Borinquen")
- (3) Jose Feliciano (blind guitar player)
- (4) Mario de Jesus (popular Spanish music)
- (5) Sylvia Rexach.
- (6) Juan Morell Campos ("Felices Dias")
- (7) Simon Madera ("Mis Amores")
- (8) J.F. Acosta.
- (9) Angel Mislan ("Juy Yo")
- b. Songs of Puerto Rico
 - (1) "In the Pet Shop"
 - (2) "Half Dollar"
 - (3) "San Sereni"
 - (4) "The Pinata"
 - (5) "The Frog"
 - (6) "El Nacimiento"
 - (7) "Amor Jibaro"
 - (8) "La calle ancha"
 - (9) "First of May"
 - (10) "Little Red Rooster"
- c. Dances of Puerto Rico
 - (1) Classical
 - (a) Felices Dias
 - (b) Mis Amores
 - (c) Bajo La Sombra de un Pine
 - (d) Borinquen
 - (e) Juy Yo
 - (2) Folk
 - (a) San Sereni
 - (b) The Pinata

d. Rhythms of Puerto Rico

- (1) Bolero
- (2) Rhumba
- (3) Merengue
- (4) Calypso
- (5) Samba

e. Instruments of Puerto Rico

- (1) Guitar
- (2) Maracas
- (3) Steel drum
- (4) Claves
- (5) Conga drum
- (6) Tamborine
- (7) Marumba

5. Art

a. Artistic influences

(1) Mural painters

- (a) Jose A. Torres-Martino
- (b) Julio Rosado del Valle

(2) Artists

- (a) Lindsey Daen (sculptor)
- (b) Father Marcolino Maas (religious art)
- (c) Ranael Rios Rey
- (d) Jose R. Oliver
- (e) Jorge Recnani Y. Rafael infino
- (f) Julio Rosa's
- (g) Jose Campeche (finest artist)

b. Architectural influences

- (1) Stucco
- (2) Mosaics
- (3) Open court patio
- (4) Tile roofs
- (5) Wrought iron grillwork

- (6) Arched doorways
- (7) Towers
- (8) Open arcade
- (9) Contrast of colors (pale and bright)
- (10) Contrast between simple and elaborate decorations

VI. The Puerto Rican in the United States

A. Migration to the United States

- 1. Migrated in 1958.
- 2. Concentrated in industrial centers.
- 3. Demand for workers in industrial centers and unemployment in Puerto Rico.

B. Problems pertinent to the Puerto Rican in the United States

- 1. Language barrier.
- 2. Overcrowded living conditions.
- 3. Unskilled labor.
- 4. Large families.
- 5. Unfamiliar situations foster lack of confidence.
- 6. Inadequate identity with the United States.

PROMINENT PUERTO RICANS
AND
FIELDS OF ENDEAVOR

SPORTS:

- | | |
|----------------------------|--|
| 1. Felipe Alou | Baseball Player |
| 2. Jesus Alou | Baseball Player |
| 3. Matty Alou | Baseball Player |
| 4. Orlando Cepeda | Baseball Player |
| 5. Roberto Clemente | Baseball Player |
| 6. Angel Cordero Jr. | Jockey |
| 7. Carols Ortiz | Boxer - World's Champion |
| 8. Charlito Pasarell | Tennis - Member of U.S. Davis Cup Team |
| 9. Juan "Chichi" Rodriguez | Golf Professional |
| 10. Roberto Soto | Wrestler |
| 11. Jose Torres | Boxer - World's Middle Weight Champion |

MUSIC:

- | | |
|----------------------------|--|
| 1. Juan Morell Campos | Composer of Danzas |
| 2. Pablo Casal | Cellist - Conducts Orchestra of the Casal Festival
- Director of Music Conservatory |
| 3. Marian Colon | Opera Singer - New York Metropolitan Opera |
| 4. Francisco Lopez Cruz | Guitarist |
| 5. Justine Diaz | Opera Singer - New York Metropolitan Opera |
| 6. Rafael Hernandez | Composer |
| 7. Don and Senora Moleo | Director of Ballet Group |
| 8. Hector "El Guapo" Parra | Singer - New York Metropolitan Opera |
| 9. "El Guapo" | World's Champion |

ART:

- | | |
|----------------------------|---|
| 1. Manuel Alonzo | Painter - "El Jibaro" |
| 2. Jose Campeche | Artist - Painter |
| 3. Lindsey Daen | Sculptor |
| 4. Father Marcolino Maas | Modern Religious Art |
| 5. Jose R. Oliver | Artist |
| 6. Francisco Oller | Artist - Painter of international reputation -
"L'Eudiant" Hangs in the Louvre |
| 7. Rafael Rios Rey | Artist |
| 8. Julio Rosado | Artist |
| 9. Jose A Torres-Martino | Mural Painter |
| 10. Julio Rosado del Valle | Mural Painter |

LITERATURE:

- | | |
|----------------------------|-------------------------------------|
| 1. Manuel Alonzo | Writer |
| 2. Manuel Zeno Gandi | Novelist |
| 3. Eugenio Maria de Hostos | Writer of Novels, Plays, and Essays |
| 4. Enrique a Laquerre | Fiction Writer |
| 5. Luis Rafael Sanchez | Playwright |

POLITICS:

- | | |
|---------------------------------|--|
| 1. Arturo Morales Carrion | Undersecretary of Interior for Latin American
Affairs under President John F. Kennedy |
| 2. Luis Munoz Marin | First Elected Governor |
| 3. Teodoro Moscoso | American Ambassador to Venezuela under President
John F. Kennedy |
| 4. Jesus Toribio Pinero | First Island Born Governor |
| 5. Dona Felisa Ricon de Gautier | Woman Mayor of San Juan , Puerto Rico |

ENTERTAINMENT:

- | | |
|----------------------|----------------------|
| 1. Jose Ferrer | Actor |
| 2. Marisol Marlairet | Miss Universe - 1971 |
| 3. Rita Moreno | Actress |

MILITARY:

1. Horacio Rivero Admiral, United States Navy

BUSINESS:

1. Luis Ferre Industrialist - Philanthropist

2. Rafael Pico Geographer - President, Government Development Bank

EDUCATION:

1. Lic Jaime Benitez President, University of Puerto Rico - Who is Who in American Education

2. Eugenio Maria de Hostos Educator

BIBLIOGRAPHY
OF
AVAILABLE MATERIALS

Bradley Library

Books:

1. Ehle, John, Shepherd of the Streets, William Sloane Associates, 1960
2. Gruber, Ruth, Puerto Rico: Island of Promise, Hill and Wang, 1960
3. Hancock, Ralph, Puerto Rico, D. Van Nostrand Company, Inc., 1960
4. Hannau, Hans W., Puerto Rico, Doubleday and Company, Inc.
5. Hanson, Earl Parker, Puerto Rico Land of Wonders, Alfred A. Knopf, Inc., 1960
6. Lansing, Marion F., Liberators and Heroes of the West Indian Islands, L.C. Page and Company, 1953
7. Lewis, Oscar, La Vida, A Puerto Rican Family in the Culture of Poverty San Juan and New York, Random House, 1965-66
8. Marvel, Evalyn, Guide to Puerto Rico and the Virgin Islands, Crown Publishers, Inc., 1963
9. Mills, Senior, Goldsen, The Puerto Rican Journey, Harper and Brothers Publishers, 1950
10. Page, Homer, Puerto Rico: The Quiet Revolution, the Viking Press, 1963
11. Sexton, Patricia Cayo, Spanish Harlem, Anatomy of Poverty, Harper and Row Publishers, 1965
12. Steward, Julian H., People of Puerto Rico, University of Illinois Press, 1956
13. Tumin, Melvin M., Social Class and Social Change in Puerto Rico, Princeton University Press, 1961

Georgia Film and Tape Service

Films:

1. Puerto Rico: Its Past, Present, and Promise, C-1-S, 5 15
2. Puerto Rico, "Opera for Spectator", C-1-S, 50
3. Spanish Influence in the Life of Puerto Rico, C-1-S, 50
4. Puerto Rico: A Land of Contrasts, C-1-S, 50

Main Post Library

Books:

1. Brau, M.M., Islands in the Crossroads - The History of Puerto Rico, Doubleday and Doubleday and Company, Inc., 1968
2. Fodor, Eugene, VanDoren, Tandy, Fodor's Guide to the Caribbean, Bahamas and Bermuda, David McKay Company, Inc., 1965-66
3. Hancock, Ralph, Puerto Rico, A Success Story, D. Van Nostrand Company, Inc., 1960

Periodicals:

1. Puerto Ricans, il Newsweek 75: 92 + Je 15, 1970

Muscogee County Materials Center

Films:

1. Puerto Rico, page 245, grades 5-7, 2256

Dexter Library

Books:

1. Colorado, Antonio, The First Book of Puerto Rico, Watts, F. C., 1965

Filmstrips:

1. Historic Puerto Rico, FS80
2. Geography of Puerto Rico, FS81
3. Puerto Rico's People, FS82
4. Puerto Rico Agriculture and Industry, FS83

Faith Library

Books:

1. Harman, Carter and the Editors of Life, The West Indies, Time Incorporated, 1963,66
2. Public Relations Office, Army Air Force, Puerto Rico, Franklin Press, 1945

Periodicals:

1. McDowell, Bart, Puerto Rico's Seven-League Bootstraps, National Geographic Vol. 122, No. 6, December 1962, pages 755-793

Loyd Library

Books:

1. Carpenter, Allan, Far-Flung America, Childrens Press, 1966
2. Manning, Jack, Young Puerto Rico, Dodd, Mead and Company, 1962

McBride Library

Books:

1. Colorado, Antonio, First Book of Puerto Rico, Watts, 1965
2. Kurtis, Ardene, Puerto Ricans from Island to Mainland, Messner, 1969
3. Quinn, Vernon, Picture Map Geography of Mexico, Central America, and the West Indies, Lippincott, 1965
4. Rambeau, John, Island Boy, Field Publishing Company, 1969

Fiction Books:

1. Felt, Sue, Rosa-too-Little, Doubleday, 1950
2. Keats, Ezra Jack, My Dog is Lost, Crowell, 1960
3. Lewiton, Mintz, Candita's Choice, Harper, 1959
4. Sharoff, Victor, Garbage Can Cat, Westminster, 1969

White Library

Books: Fiction

1. Belpre, Pura, Perez and Martina, Frederick Warne and Company, 1961

Filmstrips:

1. If You Were Born in Puerto Rico, Troll Associates, FS193
2. Historic Puerto Rico, 724-1
3. Puerto Rico's People, 724-3
4. Puerto Rican Agriculture and Industry, 724-4

Wilbur Library

Books:

1. Augelli, John P., Carribean Lands, The Fidelier Company, 1965
2. Colorado, Antonio J., The First Book of Puerto Rico, Watts, 1965
3. Hughes, Langston. The First Book of the West Indies, Watts, 1956
4. Jagendorp, M.A., Noodlehead Stories from Around the World, Vanguard Press, 1957, p. 260

Filmstrips:

1. If You Were Born in Puerto Rico, Troll Associates
2. Puerto Rico - The Chief Cities, Eye Gate, Inc.
3. Puerto Rico - Historical and Geographic Background, Eye Gate, Inc.
4. Puerto Rico - The People and Industries, Eye Gate, Inc.

Wilson Library

Books:

1. Carpenter, Allan, Enchantment of America Far-Flung America, Childrens Press, 1966
2. Manning, Jack, Young Puerto Rico, Dodd, Mead, 1962

Fiction:

1. Kests, My Dog is Lost, Crowell, 1960

Periodicals:

1. Puerto Ricans in the United States, New York: The South Bronx Project, L. Lopez,
il Wilson Library Bul. 44:757-60, March '70
2. Bicultural Americans with a Hispanic Traditions, A. D. Trejo, il por Wilson Library
Bul. 44:720-2, March 1970

THE AMERICAN INDIAN

OUTLINE

- I. Introduction
- II. History
 - A. Government
 - B. Family Life
 - C. Religion
 - D. Travel
 - E. Communication
- III. Language
 - A. Literature
 - B. Indian Mythology and Legends
- IV. Music
- V. Dance
- VI. Indian Arts and Crafts
- VII. Physical Education
- VIII. References for Young Students
- IX. Fort Benning Schools Resource Materials
- X. Bibliography

INTRODUCTION

So far, the 20th century Indians have been winning their battle for survival. After decades of neglect, Indian health and educational standards are slowly climbing toward national levels. Their economic plight has aroused the nation's conscience. Steps are being taken to improve their living standards.

In all, there are 304 tribally owned reservations in the United States, excluding Alaska. These lands have been reserved by treaty, statute or executive order for the use and benefit of the Indians. Alaska has 149 native communities, but only two resemble the usual Indian reservation in that the land is tribally owned.

Indian reservations vary in size from the "rancherias" of a few acres in California to the vast Navaho homeland, which sprawls across 15,000,000 acres in Arizona, New Mexico, and Utah. All together, Indian holdings total more than 53,000,000 acres.

Large as it is, Indian land is unable to support the Indian adequately. Many of the reservations were admittedly wasteland when they were turned over to tribal use. The Indian land problem is complicated even further by the fact that the Red-Manonce in imminent danger of becoming the vanishing American - is no longer vanishing. Like most of the rest of mankind, the Indian is experiencing a "population explosion". Today according to the 1960 U.S. Census, there are 523,591 Indians living in the United States. But many anthropologists place the figure closer to 900,000.

One factor helping to contribute to the increasing number of Indians is the new health program undertaken by the U.S. Public Health Service. Spending \$50,000,000 a year the government has set up 52 hospitals, 23 health centers, 20 school health centers, and 300 field health clinics.

The Bureau of Indian Affairs reports that in 1900 there were only 246 Indian children enrolled in public schools. Today, 84,650 Indian children are in such schools, another 37,377 attend federal schools, and 11,289 attend mission or other schools. This is 97 per cent of the school-age Indian population.

While headway is being made in solving health and education difficulties, no lasting solution can be made until the Indian - as a tribe or as an individual - is flourishing and self-sufficient.

Tribal economics vary widely. The Carlos Apaches, for instance raise some of the finest American livestock on the market. The Red Lake Chippewas of Minnesota, capitalizing on modern technology, ship fish by refrigerator truck to Chicago. Many of the Laguna, Acoma, and Zune Indians earn their living as workmen on the Santa Fe Railroad. Mohawks living in Brooklyn are specialists in structural steel-work. Uranium mines operated by the tribe supplies many jobs for Navaho miners. The Cherokees of North Carolina support 15 per cent of their population through the sale of arts and crafts to the tourist trade.

Reference:

The World Book Year Book, 1962. Field Enterprises Educational Corp., Chicago 54, Illinois '6-80.

HISTORY

Most anthropologists today agree that the ancestors of the American Indian inhabited northeastern Asia. These earliest ancestors probably migrated to this continent during the last great Ice Age glaciation, which is believed to have retreated some 10,000 years ago. The only place of entry more or less accessible by land from the Old World was the Bering Straits of Alaska. Presumably there was no mass movement but rather a continuing series of migration by small groups over a long period of time.

GOVERNMENT

Though data as to the details of Indian government are fragmentary, it is clear that the social structure upon which they rested was communalistic. The family group was the unit to which plots of land were assigned and upon which levies were made.

Tribes were not usually organized into nations with real governments. Most of them were held together by ties of family relationships, clan membership and a common language.

Many Indian tribes included several clans, or groups of persons descended from the same ancestor. All clan members considered themselves brothers and sisters, and rarely married within their clan. They were always ready to give help to clan members, even to a "brother" they had never seen. Sometimes a tribe was divided into halves called moieties, with several clans in each half. Members of a moiety helped each other in various ceremonies, and the two moieties often competed in games.

Sometimes the moieties were known as summer and winter people, since one had charge of certain functions in summer and the other in winter. In such cases the clans are sometimes disregarded, but are usually treated as subdivisions of the moiety. Among most tribes no one could marry another member of his own moiety.

Indians who stayed in one place lived in villages. Nomadic, or wandering, Indians traveled in bands. The government was vested in single family group, one of whom was the chief or monarch. Each village or band had a chief. He qualified and was chosen by such means as this group elected. Sometimes a rich man or a successful warrior could proclaim himself chief. The chief usually did not have the powers of a king, and could not make the people do whatever he wanted. He was more like a father and a teacher, who advised his people and tried to solve tribal problems. These were the fundamental characteristics common to all the governments of the area of higher culture; they differed from each other in the ways in which the ruling family group built up its power and organized its political machinery. In a few groups the leader had great power. The thoroughness and efficiency of the Inca system was notorious, for it left practically nothing to the individual. The Inca believed that their king was descended from the sun. He had the power of life and death over his subjects. The Natchez Indians had the same kind of absolute ruler.

Councils were made up of all the grown men of the tribe. They usually had the real governing power. When the men were not hunting, they might meet every night and talk over the groups problems. They never took action unless everyone agreed. If someone disagreed they simply dropped the matter. White people had a hard time understanding this system. They expected the chief to be able to answer for all his people, as a white ruler would do. They did not realize that the Indians had developed a different kind of democracy from anything that had ever existed in Europe.

INDIAN GOVERNMENT TODAY

Even today the governing body of the tribe is generally referred to as the tribal council and is made up of the adult members of the tribe and presided over by the tribal chairman. The tribal council elected in this way has authority to speak and act for the tribe and to represent it in negotiations with Federal, State, and local governments.

Tribal governments, in general, define conditions of tribal membership, regulate domestic relations of members, prescribe rules of inheritance for property not in trust status, levy taxes, regulate property under tribal jurisdiction, control conduct of members by municipal legislation, and administer justice.

FAMILY LIFE

Indian men and women had separate responsibilities. Either group would have felt ashamed to do the work of the other. In most tribes, the men spent all their time hunting or fighting. If the tribes raised crops, the men might help a little in the fields, but the women did most of the work while their husbands hunted. In most tribes, the women took charge of the home. Often they even built it. They cooked, cared for the children and did nearly all the work that could be done near the home.

In many tribes, a mother kept her baby on a cradleboard during his first year of life. She covered a flat piece of wood or a wickerwork with a mat of soft bark or grass, and tied the baby to the board. Then she would carry the child about while she worked, without hurting his tender back. Small children helped with work around the house, and learned to be silent and respectful with older people. Indians almost never punished their children physically. Instead, they praised them for doing well and shamed them when they misbehaved.

When children reached their early teens, they were ready to become men and women. Boys sometimes had to go through painful initiation to prove their courage.

Indians rarely chose their own husbands or wives. The parents or even the whole family picked partners for young people. The family tried to make sure that the new husband or wife would be hard working. In some tribes, a girl came to live with her husband's family. In others, the man moved in with his wife's family.

The Indians used almost everything they could find as a source of food. Some tribes lived chiefly on meat. Tribes who lived near water caught fish. Almost all Indian groups varied their diets by eating plants, berries, roots, seeds and nuts.

The Indians who lived on meat cooked it by roasting, broiling, and boiling. Farming Indians and others who ate vegetable foods developed various ways of baking. They often made pit ovens by lining holes in the ground with hot stones. Indians preserved food by smoking it or by drying it in the sun.

Many Indians made their clothes from animal skin and fur. Tanned deer hide, or buckskin, provided one of the most common materials throughout America. Indians also used buffalo hide and strips of rabbit fur and bird skin.

Indians built many kinds of homes, because they lived in various climates and had different building materials. Those who moved about a great deal had simple shelters they could carry easily. Indians who stayed in one place built larger, more permanent homes.

Many Indians built a pole framework and covered it with leaves or bark, like the domeshaped wigwam of eastern Northern America. Some dug pits for their houses and roofed them with dirt to make earth lodges.

RELIGION

An Indian's religion is contained within his ancient dances ceremonies and legends. His religious ceremonies reflected and expressed a deep knowledge of his own limitations as a mere human being. The problems of securing food and combating disease, for instance, were often found hard to overcome and far beyond his powers as a mere man. At these times, the Indians strongly felt the need of help from something beyond himself. Therefore, he appealed for help from the unseen world of the supernatural.

Most persons have an idea that all of North America Indians believed in a Great Spirit called Manitou and believed that after death they would go to the Happy Hunting Grounds. However, this is not true. Most all Indians believed in a Great Spirit, Manitou by the Algonquian tribes; Wakanda by the Siouan tribes; Arenda by the Iroquois; and Sulia by the Salish. Also, among the North American tribes there were so-called sun-worshippers, and fire-worshippers. Their mythologies were usually very involved and complex dealing with natural factors on earth. So their prayers were addressed to the sun, the wind, the thunder and to the earth as symbols of supernatural powers. However, these tribes still believed in the Great Spirit. Some tribes believed in immortality of the soul or spirit; others believed in Heaven; some believed in body resurrection or some form of reincarnation. Also, some Indian tribes regarded certain lakes, rivers, mountains, trees or animals as sacred and made offerings and prayers to them.

With few exceptions, the Indians supreme god was regarded as a most kindly and beneficent god. It watched over them, helped them and guided them. The Indian believed the Great Spirit left punishment for violations to the evil spirits or devil gods.

Of course, the Indians believed in many evil spirits or devils, too. Therefore, the Indians devoted a great deal of time and effort to please the evil spirits, because they reasoned that good spirits would not harm them.

The Indians considered the devil spirits were rather stupid and easily deceived. One way of deceiving the evil spirits, among a great many tribes, was giving the children a secret name. This name was known only to the shaman or witch doctor and to the child's godmother. This name was never used or spoken so they could prevent the evil spirit from knowing the child's real name. Therefore, the spirit could not enter into the child.

Another widespread custom was to fashion a charm, such as crudely carved or modeled figure, which served as an agent to attract the evil spirits. In this way, the Indians believed the evil spirit would enter the carved figure instead of the Indian. It was also an almost universal custom to break the design or pattern on a textile, a basket, or other object. The design could be interrupted by a slight variation of the patterns or a change of color. Again this was done so the evil spirit could not find its way into the object.

In addition to their true religions, the American Indians had many beliefs or superstitions which, although not actually sacred, were interwoven with their religion. It is hard to separate the two.

The Indian was prone to see some hidden or supernatural meaning in anything he could not understand. Therefore, he attributed it to spirits either good or evil. In this way, the Indian was no different from the rest of mankind. There are many of us who carry lucky pieces or lucky coins just like the Indians.

A number of Indian tribes, especially in North America, believed in vision and spirit communications. When an Indian wanted advice on some matters that he could not decide for himself, he would go to a remote spot. There he would fast and pray until he had a vision. During this vision the spirit gave directions as to what he must do. Among the Algonquians, no child could come into maturity without having had a dream or vision. In this vision the powers of nature promised success and courage in their adult life. The Algonquian child would spend many lonely nights in the forest, fasting and waiting for the Thunderbird or the Sun-god. If these powers did not speak to the Indian child, he was considered a poor person with little hope of success in life.

Among the Sioux of the Plains, only the young boys were required to receive a vision. He would take a sweat bath in a tiny hut where steam was made by pouring water over hot stones. In this way, his outward body was made pure. He would then go to a remote place to fast. During the fasting period, he invoked the presence of the spirits.

There were many methods to bring about a vision among the different tribes. In the Rocky Mountains area a youth might jump into a deep pool of water at night. He would remain submerged to meet the powers beneath the water. Other customs required only patient waiting until the vision came.

When the vision came, a secret bond was made with the spirit power. A song or formula was given to the dreamer so that he might call the spirit in time of need. For instance, if the vision came by an eagle, the dreamer might paint or carve his possessions with the image of an eagle or wear its claws, or feathers. So the eagle was the dreamer's guardian-spirit or his totem.

In addition to their many charms and visions, the Indians had absolute faith in their good and bad "medicine." A medicine might be anything "either animate or inanimate", natural or artificial. In other words, medicine included witchcraft, dreams, spiritualism, prophecies, and visions. In fact anything the Indian considered lucky or unlucky or just plain mysterious could be good or bad medicine.

So, Indians had their medicine dances, medicine moccasins, medicine houses, medicine bundles and medicine weapons. One popular form of medicine was the use of medicine sticks. These sticks had many designs and used for many purposes. They would be offerings to spirits, may serve to repel undesirable spirits, or serve as invitations among the Sioux and other plains tribes. These medicine sticks are very common. They usually consist of a bundle of tree sprouts. They could be painted with designs and color which were symbolic. Near one end of the stick is fastened a tiny bundle of something the Indians believed would please the spirits. The bundle may contain tobacco, food, cloth, beads, medicinal seed, or root, for the offering. Provided the sticks are prepared with the proper ceremonies, anyone may make and use them. However, as a rule these sticks were used to cure sickness.

Another very popular form of medicine used by the plains Indian is found in the so-called "buffalo stones." The Indians believed, the stones called or attracted the buffalos. These stones were covered with buckskin or rawhide but there was always a small opening in the leather to enable the stones to "look out."

Among our western Indians tribes, the medicine bundle was almost universal. The medicine bundle had many forms. Each bundle contained the medicines of its owner. The bundle contained all sorts of odds and ends, such as scalp locks, heros, roots, teeth, fur, bones, and so on. However, most always buffalo stones would be found among its contents. Often an Indian's medicine bundles were so numerous and large that special shrines were constructed to hold them.

In addition to the medicine bundles there were the clan and tribal bundles which were very sacred and highly prized. These bundles were so important that the Indians would go to great extremes to protect them.

The Indians had bundles for everything such as love, tattooing, hunting, horse-stealing, etc. Very often a medicine bundle would be handed down from father to son or one chief or medicine man to another. These sacred bundles were kept in medicine lodges, where mysterious rites and ceremonies were held.

Also the Indians' religious beliefs were shown in their dances. Few Indian dances were merely for pleasure. Most of them have a mystical, symbolic or religious significance. The great majority of Indian ceremonies and dances were designed to insure full crops, to bring rain, give good hunting or were for thanksgiving. A dance was a way of making vows to be fulfilled later on or to give prayers of thanks.

Very different sorts of dances and ceremonials were held to exercise evil spirits. These so-called devil dances were common to a great many tribes throughout North America. When taking part in these dances, the Indians wore hideous masks. The reason for these masks were to prevent the devils from recognizing the dances and partly to frighten the evil spirits. These devil dances were among the most persistent of all the ceremonials of the Indians.

Practically every tribe of American Indians has or had its medicine men. They had other names such as shamans, witch doctors, machis, nelis or pearmen. The shaman had a variety of professions or positions and usually were a powerful factor in their tribes. Of course, these shamans could be either men or women. The shamans possessed hypnotic powers, and others had a gift of mindreading. With few exceptions, they were masters at concocting drugs and poisons. Very often they had a profound knowledge of medical plants and acted as true doctors when the occasion arose. Many of the shamans' cures were either charms or nostrums. Because most Indians believed that illness resulted from some evil spirits entering the body. One thing for sure, many of the shamans' "true medicines" were highly effective and some are in use today. Therefore, the shamans were men of superior intelligence, whose advice was very sound. Quite often, they hold greater power and influence than the chief.

As we believe in the soul, the Indians had many different beliefs about it. Some Indians didn't believe the soul was separate from the body. In general the world beyond was much like this world but larger and gave opportunity for the perfection of human abilities.

Some Indian tribes gave this land beyond the name "Happy Hunting Grounds". With certain tribes the heaven world was the place where the good god or Great Spirit dwelt. As the Indian religion developed a more ethical tone, the belief grew that a man's happiness in the future world was enhanced by his virtuous life on earth. The desire to fit one's self for the heaven world, therefore, impelled one to moral conduct.

On the whole, the Indians have been inclined strongly toward all forms of religious excitement. This is demonstrated not only by the development of ancient religious forms, but by the frequency with which prophets have appeared among them who taught new doctrines and new rites, based either on older religious beliefs or on teachings partly of Christian and partly of Indian origin.

TRAVEL

There existed more travel among Indians than would be assumed. They traveled to trade goods, for social visits, and at times for war or adventure. Recorded cases show visits took place over a distance of 1000 to 2000 miles. Cases also show members of a tribe being away from home up to two months. Land travel was done on foot since the dog was the only pack animal, until the horse. Therefore, much of the travel at this time was done over water. Bark canoes and some large dugout canoes that could carry as many as 60 men were used. Indians also made light boats of reeds. Plains Indians stretched buffalo skins over round frame to make a "bull boat." Dogs were used to pull a frame called a "travois" which was loaded with goods.

SIGN LANGUAGE - (Unwritten Communication)

Sign language was a highly developed system of gesture communication. Signs made entirely with the hands were used. These signs were based on some tangible or symbolic characteristic of an idea, person or action. Sign language developed due to the nomadic life of plains Indians. Since each tribe had a different language it was necessary to develop a means of communication for trade purposes. Signs became abbreviated over centuries of use. An example is the sign for tepee: pointing two fingers together.

Long distance signalings were common among Plains tribes. They conveyed signs by controlled smoke, blinking fire, or movement of men on horseback or on foot. The number and spacing of smoke puffs had meaning much like taps on a telegraph key.

LITERATURE

Anthropologists and archeologists can only guess about the languages and customs of prehistoric Indians who came to North America from Siberia more than 30,000 years ago. However, the Indians of the historic period--from 1492 to the present--were and still are, in some degree divided by language, custom and tradition.

In 1492, there were about 300 different languages spoken by the Indians, north of Mexico, in what is now the United States. These were not dialects and generally, the speakers of one such language could not understand the speaker of any of the others. Today, however, there are only 50 to 100 Indian languages in existence.

The many Indian languages belong to about 50 language families. Those in turn were divided into six large families known as superfamilies: 1) Algonquian - Wakashan includes languages spoken by such eastern and northern tribes as the Chippewa, Cree, Delaware, and Menominee. Western Plains Indians such as the Arapaho, Blackfoot, and Cheyenne also spoke this same type. Algonquian speaking Indians were among the first met by the English colonists. Such words as hickory, moose, raccoon, and squash owe their origin to this language. Place names such as Massachusetts, Mississippi and Wisconsin are directly from this superfamily; 2) Aztec - Tanoan includes languages spoken in the plateau region stretching from Oregon to Mexico City. Ute, Comanche, Hopi, Pima, and Shoshoni as well as the Pueblo spoke these type of languages; 3) Eskimo - Aleut language spread across the Arctic from Siberia and Greenland. The Aleut and Eskimos are not generally considered to be Indians but their languages belong in general to the North American Indian group; 4) Hokan - Siouan, a large superfamily, includes the important Siouan family spoken by the Sioux as well as their corn raising relatives, the Crow, Mandan, and Osage. We get the word tepee from them, which originally meant a dwelling place. Other members include Caddoan, spoken by Arikara, Caddo, and Pawnee. Iroquoian was spoken by the Cherokee as well as by the Iroquois and other northern tribes. Muskogean, was spoken by the Choctaw, Chickasaw, Creek, and Seminole. We have adopted words such as Alabama, Biloxi, Catalpa, and Tupelo from Muskogean; 5) Nadene was of a type spoken by northern hunting tribes such as the Beaver and Chipewyan of Canada. The fishing Indians in California and Oregon also used this language. A few adventurous, the Navaho and Apache spread their language to the Southwest. The famous totem-pole makers of the Northwest belonged to this group and the slang word hooch for liquor comes from a derivative; 6) Penutian takes in a number of small families near the Pacific coast. The word potlatch, meaning the giveaway feast of the Northwest comes from a subfamily.

Indians did not practice writing before the coming of the white man. Nothing above the level of the simplest picture writing, which was best developed among the Indians around the Great Lakes, where birchbark was used instead of paper, has been found. Indian writing had no alphabet, therefore, was classed as picture writing or pictographs. Pictographs were of two kinds: those represented by objects, such as the drawing of the moon or of a star, and those that represented ideas, such as a drawing of a woman with a broom, to represent a wife. This picture writing was used largely for ritual records. One of the most well-known ritual records, believed to have originally been recorded in pictographs cut upon wood, is the Walam Olum of the Delawares. Pictographs were found in the big areas of the Southwest, with many also in the east. Due to the sandy soil of many southern states, not many free rock surfaces where designs could be incised or painted were available. Tennessee was an important link between the states of Missouri and Arkansas where a number of designs are found. Some designs were painted, particularly in the Southwest where red is so prevalent. Other pictographs were carvings engraved or cut into the surface of the rock while others were pecked and some combined all methods.

A few Indian languages have been translated phonetically, but these dictionaries and grammars are designed primarily for use by linguists. There are scarcely any dictionaries available which a person without special training could use to learn an Indian language. Usually the only way to learn, other than by specially arranged instruction, is through direct contact with native speakers over a period of time.

Also, English words cannot easily be translated into an Indian language. The grammar and semantics of Indian languages differ from English to such an extent that special research is required to provide even roughly accurate translations.

FAMOUS INDIANS

- Sequoyah (a Cherokee Indian) - In 1821, after twelve years of effort, he devised the first Indian alphabet, with a written symbol for each of the eighty-eight syllables in Iroquoian, the Cherokee language. He knew no English and spoke only his native Cherokee tongue. This written language could be learned in a few days and enabled the Cherokees to publish their own books and newspapers. Sequoyah became so well known that the Giant Sequoia trees and Sequoia National Park in California are named after him (though spelled Sequoia instead of Sequoyah).

- John Joseph Mathews - An Osage Indian author.
- Lynn Riggs - A Cherokee Indian playwright.
- Will Rogers - A Cherokee Indian often known for his wit and humor and published two books. In 1922 he wrote a humorous column for newspapers.
- Jack and Anna Kilpatrick - The magnificent translators of documents written in Cherokee Syllabary.
- Muriel Wright - Editor of the scholarly Chronicles of Oklahoma.
- N. Scott Momaday - A Kiowa Indian, a recent Pulitzer Prize winner in fiction 1969 for his novel House Made of Dawn.
- Alex Posey - A Creek Indian poet.
- Roberta Campbell Lawson - A Delaware Indian writer of American Indian history and lore.
- Alice Brown Davis - A Seminole Indian known as an interpreter in the courts of the Indian Territory, a teacher and later superintendent in an Indian school.
- Buffy Sainte Marie - A Cree Indian - known widely as a folksinger and composer. She has done many things for the American Indian. She is writing a school primer in her own language in hopes of saving part of her Indian heritage.
- Vine Deloria - A Choctaw Indian writer living today.
- Muriel Wright - A Choctaw Indian writer.
- John Rollin Ridge - A Cherokee Indian poet.
- O. Todd Downing - A Choctaw Indian who wrote detective novels.
- P. John M. Oskison - Was a Cherokee novelist.

All Indian tribes had poetry. It did not rhyme, but resembled free verse with lines of different lengths. Indians composed poems for hymns and prayers, magic rites, and war ceremonies. They also used poems to tell the tribes' history and to express their own emotions. They recited some poetry, but sang most of it. All the voices sang the melody, with no harmony. There were only a few notes, and the songs had no short repeated "tunes."

Many Indian tribes publish their own newspapers or newsletters such as the Navajo Times, P.O. Box 428, Window Rock, Arizona 86515 (A weekly, with news of many different aspects of life on the reservation), and Akwesasne Notes, Box 435, Roosevelttown, N.Y. 13683 (A monthly, with special focus on Indians of eastern Canada, but reprint coverage of the movement for Indian rights all over North America).

Presently there are Indian languages being taught in certain schools to fulfill the requirement of "foreign languages." Textbooks for elementary schools in predominantly Indian communities are written phonetically in Indian Language.

It is in their oratory and their oral literature that the Indians have left their lasting monument and it shall endure. Indian arts and contributions to the arts must be considered living and therefore, unfinished contributions to the world.

INDIAN MYTHOLOGY AND LEGENDS

- I. The definition of legend is a story combining historical fact with tradition; whereas, the definition of a myth is usually defined as a predominately religious story based upon supernatural or unknown origin.
 - A. These definitions imply a lack of truth.
 - B. The mythological traditions of a people interpret real or imagined history to provide legitimacy and understanding to the existing state of affairs and the environment.
- II. There are four types of Indian Mythology.
 - A. The Theogonic Myths contain the beginnings of deities or supernatural beings.
 - B. Culture Myths relate how human or animal-like supernatural beings instruct man in various crafts and ways of life.
 - C. Etiological Myths state how imaginary occurrences are believed to be responsible for certain customs or social organizations such as clans and tribes.
 - D. Nature Myths give an interpretation of the origin and functions of the earth the elements and the universe.
- III. The healing power of the priest who has a myth in mind directs the purification with songs, paintings or impersonations.
- IV. There were several different beliefs as to how the origin of the earth evolved and who was its creator.
 - A. Kuxu, the leading California Spirit Being's Myth has one version.
 1. The Sun, a female and the Moon, a male had several sons.
 - a. Their older son was Earth Namer.
 - b. The younger brother was Coyote, who did all manner of mischief.
 2. Earth Namer first created the celestial bodies; the Sun, Moon, and then each star was called by name and told where to go in the sky.
 3. He then created an acorn tree and then other trees, plants, animals and birds from mud.
 4. He took red colored dirt with water to make people. He followed all the instructions as to how to create Kuxu and Morning Star Woman to be beautiful people.
 5. Coyote attempted to make man and woman but he laughed when he shouldn't have and the people turned out darker and not as pretty. These people were the first Indians.
 6. When Coyote laughed, he brought deceit into the world.
 - B. The Navaho Creation is as follows:
 1. Coyote was both the creator of the first man and first woman and a trickster.
 2. He made all people work, grow old, die and go to the spirit world, the land of the dead.
 3. In the first world, the three lived in complete darkness.
 4. In the second world there was a faint yellow light in the West, a white light in the North, and a dim blue light in the South. The East from whence came the two was black.
 5. In the second world the two people met the Sun Man and Moon Man. It was day here.

6. Sometimes black from the East blanketed everything and it was night in this land.
 7. The Sun fell in love with the first woman but she resisted.
 8. Coyote suggested they move to the third world. They left.
 9. The third world was safe as long as the water monster was not disturbed.
 10. Coyote kidnapped the water monster's children to irritate him enough to cause him to pour water all over the lands filling the low places.
 11. In the fourth world the land was divided into two sections with human people living on the North side, while the South side was populated by animal people. Both groups eventually united.
 12. In the lands of the Pomo, the Yuki, the Miwok, the Hupa, the Karok, and other nations including the Yokuts east of the Coast Range, Coyote was the creator of people.
- C. The Cheyenne Creation Myth is somewhat different from the Navaho myth.
1. Maheo, the All Spirit, lived in a void at the beginning of time. He had a great deal of power.
 2. He first created a great body of water, like a lake but salty. With this he made water beings such as fish, and then water birds, etc.
 3. Then he made light.
 4. The birds needed a place to build their nests so he made land. He rolled a ball of mud and it grew into the earth of today.
 5. Maheo looked at Earth Woman who was very beautiful.
 6. He took his rib bone, breathed on it and laid it softly on the bosom of Earth Woman.
 7. He fashioned the first woman from the left rib of his body and set her by man to keep him company.
- D. The Mojave Myth is another version of the creation story.
1. Kumokun's first made the world and everything in it.
 2. He sat down by the Tule Lake on its east shore and decided to put land around it.
 3. Afterwards, to do this he reached to the bottom of Tule Lake and piled the mud he had gotten in front of him like a hill and patted it with the palm of his hand.
 4. He drew back the earth to form mountains and cut grooves in the mountain sides with his fingernails so that rivers could flow down to the lakes.
 5. He then went under the earth and the world we knew changed.
- E. The Yuman believed all things were born of the earth or sky.
- F. The Central California Indians believed that there was a single creator.
- V. A. The creation of light was executed by the raven.
1. He was born a human baby who cried and caused one of the elders to give him the ball of light with which to play.
 2. The baby flew into the sky and released light, and made the stars by breaking pieces off the Moon.

- B. The Cherokee thought that the buzzard first tried to put the sun into the sky and burnt his head in the process; he's still bald. The grandmother Spider succeeded in putting the sun in the sky by doing it piece by piece and finding her way by using her web which looks like the sun and its rays. She always has her web woven before the sun is fully up.

VI. The Myths of Death are many.

- A. The Yuman, Mohave, Piman and Papago mythology end life of any form at death. The bodies, at death, are cremated with all the worldly goods belonging to that person.
- B. 1. Coyote said that the best warrior should shoot an arrow into the sky which would hold fast and then arrows will be shot. These will connect the earth and the sky with a chain of arrows so that old people who die can climb to the place of the dead. Later they were to be able to climb back down and return to their loved ones.
2. Coyote pulled the arrows from the sky to prevent the deceased from ever coming back. The people thought this was the worst thing Coyote could have done.
3. He had already caused man to suffer pain and die.
- C. The Arapaho thought that when people died, they went over the hill to a dividing line between the living and the dead. If they are suffering greatly, they would not come back when beckoned by loved ones. There is no difference in the life hereafter for one who has been bad or good.
- D. The Kiowa's believe that Saynday talked to the red ant about death saying none should have to die, but rather come back to life after four days. The ant said the world would get too crowded. The ant mourned at the death of his son and was filled with sorrow.
- E. Kumokums of the Modoc myth attempted to bring back his daughter from the dead but was unsuccessful which brought death into the world always.

VII. In Crow Literature it is very difficult to distinguish between myth and reality. A real personage or historical incident may be found throughout the realm of legend.

MUSIC

To the American Indian, music was a very serious matter. It was part of his whole being, from birth until the last moments of his life.

Many of the songs were prayers. The Indians believed in certain powerful spirits. All living things had power and no man could succeed without this power. Much of this power came through songs that when properly used were of great benefit to the singer and to the whole tribe. Many times the songs were given to some individual through a dream or vision while he was fasting.

Each tribe had its special ceremonies even though many tribes had variations on some of the same ideas. Some of these were done through the work of the medicine-man who had special songs, as well as through the songs of other individuals.

Such ceremonies usually had two parts---the greater and lengthier part which was secret, the last part for the public. There was a priest to serve as an advisor and leader. There was a set ritual to be recited, certain songs sung, and dances or pantomimes that showed the purpose or told the story.

As musical accompaniment, the Indian used drums, tom-toms, and rattles. During the ceremonies the voices of the singers carried the melody, while drums and rattles supplied the rhythm.

The only melody producing instrument was the flute, which a young man played when he was courting a maiden. The flute had one other use, however, in time of war. If an enemy was known to be nearing the village, a man would stroll around the camp playing a melody that was understood as a warning by the people. The enemy, hearing it, only thought that it was a young man playing a love song to his sweetheart.

The materials used for musical instruments varied with the environments of the tribes. Woods commonly used were ash, cedar, sumac, box-elder, and hickory. Drumsticks were made from hazel, grapevine, and willow. Gourds, turtle shells, coconut shells, and deer hoofs were used to fashion the rattles. At times even rawhide, pottery and basketry were used to make rattles.

Today, many of the songs and ceremonies have been forgotten or are remembered only by the very oldest members of the tribe. The younger Indians do not learn or perform some of the songs and dances since there is little need for them in modern life.

However, in spite of all of the changes that have come to the life of the Indian, efforts are being made to preserve many of the old songs and dances. The war songs are sung, but today the words describe the deeds of modern Indian soldier rather than the brave or old. The Indians of today sing in their pride of the American flag just as their forefathers sang to the feather-trimmed war flag of their day. The Indian mother croons the same lullaby to her baby that her own mother and grandmother used. An Indian love song is used in courting, but now and then the English words I love you appear. When the medicine man sings songs for the good of the people, he sings not only for the Indians, but for all men everywhere.

BIBLIOGRAPHY

- Hofman, Charles, American Indians Sing, New York, John Day, 1967
- Hofsinde, Robert, Indian Music Makers, New York, W. Morrow, 1967
- Hunt, Ben W., The Complete Book of Indian Crafts and Lore, New York, Golden Press, 1964
- Hunt, Ben W., The Golden Book of Crafts and Hobbies, New York, Golden Press, 1962

SUGGESTED READING LIST

- Barnes, Nellie, American Indian Song Lyrics, New York, Macmillan Publishing Co., 1925
- Buttree, Julia M., The Rhythm of the Redman, New York, A. S. Barnes & Co., Inc., 1930
- Densmore, Frances, The American Indians and Their Music, New York, The Womans Press, 1926
- Densmore, Frances, Cheyenne and Arapaho Music, Los Angeles, (Southwest Museum Paper No. 10), 1936
- Densmore, Frances, Chippewa Music, Washington, Government Printing Office, 1910-1913
- Densmore, Frances, Mandan and Hidatsa Music, Washington, Government Printing Office, 1923. (BAE Bul. 80)
- Densmore, Frances, Music of Acoma, Isleta, Chochiti and Zuni Pueblos, Washington, Government Printing Office, 1957. (BAE Bul. 165)
- Densmore, Frances, Music of the Maidu Indians of California, Los Angeles, Southwest Museum, 1958
- Densmore, Frances, Papago Music, Washington, Government Printing Office, 1929. (BAE Bul. 90)
- Densmore, Frances, Pawnee Music, Washington, Government Printing Office, (BAE Bul. 93)
- Densmore, Frances, Seminole Music, Washington, Government Printing Office, (BAE Bul. 161)
- Densmore, Frances, The Study of Indian Music, Washington, Government Printing Office, 1942
- Densmore, Frances, The Use of Music in the Treatment of the Sick by American Indians, Washington, Government Printing Office, 1952
- Hofmann, Charles, American Indians Sing, New York, John Day, 1967
- Hofsinde, Robert, Indian Music Makers, New York, W. Morrow, 1967
- Jeancon, Jean Allard, Indian Song Book, Denver, Denver Allied Arts, 1975
- Kurath, Gertrude Prokosch, Iroquois Music and Dance, Washington, Government Printing Office, 1964. (BAE Bulletin 187)
- Pietroforte, Alfred, Songs of the Yokuts and Paiutes, Healdsburg, California, Naturegraph Publishers, 1965
- Reichard, Gladys Amants, Spider Woman: A Story of Navajo Weavers and Chanters, New York, the Macmillan Company, 1934
- Spinden, H.J., Songs of the Tewa, New York, 1933
- Waterman, T.T., Native Music Instruments of California, Out West. Vol. 28, 1908

SUGGESTED SOURCES FOR RECORDINGS OF INDIAN SONGS AND MUSIC

Peabody Museum of Harvard University - (Has album of 5 records on Navajo Creation Chants.)
Cambridge, Massachusetts 02100

Canyon Records
834 North 7th Avenue
Phoenix, Arizona 85000

Tom Tom Records
Box 1493
Albuquerque, New Mexico 87100

American Indian Sound Chief
c/o Oneida Methodist Mission
R.F.D. #2
West DePere, Wisconsin 54178

Folkways Records and Service Corp.
117 West 46th Street
New York, New York 10000

Recording Library
Music Division
Library of Congress
Washington, D.C. 20540

Institute of American Indian Arts - (Has album of records on Hopi, Navajo, Plains, etc. Indian
Cerrillos Road chants recorded by the E-Yah-Pah-Hah Indian Chanters.)
Santa Fe, New Mexico 87501

THE DANCE IN INDIAN LIFE

Dancing and song were for the Indian people the very heart and soul of life. The dance represented another contact with nature, with all living things. When he danced the Indian came in closer contact with the complete universe which for him included all life. This expression of the dance, combined with song and ritual, completed his world and improved his relationship with things seen and unseen.

An old Indian said, "Dance is part of our religious experience, what some call worship. Some people go to church. We go to a dance."

Associated with the serious affairs of life, dancing was for the Indian connected with processions and observances, with their agriculture and hunting season, with war and with magic.

Many of the dances once performed by Indians no longer exist. They have been forgotten because they are no longer useful in Indian life. Perhaps they were once part of a ceremony that is no longer performed. Many significant ceremonies were suppressed because the white people believe that the Indians were always "war dancing," and that if they stopped such things it would help destroy the Indians, perhaps crush their spirit. Thus Indian social, political, and even religious life would pass away. When these things, so important to Indian life, were forbidden, the Indians did lose a significant part of their lives. The organization of the tribes collapsed. The Indians were indeed crushed.

In later times (as late as the 1930's), when certain dances and ceremonies suppressed during the nineteenth century were allowed to resume, the Indians found it impossible to continue the old ways. Much of the rituals had been forgotten, many of the songs lost, many of the dances not remembered. It was too late for most of the tribes. During the old days, however, dance was completely interwoven into daily life. Many of the oldest dances were ceremonial in character and were symbolic. Some of them were more pageant than dance.

In his effort to move closer to the source of power in nature, the Indian imitated or tried to become a strong part of the natural world around him. Just as he received power through his songs, the Indian knew that in dance he could contact the unseen or the unknown which would give him power. Thus, his dances often imitated birds and animals or spirits that might benefit him when he needed them. His body moved like the deer, the buffalo, the eagle or even the Thunderbird, and in turn the Indian knew that powerful spirits would aid him and his people. This was another method of appeal to spiritual forces and a means of communication with them. The Indian felt he placed himself in harmony with the natural world around him, and through song and dance made contact with the controlling powers in the universe.

Most of the ceremonies involved dancing. There were dances for war, for peace, for joy, for sorrow. Other dances were petitions for rain, for good hunting, good fishing, or anything else the Indian needed in his life.

These dances were not actually complicated. There was a set pattern for most of them. The steps are executed with great simplicity which proves the skill and grace of the dancers. Most of the dances seem relaxed, perfectly controlled, and very dignified, even though some are extremely vigorous. Dance movements are associated with whatever the Indian is seeking to accomplish. Many times the dancers interpret stories and events. In the Buffalo Dance, for example, movements of the large animal are imitated by the performers who mimic the hunt, wearing headdresses and robes made from the animal itself.

There are certain obvious characteristics in Indian dancing. A bent-knee position is often seen. The dancers' back is usually perfectly straight, the body in an erect position. There is much head movement, many times suggestive of the birds and animals in their natural motion. The arms are seldom used except when the dancer represents the soaring eagle or the Thunderbird.

There are many types of dance steps among the Indians. Here are some of the best-known ones that may be easy for you to learn. **THE TOE-HEEL STEP:** Simplest and best-known Indian dance, this takes practice to develop the proper rhythm, which is set by the drumbeat, a one-two beat, loud-soft. On the loud beat of the drum, touch the ground lightly with the left toe. Then bring the left heel down hard on the soft beat of the drum. Repeat with the right foot. Alternate left and right feet, and after you feel comfortable doing this, try variations. Go forward with your group in a circle, go backward, or from side to side. **THE DRAG STEP:** The drum beats one-two, as in the TOE-HEEL DANCE, but here the soft beat comes first. Step forward on the soft first beat so that your toe touches the ground. Then drag the foot backward, letting the heel down hard on the loud second beat. This usually is a solo dance.

THE STOMP STEP: This dance takes more energy. Body upright with hands close to body at hip height. The drum beats one-two-three. On Beat One (loud) lift knee high and bring foot down hard to ground with stomping motion. On Beats Two-Three (light beats of drum) come down in two hops on toes. Try this with turtle shell or other rattles tied just below the knees and with rattle in your right hand. Your right forearm should move up and down in time with right foot, the left arm always being inactive. This step is seen in many Pueblo dances in the Southwest. THE CANOE STEP: The drum beats One-Two-Three-Four. Swing your arms and body in movement which imitate those of rowing a canoe---long swinging strokes, as if holding a canoe paddle, first on one side of the body, then on the other. On Beat One step on your left foot and tap the right foot on two-three-four, stepping forward on the right foot on One. Then tap the left foot on the next two-three-four and step forward on the left foot on One. After you have mastered this, make a short, quick jump forward on One instead of just stepping forward on one foot.

INDIAN ARTS AND CRAFTS

The Redman, despite his primitive methods, left a lasting imprint with his varied works of art.

The Indians had to make all their clothing, household goods, implements, tools, weapons and ornaments out of raw materials available to them. This necessity led to the development of a very high level of individual artistic skill and craftsmanship.

They used simple crude tools. Art always came as a result of what they made first for their needs in living.

The Indians showed individuality, personality and originality in their work. Their products were designed with spiritual purposes in mind related to economic, social and religious activities within the community. Their work, shared by the whole community, had a definite framework of pattern and form.

The craftsman studied the available raw materials carefully to see best how to utilize and treat its characteristics with their limited tools at hand. Workmanship and design came first through necessity. There was great competition between craftsmen in each tribe. This competition created a dedication to the quality of their work.

The Indians set no time limits. They took as long as necessary to get the best quality. Songs were composed and sung in dedication to the excellence of work underway. The Indians took great pride in their workmanship. By use of color combination, family totem symbols, etc., work of men and women of each family was easily recognized.

Most Indian Art has come to us over many centuries of painstaking development involving great inventiveness and highly perfected skills and techniques.

Today, with only a few exceptions, only a few objects worthy of artistic merit are made by Indians in the United States. In order for them to survive today they find themselves making cheap souvenirs for tourist trade. Their old native arts and crafts are all but forgotten. No longer does the Indian stake his pride and reputation on the quality of work. He has had to make a terrible compromise and adjustment with the machine age.

SAND PAINTING

Sand painting is the name for making pictures in the sand. The Navaho Indians of the southwestern United States are noted for their sand painting. The paintings form a part of many ceremonies, especially healing rites. Medicine men usually made sand paintings on the floor of the hogan. They got colored sands by grinding stones from nearby cliffs. They made the designs freehand and from memory. The paintings were destroyed after the ceremonies.

INDIAN DYES AND PAINTS

The North American Indian used a large number of plant stems, leaves, roots, nuts, seeds and bark to make dyes, stains and some paints. They also employed the use of ground-up charcoal and soot. Almost any plant will produce some kind of color.

Yellow	-	stems and roots of wild barberry, sassafras bark, stems of goldenrod
Black	-	bark of mahogany or black walnut root
Brown	-	leaves, hulls and nuts
Orange	-	root of bloodroot
Blue	-	flowers of larkspur
Green	-	leaves, algae from stagnant pools rubbed into wood or leather
Red	-	cherries, elderberries, strawberries

Colors in Indian designs and symbols had a particular meaning in different tribes. Here is a particular list of colors and their meanings.

Red	-	wound, sunset, blood, earth, south
White	-	winter, death, east
Blue	-	sky, day, water, west
Black	-	night, under
Yellow	-	sunlight, day, east, dawn
Green	-	growing, earth, summer

INDIAN CRAFTS

Like all primitive people limited to intertribal trading to supply products not made at home, the Indian had to make all his clothing, household goods, weapons and ornaments out of raw materials available to him. This necessity led to the development of very high levels of individual artistic skill and craftsmanship. The art of the Indian always came about as a result of what he made first for his needs in living and since it was the work of an individual it bore the mark of his personality and originality. The products of handicrafts were designed with a spiritual purpose in mind related to activities of a community. Each artist had his own technique and peculiarity of design and color. These were the proud hallmarks that won the Indians distinction.

POTTERY

The pottery of the southwest Indian was made by coiling a long rope of clay, layer on layer, until the shaping of the vessel had been completed. Various shapes used artistic ability of the maker. The clay is mixed with water to produce a "thick-soup" mixture. It then sets until it dries out to consistency of pie dough. It is then rolled and shaped. The pottery was then placed in a fire oven which was made of large stones and baked until completely hardened.

JEWELRY

Both Indian men and women wore necklaces of many different kinds. Indians were well-known for mastery of stringing ornaments, pendants, and beads around the neck and wrists and attaching them to their garments. Jewelry was made from minerals, vegetables and animal substances before the introduction of glass and porcelain beads by the white man. Nuts and berries were strung, seeds and dyed porcupine quills were used. Other material in making necklaces and chokers were nuts, clay, teeth, claws, shells, bamboo stems and feathers. Beadwork began after the discovery of America and was preceded by porcupine quill embroidery. Pearls and quills were also used as decorative materials before glass was brought by early Italian explorers. Most Indian beadwork was done in the central and southern plains and the northern woodland sections. Pueblo Indians are perhaps the most famous jewelers. They carved little stone pendants in the form of animals and birds. They made beads from seashells carried all the way from the coast of California. Their greatest achievement was in work with turquoise. They fitted tiny bits of this sky-blue stone into mosaics and strung highly polished beads into necklaces. They pounded copper into earrings, bracelets, headdresses and breast-plates that were worn for decorations. All these had pictures pounded in telling a special story or legend.

WEAVING (Basket)

The first weaving the Indians developed was the intertwining of saplings or sticks with vines to form fish nets to obtain food. The interlacing of twigs to make baskets, both to hold and to transport the fish, berries, edible roots and nuts followed as well as the barricades at the mouth of the family cave shelter against prowling enemies. From these crude beginnings the Indians developed tree pole booms which began the development of the weaving of cloth and blankets. The word "basket" is an Old English word and means - a vessel made of vegetable fibers. Basket weaving used many natural materials such as vegetable fibers, vines, grasses, long pine needles and cornhusks. Green material was used because of flexibility.

WEAVING CLOTHING

As basket weaving began to progress the Indians began experimenting weaving soft fibers to be used as blankets and later other articles of clothing. Men also contributed to the development of the skilled weaving of blankets. The Indian men banded together for hunts and meetings during the winter months. During these gatherings they also constructed various everyday utensils. Small soft twigs or reeds, blades of grass or bits of fiber from bark were used. Mountain Indians used wool from their herds of sheep. Blankets were made with the basketry process, although the material always differed.

CLOTHING DESIGNS

Rosettes for war bonnets are made by applying beads to a circular piece of leather. Graduating rows of beads are sewn around a central bead until the desired rosette is completed. Many designs were made by using variously colored beads according to a plan. Feathers were then applied adding to the decorative beauty of the individual tribe. Moccasin styles varied from tribe to tribe. Some even had different styles for men and women. Usually women were the shoemakers. In many tribes they used colored porcupine quills for decorations. Later they worked designs with colored beads they got from white traders. Sandles were fashioned from tough leaves and fibers and, of course, the hides of animals.

EMBROIDERY AND BEADWORK

The beadwork which is so prominent in the decoration of an Indian costume owes its origin to the introduction of small Indian glass beads by the white traders. But beads of many kinds were made by the Indians before the advent of white men, and the designs later used in beadwork largely originated in the beautiful porcupine quill embroidery developed by many of tribes. Shells, bones, horns, teeth were used in the ornate decoration of clothing. Beadwork is not at all difficult, but it requires a certain amount of patience and steady application. Indian patterns were made up of symbols combined in various ways. The meaning of these designs were not fixed, so the same symbol would have different meanings to people within the same tribe and among the different tribes which might use it. The Indian artist pictured in their work the common objects of everyday life, the great powers of nature, the sun, moon, stars, the wind, trees, birds and many others. On clothing, designs were supposed to have power to protect the wearer from evil and harm. This theory inspired the design for much of the war paint designs and clothing designs.

ART ACTIVITIES

The following are suggested for use in the classroom when teaching art contributions of the American Indians. Simple instructions and illustrations will help each teacher adapt the activities to the particular needs of the pupils.

BASKETRY (Burden Basket and Tumpline)

Burden baskets were used to carry corn from the fields and to gather roots, nuts, and berries. The baskets were carried on the back and held by a strap called a tumpline. The tumpline fitted across the forehead and over the shoulders.



MATERIALS

Two paper bags the same size
Masking tape
Strip of cloth
Crayons or paints
Scissors
Glue or staples

1. Fit one bag into the other.
2. Tape the top of the basket on the inside and outside with the tape.
3. Paint an Indian design on the basket.
4. Cut a strip of cloth (old sheet) about one inch wide and long enough to fit across forehead and hold it as a tumpline.
Crane an Indian design on the strip.

WOVEN BASKET

Materials:

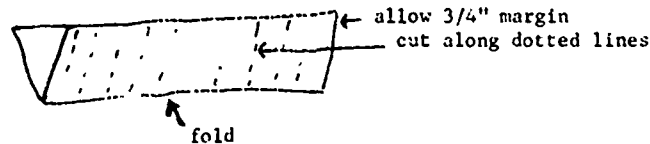
Construction paper 9" x 12"

Scissors

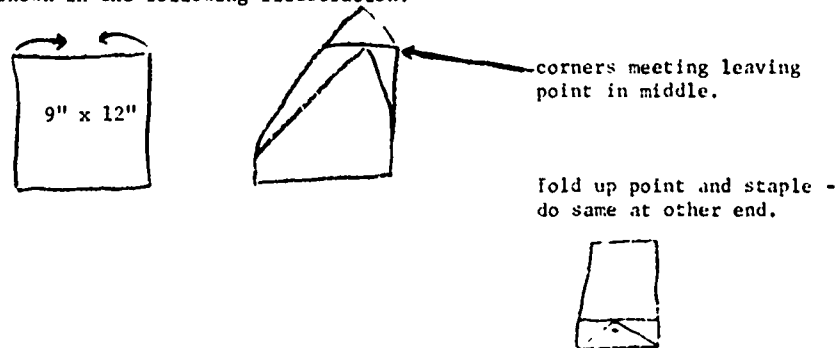
Glue or paste and staples

Rulers

1. Select one sheet of construction paper, fold in half, and cut lines drawn at about one inch intervals toward the open edges (see illustration).



2. Cut strips 1" x 12" of matching or complimentary colored construction paper.
3. Weave the strips (over, under -- over, under) into the first piece of construction paper. Paste the ends of the strips down.
4. Fold corners as shown in the following illustration:



5. Cut a strip wide enough and long enough to make a handle for the basket.

POTTERY

Materials:

Clay - modeling, salt clay, or plastic clay

Paints

Pencils or other tools for making designs

Simply hand mold plates, cups, bowls, and pots. Let students create methods to do this -- watch how inventive they are! Cut or press-in Indian designs. Let those clays that will dry then fire or bake and paint.

Another suggested activity is to have the pupils locate and dig clay from nearby. Let them mold a shape, cut designs and when dry add paint. Naturally, these pieces will be brittle but the pupils will realize the Indians had to be inventive and that they did make containers from clay found in their immediate surroundings not from a commercially prepared clay. (Rocks might be pressed into the wet clay as part of the design.)

WEAVING

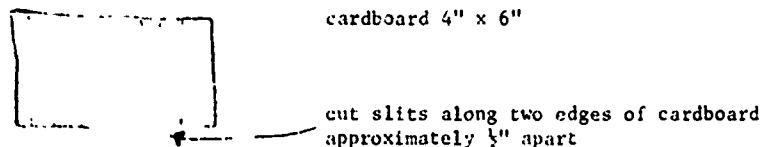
Materials:

Construction paper, scissors, paste, cardboard and thread
Yarn - rug yarn or any large size

The construction paper weaving is an adaptation of the basket weaving.

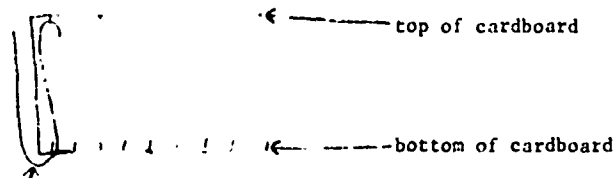
YARN POUCH:

1. Make a loom of cardboard as illustrated.



2. Thread the loom with a heavy gauge thread as shown below.

tie
on
thread



Put thread through slit and up and underside. Loop around slit at top and return.

Put thread through slit and up the underside. Loop around slit at top and return thread down under side and up through next slit back to the top. Repeat this pattern always looping around slits at top and merely using bottom slits as guides for warp thread.

3. Once loom is threaded begin weaving rug yarn around the cardboard. One yard lengths handle best and as yarn runs out tie on more.
4. When yarn has been woven simply cut the tabs off of the cardboard loom and pull out. This will leave an opening at the top and the bottom completely closed if the yarn has been woven tightly.

SCULPTURE

Materials:

Clay - modeling, salt clay or ceramic clay
Soap
Green brick
Paring knife or pocket knife
Boxes - shoeboxes, etc.
Paint and crayons
Scissors, paste, construction paper and masking tape

TOTEM POLES:

1. Stack several boxes and tape them together.
2. Paint designs on boxes or cover with construction paper designs. (Allow students to be very expressive - - do not give too many suggestions!)

SCULPTURED OBJECTS

1. Cut simple shapes from a large bath size bar of soap.
2. Mold clays into objects.
3. Green brick may be purchased from art supply house or a local brickyard. This carves very easily and the knife does not have to be very sharp.

METAL WORK

Materials:

Aluminum foil
Elmers glue
Scissors
Yarn
Cardboard or heavy construction paper

Metal Necklace or Headband-

1. Cut discs of aluminum foil. Paste several together to give body or firmness to piece.
2. Cut strips of aluminum foil and crunch. Make a design by gluing these on the discs as shown below.



3. String or yarn to make necklace or paste two back to back with yarn running between the two.

ARCHITECTURE

Materials:

Boxes of various sizes
Salt clay
Glue or masking tape
Toothpicks
Tongue depressors
Paint

ADOBE HOUSE:

1. Find three small boxes of different sizes that will fit one on top of the other. Cut places for doors in each box. Stack the boxes - largest on bottom and smallest on top. Glue them in place or tape together with masking tape.
2. Mix one cup of flour with one cup of salt and blend with water until thin enough to spread easily.
3. Plaster outside of all boxes beginning with the bottom box. Use your fingers or tongue depressors to spread the clay. Make a railing around the edge of the roof leaving an entrance to the roof.
4. Make three ladders from toothpicks.
5. Glue the ladders up the sides from one level to the next. The top ladder should lead to the opening in the roof railing.
6. When the clay dries, paint the adobe tan or yellow.

EMBROIDERY

Materials:

Burlap squares
Rug yarn
Large embroidery needles

Picture or Wall Mural -

1. Have pupils draw an Indian design on the burlap.
2. Using colored yarn and varying stitches cover the design.
3. Finished picture may be framed or made into a throw pillow with another back, some foam rubber and fringe around the edge. If a mural is made it could be hung from ceiling to floor in a scroll-like fashion.

PAINTING - - SAND PAINTING

Materials:

Colored aquarium sand or sand made from cornmeal and colored with food coloring
Glue
Heavy art paper or cardboard

1. Draw design on a piece of paper or cardboard.
2. Spread glue on lines of design, one line at a time. Sprinkle different colors of sand or cornmeal mixture over the glue.
3. Let the glue dry. Gently shake off the loose cornmeal.

EARTH PAINTING

Materials:

Various clays from surrounding areas - - yellow, red, brown, etc.
Water and paint brushes
Water color paper

Use the earth clays as color by dampening the brush with water then rub into the clay and paint the picture or Indian design. Fingers may be used to apply the color pigments. This is essentially the same process as tribal war paints.

JEWELRY

Materials:

Use ideas from section on metalwork
Macaroni - various sizes and shapes
Food coloring
Yarn or string
Large embroidery needle

1. Color macaroni with food coloring.
2. String, tying thread around each macaroni bead to hold it in place. Knots at various intervals will create an interesting design.

BIBLIOGRAPHY

Fletcher, Sydney E., The American Indian

Floethe, Louise Lee, The Indian and His Pueblo, Charles Scribner's Sons, New York, 1960
(Elementary reference to Indian architecture)

Gibok, Shirley, The Art of the North American Indian, Harper and Row, New York, 1964
(Good reference to examples of Indian art)

Hodge, Frederick Webb, Handbook of American Indians North of Mexico, Bowman and Littlefield, Inc., 1965

Norbeck, Oscar E., Book of Indian Life Crafts

Parish, Peggy, Let's Be Indians, Harper and Row, New York, 1962
(an excellent reference to miscellaneous art activities adaptable to all levels)

Raphael, Ralph B., The Book of American Indians, Arco Publishing Co., Inc., New York, 1959

Solomon, Julian H., The Book of Indian Crafts and Indian Lore

PHYSICAL EDUCATION

Nearly all of the Indian tribes played a great variety of games. Some of them were quite simple, in which two or three players would take part, while others with hundreds of players in them resembled sham battles. Many games were of a sacred character and were played for other reasons than pure amusement. They were used to heal the sick, to bring rain, to increase the fertility of animals and plants, to avert disaster, or as part of the ceremonials to amuse and entertain distinguished guests. Others trained men in the use of weapons and the strategy of war. Certain games were played at set times and seasons as necessary religious ceremonies. In connection with practically all of them there was considerable gambling.

The Indian had many games and amusements, similar to our own, such as balltodore and shuttlecock, quoits, cat's cradle, and the street game called cat or tipcat, were all played by them. They also had a great variety of dice and guessing games which were very popular. Children amused themselves with tops, stilts, and popguns made of ash and elder, from which they used to shoot wads of chewed elm bark. In winter they coasted on slides of buffalo ribs or rawhide.

Like the games themselves, the implements with which they were played were considered sacred and could not be sold. They were often decorated with sacred symbols that were supposed to bring luck to the player. All the players made their own gaming equipment. This was not difficult, for every Indian was more or less a craftsman.

INDIAN GAMES AND CRAFTS

Game: Guessing Game

Materials: Eight sticks, each 12 inches long and 1 inch in diameter
India ink and a brush
Coping saw
Pocketknife

Procedure: Two teams with 4 to 8 on each side can play this game. They are seated on the ground so that the teams face each other and a folded robe or blanket is placed between them.

One team holds the sticks, holding them under the blanket. Two teammates divide the eight sticks into two bundles of 4 each. These two players grasp the bundles in a manner that the painted ends are covered by their hands. They then hold out the bundles of sticks toward their opponent.

The object of the game is for the other team to guess in which of the 2 bundles the odd stick is hidden. Since all the eight sticks have a center marking, it is no easy task.

If the rival team guesses it goes, the first team gets one point. It shuffles the sticks again under the blanket and the next two players grasp the bundles and hold them forward.

If the opponents guess right, then it is their turn to hold the sticks. At the first team must guess. Each team keeps its own score, or a scorekeeper is appointed. The scorekeeper sits between the teams, at one end of the folded blanket.

Game: Bowl Game

Materials: One small white bowl of wood or a small even wren's basket. Peach or plum pits.
A small bottle of India ink.
A pin point holder.

Procedure: Wash the pits and let them dry thoroughly. With the pen and ink, draw a bold line across one side of each stone. Hold the bowl in one hand and with a slight toss, flip the pits up into the air and catch them again in the bowl. Score by counting the number of pits that land with the marked side up. Each one that lands with the marked side up counts one point. After scoring over ten, pass the bowl over to your opponent. He makes a toss, counts his score, and passes the bowl back to you. Each player keeps his own score with toothpicks. The winner is the one having the most toothpicks in front of him after twenty tosses.

Game: Corncob Darts

Materials: Several ears of fresh corn
Chicken or turkey feathers; an ice pick; small tube of gluing cement; pickethknife; one piece of plywood, 26 inches square and $\frac{1}{2}$ inch thick. One piece of wood, 1 inch square by 4 inches long; one thin screw, 1 inch long; screw driver; 4 small jars of poster colors - one each of red, blue, white and yellow. A small water color brush.

Procedure: Pull the husk off the corn and shell off the kernels. With a sharp knife, cut the top of the cob across evenly. With the ice pick, punch 4 holes into the end of the cob. Drop some gluing cement into the holes and insert the feathers in such a manner that the feather, curve outward. There should be 2 darts for each player. The target is made from the 26 inch piece of plywood. Draw a line across the board from one corner to the other to determine the center. Then draw another line across, connecting the 2 corners where these 2 lines intersect in the center. Place a small nail in the center of the board to draw the circle; to this fasten a cord about 14 inches long. Tie a pencil at the end of the cord exactly 13 inches from the nail. Hold the pencil straight up and down, draw the circle. Cut with a coping saw along this line and you have a circular target.

Place the nail in the center again and tie the string to it. Tie the pencil 13 inches from the nail and draw the small red circle. Tie the pencil 8 $\frac{1}{2}$ inches from the nail for the white circle and 12 inches for the blue, this will leave 1 inch for the yellow circle. Paint the circles as indicated using poster colors. When the paint is dry add the numerals 100, 75, and 25 with blue paint; add the numeral 50 in white paint.

Trim the edges from the 1-by-4 inch piece of wood with a sharp knife, making the piece 8 sided. Then drive the small nail used for making the circles through the target so the center can be seen from the back. Insert the 1 inch screw through this hole in the target and up into the center of the 4 inch piece of wood. Then paint this piece of wood red.

To play the game, place the target on the ground or on the floor, indoors, and mark off a line fifteen to twenty feet from the target. The player toes the mark and throws the dart from that position. The ring on which the dart comes to rest is counted as the score. If the dart rests across two colors then the color covered by the greatest part of the dart is counted.

Score as follows:
Red center spot-100 points
White-75
Blue-50
Yellow-25

As soon as the play is scored, the player picks up his dart and the next player takes his turn.

Game: 10's Ball

Materials: 1 Ball; an awl or ice pick; a strong cord or a shoelace

Procedure: With the ice pick poke 2 holes in the ball, close together on one side. Then pinch up the ball so that you can pass a strong cord 10 inches long through both holes. Now tie a knot in the cord close to the ball, so the cord won't slip then tie the ends of the cord together to form a loop.

First scratch a straight line in the dirt with a stick. Each player in turn must place himself flat on his back with his shoulders resting on the line. He grasps the loop cord on the ball, swings his arm up and over his head, and throws the ball behind him as far as he can. The spot where the ball lands is marked with a stick or a stone or another stick. Then the next player takes his turn.

The place where the ball lands is marked with a stick or a stone or another stick. Then the next player takes his turn.

Game: Hopi Whipping Tops

A favorite toy of all Indian boys and girls is the whipping top. These tops are whittled out of any kind of wood that is available. Indian children have a lot of fun trying to see who can spin his top most skillfully and keep it going the longest.

Material: Cottonwood, 3 foot length of $\frac{1}{2}$ inch Branch, leather strap about $\frac{1}{2}$ inch wide and 8 inches or 10 inches long.

Procedure: Carve a regular top with a graduated point on the bottom with a groove about a half an inch from the top. Make the whip by attaching the leather strap to the branch. 1) Wind the strap two or three times around the groove in the top. 2) Set it down on hard ground or floor, and give the strap a quick pull to start the top. 3) Flick the top with the whip to keep it spinning.

Other Indian

Games: Snow Snake
Double Ball and Stick
Toss and Catch
Zun, Kick Stick

INDIANS

REFERENCES FOR YOUNG STUDENTS

- | | |
|----------------------------|--|
| Acker, Helen | LEE NATION: YOUNG NAVAJO. New York, Abelard-Schuman, 1958. (Ages 8-12). Lee, yearning for white man's education, yet responsive to his people, finds his conflicts resolved when he wins new name. |
| Allen, I.D. | NAVAJOS HAVE FIVE FINGERS. Univ. of Okla., 1963. (Ages 11-15). Story of a couple who lived for a year in Navajo country. |
| American Heritage Pub. Co. | BOOK OF INDIANS. Simon & Schuster, 1961. Although the text is advanced for the young reader, it is listed because of its beautiful illustrations. |
| Anderson, Catherine Corley | SISTER BEATRICE GOES WEST. Milwaukee, Bruce Pub. Co., 1961. (Ages 11-15). Account of a nun's experience as teacher on a Navajo reservation. |
| Baldwin, Gordon C. | AMERICA'S BURIED PAST: THE STORY OF NORTH AMERICAN ARCHAEOLOGY. Intro. by Frank H.H. Roberts, Jr. New York, E. P. Putnam, 1961. (Grade 7 up). Study of North American Indians' cultures from the Asiatic migrations to Columbus. Utilizing archeological findings, author reconstructs hunting, food gathering, and farming communities of America's prehistoric people. |
| Bauer, Helen | CALIFORNIA INDIAN DAYS. Illus. by Tom Freeman. New York, Doubleday, 1963. (Ages up to 12). A lively and carefully researched picture of the California Indians from earliest times to present. |
| Baurmann, Hans | GOLD AND GODS OF PERU. Random, 1963. (Ages 8-12). Story of the Incas through historical sketches, jiggings, pictures and stories. |
| Bealer, Alex W. III | PICTURE-SKIN STORY. New York, Holiday House, 1957. (Ages 8-10). Old Sioux tells, by means of pictures drawn on buffalo hide, story of his first hunt as boy. Illustrated by author. |
| Bennett, Rowena | RUNNER FOR THE KING. Follett, 1944. Story of Soca, an Inca Indian boy. |
| Berke, Ernest | THE NORTH AMERICAN INDIANS. Intro. by Frederick J. Dockstader. Garden City, N.Y., Doubleday 1963. (Up to 10). A rich panorama of American Indian life and legend from New England to the Far West. The principal tribes, their beliefs, customs, dress, housing, handicrafts. |
| Bleeker, Sonia | BOOKS ABOUT AMERICAN INDIANS. Morrow. Illus. (Ages 3-10). "Apache Indians," "Aztec," "Cherokee," "Chippewa Indians," "Crow Indians," "Delaware Indians," "Eskimo," "Horseshoe of the Plains: the Nez Perce Indians," "Horseshoe of the Western Plateaus," "Inca," "Indians of the Longhouse," "Maya," "Mission Indians of California," "Navajo," "Pueblo Indians," "Sea Hunters," "Seminole Indians," "Sioux Indians." |
| Brandon, William | AMERICAN INDIAN. Random, 1963. Adapted by Anne Kerr. White. Young readers' edition of the <u>American Heritage Book of Indians</u> . |
| Carlson, Natalie Savage | THE IOMAHAWK FAMILY. Pictures by Stephen Cook. New York, Harper & Bros., 1960. (Ages 7-11). Through exciting adventures, Alice and Frank Iomahawk discover what it is like to lead both the traditional Indian life and the modern American one. |
| Carpenter, Frances | POCAHONTAS AND HER WORLD. New York, Alfred A. Knopf, 1957. (Ages 10-14). |

- Carter, E. Russell THE GIFT IS RICH. Friendship, 1955. Contributions of Indian groups to American culture.
- Christensen, Gardell Dano BUFFALO HORSE. New York, T. Nelson & Sons, 1961. (Ages 8-11). A young warrior brings first horses to Nez Perce Indians.
- Clark, Ann Nolan DESERT PEOPLE. Viking, 1962. (Ages 6-7). A Papago boy tells of his life in the Southwest desert.
- FAATHER KINO, PRIEST TO THE PIMAS. Illus. by H. Lawrence Hoffman. New York, Farrar, Straus & Co., 1963. (Ages 9-12). Story of the Italian Jesuit priest who set up 29 missions and mapped areas of Mexico and Arizona in the 1600's.
- IN MY MOTHER'S HOUSE. Viking. Everyday activities in Tesuque Pueblo.
- LITTLE NAVAJO BLUEBIRD. Viking, 1943. (Ages 10-14).
- MEDICINE MAN'S DAUGHTER. Illus. by Donald Bolognese. New York, Farrar, Straus & Co., 1963. (Ages 9-13). A girl being trained as a medicine woman discovers the world beyond her Navajo land.
- Coatsworth, Elizabeth INDIAN ENCOUNTERS. New York, Macmillan Co., 1960. (Ages 10-14). Anthology of "Indian Encounters" from writings of author who has enriched the literature of our country with her profound insight into the nature of the American Indian.
- Cooke, David C., & Moyers, William FAMOUS INDIAN TRIBES. New York, Random House, 1954.
- Cooke, David C. INDIANS ON THE WARPATH. New York, Dodd-Mead, 1957. (Grades 7-9). Straightforward accounts of 10 Indian leaders who fought tragic wars in defence of their lands and people against the white man.
- TECUMSEH: DESTINY'S WARRIOR. New York, Julian Messner, 1959.
- Davis, Russell, and Brent Ashabranner CHIEF JOSEPH: WAR CHIEF OF THE NEZ PERCE. New York, McGraw-Hill, 1962. (Ages 10 up). He wanted peace but became the greatest fighting chief of the Western Indians Wars instead.
- Dorbin, Norma THE DELAWARE. Chicago, Melmont Pub. Co. (Look-read-learn book, reading level grade 3).
- Estep, Irene THE IROQUOIS. Chicago, Melmont Pub. Co., 1961. (Third grade).
- SEMINOLES. Chicago, Melmont Pub. Co., 1963. (Grade 3). How the Indians of the Everglades built their houses without walls and had to be on the alert for deadly alligators and crocodiles.
- Farber, Doris THE LIFE OF POCONONTAS. New Jersey, Prentice-Hall, 1963. (Ages 8-11).
- Farquhar, Margaret INDIAN CHILDREN OF AMERICA. Holt.
- Fenton, Carroll L. CLIFF DWELLERS OF WALNUT CANYON. Day, 1960. (Ages 2-10).
- Fisher, Anne (Benton) STORIES CALIFORNIA INDIANS TOLD. Illus. by Ruth Robbins. Berkeley, Parnassus Press, 1967. (Ages 8-12).
- Fletcher, Sydney F. AMERICAN INDIAN. Grosset, 1954.
- Floethe, Louise & Richard THE INDIAN AND HIS PUEBLO. New York, Scribner's & Sons, 1960. (Ages 5-10).
- Fuller, Iola THE LOON FEATHER. Harcourt. Story of Tecumseh's daughter.

- Garst, Shannon RED EAGLE. Illus. by Hubert Buel. New York. Hastings House, 1959. (Ages 8-12). Based on actual facts about the Sioux.
- Gendron, Val BEHIND ZUNI MASKS. Decorations by Allen Thomas from sketches by author. Longmans, 1958. (Grades 7-9). A true story of the Koshares (a troop of Boy Scouts of La Junta, Colo., who, through their Indian crafts and dances exhibited on country tours, endeavor to preserve and promote understanding of the Southwest Indians' cultures) and their trouble with the Zuni Indians who unjustly accuse them of making a mockery of the Zuni religion.
- Glubok, Shirley ART OF THE NORTH AMERICAN INDIAN. Harper, 1964. (Grades 3-6).
- Grant, Bruce AMERICAN INDIANS, YESTERDAY AND TODAY. New York, E. P. Dutton, 1958 (1960). (Ages 12 up). Profusely illustrated encyclopedia of Indian history.
- Gridley, Marion E. INDIAN LEGENDS OF AMERICAN SCENES. Donohue, 1939.
- Hafer, Flora CAPTIVE INDIAN BOY. New York, David McKay, inc., 1963. (Ages 8-12). How Chukai, a cliff-dwelling Indian, who lived in Colorado 700 years ago, learned to use the bow and arrow.
- Haig-Brown, Roderi THE WHALE PEOPLE. Illus. by Mary Weiler. New York, Morrow, 1963. (Ages 10-14). Story about the growth to manhood of a Nootka Indian boy, a whale hunter of the Pacific Northwest.
- Hall, Gordon Langley PETER JUMPING HORSE. New York, Holt, Rinehart & Winston, 1961. (Ages 8-12). Story of a modern Indian boy's adventures on an ojibway reservation in Canada.
- Hall-Quest, Olga W. POWHATAN AND CAPTAIN JOHN SMITH. Illus. by Douglas Corsline. New York, Farrar, Straus & Cudahy, 1957.
- Hannum, Alberta PAINT THE WIND. Viking, 1958. Illus. Continuation of SPIN A SILVER DOLLAR. Viking, 1945. Story of Beatien Yazz, Navajo artist.
- Harris, Christie ONCE UPON A TIME. Woodcuts by J. Fraser Mills. New York, Atheneum Pub., 1963. The culture, wisdom, and courage of the North Pacific Indians displayed in five old tales.
- Hayes, William D. INDIAN TALES OF THE DESERT PEOPLE. Illus. by author. New York, David McKay Co., 1957. (Ages 10-14). Folk tales of the Pima and Papago Indians.
- Hayes, Wilma Pitchford EASTER FIRES. Illus. by Peter Burchard. New York, Coward-McCann, 1960. (Ages 8-12). Story of Little Bow who saved his sister from sacrifice and how the Indian custom of lighting bonfires at Easter Eve began.
- Hazeltine, Alice I., comp. RED MAN, WHITE MAN. New York, Lothrop, Lee & Shepard, 1957. (Teens.) Legends and first-person accounts of explorers, traders, and tribal leaders.
- Heiderstadt, Dorothy INDIAN FRIENDS AND FOES. New York, David McKay Co., 1958. (Ages 10-14). From Pocohontas to Geronimo--sympathetic sketches of Indians, presented as dignified human beings.
- MORE INDIAN FRIENDS AND FOES. Illus. by David Humphrey Miller. New York, David McKay Co., 1963. (Ages 8-12).
- Hofsind, Robert (Gray-Wolf) INDIAN BEADWORK. New York, William Morrow & Co., 1958. (Ages 10-14). Shows how to make a bead loom and gives patterns for decorating moccasins, etc.
- INDIAN SIGN LANGUAGE. New York, William Morrow & Co., 1956. (Ages 10 up).

- Key, Alexander CHEROKEE BOY. Westminster Press, 1957. (Ages 12-15). Removal of the
Cherokees from Georgia and the Carolinas in 1838. Isi-ya, 15-year-old
Indian boy, escapes in Illinois with four younger children and leads
the weary children back across the 500 miles in winter. After over-
coming terrific obstacles and receiving some aid from sympathetic
whites, they reach the safety of the Cherokee Secret place in the
mountains.
- Kirk, Richard, & Clara L. OUR INDIAN HERITAGE. Follett, 1962.
Tanner
- La Farge, Oliver THE AMERICAN INDIAN. Golden Books, 1960.
- Lampman, Evelyn Sibley NAVAJO SISTER. Illus. by Paul Lantz. New York, Doubleday Co., 1956.
(Grades 4-7). Rose, a Navajo girl, and her grandmother have no clan.
Rose discovers a family for herself and her grandmother when she goes
to school at Chemawa Indian School. Heart-warming story and an under-
standing picture of the Indians learning the language and customs of
the white man.
- Leavitt, Jerome E. AMERICA AND ITS INDIANS. Chicago, Children Press 1962. (Ages 7-9).
- Lenski, Lois LITTLE SIOUX GIRL. Philadelphia, Lippincott, 1958. (Ages 7-9).
- Lyback, Johanna R. M. INDIAN LEGENDS OF EASTERN AMERICA. Lyons, 1963. (Ages 8-14).

INDIAN LEGENDS OF THE GREAT WEST. Lyons, 1963. (Ages 8-14).
- Machetanz, Frederick PANUCK, THE ESKIMO SLED DOG. Scribners, 1939. (Ages 4-9).
- Marriott, Alice Lee THE FIRST COMERS. INDIANS OF AMERICA'S DAWN. Illus. by Harvey Weiss.
Longmans, Green & Co. (Ages 12-16).

MOTOMYAH: LEADER OF THE CHEROKEES. Illus. by Bob Riger. New York
Random House, 1956. (Grades 5-8). Narrative biography of the half-
breed Cherokee who invented the syllabary which enabled thousands of
Indians to read and write the Cherokee language.

THE BLACK STONE KNIFE. Illus. by Harvey Weiss. Norwell, 1957.
(Grades 4-7). Four young Kiowa Indian braves, followed by 11-year
old boy, set out to find "where the sunner lives."
- McGaw, Jessie Brewer HOW MEDICINE MAN CURED PALEFACE WOMAN. Illus. by W. R. Scott. 1956.
(Ages 6-9). Told in authentic pictographs of the plains' Indians.
with the English translation printed underneath each picture.

LITTLE ELK HUNTER. New York, Nelson & Sons, 1961. (Ages 7-10).
Story of Cheyenne boy's first Buffalo hunt is told in Indian
pictographs and simple text.
- McNeer, May THE AMERICAN INDIAN STORY. Illus. by Linda Ward. New York, Farrar,
Straus & Co., 1963. (Ages 10 up).
- McNickle, D'Arcy RUNNER IN THE SUN. Holt, 1954. Illus. (Ages 10 up). Story of a
16-year-old cliff-dweller boy.
- Mitchell, Emerson Blackhorse MIRACLE HILL. University of Oklahoma Press, 1967. Childhood
recollections of a Navajo youth.
- Mollov, Anne Stearns (Baker) CAPTAIN WATMOUTH'S INDIANS. Illus. by Douglas Horsline. New York,
Hastings House, 1957. (Grades 7-9). In 1605, Hsquantum, better
known as Squanto, and four other Indians were kidnaped by Captain
George Weymouth and taken to England to provide information about
the New World.

- Momaday, Natachee Scott OWL IN THE CEDAR TREE. Ginn and Company, 1965. Story of Maske, a young Navaho boy.
- Morris, Lovern THE AMERICAN INDIAN AS A FARMER. Illus. by Henry Luhrs. Chicago Melmont Pub., 1963. (Grades 3-6). Nine stories on how Indians farmed before the white man came.
- National Geographic Society INDIANS OF THE AMERICAS. Edited by Matthew W. Stirling. The Society. 5th printing, 1961
- Norbeck, Oscar E. BOOK OF INDIAN LIFE AND CRAFTS. Illus. by John B. Eves. Association Press, 1958. Shows how to carry out 300 projects involving costume, weaving arts and decorations, food and cooking, dwelling, hunting equipment, and other areas of Indian life. Here is a list of the principal U.S. Indian tribes and a particular calendar of major Indian events.
- Oliver, Simeon (Natchez) SON OF THE FORT SEA. Messner, 1941. Autobiographical sketch of life on the remote Aleutian Islands off Alaska.
- O'Moran, M. RED EAGLE, BUFFALO BILL'S ADOPTED SON. Lippincott, 1948.
- Patterson, Francis A. L. CATHERINE EKAKWITHA. 1958. (Ages 12-16). Adaptation of author's bibliography of Ekakwitha "white woman." Gives picture of 17th century Indian and colonial life.
- Phillips, J. S. INDIAN CAPTIVITIES. Legends of adventure, of mystery and magic; the same stories Indian children listened to around their campfires. New York, Platt and Munk, 1963.
- Pine, Willie S. THE INDIANS KNOW. Pictures by Ezra Jack Keats. Whiteleese, 1957. (Ages 5-9). Experiments show that basic concepts of the world's oldest science wonder were known to America Indian long ago.
- Rachlis, Eugene INDIANS OF THE PLAINS. American Heritage, Junior Books, 1960.
- Riddle, Julia Brown SCHNAP GANJEE. Harper & Row, 1963. (Ages 6-7 up). Story of a noted 17th-century explorer and trader who spent a year as a Mohave Indian captive.
- Robinson, Dorothy F. NAVAJO INDIANS TODAY. Saylor Court, San Antonio, Texas, 1966
- Roemer, Felix THE DANCING HORSES OF ACOMA. World Pub., 1963. Twelve stories of ancient beliefs and customs.
- Russell, Selwyn, Paulson A. ADOLPHUS, THE ENEMY AND FRIEND. World Pub., 1961. (Grade 3).
- Sanderson, Fred THE HORSE OF THE FUTURE. John C. Winston Co., 1960. (Ages 10-12). A child who wishes to be a horse rider finds his wish coming true.
- Seale, William F. THE YOUNG BUILDERS. World Pub. Co., 1960. (Ages 10-12). Emphasis on the study of the culture of the Hopewell Indian in the Ohio Valley.
- Seabolt, James William THE QUEST OF THE FISH-POSS SKIN. Houghton Mifflin Co., 1960 (Ages 10 up).
- Seabolt, James William THE RAIL OF THE PANISH HORSE. Houghton Mifflin Co., 1960. (Ages 10 up).
- Seabolt, James William WITH THE INDIAN IN THE RYKLES. Houghton Mifflin Co., 1960. (Ages 10 up).

- Scott, Beryl and Paul ELIZA AND HER INDIAN WAR PONY. Illus. by Donald Bolognaese. Lothrop, Lee & Shepard, 1961. (Ages 8-12). Story about first white child born in Idaho and her life with the Indians.
- Shannon, Terry STONES, BONES AND ARROWHEADS. A. Whitman, 1962.
- IYEE'S TOTEM POLE. A. Whitman, 1956. (Grades 3-4). When Iyee catches first salmon, he earns right to carve his own totem pole. The story captures many superstitions, customs, and ceremonies.
- Sharp, Edith NKWALA. Little Brown, 1958. (Ages 8-12). Story of Indian boy living in the Pacific Northwest.
- Snow, Dorothea SEQUOYAH, YOUNG CHEROKEE GUIDE. New York, Bobbs-Merrill, 1960. From his white father, Sequoyah inherited the curiosity to invent an alphabet for the Cherokee language; from his mother, the devotion to the cause of his people.
- Swanson, Jerome AMERICA, 1667. Bloch & Co., 1962.
- Thompson, Hildegard GETTING TO KNOW AMERICAN INDIANS TODAY. New York, Coward-McCann Inc., 1965. Indians and Indian life today. Reference to prominent ones. Visits to reservations.
- Thwaite, Anthony OWL IN THE TREE. Oxford University Press, 1963 (book of poems).
- Toms, Edwin INDIANS. Illus. by author. World Pub. Co., 1959.
- Underhill, Seth M. AN ELOPE SINGER. Illus. by Ursula Koering. Coward-McCann, 1961. (Ages 9-13). The Hunt family's adventures as they travel by covered wagon to California, and their friendship with the Paiute Indians.
- BEAVERBIRD. Illus. by Robert Garland. Coward-McCann, 1959. (Ages 8-12). Beaverbird is captured by outlaw Indians and must prove his worth in a strange land.
- van Riper, Guernsey, Jr. JIM MORPH, INDIAN A HALF. Illus. by William Riley. New York, Bobbs-Merrill, 1959.
- Verrill, Alphens H. FOODS AMERICA GAVE THE WORLD. L. C. Page & Co., 1937.
- Vought, Virginia Frances LUCAS, SACHEM OF THE OLD PEOPLE. Little Brown, 1963. (Ages 9-12). The authentic biography of a true great Indian chief, Lucas: his boyhood, his tribal instruction, his exploits as a brave, and finally, his great wisdom and courage as grand sacher of the Chehegans.
- Vorhagen, Victor W. THE SUN KINGDOM OF THE AMERICS. World Publishing Co., 1958. (Ages 12 up).
- Weinstein, Irving THE TOWERS AND THE LANE. The New Scribner's, 1963. A study of the 164 attack and its tragic consequences.
- Wherry, Joseph M. THE TOTEM POLE INDIANS. Funk, 1964.
- Wilson, Elemer Reinjollar THE CORN OF BOLI. Long Books, 1959. (Ages 8-12). How a little girl from a luxurious home in colonial Philadelphia was captured by the ruthless Pawnee Indians and finally made them her friends.
- Wolfe, Louis INDIAN COURAGEOUS. Dodd, 1956.

CRAP AND LOSE

- Wetree-Seton, John M. RHYME OF THE RED MEN IN SONG, DANCE, AND OF THE MOUNTAIN. Barnes & Noble, 1964.

FORT BENNING SCHOOLS RESOURCE MATERIALS

McBride School

Books: (Fiction)

- Armer, Sidney, Waterless Mt. McKay, 1959.
- Baker, Betty, Killer-of-Death. Harper, 1963.
- Baker, Betty, The Shaman's Last Raid. Harper, 1963.
- Baker, Betty, Walk the World's Rim. Harper, 1965.
- Bannon, Laura, When the Moon is New. Whitman, 1953.
- Brink, Carol, Caddie Woodlawn. Macmillan, 1935.
- Brock, Emma, One Little Indian Boy. Crowell, 1953.
- Buff, Mary & Conrad, Dancing Cloud. Viking, 1957.
- Buff, Mary & Conrad, Hah-Nee of the Cliff Dwellers. Houghton, 1956.
- Bulla, Clyde, Eagle Feather. Knopf, 1932.
- Bulla, Clyde, Indian Hill. Crowell, 1963.
- Bulla, Clyde, John Billington, Friend of Squanto. Crowell, 1956.
- Ceder, Georgiana, Winter Without Salt. Morrow, 1962.
- Chafetz, Henry, Thunderbird and Other Stories. Pantheon, 1964.
- Clark, Ann Nolan, Blue-Canyon Horse. Viking, 1954.
- Clark, Ann Nolan, In My Father's House. Viking, 1951.
- Coatsworth, Elizabeth, The Cave. Viking, 1958.
- Davis, Russell G, The Choctaw Code. McGraw, 1961.
- Dolch, Edward, Tepee Stories. Garrard, 1956.
- Erickson, Phoebe, Wildwing. Harper, 1959.
- Hader, Berta & Elmer, Little Appaloosa. Macmillan, 1949.
- Harvey, Lois, Toyanuki's Rabbit. Melmont, 1964.
- Holling, Clancy, Tree in the Trail. Houghton, 1942.
- James, Harry, A Day in Oraibi. Melmont, 1959.
- Leighton, Margaret, Comanche of the Seventh. Ariel, 1957.
- Martin, Fran, Nine Tales of Coyote. Harper, 1950.
- Moon, Grace & Carl, One Little Indian. Whitman, 1950.
- Sharp, Edith, Nkwala. Little, 1958.
- Waltrip, Lela, Quiet Boy. McKay 1961.
- Wilson, Hazel, His Indian Brother. Avington, 1955.

Books: (Non-Fiction)

- American Heritage Magazine, Indians of the Plains. Golden Press, 1960.
- Anderson, A.M., Friday, The Arapaho Indian. Wheeler, 1951.
- Anderson, A.M., Squanto. Row, Peterson, 1962.
- Belting, Natalia, Calendar Moon. Holt, 1964.
- Bleeker, Sonia, The Cherokee. Morrow, 1952.
- Bleeker, Sonia, The Crow Indians. Morrow, 1953.
- Bleeker, Sonia, Indians of the Longhouse. Morrow, 1956.
- Bleeker, Sonia, The Mission Indians. Morrow, 1957.
- Bleeker, Sonia, The Sioux Indians. Morrow, 1962.
- Clark, Electra, Osceola. Bobbs, 1965.
- Dobrin, Norma, Delawares. Melmont, 1963.
- Estep, Irene, Iroquois. Melmont, 1961.
- Fletcher, Sydney, The American Indians. Grosset, 1950.
- Gardner, Jeanne, Mary Jemison, Seneca Captive. Harcourt, 1966.
- Garst, Shannon, Red Cloud. Follett, 1965.
- Graff, Stewart, Squanto. Bobbs, 1962.
- Graham, Shirley, Story of Pocahontas. Grosset, 1953.
- Harbin, E. O., Games of Many Nations. Abingdon, 1954.
- Heiderstadt, Dorothy, More Indian Friends and Foes. McKay, 1963.
- Hofsinde, Robert, Indian Hunting. Morrow, 1962.
- Hofsinde, Robert, The Indian Medicine Man. Morrow, 1966.
- Hofsinde, Robert, Indian Sign Language. Morrow, 1956.
- Hofsinde, Robert, Indian Warriors and Their Weapons. Morrow, 1965.
- Israeli, Marion, Apaches. Melmont, 1959.
- Israeli, Marion, Dakotas. Melmont, 1959.
- Johnson, Enid, Cochise. Messner, 1953.
- Kroeber, Theodora, Ishi, Last of His Tribe. Parnassus, 1964.
- Leavitt, Jerome, America and Its Indians. Childrens Press, 1963.
- Marcus, Rebecca, First Book of the Cliff Dwellers. Watts, 1968.
- Meadowcroft, Enid, Crazy Horse. Garrard 1965.
- Meadowcroft, Enid, Story of Crazy Horse. Grosset, 1954.

Parish, Peggy, Let's Be Indians. Harper, 1962.

Payne, Elizabeth, Meet the North American Indians. Random, 1965.

Russell, Solveig, Navaho Land-Yesterday and Today. Coward, 1961.

Salomon, Julian, Book of Indian Crafts and Indian Lore. Harper, 1958.

Seibert, Jerry, Sacajawea. Houghton, 1960.

Seymour, Flora, Sacagawea. Bobbs, 1959.

Stevenson, Augusta, Tecumseh. Bobbs, 1962.

Thompson, Hildegard, Getting to Know American Indians Today. Coward, 1965.

Van Riper, Guernsey, Jim Thorpe. Bobbs, 1961.

Worthylake, Mary, Children of the Seed Gatherers. Melmont, 1964.

Wyatt, Edgar, Cochise. McGraw-Hill, 1953.

Picture Books:

Baker, Betty, Little Runner of the Longhouse. Harper, 1962.

Benchley, Nathaniel, Red Fox and His Canoe. Harper, 1964.

Hoff, Syd, Little Chief. Harper, 1961.

Longstreth, Joseph, Little Big Feather. Abelard, 1956.

Russell, Solveig, Indian Big and Indian Little. Bobbs, 1964.

Schweitzer, Byrd, Amigo. Macmillan, 1963.

Recordings:

Music Education: (Music Series by Silver Burdett Company)

Indian Tom Tom (Grades 1 & 2)

Indian Dance (Grades 1 & 2)

Rain Dance (Grade 3)

Corn Dance (Grade 3)

Land of the Silver Birch (Grade 3)

H'Ar'a (Grade 3)

Indian Chants (Grade 3)

American Indian Songs and Dances (Grade 5)

Additional Materials:

Folders in the Vertical File

Series of History Filmstrips

Edward White School

Books:

Aularie, Pocohantas
Baker, Shaman's Last Raid
Bleeker, Apache Indians
Bleeker, The Cherokee
Bleeker, Chippewa Indians
Bleeker, Crow Indians
Bleeker, Delaware Indians
Bleeker, Eskimo
Bleeker, Navajo
Bleeker, Sea Hunter
Bleeker, Sioux Indians
Clark, Desert People
Clark, In My Mother's House
Clark, Inatuk's Friend (Eskimo)
Cooke, Tecumseh
Heiderstadr, More Indian Friends and Foes
Salomon, Book of Indian Crafts and Indian Lore
Schoor, Jim Thorpe
Siebert, Sacajswa
Stevenson, Squanto
Sutton, How and Why Book of North American Indians
Thompson, Getting to Know American Indians Today

Recordings:

Hiawathe
Who Built America (includes Indians)
This was the West
Folkcraft: Ten Little Indians
Folkcraft: Indian Dance
Singing Games
Music of American Indians
Little Favorites

Wilbur School

Books:

Amon, Aline, Talking Hands
Anderson, Anita Melva, Friday, The Arapaho Indian
Anderson, A. M., Squanto and the Indians
Anderson, Clarence, Linda and the Indians
d'Aulaire, Ingri, Pocahontas
Baker, Betty, Killer-Of-Death
Baker, Betty, Little Runner of the Longhouse
Baker, Betty, The Shaman's Last Raid
Bannon, Laura, When the Moon Is New
Beals, Frank Lee, Chief Black Hawk
Behn, Harry, Painted Cave
Biesker, Sonia, The Sea Hunters
Brenner, Anita, A Hero By Mistake
Brewster, Benjamin, First Book of Indians
Brick, John, Captives of the Senecas
Brindze, Ruth, The Story of the Totem Pole
Brock, Emma, One Little Indian Boy
Buff, Mary March, Hah-Nee of the Cliff Dwellers
Bulla, Clyde Robert, Eagle Feather
Bulla, Clyde Robert, Squanto
Chafetz, Henry, Thunderbird and Other Stories
Chandler, Edna Walker, Charley Brave
Clark, Ann Nolan, In My Mother's House
Clark, Ann Nolan, Little Navajo Bluebird
Dines, Glen, Crazy Horse
Dobbin, Norma, Delawares
Dolch, Edward W., Navaho Stories
Dolch, Edward W., Pueblo Stories
Dolch, Edward W., Tepce Stories
Dolch, Edward W., Wigwam Stories
Dolch, Edward W., "Why" Stories

Estep, Irene, Iroquois
 Estep, Irene, Seminoles
 Fisher, Anna B., Stories California Indians Told
 Fletcher, Sydney, The Big Book of Indians
 Foltz, Mary Jane, Tuchin's Mayan Treasure
 Glubok, Shirley, The Art of the North American Indian
 Hall, Gordon Langley, Peter Jumping Horse of the Stampede
 Hofsinde, Robert, Indians At Home
 Hofsinde, Robert, Indian Fishing and Camping
 Israel, Marion Louise, Cherokees
 Israel, Marion Louise, Dakotas
 James, Harry Clebourne, A Day in Oraibi, A Hopi Indian Village
 Johnson, Enid, Cochise: Great Apache Chief
 Kjelgaard, Jim, The Story of Geronimo
 Lampman, Evelyn Sibley, Half-Breed
 Lawson, Marie, Pocahontas and Captain John Smith
 Leavitt, Jerome, America and Its Indians
 Lenski, Lois, Indian Captive: The Story of May Jamison
 McNeer, Mary, The American Indian Story
 Martin, Fran, Nine Tales of the Raven
 Martin, Patricia, Pocohontas
 Mason, Miriam E., Little Jonathan
 Meadowcroft, Enid Lamonte, The Story of Crazy Horse
 Moon, Grace and Carl, One Little Indian
 Moyers, William, Famous Indian Tribes
 Parish, Peggy, Let's Be Indians
 Pine, Tille S., The Indians Knew
 Politi, Lee, The Mission Bell
 Rounds, Glen, Buffalo Harvest
 Russell, Solveig Paulson, Indian Big and Indian Little
 Russell, Solveig Paulson, Navaho Land - Yesterday and Today
 Salomon, Julian Harris, The Book of Indian Crafts & Indian Lore

Loyd School

Books:

- Abbot, Peter, Boo, The Little Indian
- American Heritage, The French and Indian Wars
- Anderson, A.M., Squanto and the Pilgrims
- Armer, Laura, In Navajo Land
- Baker, Betty, The Shaman's Last Raid
- Blassingame, Wyatt, Sacagwea - Indian Guide
- Bleeker, Sonia, The Aztec
- Bleeker, Sonia, Cherokee
- Bleeker, Sonia, The Chippewa Indians
- Bleeker, Sonia, The Crow Indians
- Bleeker, Sonia, Indians of the Longhouse
- Bleeker, Sonia, The Mission Indians of California
- Bleeker, Sonia, The Navajo
- Bleeker, Sonia, The Pueblo Indians
- Brewster, Benjamin, The First Book of Indians
- Brick, John, Captives of the Senecas
- Brindze, Ruth, The Totem Pole
- Brock, Emma L., One Little Indian Boy
- Buff, Mary and Conrad, Hah-Nee of the Cliff Dwellers
- Bulla, Clyde R., Squanto - Friend of the White Man
- Clark, Ann Nolan, Little Navajo Bluebird
- Clark, Electa, Osceola - Young Seminole Indian
- Davis, Russell, The Choctaw Code
- Dobrin, Norma, Delawares
- Dolch, Navaho Stories
- Dolch, Pueblo Stories
- Dolch, Tepee Stories
- Estep, Irene, Seminole
- Evatt, Harriet, Big Indian and Little Bear
- Fletcher, Sydney, The Big Book of Indians
- Garst, Shannon, Chief Joseph of the Nez Perce's

Carst, Shannon, Crazy Horse
 Carst, Shannon, Sitting Bull - Champion of His People
 Glover, Ann, Bread and Butter Indian
 Graff, Stewart and Polly, Squanto, Indian Adventurer
 Graham, Shirley, The Story of Pocahontas
 Grote, William, J. P. and the Apaches
 Hader, Berta and Elmer, The Mighty Hunter
 Heiderstad, Dorothy, More Indian Friends and Foes
 Hofsinde, Robert, Indian Fishing and Camping
 Hofsinde, Robert, Indian Games and Crafts
 Hofsinde, Robert, Indian Hunting
 Hofsinde, Robert, Indian Sign Language
 Hofsinde, Robert, Indians at Home
 Holling, C., The Big Book of Indians
 Hunt, Ben, Indian Crafts and Lore
 Isreal, Marion, Apaches
 Johnson, Enid, Cochise - Great Apache Chief
 Lawson, Marie, Pocahontas and Captain John Smith
 Lerner, Marguerite, Red Man, White Man, African Chief
 McGraw, Eloise, Moccasin Trail
 McNeer, May, War Chief of the Seminoles
 Martin, Miles, Pocahontas
 Meadowcroft, Enid, Crazy Horse, Sioux Warrior
 Parrish, Peggy, Little Indian
 Rounds, Glen, Buffalo Harvest
 Salomon, Julian, The Book of Indian Crafts and Lore
 Schoor, Gene, Jim Thorpe Story
 Seymour, Flora, Bird Girl: Sacagawea
 Solveig, Paulson R., Indian Big, Indian Little
 Steele, William O., Tomahawks and Trouble
 Stevenson, Augusta, Sitting Bull - Dakota Boy
 Stevenson, Augusta, Tecumseh - Shawnee Boy

Van Riper, Guernsey Jr., Jim Thorpe - Indian Athlete

Wyatt, Edgar, Geronimo

Wilson School

Books:

Behn, Harry, The Painted Cave

Bleeker, Sonia, Apache Indians

Bleeker, Sonia, Pueblo Indians

Bleeker, Sonia, Seminole Indians

Bleeker, Sonia, Sea Hunters

Brewster, Benjamin, First Book of Indians

Brindze, Ruth, Story of the Totem Pole

Brock, Emma L., One Little Indian Boy

Bulla, Clyde, Eagle Feather

Bulla, Clyde, Indian Hill

Clark, Ann Nolan, In My Mother's House

Cooper, James Fenimore, Last of the Mohicans

Chafetz, Henry, Thunderbird

Delgliesh, Alice, Courage of Sara Noble

Dines, Glen, Indian Pony

Dolch, Edward W., Navaho Stories

Finger, Charles Joseph, Tales from Silver Lands

Fletcher, Sydney E., Big Book of Indians

Glubok, Shirley, The Art of the North American Indians

Hoff, Syd, Little Chief

Hofsinde, Robert, Indian Hunting

Hofsinde, Robert, Indian Sign Language

Hofsinde, Robert, Indians at Home

Lawson, Marie, Pocahontas and Captain John Smith

Morris, Richard, First Book of Indian Wars

Parish, Peggy, Let's Be Indians

Payne, Elizabeth, Meet the North American Indians

Peckham, Howard, Pontiac, Young Ottawa Leader
Pistorius, Anna, What Indian Is It?
Rounds, Glen, Buffalo Harvest
Russel, Solveig, Indian Big and Indian Little
Seymour, Flora Warren, Sagawwa
Steele, William, The Year of the Bloody Sevens
Stevenson, Augusta, Sitting Bull
Stevenson, Augusta, Squanto
Stevenson, Augusta, Tecumseh
Vance, Marguerite, Esther Wheelwright, Indian Captive

Dexter School

Books:

Amon, Talking Hands
Baker, Little Runner of the Longhouse
Beatty, Little Owl Indian
Beck, First Book of the Aztecs
Buff, Dancing Cloud
Bulla, Eagle Feather
Cavanaugh, The First Book of American History
Clark, In My Mother's House
Clark, Little Indian Pottery Maker
Clymer, Chippewak in the Forest
Commager, The First Book of American History
Coy, The First Americans
Dalglish, America Begins
Dalglish, The Thanksgiving Story
Dobrin, Delawares
Estep, Seminoles
Floethe, The Indian and His Pueblo
Glabok, Arts of the North American Indians

Hall, Pilgrim Neighbors
Hofmann, American Indians Sing
Holling, Book of Indians
Holling, Paddle to the Sea
Holling, Tree in the Trail
Hood, Something for the Medicine Man
Israel, Apaches
Israel, Cherokees
James, A Day with Honsau: A Hopi Indian Boy
James, A Day in Oraibi: A Hopi Indian Village
James, Talking Hands
Lampman, Half-Breed
McCall, Explorers in a New World
McCall, Settlers on a Strange Shore
Marcus, The First Book of the Cliff Dwellers
Martin, The True Book of Indians
Meadowcroft, Land of the Tree
Morris, American Indians as Farmers
Morrow, First Book of Indian Wars
Moyers, Famous Indian Tribes
Payne, Meet the North American Indian
Pine, The Indians Knew
Powers, Indians: Dancing and Costumes
Rich, The First Book of New World Explorers
Rich, The First Book of the Early Settlers
Russell, Navaho Land
Shapp, Let's Find Out About Indians
Tunis, Indians
Weisgard, Pilgrim Thanksgiving

BIBLIOGRAPHY

- Bleeker, Sonia, The Chippewa Indians, N.Y., William Morrow and Company, 1955
- Coolidge, Mary R., Rain-Makers, New York, Riverside Press, 1929
- Hodge, Frederick W., Handbook of American Indians North of Mexico, New York, Rowan and Littlefield, Inc., 1965. Vol. II, 365370
- Hofstede, Robert, Indian Games and Crafts, New York, William Morrow and Company, 1957
- Lowie, Robert H., Indians of the Plains, New York, McGraw-Hill, 1954
- MacNeish, The Origin of New World Civilization, Scientific American, 211, No. 5 (November, 1964)
- Marriott, Alice and Carol K. Rachlin, American Indian Mythology, New York, Thomas Y. Crowell, 1968 page 22-26
- Nabokov, Peter, Two Leggings, The Making of a Crow Warrior, New York, Thomas Y. Crowell Company, 1967
- Raphael, Ralph B., The book of America, New York, Arco Publishing Co., 1959, page 84-96
- Schevill, Margaret Erwin, Beautiful on the Earth Santa Fe, Hazel Dries Edition, 1947
- Soloman, Julian H., The Book of Indian Crafts and Indians Lore, New York and London, Harper and Brothers, 1928
- Underhill, Ruth M., Red Man's America, Chicago, 37, University of Chicago Press, 1953, page 236
- Underhill, Ruth M., Red Man's Religion, Chicago, University of Chicago Press, 1965
- Wherry, Joseph H., Indian Masks and Myths of the West, New York, Published by Funk and Wagnalls, 1969, page 8
- Wessler, Clark, Indians of the United States, New York, Doubleday, Doran and Company, Inc., 1940
- Wessler, Clark, The American Indian, Third Edition Mass, Oxford University Press, 1950

BOOKLETS

1. Answers to Your Questions about American Indians, April 1970, U.S. Dept. of the Interior, Bureau of Indian Affairs, U.S. Government Printing Office, Washington, D.C. 20402
2. The National Hall of Fame for Famous American Indians, P.O. Box 128, Anadarko, Oklahoma 73003, 1969 or 1970
3. American Indians Today, 1970, An American Education Publication
4. Indians, U.S. Dept. of the Interior, Bureau of Indian Affairs, January 1968
5. Magazine Article, Scholastic Teacher "American Indians: Strangers in Their Own Land?" March 7, 1969, Vol. 94, No. 6, page 13-15, 23

TAB
HERE

KOREANS

PREFACE

The following outline may be of some assistance in dealing with racial problems arising in a classroom environment. Here at Fort Benning, it is of particular importance to become familiar with the background of different ethnic groups, due to the conglomeration of the many different races and social classes found on an Army post.

The thorough study of any particular ethnic group must evolve from the humanistic and sensitive feelings of the group under study. To study these feelings, group discussion and actual contact with a large number of individuals of the race is imperative. This was pointed out quite graphically in a meeting with members of the Fort Benning Race Relations Coordinating Group, when a psychologist in the group stated that it had taken them over six months of training just to get their feet on the ground, and they were only concerning themselves with one ethnic group.

Therefore, an outline of this nature can serve only as an aid to facts and history concerning one ethnic group, the Korean people. However, the solving of problems in this area in the classroom is a personal, individual matter and must be handled accordingly.

I. Korea

A. History shaped to a great degree by geographical location

1. Important country in Asian trade
2. Invasion route and battleground because of peninsula and islands

B. Nation of one race and culture

1. Family centered and family dominated
2. Strong clan and regional loyalties

II. Customs and Traditions

A. Names

1. Family or surname
2. Placed name
3. Name identifying the generation
4. Avoid use of given name except very good friend
5. Women do not change name when married

B. Clothing

1. Mostly western now
2. Female garb
 - a. Chogori - short flared blouse over white undergarment
 - b. Chima - high waisted skirt
3. Male garb
 - a. Loose jacket
 - b. Baggy trousers bloused at the ankle

C. Food

1. Everyday meals
 - a. Simple
 - b. White rice, meat or fish, and kimchi (fermented pickle)
2. Foods for guests
 - a. Fancy
 - b. Bulgogi - charcoal-roasted beef
 - c. Sinsollo - casserole of vegetables, eggs, and meats

D. Housing

1. Many in big cities have adopted Western style houses or apartments
2. Majority still live in traditional style
 - a. One story - walls of brick, clay, earth, or cement
 - b. Ondol - radiant heating system
 - c. No furniture except low table

E. Holidays

1. Lunar calendar - relate to seasonal farming cycle
2. New Years Day
 - a. Usually in February
 - b. People visit all relatives
3. Dongsin-jae - 15th day of the first month - community festival to pray for good crops to local tutelary spirits
4. Dal-maji - 1st full moon of the New Year - originally was a fertility rite with torchlight parades and hillside bonfires
5. Hansik - 105th day after winter solstice - people offer tributes of wine and food to ancestors graves (family eats it later, picnic style)
6. Buddha's birthday - 8th day of 4th month
7. Dano - 5th day of 5th month - food offerings given to household shrines of ancestors; also, sporting events, visits, and feasts
8. Chusok - harvest festival on day of full moon in the 8th month - the gayest holiday of the whole year
9. Dongji - winter solstice - housewives cook red beans in porridge
10. International holidays celebrated: Christmas, Western New Years, United Nations Day (October 24)

F. Family occasions

1. Birthdays
 - a. First birthday is very important
 - b. Hwankaep - 60th birthday; biggest celebration of all
2. Weddings
 - a. Suggested mates by good friends of the family
 - b. Ceremony held in wedding hall

III. Education

A. Philosophy

1. Key to success in socio-economic progress
2. Underdeveloped state of nation can be overcome only through education

B. Elementary education

1. Kindergarten

- a. Educational needs of children, ages 4-6
- b. 1969 - 460 kindergartens

2. Elementary grades

- a. Compulsory for children 6-11
- b. Central and local government authorities responsible
- c. Objective - to provide every citizen with basic primary education essential to natural life
- d. Teachers qualified after graduation from Junior Teachers College

C. Secondary education

1. Middle school

- a. General and liberal education foundations laid by elementary school
- b. Curriculum - language, social studies, mathematics, science, and physical education, vocational training or home economics for girls, music, fine arts, and foreign language

2. High school

- a. Objective - advanced liberal and technical education on the basis of middle school achievement
- b. Academic high school courses - language, social studies, ethics and morality, Korean history, world history, geography, mathematics, biology, physical education, music and arts, and general management
- c. Vocational high school courses - same as academic courses plus professional courses

D. Higher education

1. Junior colleges - extension of vocational education of high school
2. Universities - final stage of educational system; graduate schools attached to university

IV. Mass communication

A. Newspapers and other publications

1. Hansong Sunbo - 1883, government gazette

- a. Required reading for all government officials of time
- b. Published thrice monthly

2. Hangseong Chubo - 1886, conservative paper printed in mixed Korean and Chinese types
3. Tongnip Shinmun - 1896
 - a. First privately run, independent publication
 - b. Immensely influential
 - c. Anti-Japanese attitude
4. Daehan Maeil Shinbo - 1903, Comparative freedom to criticize the Japanese
5. Dong-A Ilbo, Chosun Ilbo - 1920, under heavy censorship
6. Press Ethics Commission - successful self-policing activities now

B. Radio and television

1. Radio Seoul, 1934
 - a. Reception to Japan and Manchuria - 50kws
 - b. Owned studio orchestra
 - c. Member of International Telecommunications Union - 1943
 - d. Expanded after Korean war with foreign language and short wave
 - e. Voice of Free Korea now with overseas service
2. KBS TV - 1961
 - a. Monthly fee to owners of sets
 - b. Private commercial and educational TV

V. Art

A. Painting and calligraphy

1. Tomb walls from 37 BC - 68 AD, first examples of painting
2. Yi Dynasty - 1392-1910
 - a. Professional court artists
 - (1) Decorative landscapes
 - (2) Genre paintings
 - b. Amateurs - scholar-poets who also painted
3. Calligraphy - Chinese ideographs
 - a. Practiced as abstract art
 - b. Used to inscribe poems along edges of paintings

B. Sculpture

1. Early identified with inflow of Buddhism or Greek influence from India
2. Sokkuram - grotto shrine; granite figures of Buddhist saints

3. Iron, Bronze, gilded wood used
4. Modern sculpture confined to heroic statues and portrait busts for public and ceremonial use.

C. Architecture

1. Temples and official buildings
 - a. Chinese design
 - b. Lintel style - horizontal wooden beams supported on wooden posts
 - c. Roof curves up at corners

D. Ceramics

1. Most famous single class of art objects
2. Earthenware pots of Silla - admired for simplicity and rude grace
3. Koryo celadon (935-1392) - admired for artistic beauty and high craftsmanship

VI. Music and dance

A. Native music

1. Aek - Confucian ritual music
2. Tang-ak, Hyang-ak - court ceremonial music of Chinese and local origin
3. Court music
 - a. Slow, solemn complex
 - b. Long elaborate lines
 - c. Instruments include zithers, flutes, and percussion
 - d. Human voice accompanied only by drums
 - e. Dances also stately and highly stylized
4. Folk music
 - a. Fast, lively, and irregular rhythms
 - b. Instruments include metal gongs, chang-go (hour-glass shaped drum), trumpet-like oboe
5. Western music
 - a. Introduced by Christian missionaries
 - b. Symphony orchestras, opera companies, music colleges today
 - c. Popular music heard everywhere with a Korean flavor

VII. Drama and cinema

A. Drama

1. Tradition of mask plays
 - a. Half pantomime - half ballet

- b. Satire and horseplay
- 2. Pansori Performers - Traveling minstrel reciting epics by rote
- 3. Modern drama
 - a. Popular only briefly
 - b. Taken over by TV and films
- B. Films
 - 1. First one in 1921
 - 2. Political conditions from 1938-1955 caused downfall
 - 3. Government assistance and modern equipment brought back to life in 1955
 - 4. People enjoy movies

VIII. Literature

- A. Early literature owed debt to Chinese themes and styles
- B. Korean strains - stem from troubled political history
 - 1. Bravery in face of adversity
 - 2. Nostalgia
 - 3. Love of nature
 - 4. Transitory and fragile quality of life
- C. Poetry
 - 1. Sijo
 - a. Highly formal poems from Silla Dynasty
 - b. Improvised for special occasions
 - c. Written today
 - 2. Narrative poems
 - a. Diversions of scholars and nobility
 - b. Usually written in Chinese characters
 - 3. Collections of old tales and legends
 - a. Saenguk Segi
 - b. Saenguk Yusa

D. Novels

1. Yi period
 - a. Hong Kil-dong Jon - reflects social unrest
 - b. Kuun Mong - religious seeking
 - c. Chun Hyang Jon - most durable love story; elements of social protest
2. Scholars and Monks
 - a. Enriched Korean literature
 - b. Prose works on elevated subjects
3. Western influence - 1900
 - a. Translations
 - b. Korean writers begin to write in English

IX. Religion

A. Buddhism - 372 AD

1. Brought to Korea by Chinese priest
2. Established as official religion
3. Temples, statues, and pagodas built
4. Highest glory in Koryo Dynasty
 - a. Priesthood was coveted goal for young people
 - b. State examinations for high offices based on Buddhist Classics
 - c. Publication of Buddhist scriptures (Tripitaka Korean)
5. Buddhism today is engaged in many extra religious activities
 - a. Support of colleges
 - b. Charity organizations
 - c. Business enterprises

B. Confucianism

1. Brought to Korea by Chinese
2. Considered more philosophy than religion
3. Individual's path to a career
4. Neo-Confucianism
 - a. Widespread new theory
 - b. Today, National Confucian Association to maintain and spread belief

C. Chondogyo - mid 19th century

1. Most influential of native religions
2. Syncretic creed to combine elements of Oriental and Occidental religions
3. Created feelings for national independence and strength
4. Uprisings calling for reform - early 1900's
 - a. Thousands killed
 - b. Religion survived
5. Today, mostly found in rural areas

D. Christianity

1. Acceptance began through study of Christian literature
2. Period of persecution of Christians
 - a. Considered dangerous by government
 - b. Treaty of friendship and commerce signed with United States in 1882; end of persecution
3. Rapid growth
 - a. Through western ideas
 - b. Schools founded by churches
 - c. Science and medical techniques introduced
4. Suppression
 - a. Japanese annexation
 - b. Communists in North Korea
5. Liberation of 1945
 - a. Freedom of religion
 - b. Koreans fled south to practice own religion

X. Suggestions for classroom use of ethnic study

A. Small group discussions

1. To become aware of possible problems in the classroom
2. Knowledge of personal feelings of the ethnic group
3. Suggestions for solving the problems

B. Faculty workshops

1. Share ideas for classroom activities
2. Obtain available materials and artifacts for use by individual teachers

C. Community resources

1. Foreign officers wives at Fort Benning, Georgia
2. Mothers of school children of various ethnic groups
3. Professors at Columbus College in Columbus, Georgia
4. Members of the Race Relations Coordinating Group

BIBLIOGRAPHY

- Buck, Pearl, Living Reed, Day.
- Carpenter, Frank G., Japan and Korea, Doubleday.
- Cho, Soon Sung, Korea in World Politics, University of California Press. (An evaluation of American responsibility.)
- Defore, Penny, With All My Love, Prentice. (Korean orphans and orphan asylums.)
- Drake, H.B., Korea of the Japanese, Dodd, Mead and Company.
- Duncan, David D., This is War, Harper & Brothers. (Photo narrative.)
- Foreign Areas Studies Division, American University, Area Handbook for Korea.
- Gale, J.S., Korean Sketches, Revell.
- Higgins, Marguerite, War in Korea, Doubleday. (Report of a woman combat correspondent.)
- Holliday, Kate, Troopship, Doubleday.
- Kim, Agnes D., I Married a Korean, Day. (American girl in love with a Korean refused to let other peoples prejudices interfere with a marriage in accord with her principles.)
- Kim, Yong-ik, The Diving Gourd, Knopf.
- Kyunk, Cho Chung, Korea Tomorrow; Land of the Morning Calm, MacMillan. (A survey of Korea's history, social customs, religion, language, and literature.)
- McCune, Shannon Boyd & Baily, Korea: Land of Broken Calm, Van Nostrand Co., Inc.
- McCune, George, Korea Today, Harvard University Press. (Analysis of the American and Russian military occupation (1945-1949) and American program of economic and military aid to South Korea.)
- Mauldin, William H., Bill Mauldin in Korea, Norton. (Correspondent reports in the form of letters.)
- Oliver, Robert T., Syngman Rhee, the Man Behind the Myth, Dodd, Mead.
- Osgood, Cornelius B., Koreans and Their Culture, Ronald.
- Paige, Glenn D., The Korean Decision, New York Free Press.
- Voorhees, Melvin B., Korean Tales, Simon & Schuster.
- Yim, Louise, My Forty Year Fight for Korea
- Zaichikov, V. T., Geography of Korea, International Secretariat Institute of Pacific Relations.

CHILDREN'S BOOKS ABOUT KOREA

- Anderson, Paul, Yong Kee of Korea, Scott.
- Braenne, Berit, Little Sister Tai-Mi, Harcourt.
- Caldwell, Let's Visit Korea, Day.
- Carpenter, Frances, Tales of a Korean Grandmother, Doubleday.
- Clark, Roger W., Ride the White Tiger, Little.
- Editors of "Army Times", American Heroes of Asian Wars, Dodd.
- Eisenberg, Philip, Won Kim's Ox, Follett.
- Engle, Eloise, Dawn Mission, Day.
- Evans, M. Filma, Land and People of Korea, MacMillan.
- Leckie, Robert, War in Korea, Random.
- Millar, Ward M., Valley of the Shadow, McKay.
- Nevins, Albert J., The Adventures of Wu Han of Korea, Dodd Mead.
- Norris, Faith, Kim of Korea, Jullian Messner, Inc.
- Pak, Jong Yong, Korean Boy, Lothrop.
- Tor, Regina, Getting to Know Korea, Coward-McCann.

TAB
HERE

MEXICAN-AMERICANS

INTRODUCTION

The Mexican presence is everywhere. It can be felt in the names of the mountains, rivers, deserts, and the cities of our country. It is a story that should be told if we are to understand the history of our nation more completely and accurately.

For one hundred and twenty years Mexican Americans at our border lands have lived in the shadow of a dominant Anglo culture; but they have managed to survive and in doing so have been able to retain their identity as a distinctly different cultural group.

The people of our country have the desire and the need to know more about the many diverse people that make up our nation. It is hoped that the role of the Mexican American in the continuous development of the United States can be made apparent to students who are enrolled in our schools.

OBJECTIVES

It is the hope that through our paper we will increase the likelihood that -

1. There will be a reduction in stereotype thinking, prejudice, and discriminatory behavior.
2. Both positive self-images and positive group images will be developed among children of Mexican-Americans.
3. The members of the majority will realize the richness of cultural diversity in our society.

TOPIC	BASIC OBJECTIVES TO BE DEVELOPED	MATERIALS
I. BEGINNING OF MEXICO	I. A. Cortez conquered Tenochtitlan of the Aztec Indians and began exploring Mexico.	I. A. Library Book - "Famous Explorers For Young People" - Coffman Roman Peyton - Dodd, 1945.
A. The Spanish Explorers and their influence.	B. Francisco Pizarro conquered the Incas.	B. Filmstrip - Lib. #2 Set #33 "Spanish Explorers"
	C. Coronado in 1540 explored North of Mexico. He crossed the deserts and grasslands.	C. Library Book - "We Were There With Cortez and Montezuma" - Appel., Benjamin - New York - Grosset, 1957.
	D. Actual colonizers were a mixture of Spanish, Mestizo, and pure blood Indians.	D. Library Book - "The Youngest Conquistador" by Mantel, S.G.
	E. Similarities in geography and climate to Spain made Spanish institutions adaptable.	
B. Influence of the American in Hispano-Mexican exploration and colonization.	A. Indian guides and warriors aided exploration and colonization.	
	B. Used mission system to make settlements. This worked well with Indians.	
	C. California was furthest settlement of Hispano-Mexicans.	
C. Hostilities with the Anglos.	D. First Anglos settled to the Hispano-Mexican culture.	A. Filmstrip - Lib. #4 Set #24 "Our South American Neighbors"
	A. Mexican government wanted them to control Indians.	
	B. Anglos settled mainly in the Rio Grande Area.	
	C. Texas Revolution resulted in 1930's because of Mexico's efforts to colonize settlements.	
	D. Austin attempted to get statehood for Texas.	
	E. A skirmish between the Mexican army and Anglo settlers started the War of 1846.	
	F. General Lopez de Santa Anna is responsible for the defeat at the Alamo.	

TOPIC	BASIC OBJECTIVES TO BE DEVELOPED	MATERIALS
	G. Santa Anna's defeat at San Jacinto (1836) marked the loss of Mexican authority in Texas.	B. Library Book: "We Were There At The Alamo" - Cousins - New York - Grosset - 1958
	H. An era of hate, guns and death involved Mexicans and Anglos on both sides.	
	I. Mexico's trade with California brought Mexicans to this area. The gold rush enhanced immigration to the North.	
D. The War of 1946 and the Treaty of Guadalupe Hidalgo of 1948.	A. The treaty seceded the Southwest to the U.S.	A. Library Book: 973.6 "Texas and the War With Mexico" - American Heritage - 1961
	B. Border-line Mexicans found themselves foreigners in a country that once belonged to them	
	C. Mexicans and Indians are only conquered minorities that are protected by a treaty.	
	D. Many Mexicans returned after the war.	
	E. The increasing domination of Anglo Culture values in the Southwest gave rise to the emergence of a generally negative Mexican stereotype.	
II. MEXICAN AMERICAN HERITAGE IN THE AMERICAN SOUTHWEST	A. First gold rush in the world occurred in Zacatecas, Mexico in 1548.	
A. Mining	B. Hispano-Mexican introduced the use of the horse and mule into mining.	
	C. Introduced mining techniques to Californians.	
	1. Dry-wash method	
	2. Arrastic	
	3. Patio-process	
B. Sheep husbandry	A. Sheep were introduced by Corando.	
	B. Sugar beet industry enhanced by the practice of feeding by-products of sugar beet sheep.	
	C. The Mexican folk play "Los Pastores" is dedicated to the sheepherders.	
C. Ranching	A. The first Mustangs and Longhorns were introduced by early Mexicans.	A. Library Book: 917.8 "The True Book of Cowboys" - Martini, Children's Press - 1955

TOPIC	BASIC OBJECTIVES TO BE DEVELOPED	MATERIALS
	B. The hacienda and the rancho served as prototypes for later cattle kingdoms of the West. C. The famous cowboy of the wild west is a direct descendant of the Mexican vaquero. 1. The vaquero made the tools such as the saddle, lasso, halter, rope, feed bag, and chaps. 2. The language comes from Mexico, such as chaparral, lariat, stampede, calaboose, canyon, rodeo, sombrero, corral. 3. Vaqueros started horsebreaking. 4. Some songs that the cowboys sing were vaquero's songs. D. American laws of brands come from Mexico. A. Indian-Mexicans created the advanced systems of irrigation. B. Hispano-Mexicans built with the help of dry farming, hoe, plow, and oxen. C. Hispano-Mexicans introduced new crops, such as wheat, avacados, corn, potatoes, squash, strawberries, grapes, and tomatoes. D. Hispano-Mexicans established stand grant systems. A. Started pack-trains - these were used to carry mail and merchandise. B. Started an early form of the pony express. A. The right of community property, as well as legal benefits occurring to women had their beginning in early Hispano-Mexican laws. B. A portion of present land titles in California rests upon "Spanish land grants" most of which are really Mexican origin. A. Houses made of adobe and fences using mesquite are Mexican. B. Mission and plazas are of Mexican origin.	B. 978 AM 3 "Cowboy and Cattle Country" - American Heritage '61
D. Farming		
E. Transportation and Communications		
F. Laws		
G. Architecture		

LANGUAGE ARTS

TOPIC	BASIC OBJECTIVES TO BE DEVELOPED	MATERIALS
I. READING AND WRITING	I. A. To understand better the customs of the Mexican people through stories in the basic readers and outside reading. B. Write stories on the Mexican life, holidays and customs.	I. A. Workbooks and Texts B. ENV C. Outside and individual reading.
II. ENGLISH	II. A. The influence of foreign languages to our own language. B. The comparison and contrast of the English language to that of the Spanish Concentrating on sentence patterns and structure.	

MUSIC

I. RELATING MEXICAN CUSTOMS THROUGH DANCES	I. A. Dances - 1. "Rhapangoco" 2. "Zapatados" 3. "La Raspa" (Mexican Hat Dance) 4. "El Jarabe Tapatio" 5. "Mexican Mixer" 6. "La Cucaracha"	I. A. Recordings: 1. "Festival Folk Dances" 2. "Special Folk Dances" 3. "All Purpose Folk Dances" (All are from the Michael Human's Folk Dance orchestra by Walter Eriksen.)
II. DISCUSS VARIOUS MUSICAL INSTRUMENTS & CONCEPTS THAT HAVE COME FROM MEXICO	II. A. Make castanets	II. A. Guitar B. Castanets C. The Silver Burdett Music Series
III. RELATING MEXICAN CUSTOMS THROUGH SONGS	III. A. "Tijuana Picnic" B. "Fiesta" C. "The Spanish Courting Song" D. "Don Gato"	

PHYSICAL EDUCATION

TOPIC	BASIC OBJECTIVES TO BE DEVELOPED	MATERIALS
I. RELATING MEXICAN AMERICANS THROUGH GAMES	I. A. Games: 1. "Coyote & Sheep" 2. "Fruits" 3. "Little Ball or La Pelata" 4. "Little Clown" 5. "Rompiende La Pinata"	I. A. Ball E. Pinta C. Guita & Jaranas
II. RELATING MEXICAN-AMERICAN THROUGH DANCES	II. A. Dances: 1. "Huapangoes" 2. "Zapatados" 3. "La Raspa" (The Mexican Hat Dance) 4. "El Jarabe Tapatio" 5. "Mexican Mixer" 6. "La Cucaracha"	D. Games of Many Nations by E.O. Harten, Abingdon Press. Pages 127-130 E. A Treasury of Mexican Folkways, Frances Thor, Crown Publishers F. Recordings: 1. "Festival Folk Dances" 2. "Special Folk Dances" 3. "All Purpose Folk Dances" (All are from the Michael Hansen's Folk Dance orchestra by Walter Eriksen.)

TAB
HERE

JAPANESE

SOCIAL STUDIES

A UNIT APPROACH TO TEACHING

A JAPANESE WAY OF LIVING

GRADES 1-3

Teacher's Guide

INTRODUCTION

The purpose of this study is to show the contributions that the Japanese have made in our society, and to appreciate their cultural and aesthetic values.

Our objective has been to know that the humanities help us to understand and devise the many roles we play as we develop an identity. We appreciate that everyone is both an "I" and a "He". We recognize the uniqueness and variety of each human personality. We strive to separate feelings from knowledge. We desire to be able to recognize how one's own frame of reference influences and shapes thinking, feelings, and actions.

A JAPANESE WAY OF LIVING

Teacher's Guide

Main Idea: The Japanese have a distinctive culture in various aspects, but their culture has also blended into the modes of living of other people.

- Opener:**
1. Arrange a display that includes objects such as "geta", "zori", textbooks (especially Math books), maps and pictures. In arranging the display, be sure to include typical items and pictures, not just tourist items.
 2. Invite a resource person such as a Japanese culture teacher and ask her to tell Japanese fairy tales, or read typical Japanese stories. Have the resource person participate in sharing and finding children's ideas on Japan, and correct children's misconceptions and stereotypes, if necessary.

CONCEPTS

- A. The family life of the Japanese is almost the same as the one in the United States.

1. More than one-half of fathers engage in commercial and industrial work.

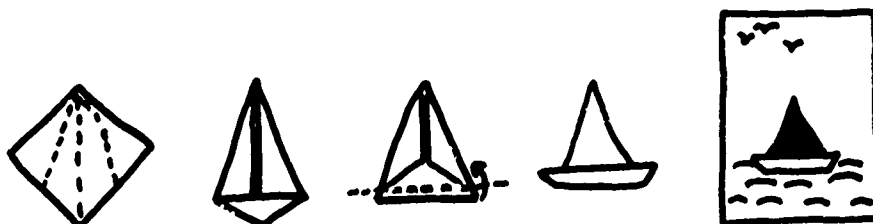
Note: Today, the farming population accounts for less than one-fourth of the total working population but the population engaged in commercial and industrial fields numbers more than half the total working population.

2. Most teenaged brothers and sisters attend senior high schools.
3. More than half the under-school aged children go to kindergartens.

SUGGESTED LEARNING EXPERIENCES

- A.
1. Do you have a Japanese friend? What is the name of your friend? I'd like you to meet a Japanese family today. First of all, I want you to meet Yoko. Read paragraph 1.
 2. How old is Yoko? Is she older than you? Where does she live? Have you been to Tokyo? Do you know that Tokyo has more people than any city in the world? Where do you live?
 3. Read paragraph 2. How many brothers and sisters are there in your family? Is your family bigger or smaller than Yoko's family?
1. Where does your father work? How does your father go to work? How does your mother work at home?
 2. What are some of the things that Mr. Suzuki will need to buy for his family? What are some of the things your father buys for your family? Let's find what Yoko's father is doing for a living by reading paragraph 3.
2. Do you have brothers and sisters who go to high school? Does your big brother or sister play any instrument?
 3. Does your little sister or brother go to a kindergarten? Do you know what "Origami" is? Have you folded it? What could you make? Let's make a boat.

Note: How to make a boat.



4. In many families children take some kinds of private lessons such as piano, organ, violin, ballet, painting, traditional dance, and musical instruments, kendo (fencing), judo, soroban (abacus), and English.

4. How do you help your mother? How does Yoko help her mother? What kind of special lesson does she take? What is she good at?

5. Many grandparents live separately either near the family or in the country (a nuclear family).

5. Are all families the same size? Do all families have the same number of children? Is your family a joint-family?

Activity: On a large chart, list the members of the Suzuki family and beside each list their jobs or things they do. Have students hypothesize some of their additional activities. Do the same with the student's family.

Suzuki Family	
Member	Job

Your Family	
Member	Job

CONCEPTS

- B. The Japanese live in small modern homes in the cities, while a few people live in traditional homes in the country.
1. Japanese homes in the city are functioned for modern living although the exterior is different from American homes.
 2. Characteristics of Japanese homes: wooden beams, walls, tile roofing, tatami floors, sliding panels such as shoji, fusuma.
 3. Most Japanese sleep on bedding called "Futon" spread on the tatami. Rooms are used for several purposes and have less furniture.

Note: The Japanese sleep on thick quilts which they spread out on the tatami floor each night. During the day the bedding is folded and put away in the closet. This means that one room may have several uses.

Note: The mats called "Tatami" are thick and soft. They are always about 3' x 6'. The Japanese describe the size of their room by saying how many tatami mats the room will hold such as a $4\frac{1}{2}$ tatami mat room or a 6 tatami mat one.

4. The Japanese take their shoes off before entering the room.

Note: The Japanese leave their shoes on the front doorstep of their home. They do not want their shoes to soil or damage their mats.

5. Some city dwellers live in multiple stories apartment buildings.

6. Traditional homes in suburbs are usually large in size.

SUGGESTED LEARNING EXPERIENCES

- B. Show a picture of modern Japanese homes including apartment buildings and then traditional homes in the country. Which homes can you see in a big city like Tokyo?

1. How does your home look? Is it like the Suzuki's? Is there a fence or a wall around your house?
2. What are most Japanese houses made of? What do you call the roof of Yoko's house? By what is the roof kept from falling? By what are the rooms separated? Are there any windows in a Japanese house? (Read paragraph 2)
3. (After reading paragraph 3). What is "Futon"? Have you slept on "Futon"? Where is "Futon" kept during the days? What do the Japanese use a room for? Two or three walls?

How do the Japanese make their beds at night? Do you suppose Mother makes a bed for Yoko?

4. Why do the Japanese take their shoes off at the door? (after reading)

5. In what kind of houses do some of Yoko's friends live? What are the apartment buildings made of? Why do you think more and more apartment buildings are being built in Japanese cities? (They can accommodate more people in a small amount of a space.) (After reading the paragraph)

6. Where do Yoko's grandfather and grandmother live? Can you guess in what kind of house they live? Do you think they have enough rooms for Yoko's family to stay overnight in summer?

CONCEPTS

C. The Japanese have the habit of wearing western style clothes in their daily life.

1. Western style clothes at work, school.
Men may wear kimonos at home for relaxing.
2. Color of kimonos vary depending upon the wearer; bright colors for young women; subdued colors for older women; dark colors for men.
3. Kimonos are worn on special occasions such as festivals and holidays; etiquette in wearing a kimono - suitable kimono for occasions and seasons, right accessories, right overlapping (the left side over the right).

Note: "Shichi-Go-San" Festival - Parents of children of the ages seven (girls), five (boys), and three (boys and girls) thank the guardian god for allowing their children to reach these ages and ask for future blessing on November 15.

4. Kimonos consist of "under kimono", kimono, "obi", and "tabi".

SUGGESTED LEARNING EXPERIENCES

C. How do school children dress in Japan? Do you think Japanese people dress as you do? (Read paragraph 1)

1. Why aren't kimonos worn as much today? (Kimonos are less suitable for work; e.g. the long, loose kimono might get caught in the machinery; wide sleeves might get in workers' way; difficult to drive a car, etc.)
2. (After reading paragraph 3). Do you think all kimonos are alike? What kind of kimono do young women wear? Men?
3. When are kimonos usually worn? (Read paragraph 4)

4. What is "obi"? What kinds of shoes do they wear with their kimono? (zori or geta). Do you think the Japanese wear the same kind of shoes that you do when they wear western style clothes? (Yes)
5. Make a chart of new Japanese words: Kimono, obi, zori, geta.

A Japanese Family

This is Yoko Suzuki.
She is seven years old.
She lives with her family.
in Tokyo.

Can you find Tokyo on a
map?

Tokyo has many, many people.

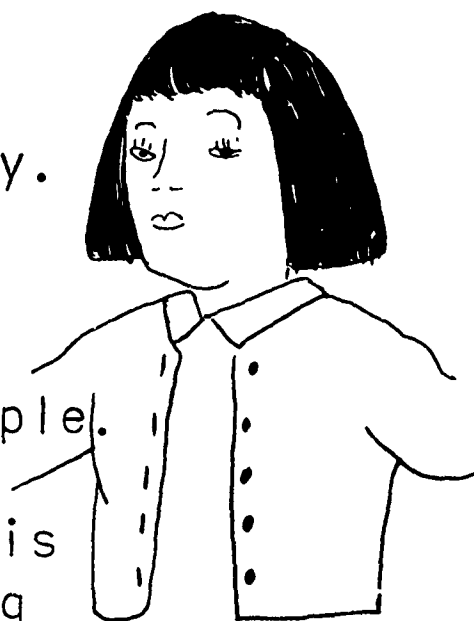
In Yoko's family, there is
a father, a mother, a big
brother and a little sister.

How many people are there in Yoko's
family?

Father works in the office of a company.
He takes a train to the office.

Mother stays at home. She is very busy
every day. Why is she so busy?

Yoko's big brother studies hard in a
high school. Sometimes he plays the
guitar.



The little sister goes to a kindergarten. She likes "Origami"; to fold a dog, a cat, a rabbit, a boat and many other things.

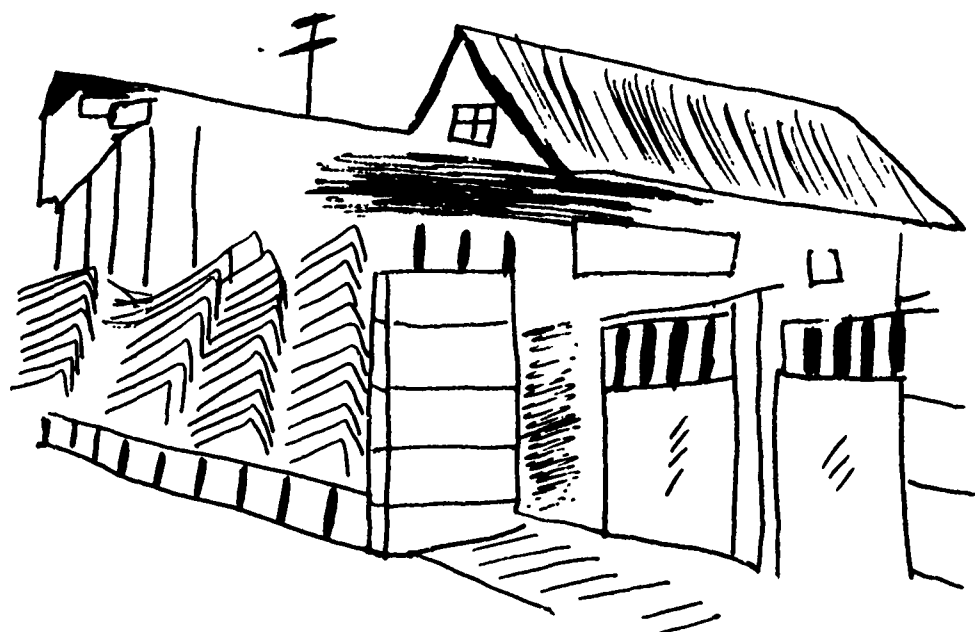
After school, Yoko helps mother by going on errands. Once a week she takes a special lesson in painting. She is a good painter.

In summer, the family usually goes to see their grandfather and grandmother who live in the country.

Families which include more than just parents and the children are called joint-families.

Is the Suzuki family a joint-family?

Yoko's House



Here is the house that the Suzuki family lives in. It has a small yard and is surrounded by a fence.

It is a wooden house with a tile roof. The roof is kept from falling by large, long pieces of wood called timber. There are five rooms. The rooms are separated by "Fusuma", which are sliding panels.

During the day, the bedding is put out of sight. The room may then be used as a living room or a dining room.

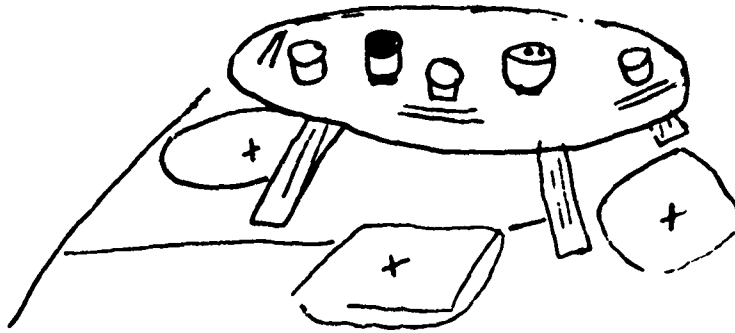
At night, the bedding is taken out of the closet and is laid on the "Tatami" floor. It is used as a bed room. In this way most rooms have more than one use. The room has very little furniture.

When the family enters the house they take their shoes off at the door so that they can keep the dirt out.

Some of Yoko's friends live in a concrete apartment buildings. Most of the apartment buildings have four or five stories.

Yoko's grandfather and grandmother live in a Japanese style house. It has many large rooms.

Japanese Meals



Dinner is ready for the family.
The family sits on the "Tatami" floor
around a low table.

You can see many bowls and plates on
the table. They use many different
shapes of bowls and dishes for different
kinds of foods. They also use "Chop-
sticks" to eat with instead of forks
and knives.

Can you eat with chopsticks?

They usually have rice, soup, fish or
meat and vegetables but it is cooked
in a Japanese way. They also like to
eat American foods. Sometimes they
have juicy fruits for dessert.

C Mrs. Suzuki uses an electric rice cooker. The family eats plain, boiled rice with other foods.

Yoko has bread with butter instead of rice in her school lunch. Sometimes bread or noodles take the place of rice.

(The Suzuki family always starts their meals by saying "Itadaki-masu". It means "Thanks to the food". They finish their meals by saying "Gochiso-sama"; Thanks for the treat.

Japanese Clothing

Long ago, the Japanese people wore Kimonos all the time. Now they dress the way American people do when they go to work and school.

Many men like to wear a Kimono after they come home from work. They think they can have a good rest in a Kimono. They wear a dark colored Kimono.

Young women and girls wear bright colored Kimonos on special days.

Today is "Shichi-Go-San" festival. Yoko puts on her best Kimono. She must put it on correctly. She is taken to a shrine near her home by her parents.



- A big decorated sash is called "Obi".
Do you know the name of shoes she is wearing with her Kimono? It is called "Zori". A pair of Geta is usually worn with an every day Kimono.

FIRST GRADE

Masao's family

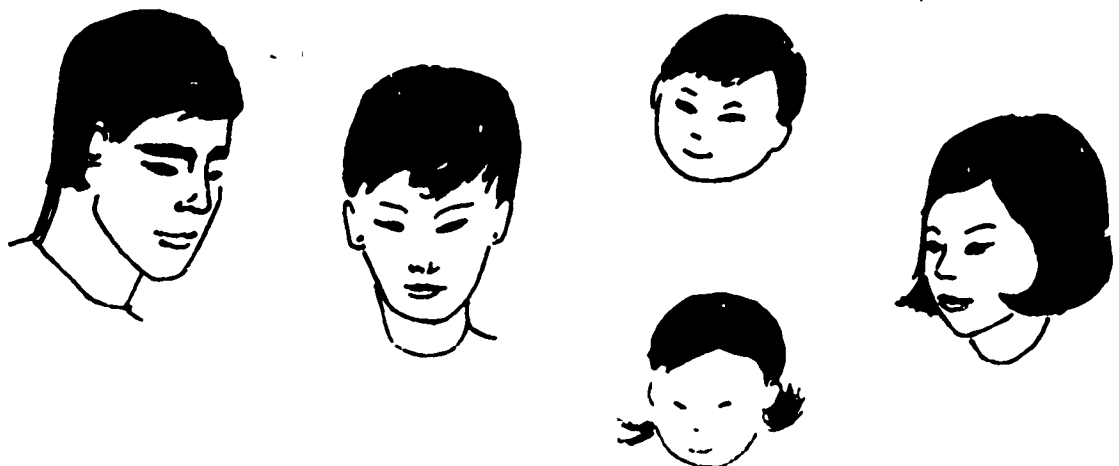
⌘ A father, a mother, a big sister and a little sister are in Masao's family.

Their family name is Sato.

Masao is in the first grade of a Japanese school. He likes to go to school. He has fun to learn many things in school everyday.

When he comes home, he says "Tadaima" to his mother at the door. It means "I am here".

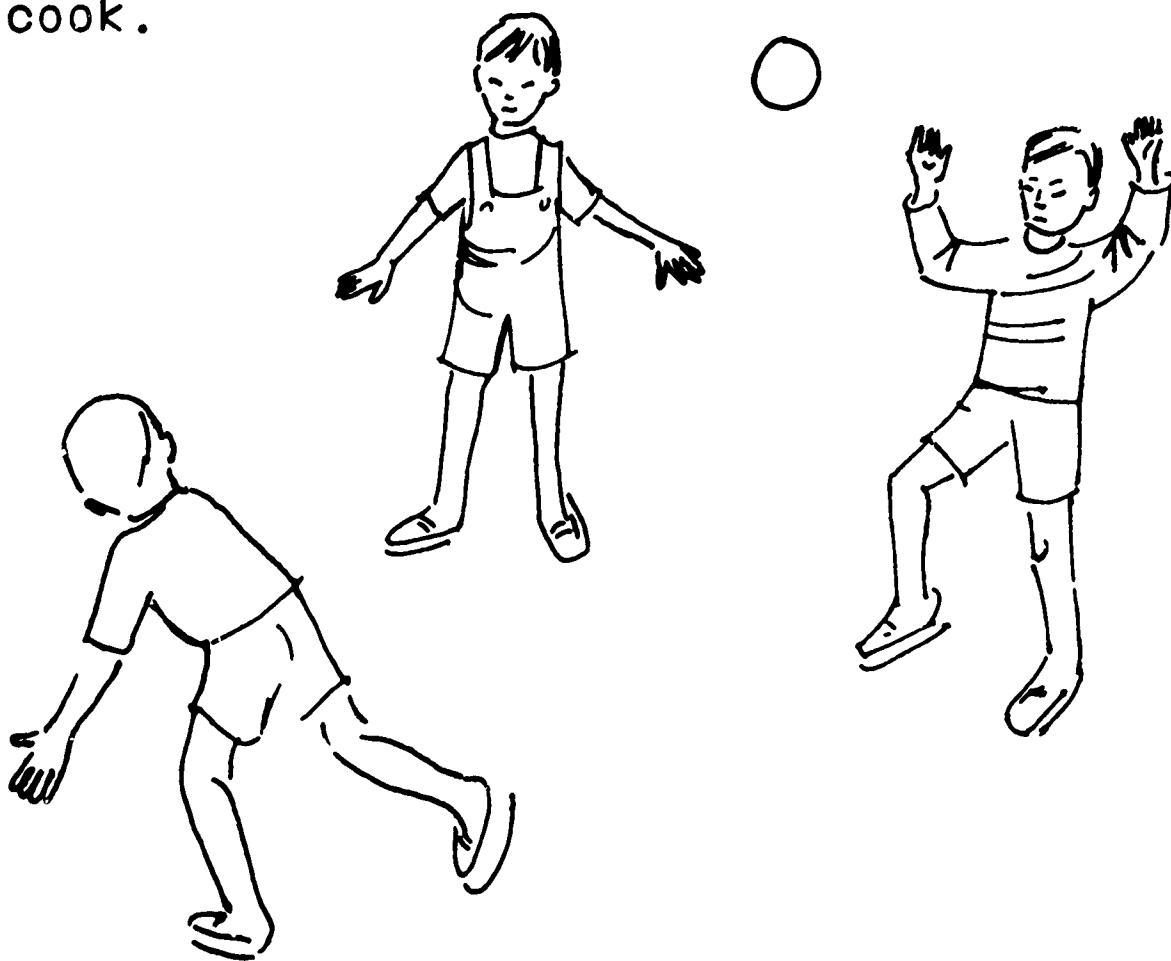
Now he takes his shoes off and goes up to his room. Mother gives him something very good to eat. What do you think mother gave him today?



"Masao-Kun! Let's play outdoors". Kenichi sometimes calls at the door. They play together.

In the evening, father comes home from work. He puts a Kimono on to have a good rest.

Dinner is ready. Mother is a very good cook.



Japanese children dress as you do.

Masao's sister wears a Kimono on New Year's Day. Then she visits her grandmother to show her Kimono.

Grandmother says "You look very pretty in a Kimono".



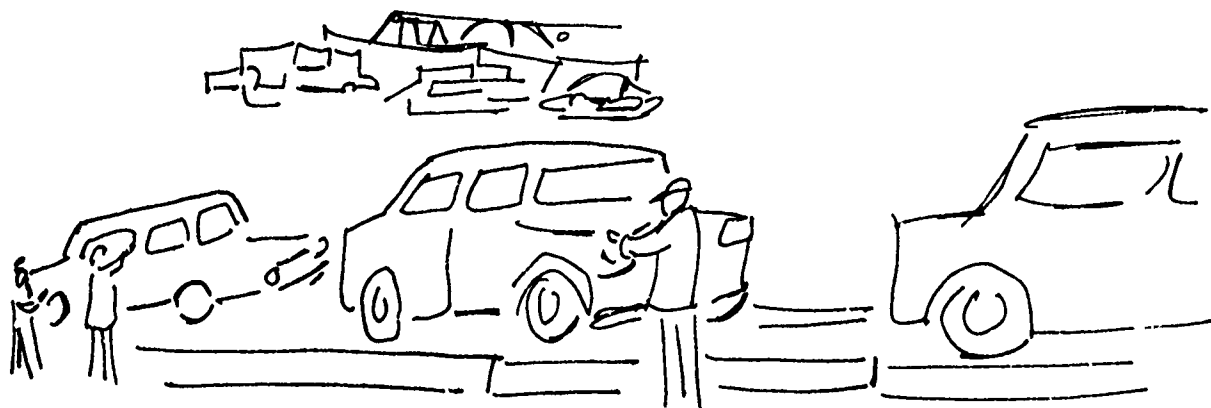
How do Japanese people work?

Masao and Yukiko's father is an Office worker. Their uncle works in a big building to make cars.



The building where cars, ships and many other things are made, is called a factory.

Many, many men work in factories making iron, trains, radios and televisions. Some other men help to buy and sell the things.



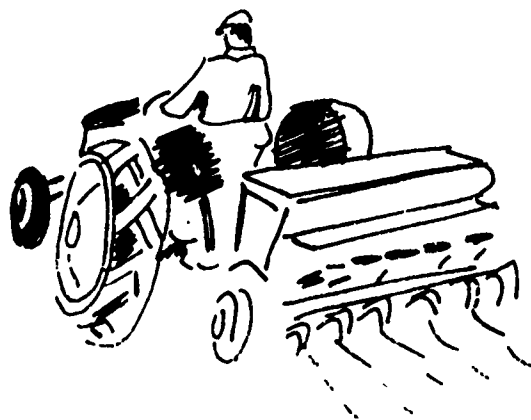
In Japan more men work in offices, factories and stores than any other place. Those buildings stand in the cities.

Farming in Japan

There are many farms in Japan. Most of the farms are small because there are so many mountains.

The farmers and their families work hard to grow rice, vegetables and fruits.

Many farmers work in factories and other places to earn more money when they are not busy on their farms. Today many of them are moving from the farms to work in factories.



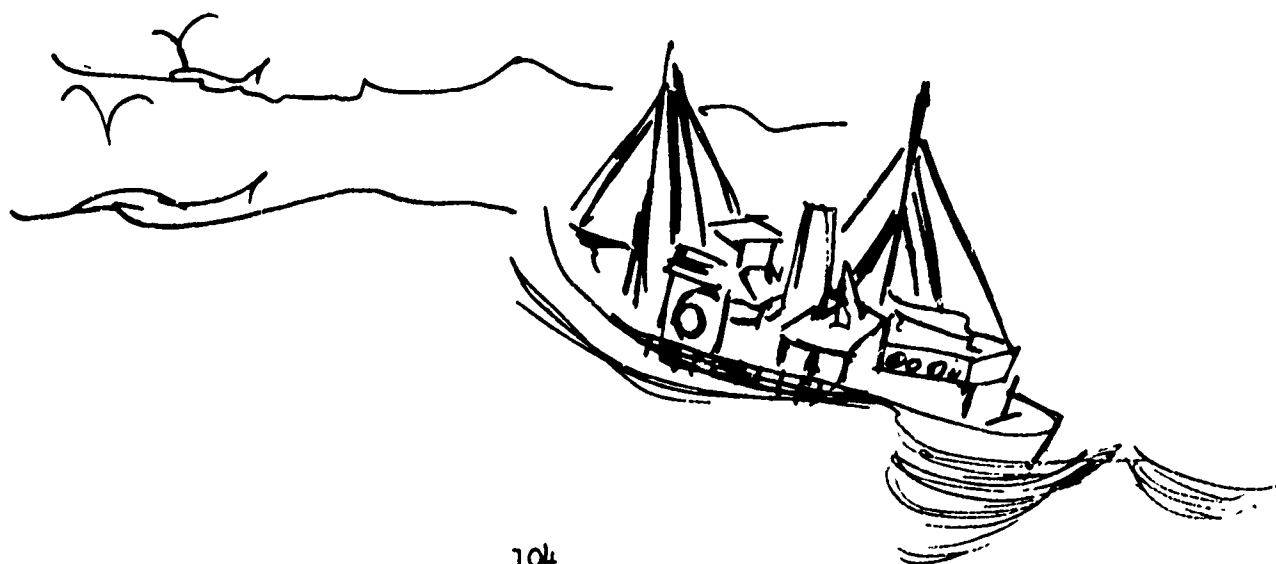
Fishermen in Japan

Today only a few Japanese men work catching fish to sell. They catch many fish in the waters all around the islands.

The fishermen go out in boats. Some of them do not go very far from their island.

Other fishermen go far away. They eat and sleep on their big boats for many days.

They put the fish on ice so the fish stay fresh. On some boats, the fish are cooked and put into cans.



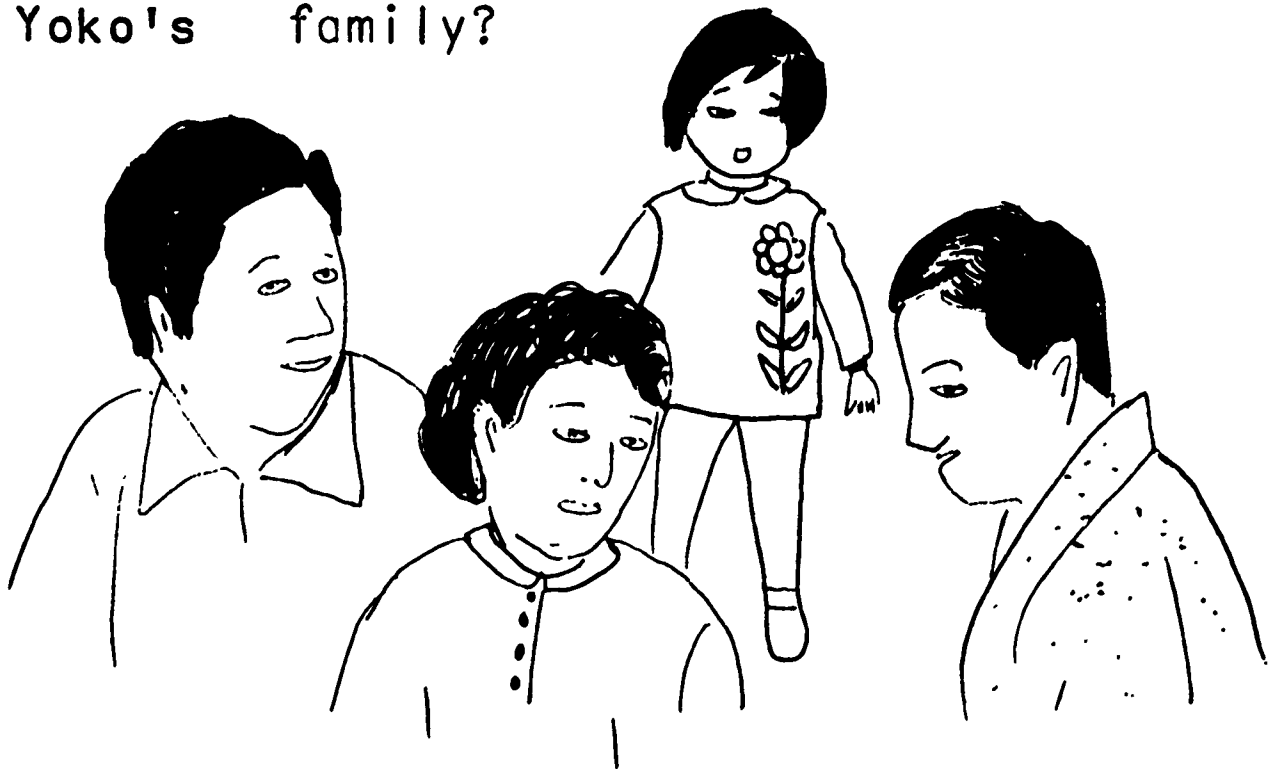
SECOND GRADE

A Japanese Family

C This is Yoko Suzuki.
She is seven years old.
She lives with her
family in Tokyo.
Can you find Tokyo
on a map?
Tokyo has many, many
people.



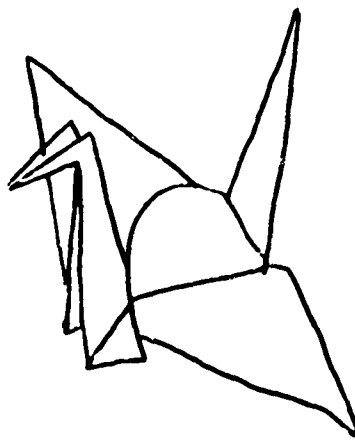
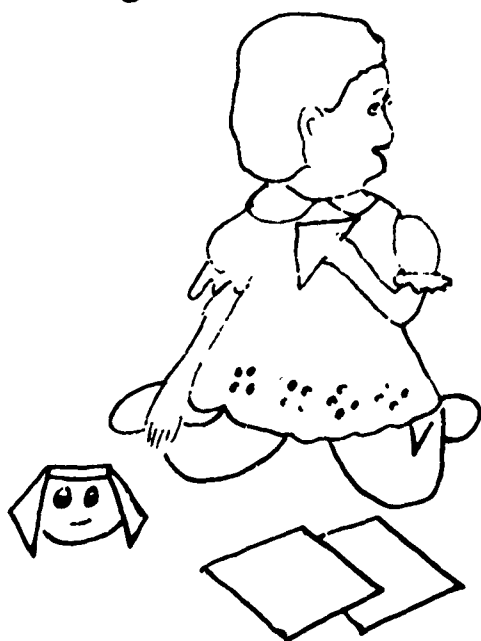
In Yoko's family, there is a father, a
mother, a big brother and a little
sister. How many people are there in
Yoko's family?



Father works in the office of a company.
He takes a train to the office.
Mother stays at home. She is very busy
every day. Why is she so busy?

Yoko's big brother studies hard in a
high school. Sometimes he plays the
guitar.

The little sister goes to a kindergarten.
She likes "Origami"; to fold a dog, a
cat, a rabbit, a boat and many other
things.



C After school, Yoko helps mother by going on errands. Once a week she takes a special lesson in painting. She is a good painter.



In summer, the family usually goes to see their grandfather and grandmother who live in the country.

Families which include more than just parents and the children are called joint-families.

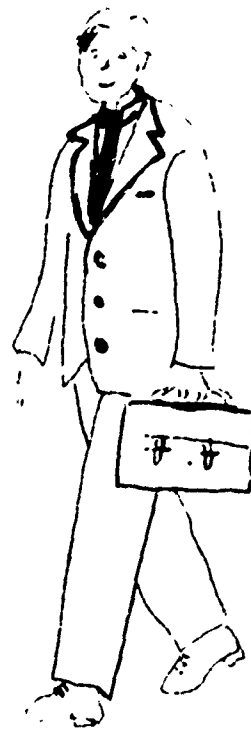
Is the Suzuki family a joint-family?

Japanese clothing

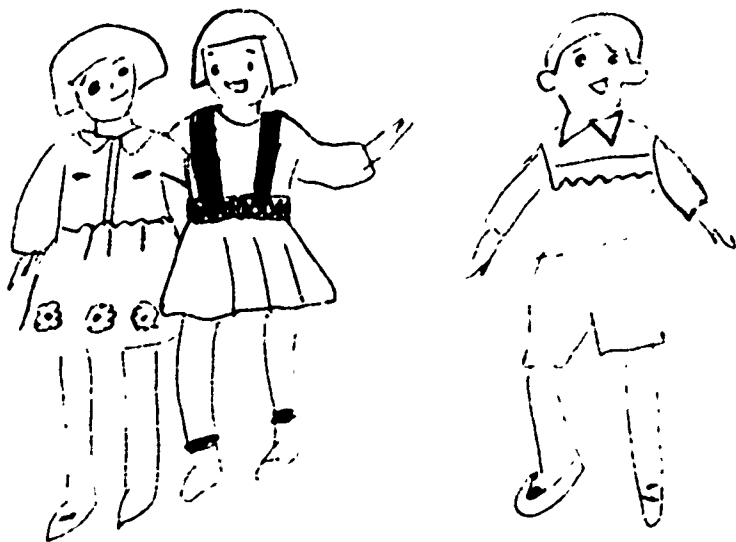
Long ago, the Japanese people wore Kimonos all the time. Now they dress the way American people do when they go to work and school.

Many men like to wear a Kimono after they come home from work. They think they can have a good rest in a Kimono.

Young women and girls wear bright colored Kimonos on special days.



Today is "Shichi-Go-San" festival.
Yoko put on her best Kimono. She must
put it on correctly. She is taken to
a shrine near her home by her parents.

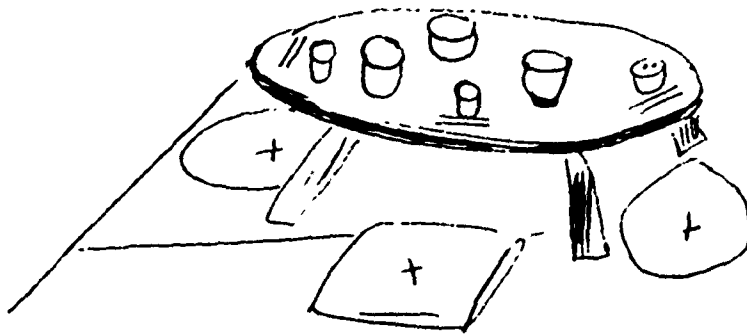


A big decorated
sash is called
"Obi".

Do you know the
name of shoes
she is wearing
with her Kimono?
It is called
"Zori". A pair
of "Geta" is
usually worn
with the every-
day Kimono.



Japanese Meals

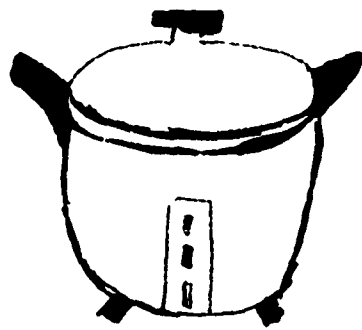


Dinner is ready for the family.
The family sits on the "Tatami" floor
around a low table.

You can see many bowls and plates on the
table. They use many different shapes
of bowls and dishes for different kinds
of foods. They also use "Chopsticks" to
eat with instead of forks and knives.
Can you eat with chopsticks?

They usually have rice, soup, fish or meat and vegetables but it is cooked in a Japanese way. They also like to eat American foods. Sometimes they have juicy fruits for dessert.

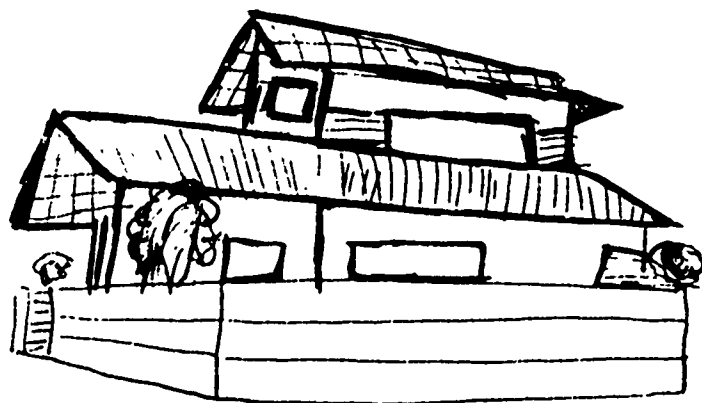
Mrs. Suzuki uses an electric rice cooker. They eat plain, boiled rice with other foods.



Yoko has bread with butter instead of rice in her school lunch. Sometimes bread or noodles take the place of rice.

The Suzuki family always starts their meals by saying "Itadaki-masu". It means "Thanks to the food". They finish their meals by saying "Gochiso-sama": Thanks for the treat.

Yoko's House

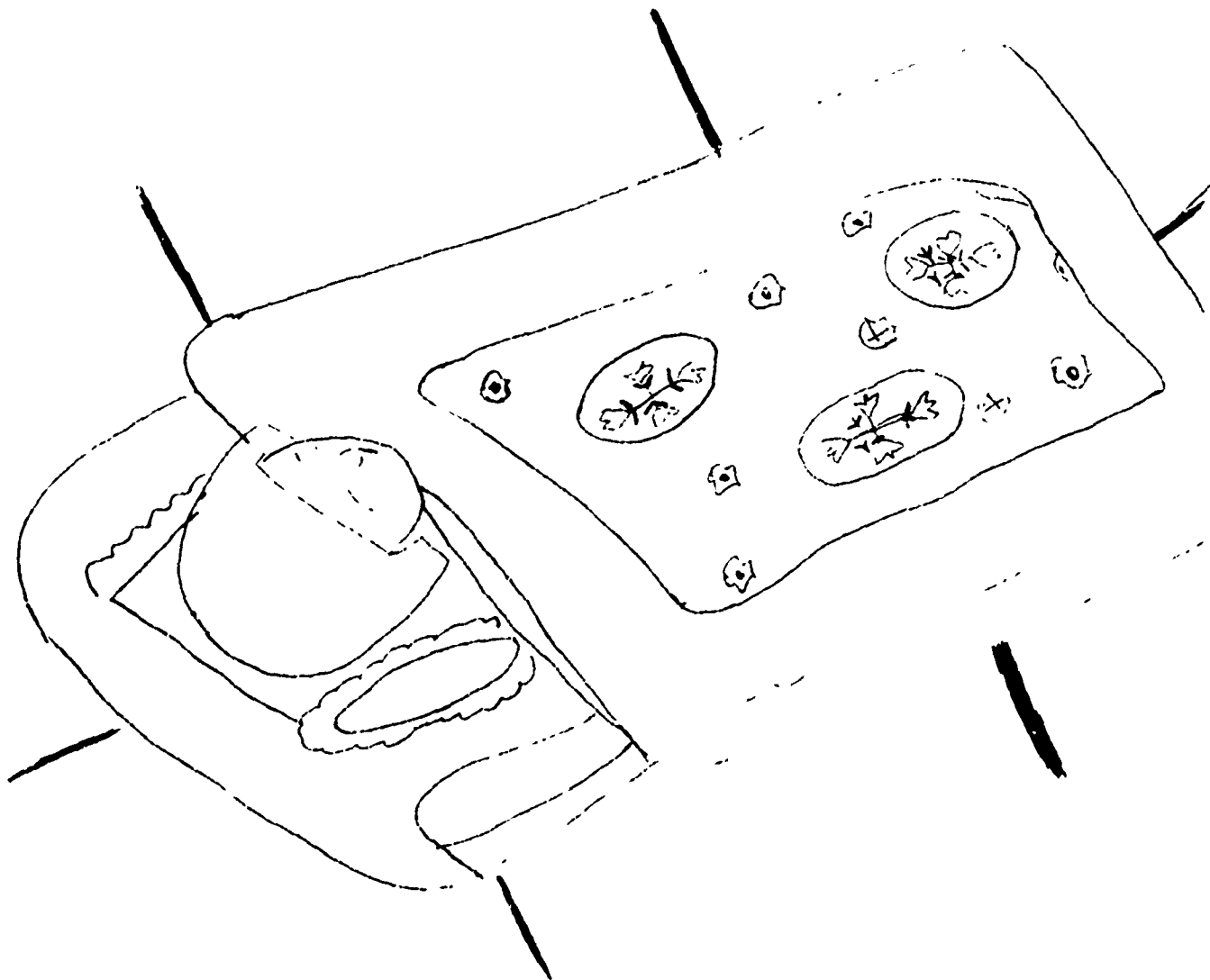


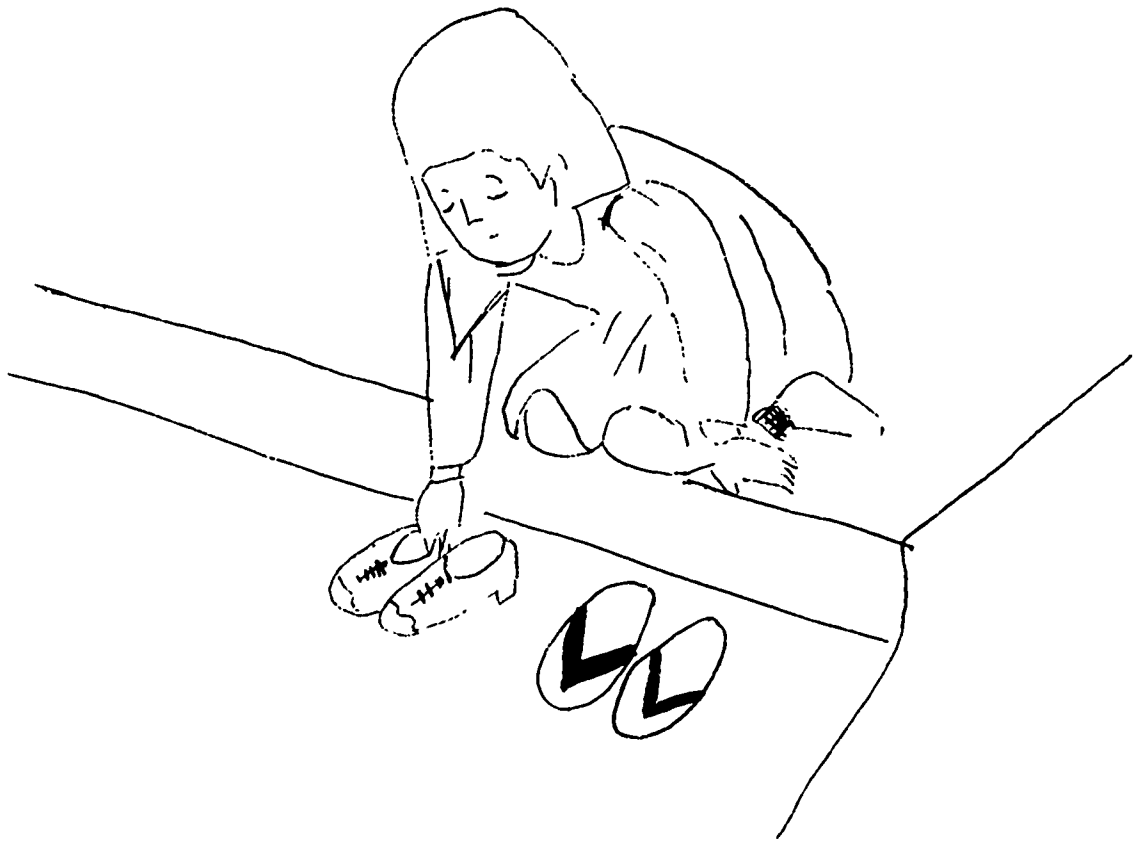
Here is the house that the Suzuki family lives in. It has a small yard and is surrounded by a fence.

It is a wooden house with a tile roof. The roof is kept from falling by large, long pieces of wood called timber. There are five rooms. The rooms are separated by "Fusuma", which are sliding panels.

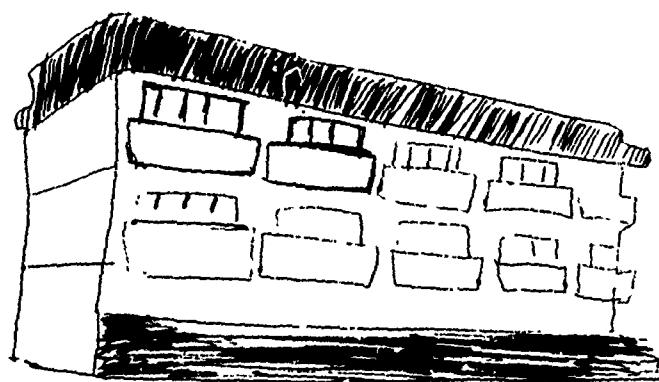
During the day, the bedding is put out of sight. The room may then be used as a living room or a dining room.

At night, the bedding is taken out of the closet and is laid on the "Totami" floor. It is used as a bed room. In this way most rooms have more than one use. The room has very little furniture.





When the family enters the house they take their shoes off at the door so that they can keep the dirt out.



Some of Yoko's friends live in a concrete apartment building. Most of the apartment buildings have three or four stories.

Yoko's grandfather and grandmother live in a Japanese style house. It has many large rooms.

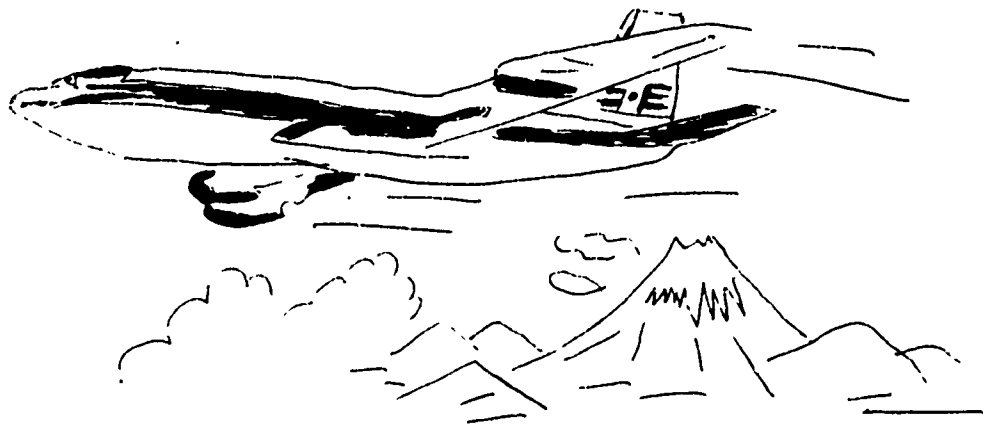
THIRD GRADE

Japan

3rd Grade

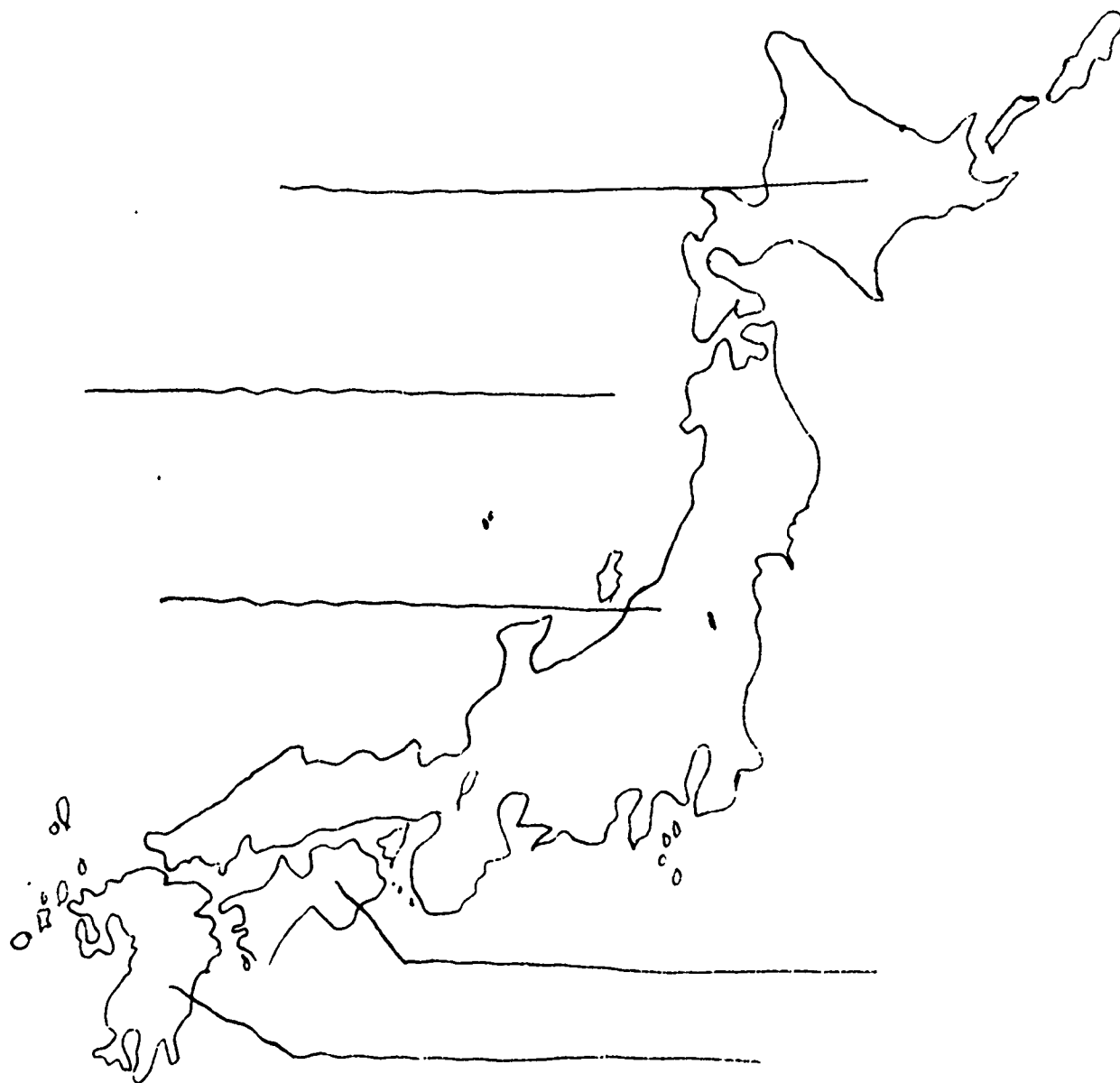
Where is Japan? Japan is one of your neighbors across the Pacific Ocean. It is off the continent of Asia.

Do you know that it takes only about ten hours to get to Japan from San Francisco by jet? Let's find Japan on a globe.



Is Japan a small country? The whole country of Japan is smaller than the state of California. How many Japans does it take to fill the size of the

United States? How many large islands are there in Japan? Are there many small islands?



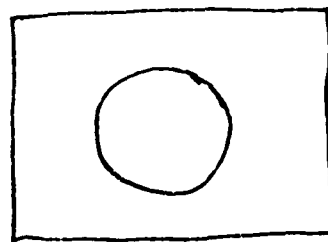
It would take twenty-five Japans to fill the size of the United States.

Japan has four main islands. They are called Hokkaido, Honshu, Shikoku and Kyushu. Between and around them are more than three thousand islands.

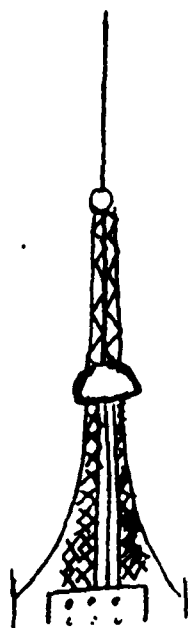
Mountains stretch through all the islands. Small plains and lowlands are along the coast line of Japan.

Although the country is small it has many people. Japan has more than half as many people as the United States - about one hundred million people live on the islands.

The people of Japan call their country Nippon. It means the land of the rising sun. That is why their flag has the sun in the center.



Tokyo is the capital of Japan. It has the largest number of people in the world. We say Tokyo is the world's largest city. Tokyo is even more crowded with all kinds of transportation such as cars, trucks, buses and motorcycles.



Tokyo Tower is the tallest building in all of Japan. It is over 1000 feet high, and when the weather is nice, you can see all of Tokyo from the observation room of the tower. There are also TV stations, doctor's offices, restaurants, and amusement centers in the tower. Tokyo Tower is a landmark of Tokyo.

Osaka is the second largest city in Japan. Yokohama is the third largest city. Nagoya is the fourth largest city.

Kyoto was the capital of Japan for many years.

Foods in Japan

Most Japanese enjoy eating both western and Japanese foods. In cities and towns they eat fried eggs, toasts, and other western foods in the morning. Like American children, Japanese children drink much milk.

Although the Japanese people eat various kinds of foods, rice is the most important food in Japan. They raise plenty of rice for their small country, but must also import some rice from other countries.

Japanese farmers raise wet rice and dry rice. Dry rice is grown on plains and terraces. Wet rice is raised in paddies, or flooded fields. It is easier to raise dry rice, but wet rice yields more grain. For this reason, more wet rice is raised than dry rice in Japan.

How is wet rice grown? First, the rice seeds are planted in small beds of soil during April and May. The seedlings sprout quickly. After a month, the seedlings are about eight inches high and ready for re-planting.

Next, the seedlings are re-planted by hand in the paddies. This kind of work is not easy for the farmers because they work in the muddy water for many hours. The re-planting makes the seedlings strong and also gives a good harvest.

The seedlings grow day and night in the flooded paddies. They reach more than thirty inches high in two months after the re-planting. The farmers weed and also fertilize the flooded paddies throughout the hot summer months.

About four months after the seeding, when the rice plants become forty-five inches high, the grains begin to form at the top of stock.

The farmer works very hard to harvest good rice for nearly five months. Now, the rice plants reach fifty inches and the rice is ripe. The golden grain hangs down and sways in the autumn breeze. It is ready for harvesting. The fields are drained and the harvesting is done with a hand sickle or a small machine.

The rice stock is tied in small bundles

and left in the sun to dry. The farmers use machines to thresh the rice and take off the outer covering of the grains.

The grains are brown. The brown rice is made white by polishing or milling.

Rice may be served hot or cold after it is boiled about twenty minutes. Usually boiled Japanese rice tastes sticky.

The people eat rice with raw, cooked, or pickled vegetables, meat, or fish. Miso soup made from soybeans is also served with it.

Some people eat as much bread as rice. In many school cafeterias, bread is served in place of rice.

Noodles cooked with eggs, meat, and vegetables in a tasty soup are also served instead of rice in restaurants as well as at home. On New Year's Eve, many people enjoy eating noodles, for they want to "eat up" all the problems as smoothly as they would eat the noodles.

Rice cakes, called omochi, are served at New Year's.

They are made from rice that has been steamed and pounded into paste.

Sake is a wine made from rice and water. Only grownups drink sake.

Japan, which is surrounded by seas on all sides, has fish as another important food. Fish provides much of the protein in the diet. Protein helps children grow and be strong and healthy. Tuna, mackerel, sardine, cod, and salmon are cooked, dried, or salted.

People in Japan enjoy fresh fruit as dessert. It may be a big beautiful peach, a juicy pear, or some mandarin oranges. Many people take a basket of juicy apples or a bag of oranges when they travel.

Young, small, and tender vegetables are used for cooking. Cabbages, onions, raddishes, carrots, tomatoes, cucumbers, egg plants, and potatoes are usually eaten.

The Japanese eat beef, pork and chicken. Their diet does not have much meat, but today they consume more meat, butter, cheese, milk, and eggs.

Many Americans enjoy eating Japanese foods. They order sukiyaki, tempura, and yakitori.

Sukiyaki is made with slices of tender beef, bean curd, and many kinds of vegetables. These are cooked in a sweet soup made from soy sauce.

Tempura may be made of shrimp, fish or vegetables. Each piece is dipped in batter made of flour and water, and fried in deep fat.

Yakitori is chicken, which is roasted over fire. About a five inch long skewer holding three or four small pieces of chicken is dipped in rich soy sauce before roasting. Sometimes green onions are stuck between the pieces of chicken.

Green tea is commonly served after meals and between meals although many people drink coffee, black tea, and other soft drinks.

Most meals are served on a low table in homes. Quite a few families living in cities have begun to use tables and chairs.

Foods are beautifully served in a different bowl. There are rice bowls, soup bowls, vegetable bowls, meat bowls, fish bowls, and so on. The food is almost always served on pretty dishes.

Each member of the family has his or her own pair of chopsticks. Chopsticks are made of wood, bamboo, ivory, or plastic.

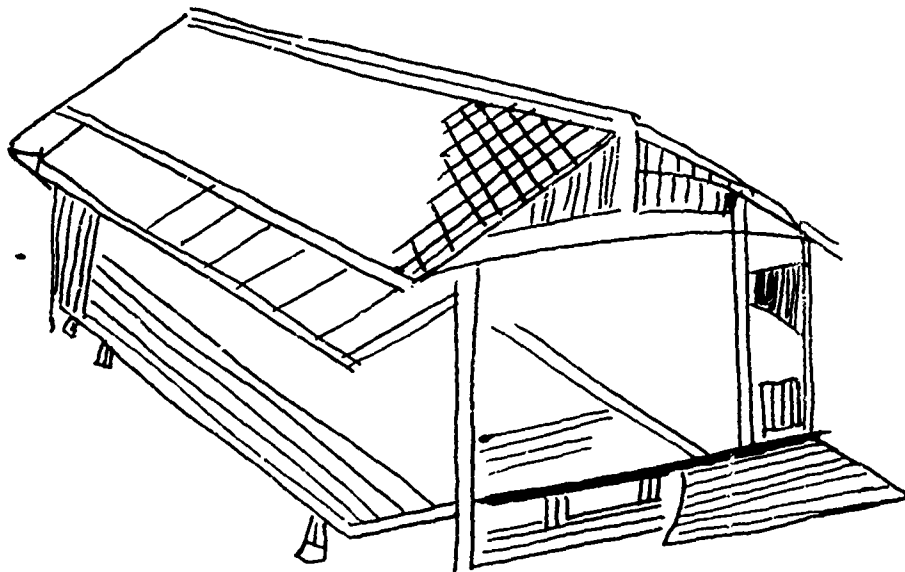
Knives and forks are also used when western food is being served.

Japanese Houses

Today, many offices, department stores and theaters are very much like ones in the United States. Those buildings stand high in the sky. Many apartment houses are also built of steel and concrete in cities and towns. Some Japanese houses, of course, look different from American houses. Let's find out about the Japanese houses.



The Japanese houses have wooden sides, plaster walls and tile roofs. They are built up on stones or concrete foundations.



The houses are not painted, either on the inside or the outside. The Japanese like the beauty of wood that is not painted.

Most houses are built for Japanese weather. Around the houses are a porch, or veranda and windows to give many openings. The floor of each house is built about two feet above the ground. They help protect the house from damp weather. You may find additional screens covered with white

paper inside the doors and window. They slide back and forth and are called "shoji". When the shojis are opened, the cool summer breezes or the warm winter sunlight can enter the house. Most houses also have wooden shutters. These may be closed at night, in bad weather, or when the family is away.

The number of rooms in a house may change several times a day. How can they do it? The rooms are separated by movable walls, called "fusuma". Fusuma are lightly decorated and slide back and forth easily. They may also be taken out completely. If they are entertaining, they may make the house into one big room by taking out all fusuma.

On the floor of each house are several cushioned straw mats. These mats are called "tatami". Most Japanese usually sleep on pads, called "futon" on the tatami. The futon are kept in a closet until time to go to bed.

Anyone entering a house in Japan leaves his shoes at the door. This helps keep the tatami floor clean. The shoes are placed in good order on a step.

The inside of the house is neat and simple. Almost every home has a special place called "tokonoma". In this place there is always a lovely picture, called a scroll. Below the scroll is a beautiful vase of flowers, leaves, or grasses. Some favorite family things are also put here where all can see and admire them.

In many Japanese homes, the garden is very small, but almost a part of the house. The rooms open onto the garden. Garden trees and plants make leafy shadows on the shoji. Garden and houses together look like Japanese pictures on the scroll. Most houses and gardens are surrounded by a wall or fence.

You can always find shoji, fusuma and tatami even in those modern apartment houses.

The apartment houses have rooms for western style living. They also have a kitchen, a bathroom and other rooms.

Almost every home has good lighting, running water, a gas stove and a small refrigerator.

You can also find good furniture, radio and television sets in many homes.

The Home Life

Japanese families are often small. Like American families, they enjoy doing things together. The father is in charge of the home. He earns a living for the family. The mother buys food and clothing for the family. She cleans, mends, and sews. She gets the children ready for school. Mothers belong to clubs made up of parents and teachers. If the family lives in a city, the mother and father may both have jobs. If they live on a farm, the mother helps in the fields.

Japanese children learn politeness. They also learn to honor parents and old people. In the old days, Japanese families were often **very** large. The oldest son and his family lived in his parents' house. His brothers and sisters also lived there. Grandfathers, grandmothers, and other relatives lived with them. The family showed special respects to their father and oldest son.

They were served first during meals. Praise, honor, and gifts went to sons before daughters. The oldest son was given first choice over his younger brothers.

Even today, some families live with grandfathers and grandmothers. But all the members help one another by working together. No one is given special choice over anybody. Sons and daughters are now equally treated.

Clothes

Life in Japan has changed from old ways to present. The process of change is clearly shown by the clothes the people of Japan wear. Today, almost every Japanese wears some type of western clothing in his or her everyday life. High school students wear western-style uniforms to school. Many Japanese elementary school boys wear shorts or jeans. Girls wear regular dresses. The Japanese usually wear western-style shoes with western-style clothes.



One of the most important Japanese garments is the Kimono. The kimono is long and has wide sleeves that serve as pockets. It has no buttons, hooks, or zippers to hold in place. Instead, a large sash called an obi is used.

Formerly, it was worn everywhere by everyone in Japan. Today, some people wear a kimono at home for comfort. Kimonos are also worn on holidays so that on such occasions the Japanese style and the western are often seen side by side in streets of cities.

The Japanese find western-style clothing is convenient and practical to present-day living. It would not be safe to wear a kimono while working in a factory.

The long, loose kimono might get caught in the machinery. Office workers find that the wide sleeves of a kimono get in their way. It is harder to drive a car in a kimono than in western dress. Therefore, most Japanese wear suits and dresses like Americans.

Kimonos are usually worn over a one-piece undergarment to keep the proper form. The Kimono and undergarment are separately overlapped in front and held in place by cords, over which an obi is wound around and tightened. When they are overlapped, the left side is usually put over the right. Women wear the obi tied in a big bow in back.

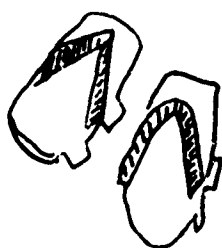
The color of a lady's Kimono depends on her age. Young women wear bright or light colors. Women past middle age usually wear darker colors with small patterns.

A man's kimono is also dark in color. Kimonos worn by girls on holidays are gaily colored.

In winter, the Kimono is lined for extra warmth. A woman who wears her kimono outdoors usually put a short coat over it. On hot summer nights, a loose cotton Kimono called a yukata is worn by many people.

With the kimono and other Japanese clothes, they wear two kinds of the Japanese shoes called geta and zori. Geta are wooden clogs with raised platforms. Zori are like sandals. Zori may be made of straw, leather, rubber, or plastic. They are held on the feet by straps. The straps fit between the big toe and the other toes. Instead of socks or stockings, a kind of socks called tabi, which reach just above the foot, is worn. Tabi are made of silk or cotton. The sole of the tabi is made of heavier cloth.

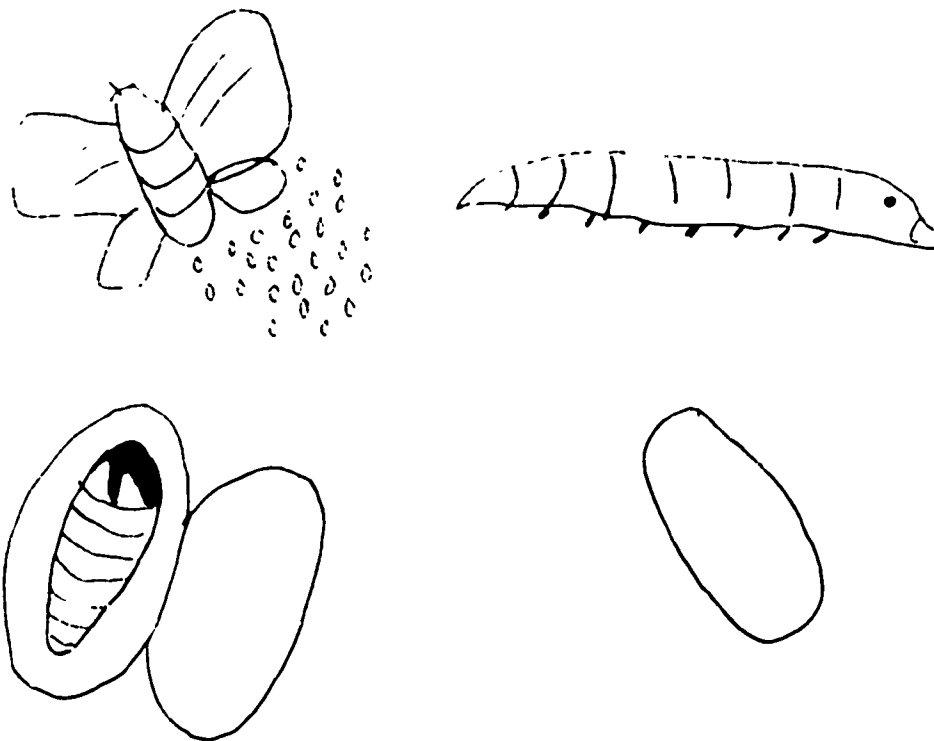
The kimono is not the only kind of Japanese clothing. Some workmen put on short cotton pants and a short blue cotton jacket. The jacket is called a happi. On the back of the happi is a design that show the worker's trade.



Kimonos are made of silk, cotton, wool or synthetic materials. Silk is the most important material for kimonos.

Chinese were the only people in the world who knew how to make silk for many years. They guarded the secret of the silkworm carefully. Silk is one of the strongest of fibers. A thread of silk is two-thirds as strong as an iron wire of equal size. It is very elastic and smooth that dirt does not cling to it easily. In old Japan, it was considered a treasure.

Do you know how silk is made?



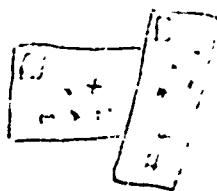
Communication

Daily mail service started in Japan nearly a hundred years ago. Today there are thousands of post offices throughout the islands of Japan, and a letter goes to every corner of the land in a few days.

A quick-delivery letter may come to hand in a day or so among cities. Many letters also come from other countries by air or sea.

Telegrams in Japan are now used when people want to rush a message.

The telephone service has greatly developed and now there are plenty of telephones in Japan.



An ocean cable connects Japan and the United States in a few minutes. It is really thrilling to talk with a friend over the telephone more than five thousand miles away from Japan!

The government of Japan has charge of the mail, the telephone, the telegraph, and the cable systems.

Many people think Japan is a nation of readers because about forty-two million newspapers go on sale every day and a large number of weekly magazines are sold.

Moving pictures are a favorite form of communication in Japan. So many people still enjoy going to the movies that the Japanese make many motion pictures.

Radio and television today are as popular as the newspapers in Japan.

It seems almost all the families own radio and television sets. Some radio and television stations are run by the government. Other stations are run by private companies. Their programs have advertising. The sponsors pay for the advertising.

The people of Japan must pay the government the fee to see any program on television.

Japanese school children spend a great deal of time learning to read and write. Today almost all the Japanese can read and write.

日本

にほん

ニッポン

Nippon
ニッポン

Amerika
アメリカ

How is modern communication used?
Today people in different countries are able to watch the same television programs. They can talk over the telephone to one another. They can exchange messages and letters.

Not too long ago they never dreamed of these changes! The changes also bring the hope that modern communication may give us a better way to make the people of the world friends.

SOCIAL STUDIES

A UNIT APPROACH TO TEACHING

THE GEOGRAPHY OF JAPAN

GRADES 4-8

Teacher's Guide

THE GEOGRAPHY OF JAPAN

Teacher's Guide

The Geography of Japan may be used as a starting point for developmental experiences.

Main Idea: Japan is a mountainous island nation in Asia with diversity in its natural environment.

Geography consists in locating, describing, explaining and comparing scenery and human activities on the globe.

Geography is both an art and a science. As an art, geography presents descriptions of regions that portray selected features which are a representation of reality, but which like a painting do not reveal all of the details. As a science, geography presents concepts and theories that are useful in explaining spatial relations among physical, cultural and biological elements.

Opener: To stimulate further study, use the following opening experiences:

1. By the use of the word association technique, ask students to write everything that comes to mind when they hear the word Japan. Explain that words and phrases as well as sentences may be used. Allow 5 to 10 minutes for this activity. Have students share their ideas. Discuss differences in ideas and guide the group to state hypotheses regarding what they think is probably correct. (The discussion time will offer an ideal chance to have a resource person such as a Japanese culture teacher talk about the items that the students wrote, or correct the common misconceptions and stereotypes are: Japan is a part of China. The Japanese have the habit of wearing the "kimono", "geta" - wooden clogs and "zori" - sandals" in their everyday life. The Japanese live on rice and raw fish. The people of Japan live in houses made of paper and woods. Samurai are still all over Japan. The Japanese have the habit of mixed bathing.....
2. Arrange a display that includes news articles, objects and pictures placed around a large map of Japan. On or under the map place the question: What is the topography of Japan? Guide discussion of the display, noting children's comments and reactions. Call attention to the news articles and urge students to begin to make a collection for class use. In arranging displays, be sure to include typical items and pictures, not just tourist items.

CONCEPTS

- A. 1. Japan is an island nation between the Pacific Ocean and the Japan Sea, and about 5000 miles from San Francisco 8-12 hours by air via great circle route or 14-16 hours elapsed time via Honolulu, and 12-14 days by ship.
- a. Japan in the middle latitudes.
 - b. "Nippon" - the land of the rising sun.

SUGGESTED LEARNING EXPERIENCES

1. If we were planning to go to Japan, how would we get there? What forms of transportation could we use?
2. Have students locate Japan on a globe. Discuss location in relation to the United States and other countries. Use a string to find the shortest way to go from San Francisco to Tokyo. Use scale on the globe to figure the number of miles.
3. Read Chapter 1.1, p.1 Guide to discuss on the following terms: Asia, continent, latitude and longitude. Explain high, middle and low latitudes.

Note: Many of the terms used in the middle, high and low latitudes instead of temperate, tropical and arctic.

CONCEPTS

2. Japan is an arc-shaped archipelago of over 3400 islands spread over approximately 1500 miles. Main islands are: Honshu, Hokkaido, Kyushu, and Shikoku.
3. Islands consist of sea bottom mountain ranges (20,000-30,000 feet high) formed by earth crust movements. (Its basic frame was constructed as a part of a large continent about 400 million years ago. It sank under water and reappeared twice).
- B. 1. Japan has an area of 142,726 square miles and is located in the middle latitudes, about 30°N-46°N & Long. 128°E - 146°E.
 - a. Slightly smaller than California - 158,693 square miles.
 - b. About one-and-one-half times as the United Kingdom.
 - c. About one-twentyfifth the size of the United States.
 - d. In the same latitudes as most of the United States.
2. Four large islands vary in size and location.
 - a. Honshu - the largest island, over one-half the area and three-fourths the population.
 - b. Hokkaido - the second largest, as cold as New England.
 - c. Kyushu - the third largest, as warm as Georgia.
 - d. Shikoku - the smallest main island, warm area.
 - e. Inland Sea separates three main islands.

SUGGESTED LEARNING EXPERIENCES

4. Have student begin to make work booklets, word cards, or a geographical terms chart that includes definitions of new English and Japanese terms. Start with continent, latitude, longitude, Nippon. Add others as the unit progresses.
5. Show a flag of Japan and discuss the red circle in the center.
6. Use a large map to guide discussion of: What water bodies are around Japan? What is an archipelago? What are the four main islands of Japan? (Read A.2)
7. Have students write the names of four islands on the blank map of Japan. (Worksheet No. 1)
8. How do you suppose the islands of Japan were formed? (Read A.3)
9. Superimpose a map of Japan on one of the United States of the same scale and projection. Discuss relative size, length, width, latitude and longitude.
10. What is the area of Japan? How does it compare with California? The United States? Other countries? In what latitude is it located? Longitude? (Read B.1)
11. Which is the largest island in Japan? By what is Honshu separated from Kyushu and Shikoku? (Read B.2)

CONCEPTS

SUGGESTED LEARNING EXPERIENCES

Note: Give balanced attention to all major surface features, not just to volcanoes and earthquakes. Japan is subject to frequent earthquakes because it is on one of the unstable areas of the earth's crust known as the Circum-Pacific Organic Zone. Some textbooks state that earthquakes occur often in a year in Japan, but earthquakes of this frequency are almost always weak vibrations which cannot be felt by the human body and can only be detected by seismograph.

- | | |
|--|---|
| <p>C. 1. Japan is a beautiful green land with many forests.</p> <ul style="list-style-type: none">a. Mountains occupy five-sixths of Japan, 250 mountains over 6500 feet, about 200 volcanoes.b. Mt. Fuji 12,385 feet.c. Several lengthwise mountain ranges and Japan alps cross Honshu.d. Almost all mountains covered with trees. | <p>12. What do you think Japan looks like from the air? Is it green? Brown? Flat? Mountainous? (Read C.1 and C.2, page Have student make a bar graph that compares plains with mountains in Japan.</p> <p>13. Show a picture of Mt. Fuji to guide discussion of: What is a volcano? How are volcanoes formed? Where are they found? Find volcanoes in the United States. (Worksheet No.2)</p> |
|--|---|

Note: Some books state that Mt. Fuji is an object of religious worship in Japan, while others state that Japanese dressed in the white habits of pilgrims climb Mt. Fuji every summer in order to pacify the gods or purify their spirits. Only a very limited number of members of the Fuji Pilgrimage Union climb Mt. Fuji from religious convictions. Such pilgrims are estimated at about 2,000 persons of over 300,000 annual climbers of Mt. Fuji, and constitute a very small minority. The majority of the 300,000 climbers are alpine tourists enjoying their summer vacation. The climbers also go up in order to enjoy the majestic view from the summit. Mt. Fuji is loved by the Japanese because of its beautiful shape. It is used in photographs, post-cards, trade marks, and advertisements and is the theme of many paintings and poems.

- | | |
|---|--|
| <p>2. Japan has about 60 active volcanoes (part of the ring of fire).</p> <ul style="list-style-type: none">a. Damages on crops and men.b. Volcanoes as a source of hot springs; bathing in Japan. <p>3. Japan is a part of the Circum-Pacific Organic Zone.</p> <ul style="list-style-type: none">a. Frequent earthquakes or vibrations that are too light to notice.b. Seismograph used to register earthquakes. <p>4. Japan has small but important plain for agriculture and residence.</p> <ul style="list-style-type: none">a. Kanto Plain - the largest.b. Complicated coastlines.c. Good harbors on the Pacific Coast.d. Short, swift rivers.e. Many small lakes. <p>D. 1. Japan is densely populated with about 100 million people as of 1967.</p> <ul style="list-style-type: none">a. Slightly over one-half of the population of the United States. | <p>14. Have student make a report on hot springs and earthquakes. (Encourage the use of science books and an encyclopedia.)</p> <p>15. Read C.4. How are plains and lowlands in Japan different from ones in the United States? How about rivers? How are crater lakes formed?</p> <p>16. Compare Japan's population with that of other places. Consult <u>World Almanac</u> or <u>Statemen's Yearbook</u> for latest figures.</p> |
|---|--|

Note: Consider population in relation to arable land, not just total area. Update figures in textbook by checking current sources.

- b. Seventh most populated country, exceeded by China (700 million), India (477 million), USSR (230 million), United States (195 million), Indonesia (102 million), Pakistan (101 million) as of 1965.

CONCEPTS

2. Most of Japan's people live in limited areas of arable land near harbors.
3. Cities are located on the coastal areas and plains; seven cities having population over one million: Tokyo (11 million), Osaka (3.3 million), Nagaya (1.9 million), Yokohama (1.7 million), Koyoto (1.3 million), Kobe (1.2 million), Kita-Kyushu (1.0 million).
4. Tokyo, capital of Japan, is the world's largest city.
 - a. Population around eleven million as of 1966.
 - b. Influx of people.
 - c. Transportation, housing and other big city problems.
 - d. Palace, Diet Building, National Museums, Universities, Parks Shrines, Temples, Tower and famous landmarks.
 - e. Key location, convenient to land, air, and water routes.
- E. 1. Japan has a variety of climates similar to those in parts of the United States from Maine to Georgia.
 - a. Cold winter in Hokkaido and northern Honshu.
 - b. Hot summers in southern Japan.
 - c. Pleasant spring and fall seasons.
2. The monsoons blow from the Pacific in summer and from continental Asia in winter.
3. The warm Japan Current reaches from the South Pacific and the cold Kurile Current from the Arctic.
4. The winter monsoon has a great influence on cold weather in Japan.
 - a. Cold snowy weather on Japan Sea coastal area.
 - b. Dry cold weather on Pacific coastal area.
5. A Growing season starts in spring and the rainy season is common in June.
 - a. People enjoy the beauty of flowers; flower-viewing parties.
 - b. Rice planting during the rainy season.

SUGGESTED LEARNING EXPERIENCES

17. Discuss the bar graph on page 160 to develop the concept density of population in Japan (around 675 per square mile), California (around 100 per square mile), and the United States (around 50 per square mile). (Explain that in relation to arable land Japan is the most densely populated major nation (around 4000 per square mile). Read D.2.
18. Have student examine a physical map and hypothesize where cities might be located.
19. Have students find the names of cities in the most heavily populated areas by reading D.3. Discuss location of cities near harbors and on plains. Compare children's hypotheses about location of cities with where they are actually found.
20. What is the capital of Japan? Is it larger or smaller than New York? (Check World Almanac). What problems are common in big cities? Do you suppose Tokyo has these problems? What special ones might be in Tokyo?
21. Have individuals or committees report on: The Ginz, Main Parks, The Imperial Palace, Major problems, the Old and New in Japan (Tokyo).
22. What is the reason that Japan's climate is much like the United States? Read E.1.
23. Read E.2, E.3, E.4, E.5, E.6, and E.7. Discuss the effects of the following on Japan's climate: Latitude, monsoons, ocean currents, Japan Sea and Pacific Ocean, altitude, mountains.
24. Have students write poems on the beauty of four seasons in Japan.

CONCEPTS

6. The summer monsoon is responsible for hot sultry summers in Japan.
 - a. Cool summer for Hokkaido due to the cold Kurile Current.
 - b. Typhoons with rains and wind, end of summer.
 7. Cool air covers the land in Autumn and the mountains put on autumnal tints.
 - a. Great variety in climate because the islands stretch from north to south.
 - b. Different weather in different seasons.
 - c. Plenty of rains throughout the year.
- F. 1. Japan has limited natural resources for production.
 - a. Around 16% of land cultivated.
 - b. Insufficient foods.
 - c. Limited mineral resources.
 - d. High importance of principal materials.
- G. 1. Japan has a variety of flora and fauna owing to its landforms.
 - a. Deciduous broad-leaved trees.
 - b. Coniferous needle-leaved trees.
 - c. Leading trees to include pine, cypress, cryptomeria (Japanese cedar), spruce, fir, birch, oak, beech, maple, etc.
 - d. Several kinds of fruit trees and flowering trees.
 - e. Bamboo in many areas except Hokkaido.
 - f. Beautiful flowers throughout the year.
2. Japan has few wild animals.
 - a. Two distributing regions: northern part (Hokkaido), and southern part (other three main islands).
 - b. Very few animals in both regions.
 3. Many kinds of birds live in the forest and the mountains, and wild animals are rapidly disappearing from Japan.
 - a. Sparrows, crow, pigeons and swallows in the cities.
 - b. Various migratory birds.

SUGGESTED LEARNING EXPERIENCES

25. What are natural resources? Why are they important to a country? What resources might be found in mountainous Japan?
26. Read F.1, and F.2.
27. Give a special attention to the table (page 164 which shows the ratio of imports of industrial materials needed in Japan.
28. Read G.1. Discuss about trees.
29. Compare wild animals in Japan with those in the United States. Read J.2 and J.3.
30. Why are wild animals disappearing from Japan.

CONCEPTS

4. Japan is noted for rich sources of fish, but fishery is being done on the far fishing grounds.
 - a. Fish including salmon, cod, herring, trout, tuna, sardine, bonito, mackerel, oyster.
 - b. Children like fishing as well as catching insects.
5. Nature has given Japan many wonders.
 - a. Frightening wonders - earthquakes and volcanic eruptions.
 - b. Parks for recreation and a means of conserving wild life and natural beauty.

SUGGESTED LEARNING EXPERIENCES

31. Read G.4. Why do you suppose the haul of fish is decreasing in Japan? (Industrialization and change of natural conditions.)
32. What are some reasons for having national parks? Read G.5.

CONCLUSION

1. Make a summary chart or large map which shows highlights of the Geography of Japan including mountain ranges, main plains, natural resources, natural wonders.
2. Have students use the following key concepts in context in order to assure their understanding of them:

archipelago	landform	climate		
population	natural resources	weather	topography	density of
ocean current	latitude	monsoon	natural environment	typhoon
		longitude		

3. Have students answer the question on Worksheet No. 4.

JAPAN AND IT'S LAND

A. JAPAN'S LOCATION

1. The islands of Japan lie off the east coast of Asia across the Japan Sea and the Yellow Sea. To the east is the Pacific Ocean. Japan lies about 5000 miles west of California, 500 miles east of China, 125 miles southeast of Korea, and only 30 miles south of Sakhalin (sa-kha-len'), Russia's territory. Japan is in the middle latitudes. The people of Japan call their country "Nippon". This means "the land of the rising sun". Long ago they began to use this expression because they thought their country was near the place where the sun comes out. Japan's national flag - a red sun in the middle of a white background - also reflects this way of thinking.

(USE OUTLINE MAP OF JAPAN)

2. Japan is made up of four large islands. They are called Hokkaido, Honshu, Shikoku and Kyushu. Between and around them are thousands of smaller islands. The archipelago of Japan extends from one end of the island chain to the other in a 1500 mile length, forming several arcs.
3. Scientists say that Japan's islands are the upper part of a great mountain range that rises from the bottom of the Pacific Ocean. The high peaks and ridges that had been pushed upward by movements deep within the earth formed the rugged archipelago of Japan.

B. SIZE

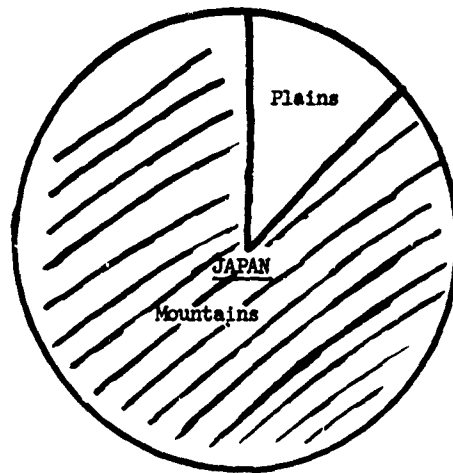
1. The whole of Japan is somewhat smaller than the state of California and one-twenty-fifth of the United States. It is the same latitude as most of the United States. No part of Japan is more than one hundred miles from the sea.

(OBTAIN MAP SHOWING POPULATION OF JAPAN IN COMPARISON OF U.S.)

2. The largest of the islands of Japan is Honshu. It is an island of mountains, plains and many hills. Hokkaido is the second largest island of Japan. It lies farther north and is as cold as New England in winter. Kyushu is located in the far southwestern part of Japan and as warm as Georgia. East of Kyushu lies the island of Shikoku. They are close together, near the southern tip of Honshu. Kyushu is rich in rolling mountains - some of them are active volcanoes, hot springs, small plains, and fine scenery. Shikoku is the smallest of the four main islands. It has steep mountains and a rocky coast. The Inland Sea separates Honshu from Shikoku and Kyushu. There are many beautiful tiny islands covered with trees.

C. TOPOGRAPHY

1. Japan is mountainous. The mountains occupy five sixths of Japan's land area. Steep mountains, of which two-hundred are volcanoes, rise high above most of Japan. The highest mountain is Mount Fuji. Mount Fuji is a landmark of Japan because it is one of the most beautiful volcanoes in the world. All mountains in Japan are covered with trees and make Japan a beautiful green land.



2. There are scores of high volcanic mountains throughout Japan. About sixty of these volcanoes are still active. At times, some of them send showers of ashes or streams of molten lava down on the surrounding areas, doing damage to crops as well as to men and animals. Where there are volcanoes, there are usually hot springs in Japan. Most Japanese people like to bathe in comfortable warm springs. Many doctors say that the baths help the people to be healthy.
3. Japan's islands are part of volcanic and earthquakes zone that circles the Pacific Ocean. The great circle is called the Circum-Pacific Organic Zones. The Circum-Pacific Organic Zone is one of the most unstable areas of the earth's crust, and earthquakes and volcanic eruptions take place frequently as in New Zealand, Alaska, the Philippines and Chile. For that reason, Japan still has many earthquakes but most of them are too slight for people to notice. How can we detect such a slight earthquake? An instrument called a scismograph registers earthquakes and measures their strength.
4. Plains and lowlands are small but good for raising crops and for the people to live. The Kanto Plain, located on the island of Honshu, is the largest plain in Japan. Japan's coastline turns and bends. Along the shores are sandy beaches and rocky cliffs. Lava from old volcanoes also forms some parts of the coastline. There are some good harbors in Japan. Most of them are located on the coast of the Pacific Ocean. Japan's rivers begin in the high mountains and come tumbling down to the sea. They are short, shallow and full of rapids. There are many small lakes in Japan. Many of these lakes are crater lakes.

D. POPULATION AND BIG CITIES

1. The little country has many people. Almost one-hundred million people live on the islands. Japan has more than half as much as the population of the United States.
2. The most important island is Honshu; here are located Japan's large cities. Even though Hokkaido is a cold northern district, its population has been increasing. The expansion of Japan's city population is taking place as many industries are being built in cities. Today, the farming population accounts for less than one-fourth of the total working population. The people engaged in industry number more than one-half the working population.
3. The coastal flat part, where most of the Japanese people live, is only one-sixth of Japan. Thus, plains and lowlands are very crowded forming many large cities. Among them, seven cities have a population over one million. They are: Tokyo, Osaka, the second largest city in Japan and a great business center; Nagoya, a big industrial city; Yokohama, the largest seaport in Japan; Kyoto, an ancient capital; Kobe, an important large port; and Kitakyushu, the center of heavy industry in Japan. All, except Kyoto, have a good harbor. Japan has 46 prefectures instead of "states".

4. Tokyo, located in the center of Honshu, is the capital of Japan. It has the largest population of any city in the world. About eleven million people live in Tokyo. Tokyo is increasing its population and the greatest problem of the city is how to keep the swelling population supplied with water, roads, houses and communication facilities. The government buildings, the National Diet Building and the business buildings are centered around the Imperial Palace. The northeast has museums, universities, shrines, temples, parks, and many residential quarters.

E. THE CLIMATE

1. Japan's climate is much like that of the United States. Both countries are about the same number of miles north of the equator. Japan has four seasons. The spring season begins in March and lasts until May. The summer season lasts from June through the early part of September. In autumn, many days are pleasant and cool. The autumn season ends in November and the winter season starts. In most of Japan, winter lasts from December through February. In the northern part of Japan, winter starts earlier and lasts longer than other parts of Japan.
2. The seasonal winds, called the monsoon winds, have much to do with the climate of Japan. The winds that blow steadily from the Pacific Ocean and bring warm moist air in summer are called summer monsoon winds. The winds that blow from the mainland of Asia bringing cold dry air in winter are called the winter monsoon winds.
3. Two ocean currents wash the shore of Japan. The warm stream, from the equator is called the Japan Current. The southern tips of Kyushu, Shikoku, and Honshu are the warmest parts of the country because they are washed by the warm Japan Current. The cold current, called Kurile Current, comes down from the North Pole, and helps make the northern part of Japan cool in the summer.

(USE A MAP TO SHOW RAINFALL AND TEMPERATURES)

4. In winter the Asian Continent becomes extremely cold and the monsoon winds begin to blow toward the Pacific. Japan's winter begins with the advent of the cold winter monsoons. As the winter monsoon winds blow across the Japan Sea, they are warmed and absorb moisture. When they rise to cross the mountains along the Japan Sea Coast, the winds lose much of their moisture in the form of snow. This brings cold and snowy winter on Hokkaido and the northwest coast of Honshu. Losing moisture, the cold winds blow down south and bring dry weather with bright sunshine to the Pacific coast of Japan. In the southwestern part of Japan, winter days are not very cold. Mountains shelter this part of the country from some of the cold monsoon winds and very little rain or snow falls during the winter.
5. In early March the cold wind gradually loses force and it makes the weather warm again. It is during this season that fields and hillsides are bright with flowers and tender green. The people of Japan enjoy the beauty of cherry blossoms, as they sing:

Sakura, sakura,
Cherry trees bloom so bright in April breeze
Like a mist or floating cloud
Fragrance fills the air around,
Come, oh, come! Come, see Cherry Blossoms!

About the middle of June, the rainy season begins and drizzling rains fall day after day on the whole land except Hokkaido. During the rainy season, rice planting is done in many places because the rains make the rice plants grow well. In July a high pressure from the Pacific brings an end to the rainy season.

6. After the end of the rainy season, the summer monsoon bring hot and sticky summer to Japan. As the summer monsoon winds blow across the Pacific Ocean to Japan, they absorb a great deal of moisture. For that reason, they bring warm humid weather to most of the country. The winds that blow over make Hokkaido cool during the summer because they cross the cold Kuril Current and are chilled before the winds reach Hokkaido.

Towards the end of summer typhoons bring storms of rain and wind from the Pacific Ocean. They are like the windstorms or hurricanes and sometimes damage crops and homes.

7. After the hot sticky summer season, refreshing cool air from the mainland of Asia covers the land, and all the mountains put on autumnal tints. In November the cold monsoons blow and winter sets in again.

Japan enjoys a great variety in climate because it stretches from north to south. Also, each season brings many changes in the weather. It has an abundance of rainfall throughout the year.

F. NATURAL RESOURCES

1. Japan's natural resources are limited. The total cultivated land is a little over 16 percent of the whole country. In spite of an excellent method of cultivation, the Japanese farmer cannot produce enough food to feed his people. He harvests nearly enough rice but Japan must import many other food stuffs from other countries. The following table shows the principal materials which Japan must import in percentage.

Rice	1.7%	Iron Ore	95.3%
Wheat	81.6%	Bauxite	100.0%
Salt	79.0%	Copper Ore	84.9%
Sugar	76.5%	Coking Coal	48.9%
Raw Cotton	100.0%	Crude Rubber	100.0%
Raw Wool	100.0%	Crude Oil	98.5%

2. Almost every mountain is covered with trees in Japan. Forests are of great importance but there is not enough timber. Japan's forest are not so dense but serve to maintain the watershed and keep the soil from being washed down to the river and the sea. Recently, many forests were cut down to supply more timber and land on which to build more houses. This situation made reforestation necessary to protect the land from a disaster.

Japan's rivers begin in the high mountains and come down to the sea. They are not good for transportation because of their swift stream and small size. But rivers are useful for irrigation and for hydroelectric power.

G. PLANTS, WILD ANIMALS AND NATURAL WONDERS

1. There are many kinds of plants owing to a great variety of landforms in Japan. Some trees turn their leaves bright and orange in the autumn, and finally drop them. They are called deciduous trees. Pines and some other trees stay green all year. They are called cryptomeria. There are great avenues of this tree lining the roads to Nikko National Park. Other popular trees in Japan are the oak, the Padania, the camphor, the beech, the birch, the spruce, the cypress, and the maple. There are several different kinds of fruit trees. Among them the peach tree, the chestnuts, the persimmon tree and the pear tree are as familiar as the apple tree and the orange tree. Cherry trees, plum trees and camellias are loved by the Japanese for their pretty flowers.

There are some bamboo forests in Kyushu. Bamboo makes small groves throughout the country except Hokkaido.

Japan has many kinds of flowers to admire. Of all the flowers in Japan, Cherry blossoms are the most famous. It is the national flower of Japan. The Japanese also admire the chrysanthemum, the rose, the morning glory, the azalea, the iris and many seasonal flowers almost all the year around.

2. There are few wild animals in Japan. Today, people cannot see them very often because they hide in mountains, far from towns and villages. The distribution of wild animals can be roughly divided into two regions among the four large islands. One is Hokkaido and the other Honshu, Shikoku and Kyushu. Some animals inhabiting Hokkaido are not found in other islands. The big brown bear lives only in Hokkaido. Animals found in Honshu, Shikoku and Kyushu are: the monkey, the deer, the goat, the antelope, the wild boar, the fox, the pheasant, the Japanese toad - these animals are not found living in Hokkaido. Only a few animals - for example, the badger - live in both regions.

3. Many kinds of birds live in the forests and the mountains. Sparrows, crows, and pigeons fly about busy towns and cities. The swallow spends the summer months and the swan, the crane and the wild duck stay during the winter months in Japan. Wild animals are rapidly disappearing from Japan owing to the expansion of cities. The wolf is extinct and the Japanese stork is nearing extinction. Today, many wild animals are protected by law.
4. For many years fish were caught near the coasts of Japan because of the meeting of warm and cold currents in the Pacific Ocean. Today, fishing is done on the fishing grounds very far away because the haul of fish is on the decrease in Japanese waters. There are salmon, cod, herring, and trout in northern seas; tuna, sardine, and bonito along the Pacific Coast; and mackerel in the Japan Sea. There are oyster farms in the Inland Sea. People can enjoy clamming on sandy beaches in Japan.

Japanese children are fond of catching butterflies, dragonflies, grasshoppers, praying mantises and locust in hills and fields. Some of them go fishing and catch carps or other small fish.

5. Nature has given Japan many wonders. Some of these wonders of nature give the people of Japan joy. Some others inspire fear in them. Among the most frightening are the earthquakes and the volcanic eruptions.

Like the United States, Japan has many national parks scattered all over the land. Twelve of them have volcanoes. The parks are full of lovely lakes, rolling hills, bright sea horse and hot springs. The Inland Sea is another national park. Hundreds of green islands dot the blue waters. National parks provide recreation and are a means of conserving wildlife and natural beauty.

(FIND A MAP SHOWING THE STRUCTURES OF A VOLCANO)

For hundreds of years volcanoes have struck terror and wonder into the heart of man. In ancient times they even moved man to worship. The word Volcano comes from Volcanus, the name of the Roman god of fire.

Generally, it is believed that chambers of very hot magma must exist twenty to forty miles below the volcano. A passage called a conduit carries explosive gases and rock from the chamber to the surface. We know from hot springs and geysers, and from volcanoes themselves that there is extreme heat below the earth's surface. We know this from the fact that the temperature rises as we go deeper into mine shafts and oil wells. Assuming that the heat is in the deepest chambers, the conduit to the surface could be formed partly by the magma melting the overlying layers of rock. There is a lot of gas in magma, formed chiefly of steam, or water vapor. These gases are released as the magma pushes up against the melting roof of its chamber. The gases are so hot that they exert a tremendous pressure on whatever surrounds them. They will sooner or later reach the weaker places in the earth's outer crust as a means of escape. A conduit is then blasted through the earth's surface by the great force of gases. The magma cools as it comes to the top and becomes lava.

TREES

Like all living things trees must have air to breath, food to eat, water to drink, and sunlight to keep them well. They have their working time and their resting time.

We seldom think about how much we depend upon trees; however, they supply us with food, shelter, clothing, fuel, paper, and many other things we could not do without. Leaves help to purify the air by breathing in carbon dioxide, a poisonous gas, and breathing out health-giving oxygen.

Most cone-bearing trees or conifers (needle leaved) have a single trunk that reaches the length of the tree, with branches extending from it. Those trees have a conical shape. The needlelike leaves of those evergreen stay on the tree three to five years.

Most broad-leaved trees have large branches that spread away from the lower trunk. They have a rounded shape like an airy dome. Most broad leaved trees are deciduous. This means they shed their leaves in the fall. Why? The reason is that their roots cannot get enough water from winter's frozen or very cold ground to send up enough sap for the leaves.

1. What does Nippon mean? (Nippon means the land of the rising sun.)
How did Japan happen to be called so? (Long ago, the Japanese began to use this for their country because they thought their country was near the point of sunrise.)
2. How does Japan compare in size and population with the United States? (Japan is about one-twenty-fifth of the United States in size and has more than half as many people as the United States.)
3. What is the Circum-Pacific Organic Zone? (It is the volcanic and earthquakes zone that circles the Pacific Ocean.)
4. Can you name some ways in which nature makes life hard for the Japanese people? (Many mountains, little land for crops, meager natural resources, frequent earthquakes, and typhoons are some of the hardships nature has laid on Japan.)
5. How are rivers important to the Japanese? (Rivers are a source of hydroelectric power for Japan. They are used for irrigating crops and also provide water for households.)

TEACHER REFERENCES

- Bureau of Statistics, Office of the Prime Minister, Statistical Handbook of Japan.
- Carr, Rachel, Picture Story of Japan, New York, David McKay Company, 1962.
- Edelman, Lily, Japan in Story and Pictures, New York, Harcourt, Brace & World, Inc., 1953.
- Mears, Helen, First Book of Japan, New York, Franklin Watts, 1953.
- Pitts, Forrest, Japan, Grand Rapids, Fideler Company, 1960.
- Ministry of Foreign Affairs, Japan, Facts About Japan, (No. 21-A-4).
- Ministry of Foreign Affairs, Japan, Japan In Transition
- Ministry of Foreign Affairs, Japan, The Japan of Today, (pp 7-11).

Audio-Visual Materials (Films):

- Japan: Customs and Traditions (Walt Disney Film)
- Japan: An Historic Overview (Britannica Film)
- Japan: The Land and the People (Walt Disney Film)

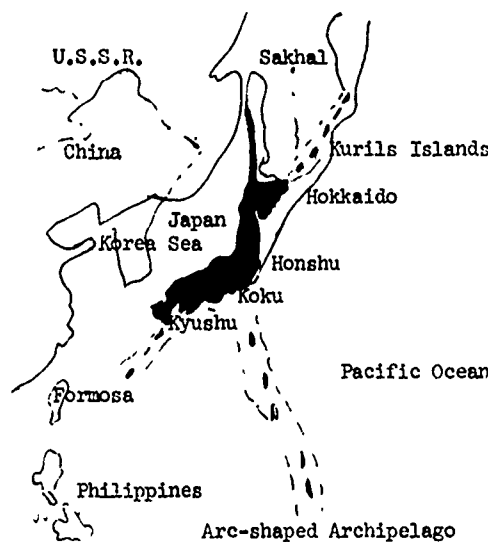
THE GEOGRAPHY OF JAPAN

Fourth Grade

JAPAN AND ITS LAND

A. JAPAN'S LOCATION

1. The country of Japan lies off the east coast of Asia across the Japan Sea and the Yellow Sea. To the east is the Pacific Ocean. Japan lies about 5000 miles west of California, 500 miles east of China, 125 miles southeast of Korea, and only 30 miles south of Sakhalin (sa-kha-len), Russia's territory. Japan is in the middle latitudes. The people of Japan call their country "Nippon" (ni-po'n). This means "the land of the rising sun". Long ago they began to use this expression because they thought their country was near the place where the sun comes out. Japan's national flag - a red sun in the middle of the white background - also reflects this way of thinking.



2. Japan is made up of four large islands. They are called Hokkaido (ho-ki'do), Honshu (hon-shoo), Shikoku (shi-ko-koo), and Kyushu (kyoo-shoo). Between and around them are thousands of smaller islands. The archipelago of Japan extends from one end of the island chain to the other in a 1500 mile length forming several arcs.
3. Scientists say that Japan's islands are the upper part of a great mountain range that rises from the bottom of the Pacific Ocean. The high peaks and ridges that had been pushed upward by movement deep within the earth formed the rugged archipelago of Japan.

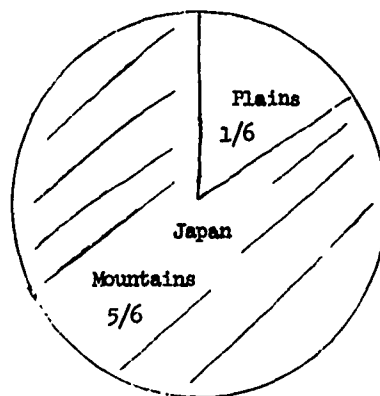
B. SIZE

1. The whole of Japan is somewhat smaller than the state of California and one-twentyfifth of the United States. It is in the same latitude as most of the United States. No part of Japan is more than one hundred miles from the sea.
2. The largest of the islands of Japan is Honshu. It is an island of mountains, plains, and many hills. Hokkaido is the second largest island of Japan. It lies farther north and is as cold as New England in winter. Kyushu is located in the far southwestern part of Japan and as warm as Georgia. East of Kyushu lies the island of Shikoko. They are close together, near the southern tip of Honshu. Kyushu is rich in rolling mountains - some of them are active volcanoes, hot springs, small plains and fine scenery. Shikoku is the smallest of the four main islands. It has steep mountains and a rocky coast.

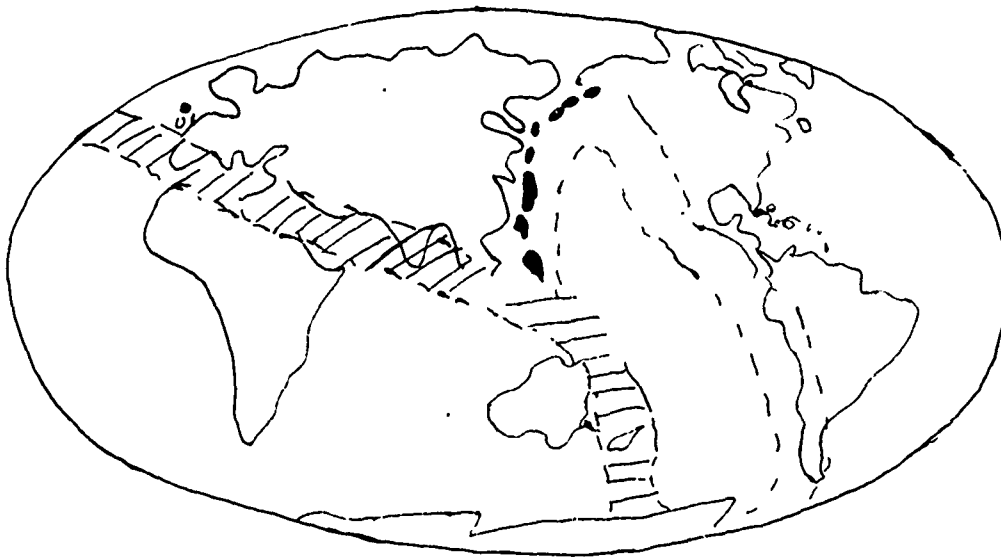
The inland sea separates Honshu from Shikoku and Kyushu. There are many beautiful tiny islands covered with trees.

C. TOPOGRAPHY

1. Japan is mountainous. The mountains occupy five-sixths of Japan's land area. Steep mountains, of which two hundred are volcanoes, rise high above most of Japan. The highest mountain in Japan is Mount Fuji. Mount Fuji is a landmark of Japan and is one of the most beautiful volcanoes in the world. All mountains in Japan are covered with trees and make Japan a beautiful green land.



2. There are scores of high volcanic mountains throughout Japan. About sixty of these volcanoes are still active. At times, some of them send showers of ashes or streams of melted lava down on the surrounding areas, doing damage to crops as well as to men and animals. Where there are volcanoes, there are usually hot springs in Japan. Most Japanese people like to bathe in comfortable warm springs. Many doctors say that the baths help the people to be healthy.
3. Japan's islands are part of the volcanic and earthquakes zone that circles the Pacific Ocean. The great circle is called the Circum-Pacific Organic Zone. The Circum-Pacific Organic Zone is one of the most unstable areas of the earth's crust and earthquakes and volcanic eruptions take place frequently as in New Zealand, Alaska, the Philippines and Chile. For that reason, Japan still has many earthquakes but most of them are too slight for people to notice. How can we detect such a slight earthquake? An instrument called a seismograph registers earthquakes and measures their strength.

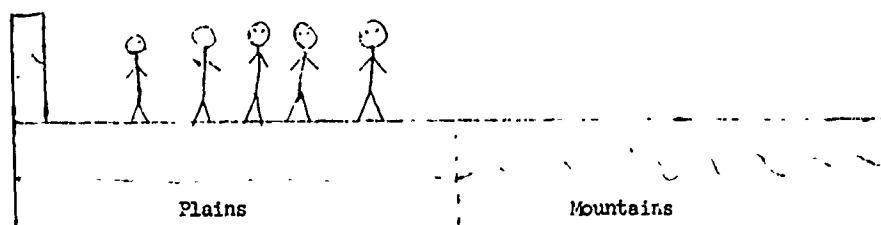
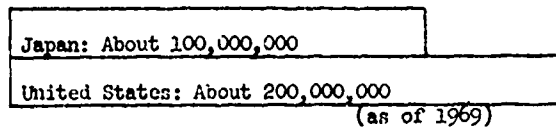


Earthquake zones in the world. Japan lies on one of them - Circum-Pacific Zone.

4. Plains and lowlands are small but good for raising crops and for the people to live. The Kanto (ka-n-to) plain, located on the island of Honshu, is the largest plain in Japan. Japan's coastline turns and bends. Along the shores are sandy beaches and rocky cliffs. Lava from old volcanoes also forms some parts of the coastline. There are some good harbors in Japan. Most of them are located on the coast of the Pacific Ocean. Japan's rivers begin in the high mountains and come tumbling down to the sea. They are short, shallow and full of rapids. There are many small lakes in Japan. Many of them are crater lakes.

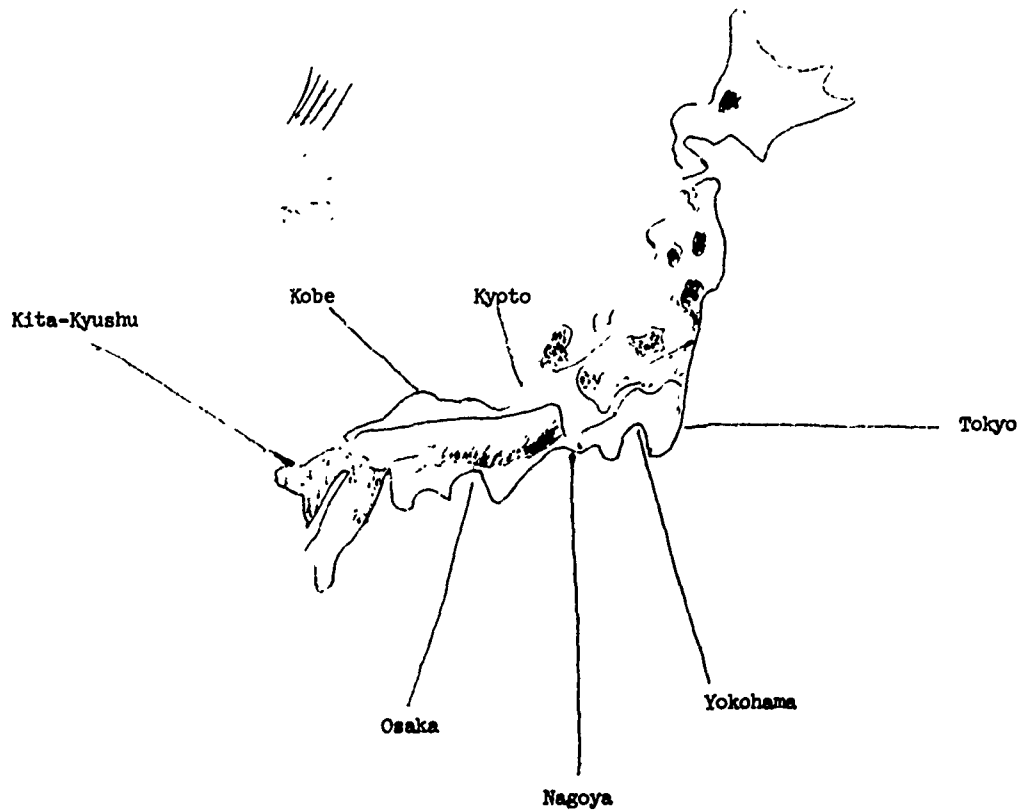
D. POPULATION AND BIG CITIES

1. The little country has many people. Almost one hundred million people live on the islands. Japan has more than half as much as the population of the United States.



2. The most important island is Honshu; here are located Japan's large cities. Even though Hokkaido is a cold northern district, its population has been increasing. The expansion of Japan's city population is taking place as many industries are being built in cities. Today the farming people number less than one-fourth of the total working population although people engaged in industry number more than half the working population.
3. The coastal flat part, where most of the Japanese people live, is only one-sixth of Japan. Thus, plains and lowlands are very crowded forming many large cities. Among the, seven cities have population over one million. They are: Tokyo (to-kyo); Osaka (o-sa-ka), the second largest city in Japan and a great business center; Yokohama (yo-ko-ha-ma), the largest seaport in Japan; Nagoya (na-go-ya), a big industrial city; Kyoto (kyo-to), an ancient capital; Kobe (ko-be), an important large port; and Kita-Kyushu (ki-ta-kyoo-shoo), the center of heavy industry in Japan. All, except Kyoto, has a good harbor. Japan has 46 prefectures instead of states.

Dense populated areas and seven large cities



4. Tokyo, located in the center of Honshu, is the capital of Japan. It has the largest population of any city in the world. About eleven million people live in Tokyo. Tokyo is increasing its population and the greatest problem of the city is how to keep the swelling population supplied with water, roads, houses and communication facilities. The government buildings, the National Diet Building and the business buildings are centered around the Imperial Palace. To the north-east are museums, universities, shrines, temples, parks and many residential quarters. A television antenna, known as Tokyo Tower, is over 1000 feet high and a landmark of Tokyo. The industrial zone lies along the Bay of Tokyo. Tokyo is also a key location for land, water and air routes. It is a sister city of New York.

E. THE CLIMATE

1. Japan's climate is much like that of the United States. Both countries are about the same number of miles north of the equator. Japan has four seasons. The spring season begins in March and lasts until May. The summer season lasts from June through the early part of September. In autumn, many days are pleasant and cool. The autumn season ends in November and the winter season starts. In most of Japan, winter lasts from December through February. In the northern part of Japan, winter starts earlier and lasts longer than in other parts of Japan.
2. The seasonal winds, called the monsoon winds, have much to do with the climate of Japan. The winds that blow steadily from the Pacific Ocean and winds that blow from the mainland of Asia bringing cold dry air in winter are called the winter monsoon winds.
3. Two ocean currents wash the shore of Japan. The warm stream from the equator is called the Japan Current. The southern tips of Kyushu, Shikoku, and Honshu are the warmest parts of the country because they are washed by the warm Japan Current. The cold current, called Kurile Current, comes down from the north pole and helps make the northern part of Japan cool in the summer.
4. In winter the Asia Continent becomes extremely cold and the monsoon winds begin to blow toward the Pacific. Japan's winter begins with the advent of the cold winter monsoons. As the winter monsoon winds blow across the Japan Sea, they are warmed and absorb moisture. When they rise to cross the mountains along the Japan Sea coast, the winds lose much of their moisture in the form of snow. This brings cold and snowy winter on Hokkaido and the northwestern coast of Honshu. Losing moisture, the cold winds blow down south and bring dry weather with bright sunshine to the Pacific coast of Japan. In the southwestern part of Japan, winter days are not very cold. Mountains shelter this part of the country from some of the cold monsoon winds and very little rain or snow falls during the winter.
5. In early March the cold wind gradually loses force and it makes the weather warm again. It is during this season that fields and hillsides are bright with flowers and tender-green. The people of Japan enjoy the beauty of cherry blossoms, as they sing:

Sakura, sakura
Cherry trees bloom so bright in April breeze
Like a mist of floating cloud,
Fragrance fills the air around,
Come, oh, come! Come, see Cherry Blossoms!



About the middle of June, the rainy season begins and drizzling rains fall day after day on the whole land except Hokkaido. During the rainy season, rice planting is done in many places because the rains make the rice plants grow well. In July a high pressure from the Pacific brings an end to the rainy season.

6. After the end of the rainy season, the summer monsoon brings a hot and sticky summer to Japan. As the summer monsoon winds blow across the Pacific Ocean to Japan, they absorb a great deal of moisture. For that reason, they bring warm humid weather to most of the country. The winds that blow make Hokkaido cool during the summer because they cross the cold Kurile Current and are chilled before the winds reach Hokkaido. Towards the end of summer typhoons bring storms of rain and wind from the Pacific Ocean. They are like windstorms or hurricanes and sometimes damage crops and homes.
7. After the hot sticky summer season, refreshing cool air from the mainland of Asia covers the land, and all the mountains are put on autumnal tints. In November the cold monsoons blow and winter sets in again.

Japan enjoys a great variety in climate because it stretches from north to south. Also, each season brings many changes in the weather. It has an abundance of rainfall throughout the year.

FARMING

It has been said that only one-fifth of the people in Japan are farmers. Most of the farms are very small because there are so many mountains in Japan. On many of the farms the farmers use modern equipment - tractors, steel plows, and cultivators, but they are small sized machines. In some places, even mountainsides are used for farming. The farmers cut deep steps, or terraces, in the side of a mountain and crops are raised on the terraces.

The most important crop in Japan is rice. Almost every farmer raises rice. Many kinds of fruits - big juicy apples, peaches, pears, watermelons, grapes and persimmons are also grown in many parts of the country. Often radishes, cabbages, carrots, tomatoes, beans, peas, and onions are grown in the field with potatoes.

There are some animals in Japan. Some farmers raise dairy cows, beef cattle, and pigs. But there are no big cattle ranches like the ones you find in the United States.

FISHING

The Japanese waters are good fishing grounds because the warm and cold currents meet there and give the fish a good food called plankton. The islands of Japan face the sea that is filled with all kinds of fish.

Today, only a few Japanese work in fishing, but they catch the second largest amount of fish in the world.

Some fishermen go off the shore to fish in their small boats. The common types of fish that are caught are salmon, yellowtail, saurel, cod, squid, sardines, and mackerel.

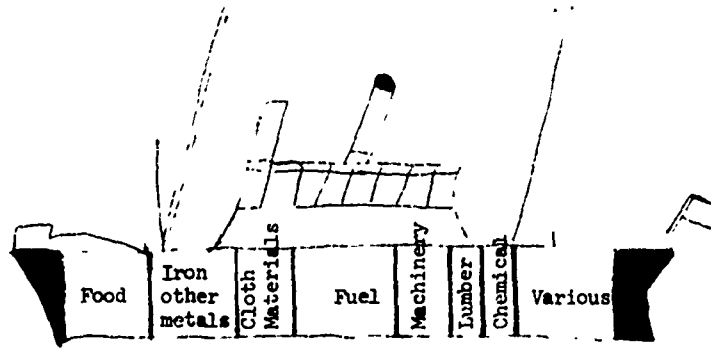
Other fishermen go off the shore in the Pacific Ocean or other waters to catch tuna, bonito, whales, swordfish, and crabs. They eat and sleep on their boats for many days. Most of these kinds of fishing boats have built-in refrigerators so that the fish can be kept frozen until they return to port.

Often a floating cannery goes right along with groups of fishing boats. The fish are cleaned and canned soon after they are caught. Such boats sail as far south as the Antarctic Ocean or as far north as the Bering Sea. Tuna, salmon, and crab may be canned in one of the floating canneries.

There is one kind of Japanese fishing that is different from other countries. This has to do with gathering oysters from the ocean floor and forcing them to produce pearls. Pearls which are made in this way are called cultured pearls.

NATURAL RESOURCES

Japan is not rich in natural resources. Almost all minerals are brought from other countries to make cars, ships, trains, steel, and other products. The Japanese farmer cannot supply enough food to feed his people although he uses an excellent method of farming. This is because Japan is primarily a mountainous land.



Almost every mountain is covered with trees but there is not enough timber in Japan.

Japan's rivers begin in the high mountains and are not good for transportation because they are swift and shallow. The rivers are very useful for hydroelectric power. They are also used for irrigating crops and supplying water to many families.

MANUFACTURING

Almost half of the people in Japan earn a living by manufacturing. Look at your map once more. Find the seven large cities that have populations of over 1,000,000 people. You know that some cities are famous as vacation centers. Most of the seven large cities are manufacturing centers. You can find many factories in those cities. Most people make a living by working in factories than in any other way.

There are four large manufacturing areas in Japan. Tokyo area is the largest among them. Nagoya, Osaka, and Kita-Kyushu are also the centers of the manufacturing regions. Those four cities are good manufacturing centers because there are many skilled workers and they know how to run the machines in the factories. Trains, trucks, and ships bring the factories parts and raw materials swiftly and cheaply. Then they deliver the finished products.

The factories of Japan produce about everything you can imagine. Here are a few products - trains, ships, cars, machinery, steel, chemicals, clothing, medicines of every kind, radios, and television sets. It would take many pages of a book to name all the products made in these factories.

Japan buys raw materials from many countries to make those products in the factories. Many of the same countries buy back their materials in the form of ships, trains, cars, and engines. Japan and the United States are happy to trade together. Each country is a good customer of the other.

NATURAL WONDERS

Nature has given Japan many wonders. Some of these wonders of nature give the people of Japan joy. Other wonders of nature such as earthquakes and volcanic eruptions cause the people to fear.

Like the United States, Japan has many national parks scattered all over the land. Twelve of these national parks have volcanoes. Mount Fuji, located 60 land miles west of Tokyo, lies in a national park. The park is full of lovely lakes, rolling mountains, bright seashores and mineral hot springs.

National Parks provide amusement and pleasantness. The parks also provide a means of keeping wild life and natural beauty from harm or decay.

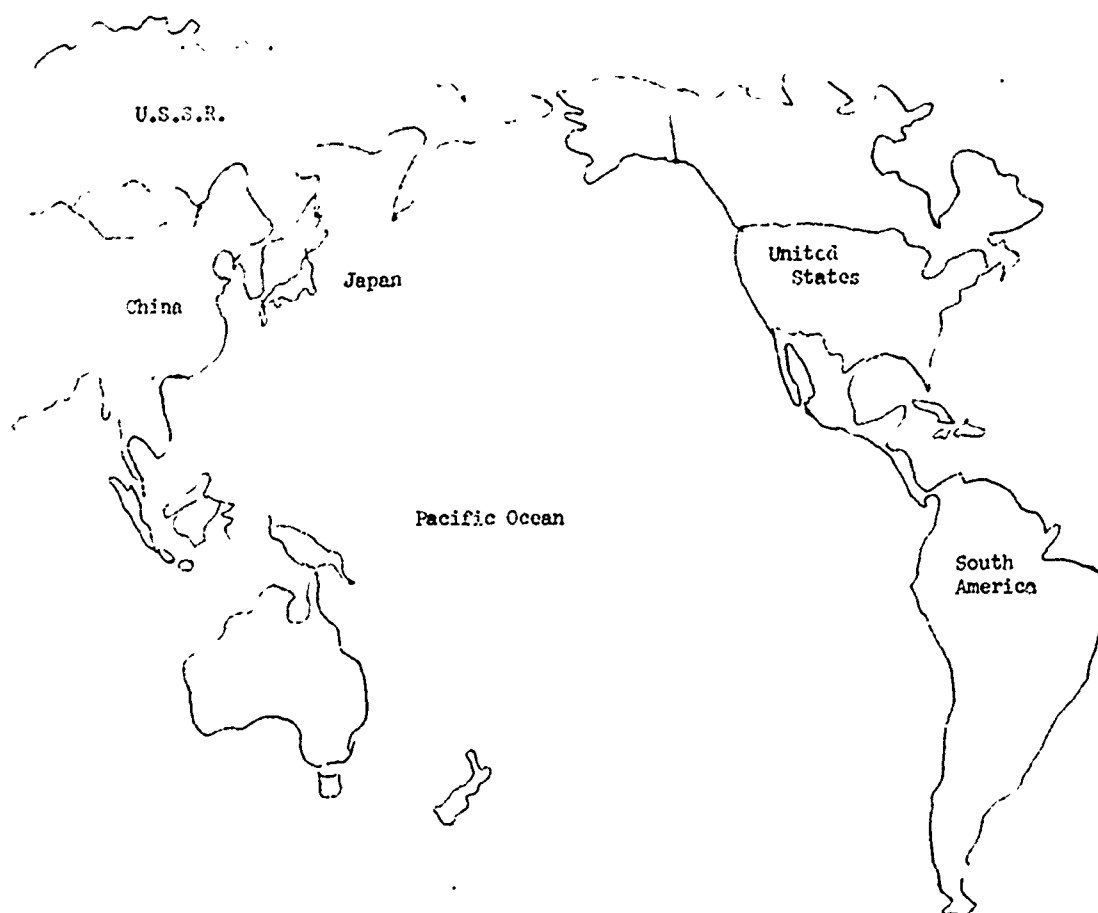
THE GEOGRAPHY OF JAPAN
Grades Five thru Eight

JAPAN

A. LOCATION OF JAPAN

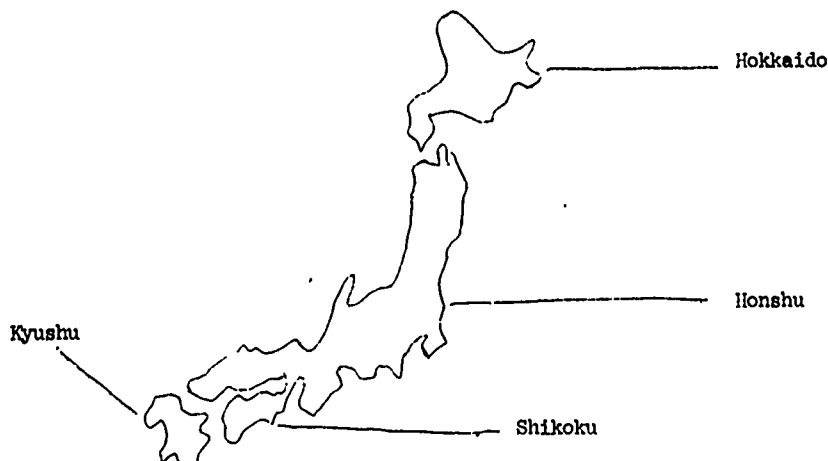
1. Japan is a long narrow archipelago, running from north to south. The archipelago lies off the east coast of the Asian Continent across the Japan Sea and the Yellow Sea. Japan is about 5000 miles west of California across the Pacific Ocean, situating in the middle latitudes. It is made up of four main islands (from Hokkaido in the north and southward through Honshu, Shikoku and Kyushu) together with thousands of smaller islands.

The archipelago of Japan extends from one end of the island chain to the other in a 1500 mile length, forming several arcs.



B. SIZE AND POPULATION

1. The country's total area is about 143,000 square miles; somewhat smaller than the state of California and one-twenty-fifth of the United States.
2. The largest of the islands of Japan is Honshu. It occupies the central part of Japan. Hokkaido is the second largest island of Japan. It lies farther north and is as cold as New England in winter. Kyushu is located in the far southwestern part of Japan and is as warm as Georgia. East of Kyushu lies the island of Shikoku.



3. The population of Japan is about 100 million, placing her seventh in the World in number of people. Japan has more than half as much population as the United States.

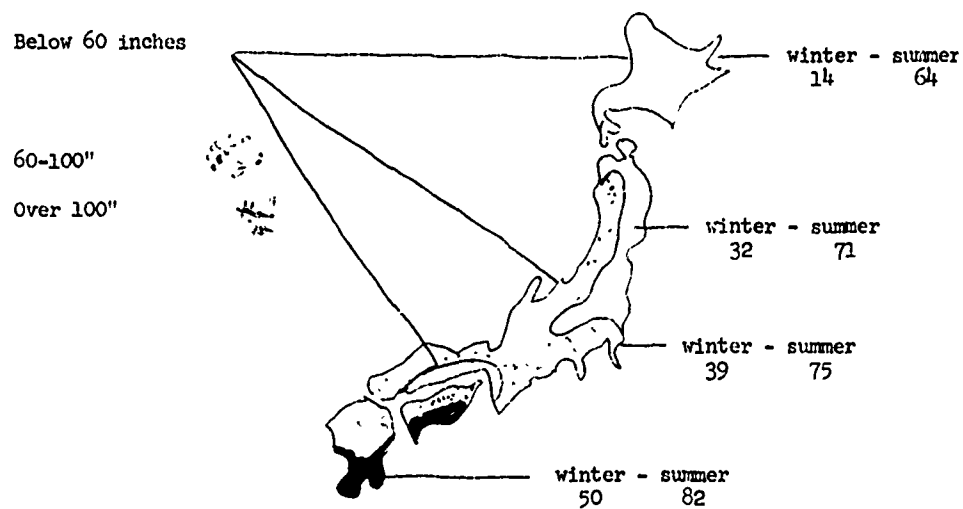
Most of those living on the islands are of the Japanese race. They are generally believed to be descendants from a mixture of races from the Chinese Continent and from Southeast Asia. There is also a population of 40,000 of the Ainu people, a race of Caucasian stock living in part of the island of Hokkaido.

Approximately half of the population lives in urban areas. There are altogether seven cities with populations of over a million including Tokyo, Osaka, Yokohama, Nagoya, Kyoto, Kobe and Kita-Kyushu. The largest city is Tokyo, the capital. It has a population of over 11 million.

C. TOPOGRAPHY AND CLIMATE

1. Japan's islands are part of the volcanic and earthquakes zone that circles the Pacific Ocean. For this reason, Japan is largely mountainous and has frequent earthquakes that are usually noticeable only with the use of the seismograph. Many of the mountains are active, extinct and dormant volcanoes. There are many hot springs, too, at various places. Plains and lowlands are small; only 16 percent of the whole country can be farmed. Japan's coastline turns and bends. Along the shores are sandy beaches and rocky cliffs. The rivers are short, shallow, and rapid. There are many small lakes in Japan; some of them are crater lakes.
2. Japan's climate is typical of the middle latitude. It is influenced by the monsoons which bring cold winds from the Asian Continent in winter and hot winds from the Pacific in summer. It has an abundance of rainfall throughout the year. In late summer and early autumn, typhoons are frequent.

Average annual rainfall and temperature



OUT OF THE PAST

A. PREHISTORIC PERIOD

The First Settlers of Japan:

Nobody knows the exact story of primitive Japan. Some scholars believe man lived in Japan over 100,000 years ago. But they do not know whether or not the people were the ancestors of present day Japanese.

The early settlers had perhaps migrated from various parts of Asia, mainly from China and Korea. How could they come to Japan in those primitive days? Scientist say that Japan was once connected with the Asian Continent making the Japan Sea as an inland sea or a great lake.

Among many early settlers in Japan there was the primitive white race called the Ainu (i-noo). The Ainu had possibly migrated from Siberia. Their descendants still live in Hokkaido today. They may have been pushed north by other settlers.

Jomon Earthenware:

These first lived in caves, under big trees or under rocks, and used stone tools. Most of them wore animal skins. They lived on the islands of Japan for thousands of years making little progress.

Later, they began to build the simple houses made of tree bark and thatches. About 9,000 years ago, they fashioned earthenware for their use. Their earthenwares had the pattern of straw rope called "Jomon" on the surface.

(Primitive Man)



Yayoi Earthenwares and Village States:

In the fifth or fourth century B.C. (500 B.C. or 400 B.C.), new migrants arrived from China and Korea. They brought a new and high culture to Japan. The settlers of Japan learned how to raise rice, how to weave, and how to make metal tools from the migrants. They also began to use a new type of earthenware called "Yayoi" in their everyday life.

When the settlers started to raise crops, they gathered their families together in groups and lived in villages. Each group was called a clan. Some clans fought with other ones to gain more power. But many other clans became friends and relatives, and were gradually united in larger village states.



(Jomon House)



(Yayoi House)

B. ANCIENT AGE

Yamato Period (about 2nd century B.C. to 7th century)

When was Japan founded as a country?

The Japanese legends grown up around the founder of Japan say that the first Emperor of Japan began to rule the country in the seventh century B.C. (700 B.C.). But very little that is accurate has been written about early Japan in the legends. The early Japanese had been so anxious to pretend that Japan was as great and as old a country as China.

The world's oldest literature on Japan exists in a Chinese history book, written in the first century A.D. (100 A.D.). The book says that Japan had more than a hundred village states. After studying its context, historians explain that the book describes Japan in the first or second century B.C. (100 B.C. or 200 B.C.).

Another Chinese source says that around the second century A.D. (200 A.D.), each village state in Japan fought with one another, and for many years there was no one to unite these battling village states into a nation. But at last a woman ruler named Himiko (hi-mi-ko) brought the battle to an end, and began to govern 29 states. Historians do not know for sure if the Empress was the ancestor of the Tenno (ten-no) clan - the ruler of Japan after the fourth century A.D. The Japanese Emperor is called the Tenno. It means a Heavenly Prince.

When was Japan founded? A theory is that Japan was founded by the ancestor of the Tenno clan as an Empire between the second century B.C. and the Fourth century A.D. (400 A.D.). It is almost certain that by the middle of the fourth century A.D. the Tenno clan could have controlled the whole country except the northeastern districts.

The Introduction of Chinese Culture:

Closer contacts were being made between Japan and China during that period. The Japanese began to develop great interest in all things Chinese. China was a great center of Asian culture at that time. The Japanese rulers copied the Chinese way of government. The people of Japan learned the essentials of painting, sculpture, arts, writing, and metal work such as had been developed by the Chinese. Even the clothes of this period were copied after those of the Chinese people.

Prince Shotoku and the Horyu-ji:

In the sixth century Buddhism came to Japan from India by way of China and Korea. The Buddhist religion took firm hold in Japan, when Prince (sho-to-koo) encouraged it. He built more than 400 temples throughout the country. Among them, the Horyu-ji (ho-ryoo-ji) temple built in Nara in 607, is very famous as the oldest wooden building in the world today. Prince Shotoku had begun the custom of sending large groups of the Buddhist monks, scholars and leaders to study in China. When they returned they set about building an advanced Chinese way of living.

(The Horyu-ji was first built in 607, but burned down in 670. It was rebuilt in 700.)

What is Buddhism?

Buddhism is the religion taught by Buddha (boo-dai), who was born in India about 2,500 years ago. He taught the practice of the "eightfold path" of right belief, right resolve, right word, right act, right life, right effort, right thinking, right meditation to obtain real peace and happiness. Buddha attracted thousands of followers and after his death, his disciples carried the teachings of Buddha to the people of China, Korea, Burma, Thailand, Tibet and other Asian countries.

The First Permanent Capital of Japan: Nara Period (8th century)

Up to the eighth century every Tenno set up a new capital when he took over the national rule. But the first permanent capital of Japan was built on a large scale at Nara. The palace copied the capital of China, and the Nara Period began in 710. In this period, Japan made great developments in the Chinese way, although the capital stayed there for only seventy years.

The Golden Age of Buddhism and Chinese Culture:

Buddhism was a state of religion at that time. In 752, the world's largest metal statue of Buddha, made of gold and copper, was housed in the Todai-ji (To-di-ji) temple at Nara, which is said to be the world's tallest wooden building. The statue of Buddha, or Daibutsu (di-boo-tsoo) as it is called, was about 53 feet high, and the temple building 166 feet high. Metal work made progress so that Japan's first coin was made. Literature, law, medicine and many other knowledges made great progress in the Nara Period.

Heian Period (9th - 12th centuries)

Kyoto Becomes the Capital of Japan:

Buddhist priests became so powerful at the end of the Nara Period that they often interfered in affairs of state. Then, the Tenno moved the capital from Nara to Kyoto to separate religion and government in 794. This was the beginning of the Heian (ha-an) Period. The capital remained at Kyoto for more than one-thousand years until it was moved to Tokyo in 1867, the beginning of the modern age.

The Development of Japan's Own Culture:

China was the teacher of Japan for nearly three hundred years from the sixth century, and in a fact the Japanese learned a better way of living from China. But the Chinese influence ceased at the end of the ninth century, and this resulted in developing a new culture. It was certainly Japanese. The Japanese began to build their own way of living in the Heian Period. They started to use the Japanese writing system. They built their homes in Japanese style and wore Kimonos. The form of government changed also.

Japanese Symbols K L
 u 2
 U 2
 t 2
 t X
 T

The Golden Age of Nobles and Japanese Literature:

Many poems, stories, diaries and histories were written in Japanese after Japanese symbols were developed from Chinese characters. This resulted in the golden age of Japanese classic literature at that time. This period was also marked by the development of the arts. Beautiful fabrics were produced, great palaces, shrines, and temples were erected. Painting and music were highly developed. It was a period of great luxury for noblemen. They spoke a rich, beautiful language, practiced graceful manners, and wore gorgeous costumes in a richly decorated palace. The Tenno was still thought of as a god, but powerful noblemen became the real rulers.

Nobles Start to Decline:

The luxurious life of the noblemen cost a great deal of money. The noblemen, who led a gay life in the capital, began to have the local powerful clans manage their land. Many farmers moved to the lands of the local powerful clans, because they paid less land tax. Those powerful clans gradually grew powerful by uniting small clans. They also built up military power towards the end of the Heian Period. Later, the clans developed into the military class called "Samurai" (sa-moo-ri).

C. SAMURAI PERIOD (12th to 19th centuries)

The Rise of the Samurai Class:

The period of great luxury for the noblemen did not last too long because the Samurai became so powerful that they did not always obey the orders of their noblemen in the capital. Gradually, the Samurai began to take high positions in government. There competed two powerful clans in the latter part of the Heian Period; one was the Heishi (ha-shi), the Samurai of the western district; and the other the Genji (gen-ji), the Samurai of the eastern district. At first the Heishi appeared to become the ruler of the new age as it was dominant in the capital. After a number of battles between the Genji and Heishi, the Genji won the victory and established the first Samurai government at Kamakura (ka-ma-koo-ra) in 1192.

The Genji and Bushido:

The Samurai ruler was called "Shogun" (sho-go-on). Thinking of the Heishi's short life due to its luxury, the Genji honored a simple and humble life. It also developed a very special way of life called "Bushido" (boo-shi-do) in which the Samurai gladly gave their lives for their master, and emphasized politeness and a great deal of bravery. Later, this way of life planted a great love of the country and respect for their rules in Japan.

Mongolian Attacked Japan:

Around the middle of the 13th century, Mongolian Emperor named Kublai (koo'bli) Khan (khan') who was a grandson of Genghis (jen'giz) Khan, took over the rule of the greatest empire that the people had ever known. Genghis Khan had conquered northern China, all of Central Asia, southern Russia and a part of Europe. His grandson, Kublai, had also expanded the empire by conquering southern China and Korea.

Now Kublai demanded Japan to serve under his empire by sending special messengers. The ruler of Kamakura always refused in a single word. Such a bold act could not go unpunished, and a strong Mongol force attacked in 1274. A landing was attempted in northern Kyushu, when a violent storm called a typhoon hit the Mongols and forced their return to Korea.

The Mongols Attack With New Weapons:

Kublai started making plans for a larger, more powerful invasion. For the next several years the Japanese also kept busy preparing for the Mongol attack. The Mongols came again in 1281 with the greatest overseas force the world had as yet seen. The attackers numbered some 140,000 men and used firearms, which the Japanese had never seen before. Against this powerful force, Japan had only several thousand Samurai who were used to hand-to-hand fighting on a small scale.

Japan's Victory and Kamikaze:

The Mongols seemed as though they could easily overrun the whole island because of their skillful method of fighting and excellent weapons. They were slowed by the high walls of stone which the Japanese had built along the shore; and the desperate attacks of the Samurai in small boats. Just then, a wild storm struck the Mongols while they were still on large boats and destroyed most of them bringing an unexpected victory for the Japanese. Only three men could return to China. The Japanese believed they won because of the favor of the gods in sending a special wind called "Kamikaze" (ka-mi-ka-ze) - God Wind. Their victory made the Japanese believe that Japan was the land of gods for many years.

Colden Pavilion and Shogun's Luxurious Life:

The rule of the Samurai moved from one powerful clan to another. In the 15th century, many Shoguns gave themselves to a luxurious life. In 1397 one of them built a detached house with roofs and walls covered with gold. It is called "Golden Pavilion". The other built a house in 1483 planning to cover it with silver, but the government could not pay the cost of the silver. The house, called "Silver Pavilion", remains uncovered with silver. In this way, the government became exhausted and the Shogun lost his power.

Civil War Period:

Then followed the Civil War Period with one Samurai after another struggling for power. The period lasted more than one-hundred years. The Samurai who won their struggles for power during this period became the master of their land called "Daimyo" (di-myo). The Daimyo built castles as their stronghold and outside of the castle walls gathered the Samurai, craftsmen and merchants to form the castle towns. The castle towns appeared throughout the country to supply goods for the Daimyo and became the center of local government. In order to increase the number of their Samurai and riches, the Daimyo were busy fighting with one another, expanding their land and encouraging works of art, handicrafts and farming.

Europeans Change Their Way of Life:

It was during the period of the civil wars (1467-1590) that the scientific method was rapidly growing and settlers had reached North America. Across the Atlantic Ocean, European nations were building up their sea power. Many merchants and kings in Europe dreamed about the riches of Japan as they eagerly read the stories of Marco Polo. Marco Polo, the son of a merchant of Venice, set out with his father and uncle for China at the end of the 13th century (1271-1295), and they arrived at the splendid palace of Kublai Khan, Mongolian Emperor. On his return, Marco Polo wrote what he saw and heard in the Orient. To the Europeans of the Middle Ages, the Orient was indeed a land of mystery, and indeed a land of wealth with its abundance of silks, spices and gold. Japan, which had been described by Marco Polo as an island of gold, added to the adventures of the Europeans.

The Arrival of Europeans and Christianity:

In the 16th century, a group of Portuguese made their long-awaited wishes come true by arriving in Japan. They were, of course, the first Europeans to reach Japan. It was the year of 1543. Shortly after this, Saint Francis Xavier brought missionaries with him and began to preach Christianity, the teachings of Jesus, in various parts of Japan after obtaining permission from the Daimyo. He and his missionaries sought to convert Japanese to a belief in Christianity.

European Traders Bring Guns to Japan:

Portuguese, Spanish, and Dutch traders also rushed on Japan because of her many riches. It was also at this time that matchlock guns or other goods of much wonder to the Japanese were brought over by the Europeans. Among them were woolen fabrics, clocks, glassware, tobacco, sugar, and pumpkin. Each of the Daimyo feared something foreign and yet was fascinated by the men from across the seas. From this time on, contact was opened between Japan and Europe for some years.



European Traders

The Appearance of Powerful Samurai Leaders:

Quite a few Daimyo dreamed of becoming the Shogun during the Civil War Period. In the latter part of the 16th century, there was a Daimyo, Oda (o-da), Nobunaga (ne-boo-na-ga), who made use of the guns, newly arrived weapons, to the fullest extent in the battles. As a result, he brought almost all the Daimyo under his control. But Nobunaga was killed by one of his followers while fighting against the opposing Daimyo.

Hideyoshi and World Conquest:

Following the death of Nobunaga, one of his generals, Toyotomi (toy-to-mi) Hideyoshi (hi-de-yo-shi), who was blessed with many talents and came from a poor family, became the unquestionable ruler of Japan. His life, like Napoleon, was colorful and full of dramatic events. He joined the camp of Nobunaga as a sandalbearer and rose to the highest position of Japan. Soon after this, Hideyoshi dreamed of conquering China and moving Japan's capital to Peking. His army quickly overran Korea in his attempt to conquer China but his death in 1598 put an end to the dreamy ambition. At home, Hideyoshi achieved the task of unifying the entire country by bringing the Civil War Period to an end, and set about laying down a firm foundation for the rule of the Samurai. He forced the farmers to forfeit all the arms they had possessed, and drew a clear line of discrimination between the Samurai, the ruler, and the farmers or the townspeople - the ruled. As Hideyoshi lay dying he called his chief general Ieyasu and made him promise to look after his young son.

Ieyasu and Edo, Present Day Tokyo:

After the death of Hideyoshi, Tokugawa (to-koo-gawa) Ieyasu (i-e-ya-soo), who had patiently waited for a ripe opportunity, came to power by removing the son of Hideyoshi from his office. Ieyasu was already middle aged when he came into control of the government. He established the Samurai government at Edo (e-do), present day Tokyo. Since Ieyasu tried every means available to keep his family line in power the Tokugawa clan ruled the whole of Japan for 260 years until the national rule was returned to the Imperial Family.

The Rule of the Tokugawa:

The Tokugawa government rented out the land to each Daimyo, making sure that the important lands would be held by members of the Tokugawa clan. The Daimyo were forced to live for one year at Edo and their lands alternately, leaving their families at Edo all the time as if they were hostages. If the Daimyo rebelled, the Tokugawa could seize the family. Each Daimyo was always watched closely and was frequently forced to spend his money to build castles, temples or shrines for the Tokugawa. Nikko was started this way. Nikko stands as a memorial to the Tokugawa. Beautifully decorated buildings rise section after section up the side of the mountain. There are also thousands of giant trees lining the way up to the tombs at Nikko. All of these buildings and trees were paid for by the Daimyo.

Four Social Classes:

Moreover, the Bakufu took other steps to keep the country from changing. The people were divided into four social classes; the Samurai, the farmer, the craftsmen, and the merchants. They were not allowed to move from one class to another. They lowered their heads before the Samurai rulers in those days because great importance was placed in having the people respect the ruling class. The farmers were put in the second highest class but forced to groan with the heavy land tax.

Prohibition of Christianity:

Christianity offered a love of peace to the Japanese who had suffered a long period of civil wars. Many Japanese became Christians. The Japanese rulers at that time heard about the expansion of European nations in Asia. Their expansion seemed to have followed missionary work. Then, the rulers prohibited Christianity. The prohibition was not strictly carried out for many years because the European traders who brought useful goods often came with the Christian missionaries.

The Tokugawa government feared that the Christian missionaries would help their home count rule Japan and also understood that Christian teachings opposed the rule of the Samurai. Furthermore, a group of farmers rebelled against the ruler Kyushu around that time and among them were many Christians.

United by their faith the rebels offered the resistance which was extremely stubborn, and inflicted a loss on the Samurai government. At this time Christianity was completely outlawed by the Tokugawa government.

The Isolation Period - A Long Peaceful Sleep Begins:

The Tokugawa also feared that the Daimyo would gain more power through trade and build strong forces. In order to tighten the prohibition of Christianity and weaken the Daimyo, the government made a rule against any kind of contact between Japan and outside countries. All foreigners were either expelled from Japan or moved to Nagasaki on the island of Kyushu. Only Koreans, Chinese, and Hollanders were allowed to stay in Nagasaki. Nagasaki was the only open window for European contacts. This new rule started the Closed Door Policy in the early part of the 17th century and lasted more than 200 years. Japan was now ready to enjoy a long peaceful sleep.

Once in a while the peaceful sleep was broken by incidents of man or nature. Some of them were great fires at Edo, big earthquakes, the eruption of Mt. Fuji (1707), farmers rioted, and the revenge of the "Forty-Seven Loyalists".

Forty-Seven Loyalists of Edo:

The revenge of the Forty-Seven Loyalists is one of the historic incidents of great interest. Once the loyalists had served their master (Daimyo) happily, but one day their master was so insulted by a high official that he drew his sword and injured the official. This incident took place in the castle area of Shogun at Edo and the act of drawing a sword within the area was punished by death at that time. The unlucky Daimyo had to take his own life because of his act and his followers became masterless Samurai called "Ro-nin". Forty-seven of those masterless Samurai united in taking revenge on the official who had caused their master's downfall. They were first scattered to make the enemy official believe that they gave up their revenge. But in close touch with one another, they waited for a golden opportunity. Two years passed, then finally they assembled at Edo and broke into the house of the master's enemy on the snowy night of December 14, 1702. They avenged their master's downfall by taking his life. By this act they were arrested but their selfsacrificing conduct made them at once heroes. They were praised as they set an example to the whole Samurai. They took their own lives in the end. The play of the Forty-Seven Loyalist, called "Chu-shin-gura" on the Kabuki stage is still very popular and presented every year.

The Teachings of Confucius Becomes Important:

The Bakufu encouraged the people to study and practice the teachings of Confucius.

Confucius (about 550 B.C. - 479 B.C.) was a Chinese wise man and also a moral teacher. He taught people the rules of respecting their parents and acting like a good brother for their fellow men to keep happiness.

Taking advantage of the teachings of Confucius, to rule the country the Bakufu demanded the people of Japan to honor the ruling Samurai class. The women were placed lower than the men and brought up to obey their husbands. The Samurai were taught that it was their duty to die for their rulers. In this way, the people were given patterns to live by and the nation made little change during the Isolation Period.

The Merchant Class Grows Powerful:

Most of the townspeople were the merchants who were placed in the lowest social class, but their riches made them very strong in the latter part of the Isolation Period.

Literature, painting called "Ukiyoe" and musical drama (kabuki) were flourishing among the townspeople, as they gradually revived and heaped up riches little by little. They also attended to their studies in small private schools. Japan lagged behind western development, yet, it developed things Japanese.

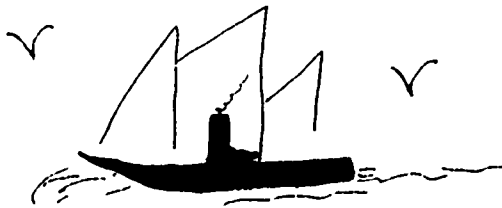
A new age arrived when the American Government sent Commodore Matthew C. Perry to open Japan's closed door in 1853.

D. MODERN JAPAN (1867 to Present)

Commodore Perry Opens Japan's Door:

During the Isolation Period, many nations wanted to trade with Japan, but the Tokugawa government did not allow them to make contacts with the outside world. The United States also wanted Japan to permit American boats to take refuge, to restock fuel, to refill for food and water, and to engage in trade.

In 1853, four battleships were sent under the command of Commodore Perry to open Japan's closed door. The battleships called "Black Ships" frightened the Japanese because they had never seen the steamship. To their surprise, the ships could move up against the winds. Under the threatening guns of the American battleships the Samurai government had no choice but to sign an unequal treaty with the United States. Soon after this, other European nations followed to sign similar treaties with Japan.



Great Changes Take Place In Japan:

By doing so the Tokugawa lost so much prestige that many people began to look elsewhere for a powerful government. Some Samurai and Daimyo tried to expel the Tokugawa and bring back the Imperial rule. Many other ones joined the movement. Finally the Shogun of the Tokugawa clan returned the national rule to the Emperor of Japan in 1867, and this ended the rule of the Samurai. Great changes began to take place in Japan when a young Emperor came to the throne.

Tokyo Becomes the Capital of Japan:

The new government centered around the 15 year old Emperor who later grew to be a strong figure, and entered into a task of reforming the country. It was a government controlled by a group of ex-Samurai who had opposed the Tokugawa, and the nobles. The new Emperor, named Meiji (me-i-ji), moved the capital from Kyoto to Edo and renamed the new capital Tokyo. This was the beginning of the Meiji Period (1868).

Japan Starts To Copy The West:

Many scholars and statesmen were sent to study in western countries. They learned how the countries in the west had become a powerful and wealthy nation. At the same time, they felt it would be absolutely necessary for Japan to build modern industry. Foreign instructors and technicians were invited to teach the Japanese new methods and techniques.

Three Important Achievements:

Among many changes brought forth by the new government, three of them were very important in building modern Japan. First, in 1872 the government made school laws and public schools were built all over the country. Under the new educational system, all the children were required to go to school and this helped to speed up Japan's modernization. Many Japanese studied in a small private school built in a temple or shrine during the Isolation Period. This made the Japanese ready to understand new knowledges when the country was re-opened.

Secondly, the government succeeded in building modern industry. The textile industry and other branches of light industry made rapid progress and then followed the growth of heavy industries such as making machine tools, trains, factories, and shipbuilding. The development of modern industry made Japan rich.

Thirdly, a national army was built in place of the Samurai. This made Japan very strong and ready to fight against other nations.

Many Other Changes Follow:

The land was divided into new divisions called "prefectures" instead of the estates owned by Daimyo. The Solar Calendar was accepted by the people. The four social classes were done away and the equal rights of the people were admitted. Progress in transportation and communication made Japan advance faster. A few people opposed to the change and once fought against the new government. Nobody offered armed resistance after 1877.

The Democratic Ideas Grow Powerful:

As the new government was controlled by a few ex-Samurai and nobles, the people who had studied the democratic ideas of the west began to demand the establishment of a constitutional government like that of advanced countries. The government first refused to accept the democratic ideas but the active movements of the people forced it to follow the example of foreign countries.

The Meiji Constitution Is Drawn Up:

A constitution which gave Japan the Diet, the legislative or law making body, was drawn up after the German pattern and adopted in 1889. The constitution had much to be desired. It declared the Emperor as sacred and that no one was able to disturb him. Even after the Diet was established, many laws, as powerful as the ones decided by the Diet, were issued in the name of the Emperor. Those laws were made by a few advisors to the Emperor called the Privy Council. The Cabinet had charge of carrying out the laws but this group was not so powerful as it should be in a modern nation.

Besides the constitution, all sorts of modern laws were established. The unusual treaties which Japan had entered into with foreign countries were changed by 1894. Customs rights were also established again in 1911.

Japan Faces A Struggle For Power:

Under the slogan of "National Wealth and Military Strength", the Japanese leaders tried hard to make their nation as strong and as powerful as other countries in the west for about thirty years after 1868. They built up a modern industry and a military system like that of highly developed countries. Japan now felt herself ready to seek overseas markets. The first country Japan approached was Korea. China and Russia came into conflict in Korea. Fighting broke out first between Japan and China in 1894. The following year, 1895, the war ended with a victory for Japan.

The war did not settle the conflict between Japan and Russia. Japan then faced a struggle for power against Russia. An alliance with Great Britain made Japan's position strong and finally a war started against Russia in 1904. Japan, by surprise, met many victories under the strong military system built by the new government. As a result of the wars, Japan gained Taiwan (Formosa), a part of Manchuria (man-choo'ri-a), South Sakhalin (sa-kha-len), and the ownership of the South Manchurian Railway. Later, Korea was annexed by Japan.

Japan Becomes A Big Power:

World War I broke out in 1914 and Japan fought against Germany under the alliance with Britain. Japan took many of the territories that had belonged to Germany. The war also brought a lot of profitable trade and made the Japanese military and industries more powerful. In this way, Japan became one of the big five powers in the world by 1926.

Japan's Expansion Starts In Manchuria:

In 1931, the Japanese army without permission of the government attacked and occupied Manchuria. In the background was a Japanese military group called the Militarists. The end of World War I in 1918 brought a sharp drop in trade and made many people uneasy about bad business. Seeing this, the Militarists who had united with fascist statesmen thought that Japan's weakness in economy would be overcome by taking over Manchuria and the expansion would develop Japan into a first-class power.

Democracy Declines:

Japan's success in Manchuria gave the Militarists a firm foundation in government and they formed a military state. Newspapers, statesmen, and scholars at first opposed the growing power of the Militarists but they were gradually either silenced or expelled from their offices. Political parties lost their power to maintain a Cabinet. In this manner, the people were not allowed to enjoy freedoms and the light of democracy died out from Japan after 1936.

Japan Invades China:

Now, the Militarists had an ambition to take land from China. The Japanese army occupied a large part of China in 1937. They also succeeded in making agreements with Nazi Germany and Fascist Italy which gave them added confidence in their expansion policy. This alliance was called the Axis.

The Axis And The Allied Powers:

In Europe, World War II began. In Asia, Britain and the United States supplied China with war materials to help the Chinese struggle against Japanese expansion, and suspended their exports to Japan. Then, the Dutch followed by stopping the shipment of crude oil to Japan.

An alliance called the "Allied Powers" was formed by the United States, Britain, China, and some other countries. Japan had either to stop military operations in China as demanded by the Allied Powers, or go to war with those countries.

The Pacific War Begins:

On December 8, 1941 (Japan time), the Japanese Navy made a surprise attack on the Americans at Pearl Harbor. Japan went to war with the Allied Powers. War spread over the Pacific rapidly and Japan enjoyed many victories for a short while. The areas occupied by the Japanese troops were Burma, Indo-China, Malaya, Indonesia, and New Guinea.

Japan began to meet defeat after 1942 and was gradually pushed back to her homeland. In August of 1945 the two cities of Hiroshima (hi-ro-shi-ma) and Nagasaki were atom-bombed, and almost all the people there were either killed or wounded. The tragedy caused the Japanese to surrender to the Allied Powers.

The Birth Of New Japan:

The Allied Powers occupied Japan to build a democratic form of government. The Militarists were expelled and punished. The Allied Powers set up freedom of thought, religion, assembly, and other civil liberties.

Schools were set up after an American pattern. The farmland was divided to change tenant farmers into owner farmers. A new constitution was adopted. In the constitution, the Japanese pledged to maintain the ideals of peace and democracy. They also pledged to give up war and the use of military strength. The Emperor was left as the symbol of state and of the unity of the people but with no power of government. He takes care of ceremonies in matter of government.

The people are allowed to enjoy freedom and civil liberties under the new constitution. Control of the government was put into the hands of the people, and all men and women twenty years old are allowed to vote.

Japan is a democratic country today. All the laws are made only in the National Diet, where the House of Representatives and the House of the Councillors meet. All the members of the National Diet are elected by the men and women. The Cabinet, which is led by the Prime Minister, carries out the laws. The courts give trial and judgement.

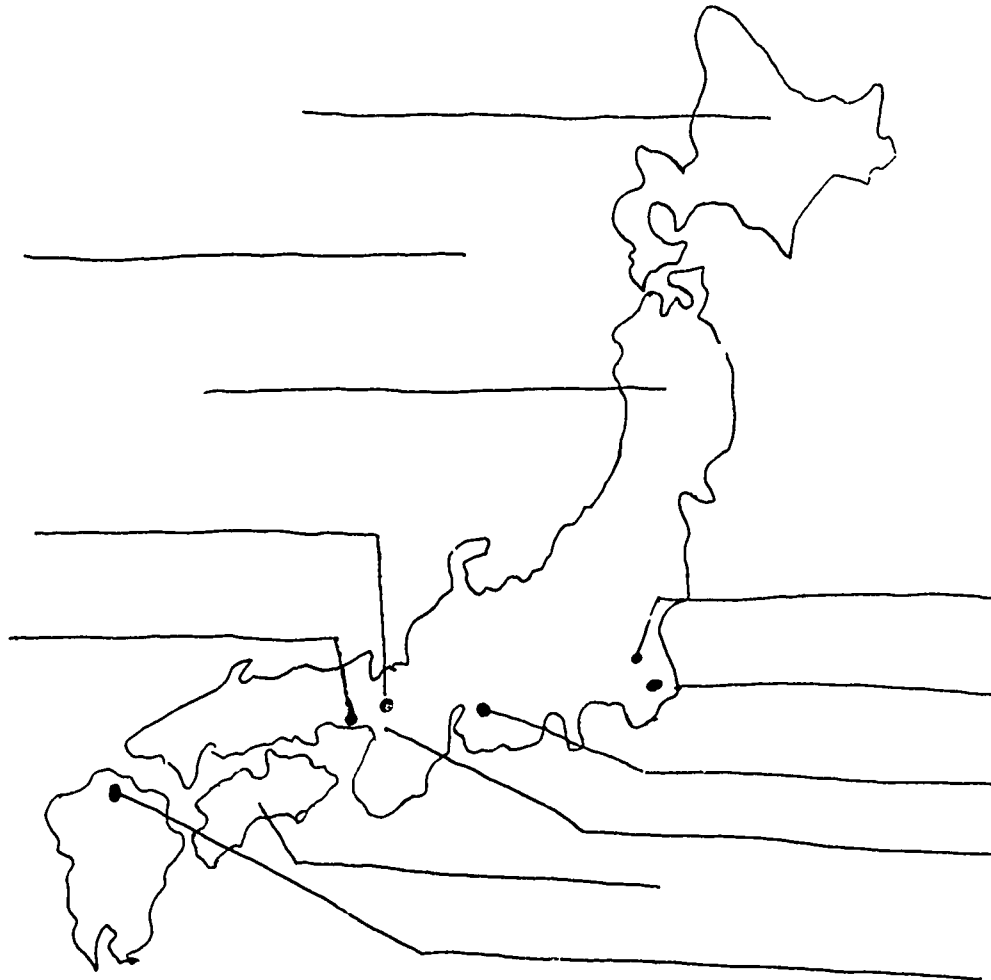
Japan Makes Progress:

The occupation ended in 1951 and Japan became again an independent country. Japan also joined the United Nations in 1956. In recent years there has been a surprising growth in all phases of Japanese industries so that Japan is among the most advanced nations in the world.

J A P A N

Worksheet III

FOUR MAIN ISLANDS
SEVEN LARGE CITIES



TIME LINE

I. More than 100,000 years ago - 2,000 years ago

- _____ (First settlers)
- _____ (Jomon Period)
- _____ (Yayoi Period)

II. 2nd Century B.C. - 7th Century

- _____ (Foundation of Japan)
- _____ (Arrival of Buddhism)
- _____ (The Horyuji and Prince Shotoku)
- _____ (Nara Period)
- _____ (The Todaiji)

III. 8th Century - 12th Century

- _____ (Kyoto, capital of Japan)
- (heian Period and its culture)

IV. 12th Century to 19th Century

- _____ (First Samurai Government)
- _____ (Samurai's special way of life)
- _____ (Mongolians attack)
- _____ (Golden and Silver Pavilions)
- _____ (Arrival of Europeans and Christianity)
- _____ (Hideyoshi's death and his work)
- _____ (Ieyasu's work)
- _____ (Isolation Period)
- _____ (Four Social Classes)

V. 19th Century to Present

- _____ (Arrival of Commodore Perry)
- _____ (Meiji Period)

THREE IMPORTANT ACHIEVEMENTS:

_____ (Meiji Constitution is drawn up)

_____ (War with China)

_____ (War with Russia)

1914-1918

_____ (Pacific War Begins)

_____ (Hiroshima and Nagasaki atom-bombed)

_____ (New Constitution is adopted)

_____ (Independence)

_____ (Join the United Nations)

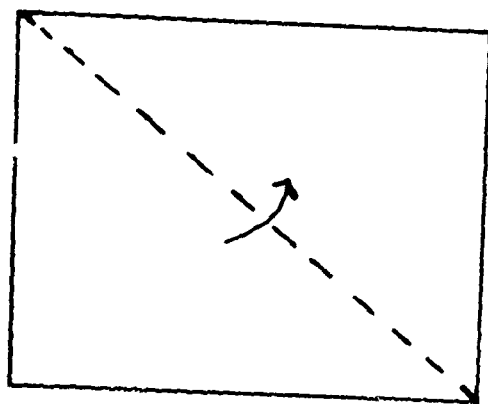
AFC

TOPIC	SUGGESTED PROCEDURE	MATERIALS
I. INFORMATION ON ARTS	I. A. All major cities have symphony orchestras, operas, and ballets. B. The major center in Tokyo is called the Metropolitan Festival Hall. C. Each year, Osaka holds an international festival.	I. A. <u>Japan Today</u> - Ministry of Foreign Affairs.
II. FACTS ABOUT JAPAN	II. A. Origins and History B. Gagaku Music and Musicians C. Gagaku Instruments and Orchestra D. Bugaku Dance and its Performance	II. A. <u>Facts About Japan</u> - Japan Information Service, March 1964, Ref. No. 11

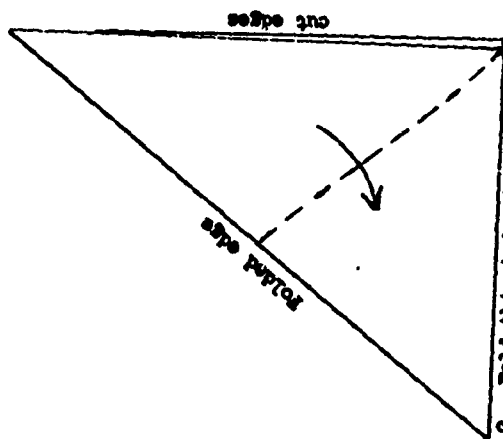
TOPIC	SUGGESTED PROCEDURE	MATERIALS
I. HOW TO MAKE A JAPANESE PAPER DOLL	I. A. Using a pattern, cut the figure of the person from oaktag and glue pasteboard backing on this. Sketch a pattern for the clothing on tissue paper. Lay this pattern on the fabric and cut out each garment. Either glue or sew the material on the paper doll. Yarn may be glued on the hair and the face drawn on by pencil.	I. A. Books: 1. THE FIRST BOOK OF JAPAN 2. JAPANESE FAIRY TALES 3. A TOKYO FAMILY B. Fabric, scissors, glue, thread, yarn, pattern, oaktag, cardboard, and tissue paper.
II. FAMOUS JAPANESE PAINTINGS	II. A. Tsugouharu Foujita "Cafe" B. Kawanabe Kyosai "Tiger"	II. A. 100 OF THE WORLD'S MOST BEAUTIFUL PAINTINGS
III. JAPANESE ART	III. A. Method used for Block Printing: 1. Cut a shape from cardboard with scissors. 2. Glue the shape firmly to the heavy cardboard or wood. Press it <u>FLAT</u> . 3. Place some ink on the rolling surface and roll it out until smooth; tacky. 4. When the roller is covered with ink, roll it over the surface of the prepared block. 5. Lay the paper on a pad of newspapers or magazines and print the block. Use heavy pressure for a good print. Standing on the block, will assure adequate pressure. B. How to make fascinating puzzles, toys, and designs using only scissors and colorful paper squares--with step-by-step diagrams and instructions. 1. Draw a pattern onto folded paper. 2. Cut on the pencil line through all layers. 3. Unfold and there is the completed design.	III. A. ARTS AND CRAFTS by Wankelman Richards and Wigg B. Cardboard, scissors, glue, heavy cardboard or wood block, water soluble ink, ink roller (glass is good), newspapers or magazines. C. KIRI-GAMI by Florence Temko
B. Paper Cutting		

BASIC FOUR-FOLD SHAPE

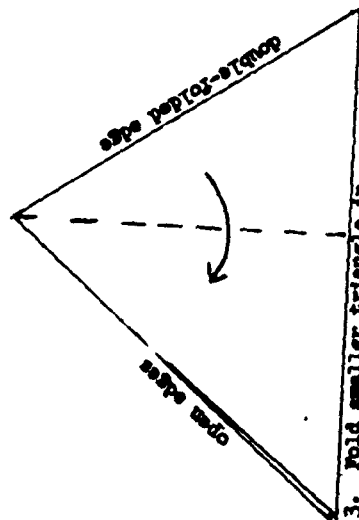
(Beginning step for many designs)



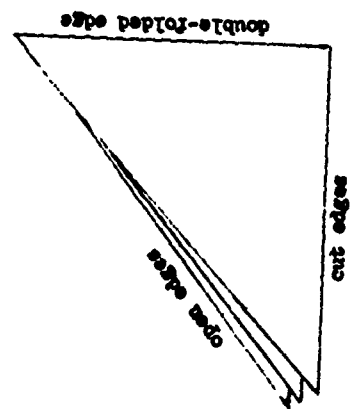
1. Fold paper diagonally as shown by dotted line.



2. Fold this triangle in half as shown by dotted line.



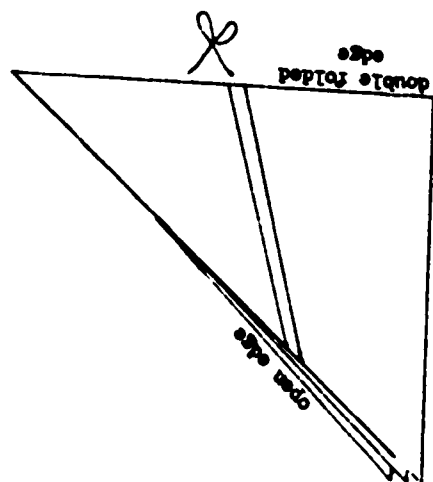
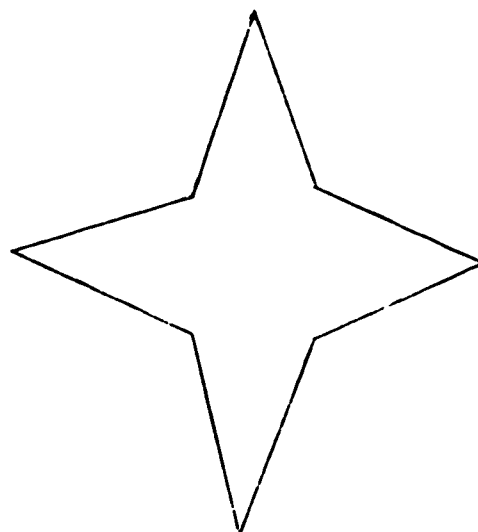
3. Fold smaller triangle in half on dotted line once more.



4. You now have the Basic Four-Fold Shape, and are ready to draw in your design.

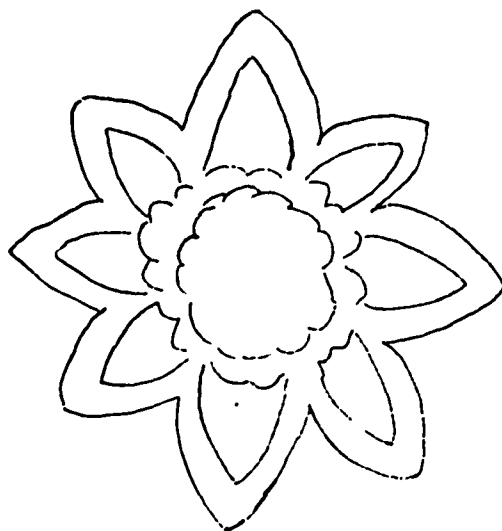
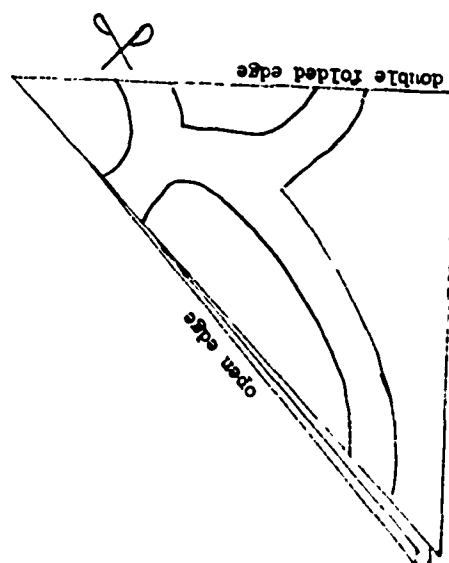
FOUR-POINT STAR

Begin with the basic four fold shape:



JAPANESE CREST

Begin with the basic four-fold shape:



LANGUAGE ARTS
ART
LITERATURE

TOPIC	SUGGESTED PROCEDURE	MATERIALS
I. LANGUAGE ARTS	I. A. Japan has been without any illiteracy since before the turn of the century. B. Compulsory education introduced in 1872. 1. Education is compulsory and free from ages six to fifteen. C. Educational system underwent extensive reforms after World War II. D. Libraries, museums, and other institutions play a considerable educational role. 1. 756 public libraries 2. 362 museums E. Japan is a nation of readers. 1. Newspapers and magazines have large circulation. a. 123 daily newspapers b. 2,900 publishers of books F. Radio and television are important media of communication.	
II. LITERATURE	II. A. Japanese literature ranks as one of the most important of the world. B. Japanese literature derived from classic China. C. Diversity of Western thought came in 19th century. D. Traditional Japanese still flourishes. 1. Outstanding novelists such as Ogai Mori, and Soseki Natsume. 2. Japanese works have been introduced abroad. a. Novels by Kiro Osaragi, Yukio Mishima and others. E. Poetry F. Drama G. Prose	II. A. World Book Encyclopedia, Vol. II, 1970 edition B. OLD TALES OF JAPAN by Yuri Yasuda C. JAPANESE FAIRY TALES by Mildred Matsumur

TOPIC	SUGGESTED PROCEDURE	MATERIALS
H. History		D. THE FIRST BOOK OF JAPAN by Helen Mears
I. Folk Tales		E. BIRDS, FROGS, AND MOON- LIGHT by Sylvia Cassedy and Kunikida Svetake
J. Haiku		F. THE JAPAN OF TODAY - Ministry of Foreign Affairs, Japan 1968
		G. LITERATURE OF THE EASTERN WORLD by Miller, O'Neal, McDonnell
		H. OUR LANGUAGE TODAY by Conlin, Thompson
		I. "A Thread of Understand- ing" from SECRET OF THE SAMURAI SWORD by Phillis A. Whitney
		J. CAVALCADES - published by Scott, Foresman
		K. ARBUTHNOT, May Hill, Children's Books, Scott, Foresman, 1964
		L. THE BIG WAVE by Pearl Buck
		M. A PAIR OF RED CLOGS by Masako Matsuno
		N. KAPPA'S TUG-OF-WAR WITH BIG BROWN by Dorothy Baruch
		O. OOKA THE WISE: TALES OF OLD JAPAN by I. C. Edmonds
		P. JAPANESE TALES AND LEGENDS by Helen and William Mcalpine

- Q. THREE STRONG WOMEN: A
TALL TALE FROM JAPAN
by Claus Stamm
- R. THE VERY SPECIAL BADGERS:
A TALE OF MAGIC FROM
JAPAN by Claus Stamm
- S. THE DANCING KETTLE AND
OTHER JAPANESE FOLK TALES
by Yashiko Uchida
- T. THE MAGIC LISTENING CAP:
MORE FOLK TALES FROM
JAPAN by Yashiko Uchida
- U. THE GOLDEN CRANE by
Tohr Yanaguchi
- V. STORIES OF MODERN CHILD-
REN by Pearl Buck
- W. Library Books:
1. OLD TALES OF JAPAN -
Yasuda
2. BIRDS, FROGS AND MOON-
LIGHT - Cassedy
3. A PAIR OF RED CLOGS -
Matsuno
4. PLENTY TO WATCH -
Yashima
5. COMMODORE PERRY IN
JAPAN - American
Heritage
6. CHIE AND THE SPORTS
DAY - Matsuno
7. JAPANESE IN AMERICA -
Leathers
8. FIRST BOOK OF JAPAN -
Mears
9. JAPANESE FAIRY TALES -
Marmar
10. ART OF JAPAN - Glubok

TOPIC

SUGGESTED PROCEDURE

MATERIALS

- X. Booklets and Brochures
prepared by:
1. Consulate-General of
Japan
 2. Japan Information
Service

MUSIC

Introductory Comments About Japanese Music

The old music of Japan is based on ancient modes of five, seven or sometimes six tones. Decoration is a feature of the melodies. Improvisation is an important part of oriental music. Music for the theatre developed very early in the Orient, and there is a great deal of theatrical music still performed in the style of ancient court music. Percussion instruments of many kinds often accompany the dances from this part of the world.

Although the Japanese have carefully preserved their great tradition of music, Western music has been included in their musical studies since the late nineteenth century. As a result, Japan has the most widespread tradition in Western music among all Asian countries. Western folk songs and popular music are heard widespread in the big cities of Japan.

TOPIC	SUGGESTED PROCEDURE	MATERIALS
I. MUSIC	I. A. Song: "One Little Elephant" - (stanzas) "In a spider's web a little elephant was hung. He was lonely there and so he called another one". (substitute "two", "three", "four", etc.) Game for song "One Little Elephant": All the players are in a circle, except the first elephant. He walks around inside the ring like an elephant caught in a web. At the end of each stanza he steps in front of one of the players and makes a motion indicating that he wants this person to join in a line of elephants. To give the elephants more time to get around, the tune may be hummed once through, before each verse is sung. The elephant line becomes longer and longer until finally all the players have left the circle and joined it. B. Song: "The Moon Is Coming Out" Directions: Children who live in Japan express the meaning of a song with hand and arm motions. They stand in a circle or sit Oriental style (kneel, and sit low on the heels). Stanzas: "Now the moon is coming out! Big and round, so big and round, As round as a tray. Moon is big and round Just like a tray. Now the moon is hiding! Gone away, O gone away O gone away so far. Up behind the clouds As black as tar." C. Song: "Hide and Seek" D. Song: "Moon Over the Ancient Castle" E. Song: "Street Vendors" (Buto-Uri) Japanese and English words.	I. A. <u>This Is Music</u>, 1, page 43, <u>Allyn and Bacon</u> B. <u>Making Music Your Own</u>, 1, Page 28, <u>Silver Burdett</u> C. <u>This Is Music</u>, 2, page 17, <u>Allyn and Bacon</u> D. <u>This Is Music</u>, 4, page 75, <u>Allyn and Bacon</u> E. <u>This Is Music</u>, 4, page 99, <u>Allyn and Bacon</u>

TOPIC

SUGGESTED PROCEDURE

MATERIALS

- F. Song: "Where the Sea Gulls Cry"
- G. Song: "Springtime Has Come" ("Haru Ga Kite")
Japanese and English words.
- H. Song: "Dune of Tosa"
Japanese words only.
- I. Dance: "Tanbo Bushi"
Directions are illustrated in books.
- J. Additional Activities:
1. Using only the black keys of the piano or the black bells of the resonator bell set, students may improvise melodies that sound oriental.
2. The Mikado, an operetta by Gilbert Sullivan, would be an interesting study for the middle and upper grades.
3. Making bamboo flutes, gongs, and stringed instruments would be a fun activity to enhance the study of Japanese music.
a. Japanese music is a 5 notes' scale - Pentatonic.
b. Main instrument is a long, Koto, wooden instrument with 13 strings and only 5 pitches.
c. The different sound or pitch is due to one note played against one note, and no chords being involved.
- F. This Is Music, 4, page 119, Allyn and Bacon
- G. This Is Music, 5, page 166, Allyn and Bacon
- H. Exploring Music, 6, page 147, Holt, Rinehart, Winston
- I. Exploring Music, 6, page 152-153, Holt, Rinehart, Winston
- J. Exploring Music, 3, Holt, Rinehart, Winston
- K. Guided Tours of the World Japan, Columbia Record
- L. Panorama Colorslide Travel Program - Japan, Columbia Record
- M. Recording with ancient string instrument called Koto.
- N. Film: narrated by Edward R. Murrow (to accompany Columbia Record Program)
- O. Use Autoharp which is similar to sound of Koto.

TOPIC	SUGGESTED PROCEDURE	MATERIALS
II. JAPANESE CHILDREN'S SONGS	II. Japanese children's songs can be divided into traditional and modern. The former have been sung over many centuries, the latter started to appear in 1918 when a movement was begun for the creation of new songs for Japanese children. There are different types of traditional songs for children in Japan, including lullabies, play songs, and festival songs.	II. A. "Facts About Japan" - Japan Information Service, Consulate General of Japan, New York - March 1964. Ref. No. D6 B. Film: <u>Discovering the Music of Japan</u> C. Film: <u>The Interesting and Unusual Music in Japan</u>
A. Lullaby	A. The following type of lullaby is sung by a mother or nursemaid who may be a girl from the farming districts. The loneliness of these girls living away from their parents and home is reflected in the plaintive sound of these songs. "Sleep, little one, sleep, Be a good baby and sleep, Where has your nursemaid gone? She has been to her home beyond the hill, She gave me a toy drum and a flute."	
B. Merry Play Song	B. Genuine children's songs of the olden-times are about rope-slipping, kite-flying, cat's cradle, battledore and shuttlecock, and hide-and-seek. The following "Cherry Blossom" song is an example of a merry play song. "Cherry blossoms in the March sky, As far as eye can see, They're like a mist or floating clouds, So bright and shining, Come, O come, Come, O come, Let us go to see the cherry blossoms!"	
	1. Directions for dance to the "Cherry Blossom" song: a. Remove shoes b. Feet together. Hands in prayer position, bow to front. c. Place left foot one-half foot in back of right foot. Toes of left foot in back of heel of right. Bend right arm. Touch palm	

TOPIC

SUGGESTED PROCEDURE

MATERIALS

- of right hand and then make high arc to left with left hand. Repeat three (3) more times.
- d. Reverse "3 putting right foot in back of left foot. Bend left arm and make arc with right hand. Repeat (3) three more times.
 - e. Bow as #2.
 - f. Place left foot about one (1) foot in back of right arm over head and left arm extending down and backward. Bend knees at each count and look back at left hand. (3 counts).
 - g. Next three counts reverse feet and repeat looking back at right hand and bending knees with left hand over head.
 - h. Repeat each side 2 times and bow.

PHYSICAL EDUCATION

TOPIC	SUGGESTED PROCEDURE	MATERIALS
I. TRADITIONAL SPORTS	I. A. Judo: Judo was developed from an ancient Japanese method of self-defense. It requires quick action rather than physical strength or size. Trained students of Judo know how to get an opponent off balance and throw him on the ground. An expert can also kill. B. Sumo: Sumo is a form of wrestling. These wrestlers weigh as much as three hundred pounds. They undergo strict training at an early age. Their hair is long and tied up on top of their heads in a coiled knot. They wear a stiff lioncloth and a thick belt, like a heavy rope. They must have great strength to force their opponent beyond a rope ring that is laid out on the floor or force them to the ground. Sumo is an ancient and national sport.	I. A. THE PICTURE STORY OF JAPAN by Rachel Carr B. Compton's Encyclopedia, Volume 7 C. JAPAN IN STORY AND PICTURES by Lily Edelman D. CHIC AND THE SPORTS DAY by Matsumo Masako E. FIRST BOOK OF JAPAN by Helen Mears F. FACTS ABOUT JAPAN - Ministry of Foreign Affairs
II. NEW SPORTS FROM OTHER LANDS	C. Kendo: Kendo is the Japanese form of fencing. It looks more like a dance than a fight. The men wear long, divided skirts and long, heavy gloves. They protect their bodies with a sort of padded armor. Their faces are shielded by wire masks attached to helmets and tied on by a complicated set of cords. All the contestants tie their masks on at the same time in a set ritual. Kendo follows strict rules. The contestants fight with long split bamboo poles rather than fencing swords or foils. They slash at each other and utter shrill cries. The referee wears a formal dark kimono and a divided skirt. He carries a closed fan that he beats up and down as he calls out the points. D. Yabusame: A type of archery on horseback.	G. JAPAN by Forrest R. Pitts H. "Around the Mulberry Bush" written by Herbert Wind and published in Sports Illustrated, March 3, 1968 edition
III. NEW SPORTS FROM OTHER LANDS	II. A. Baseball - most popular B. Volleyball C. Football D. Rugby E. Basketball	

TOPIC	SUGGESTED PROCEDURE	MATERIALS
III. INDIVIDUAL SPORTS AND GAMES FROM OTHER LANDS	F. Ice Hockey	
	G. Soccer	
III.	A. Golf	
	B. Tennis	
	C. Badminton	
	D. Table Tennis	
	E. Swimming	
	F. Diving	
	G. Surfboarding	
	H. Skiing	
	I. Ice Skating	
	J. Mountain Climbing	
	K. Gymnastics	
	L. Wrestling	
	M. Karate	
	N. Boxing	
	O. Track	
	P. Archery	
	Q. Fencing	
	R. Bicycle Races	
	S. Kite Flying	
	T. Marbles (ohajihi)	
	U. Hopscotch	

TOPIC	SUGGESTED PROCEDURE	MATERIALS
IV. MEMBERSHIP IN INTERNATIONAL SPORTS COMPETITION	V. Bowling	
	W. Sailing	
	X. Tag (onigohbo)	
	IV. A. Olympic Games	
	B. International Judo Championships	
	C. Non-Professional Baseball Tournament	
	D. World Champion Table Tennis Matches	
	E. World Volleyball Championships	
	F. Canada Cup Matches (Golf)	
	G. World Cup and International Trophy Golf Championships	
V. NATIONAL SPORT ACTIVITIES	H. Davis Cup Matches (Tennis)	
	I. Asian Championships	
	J. Universiade	
	K. Polytechnic Harriards Marathon	
	L. Boston Marathon	
	M. Open Marathon Championships	
	N. Japan Amateur Sports Association	
	O. National Sport Activities Festival	
	1. Summer	
	2. Fall	
VI. NATIONAL SPORT ACTIVITIES	3. Winter	
	P. October Sports Meet - Schools	
	1. Teachers train pupils as well as pupils. Exercises and games are part of every school day.	
	2. Foot races	

TOPIC	SUGGESTED PROGRAM	MATERIALS
VI. LEISURE TIME ACTIVITIES	1. Ball throwing 2. Obstacle races 3. Three-legged races 4. Relay races	
	5. Inter-high school baseball competition.	
	VI. A. Sports 1. Catch T.V. 2. Skating rinks 3. Bowling alleys 4. Recreation Parks 5. Movies 6. Plays 7. Baseball 8. Soccer matches 9. Seaside resorts B. Village life: 1. Traveling carnival companies 2. Acrobats 3. Sports meets 4. Baseball games 5. Circus 6. Bazaars C. Holidays: 1. Visit places near Mt. Fuji 2. Gardens of well known shrines 3. View cherry trees 4. Mountain climbing 5. Seaside resorts	
VII. CHILDREN'S GAMES AND ACTIVITIES	1. Jan Ken pon - scissors, stone, paper 2. Chajinji - warbler 3. Onigakko - tag 4. Battledore and Shuttlecock - - played by hitting a shuttlecock back and forth. This is a cork with feathers in one end. The battledore is a paddle, decorated with pictures of people from history or plays, or of children in gay kimonos.	VII.

A. TEACHING PHYSICAL
EDUCATION IN ELEMENTARY
SCHOOLS by Mary Helen
Vannier and Mildred Foster

- E. Satsuma Ken - for grades 2, 3, and 4.
This game is played by the entire class.
Directions: The pupils stretch out the fingers of one or both hands simultaneously. "It," who is blindfolded, tried to guess the total number of extended fingers of all players.
- F. Yemari - for grades 4, 5, and 6.
This game is played by 6 children in a circle.
Directions: (use a tennis or rubber ball for each group.) Players stand in a circle. One bounces the ball up and back to himself with his open hand. He continues as long as the ball is in reach, but cannot move from the circle. When the ball moves near another player that person keeps it bouncing. The game continues until someone fails to hit the ball and is eliminated. The last remaining player wins.
- G. Stone, Paper, Scissors - for grades 4, 5, and 6.
This game is played by the entire class.
Directions: Divide players into two equal lines. Each player faces his partner with hands behind him. The leader counts "1, 2, 3"; on "3" each player brings his hands forward with hands in any of the three positions, depending upon his choice. The stone is represented with clenched fists; the paper with open hands, palms down; the scissors by extending the first two fingers. Because the stone beats the scissors, it beats them. The scissors beat the paper because it can cut. The paper beats the stone because it wraps the stone. Points are scored, the team scoring the most wins.
- Variations: (1) All players advance. At "4" one, two, three or four fingers are held out to represent 1-stone; 2-scissors; 3-paper; 4-stone.
- (2) Man, gun, rabbit, bear
(3) Man, gun, tiger

SCIENCE

TOPIC	SUGGESTED PROCEDURE	MATERIALS
I. SCIENCE	I. A. 30% of the university students specialize in some branch of science. B. Two men have received Nobel Prizes. 1. Dr. Hidaki Yukawa for work on mathematical prediction of the meson. 1949. 2. Dr. Shinichiro Tomonaga for establishing the re-normalization theory in the field of quantum electrodynamics in 1935. C. Japan 1st Atomic Power Company at Takai Mura is using atomic knowledge in: 1. Crop improvement 2. Medical uses 3. Industrial chemistry D. Japan is a member of the International Atomic Energy Agency and cooperates in training programs, dispatching engineers and scientist and exchanges information and data. E. Successfully launched an artificial satellite on 11 February 1970 from their launching site at Kyushu. F. Japan has participated in Antarctic Observations since 1956. G. Japan has a floating research laboratory that studies: 1. Meteorology 2. Cosmic Rays 3. Geomagnetism 4. Air-currents H. As of 1967, Japan has 633 radio stations. I. As of March 1969, Japan has 2225 television stations. J. In 1960 Japan became the second country in the world to start regular color TV broadcasts.	I. A. THE JAPAN OF TODAY - Ministry of Foreign Affairs, Japan.

TOPIC	SUGGESTED PROCEDURE	MATERIALS
K.	The optical industry has developed many optical instruments for medical research. 1. Phase contrast microscope 2. Ultra-violet microscope 3. Infrared microscope 4. Gastro-camera 5. Fiber-opticus gastroscope	
L.	Electron Microscopes - - Since 1962 holds all world records in area of resolving powers.	
M.	Large-Scale Integration Circuit (LSI) - Developed by Nippon Telegraph and Telephone Public Corporation. (A new kind of electric computer.)	
N.	New type upright piano with tone quality of concert grand piano. Inventor: Kiryu Yamamoto.	
O.	Japan has the world's fastest railway called the New Tokaido Line.	
P.	Activities: 1. Learn binary system. 2. Make a model of a dam. 3. Make a model of atoms and study an atomic nuclear reactor. 4. Study kinds of rockets and compare with the Japanese rocket.	B. World Book Encyclopedia

TAB
HERE

THE NEGRO

CONTENTS

- I. Introduction
- II. Objectives
- III. Subject Areas
 - A. History
 - B. Science
 - C. Art
 - D. Music
 - E. Language Arts
 - F. Physical Education
- IV. Suggested Activities
- V. Sources of Reference
- VI. Suggested Bibliography

INTRODUCTION

"A man without a knowledge of himself is like a tree without roots." Your fellow man without a true knowledge of you creates an undue amount of misunderstanding and inability to accept you as a part of the development of America. This we believe and propose to rectify by developing a skeletal outline useful in injecting the study of the Negro into our total curriculum. When this is done, and we, as leaders of our society, show initiative in learning along with teaching others about the role of the Negro in the making of our America, we will be more able to discover all persons through personal encounter regardless of the group from which they came. We must bridge the gap between races by recognizing the value and worth of all persons without regard to racial characteristics. We must be committed to the safeguarding of the dignity and feelings of all persons. Therefore, it is the person we should respect and accept, not the cultural, educational, political, social or racial group they represent.

It is the purpose of this group to provide an outline to provoke thought and stimulate research into the study of the Negro in all fields of endeavor throughout the trace of written history of the world. This we propose to prepare for the benefit of in-service training as well as for teaching in our school system in the hopes of better qualifying our faculty for the on-coming task. This task advocates including the teaching of ethnic groups in our school curriculum.

Because we are aware that "to be able to teach the truth we must first seek and know it," we must first admit to ourselves that we have a great job to do since we of all races are a people deprived of this training.

We advocate that a continuous search for basic textbooks in all areas include as one of their criteria for adoption, the study of the Negro in his place in each subject area.

We advocate, where possible, that audio-visual materials, library and other reference works be secured as an integral part of the reference program and that their use by resource persons and the classroom teachers be encouraged.

We encourage all teachers of our school system to become aware of this study and that a teacher training program be implemented as rapidly as possible.

We have submitted suggested general materials of works by and/or about the Negro to each librarian of the Fort Benning School System for consideration during the periodic ordering of books and materials. We recommend that this list, and additions to it, be considered when books and audio-visual aids are ordered. We suggest that there be a concerted effort on the part of the resource persons to keep abreast of the developments in research works and secure the same as far as possible for the Fort Benning School System.

STATEMENT OF OBJECTIVES

1. To create a better self-image and bridge the gap between whites and Negroes and other groups and Negroes by learning the truth about the past contributions of the Negro to the world in all subject areas, with emphasis on contributions to American culture.
2. To show the development of the Negroes' abilities and talents in their contributions to the mainstream of world culture.
3. To give evidence of the Negroes' ingenuity in making adjustments to their environments.
4. To show the development of the Negroes' abilities and talents in their roles in the struggle for justice and the dignity of man.
5. To avoid segregated and over-emphasized instructions about the Negro; rather give proper identification when and where needed, making verbal identification of race to give proper credit to the ethnic group.
6. To create in classrooms an atmosphere of free discussion of current issues related to race.

HISTORY

I. AFRICA

Both history and archeology have amply disproved the popular misconception of Pre-European Africa as "The Dark Continent."

- A. Egypt, a cradle of civilization, is located in Africa.
- B. Long before the dawn of literary history, people from all directions sought the security of the bosom of Egypt.
- C. The Nile River, through its fertility element, made Africa very attractive.
- D. Those people who migrated to Egypt were the:
 1. Mediterraneans from the North.
 2. Semitic nomads from the east, who represented in their own ancestry a constant intermingling of the racial groups of Western Asia.
 3. Ethiopians from the south (black people).
- E. Before culture and civilization took shape, there had come into being a new "ethnic" group as a result of the intermingling of the three groups mentioned above. These people were called the Egyptians.
- F. Each racial group who entered Egypt shared in the creation of a new ethnic group, thereby sharing in the development of the civilization of Egypt.
- G. The contribution of each group should neither be minimized nor over emphasized.
- H. Even before 3000 B.C., there was a large industrial population in Egypt.
- I. There existed in Egypt a unified form of government by 4000 B.C. - the Pharaoh; also, a kind of national religion where the priests systematized and directed Egyptian religious and secular life.
- J. Negroes of Ethiopia occupied positions of responsibility and honor in the ancient history of Egyptian government. Ra Mahesi, a Negro, was among the first on the throne. Meretari, wife of Akhot, was a Negro woman. Piankhi took complete control of the Egyptian kingdom (3.C.). He was succeeded by his brother Shabaka who was also a very successful Pharaoh. Despite the wars that plagued his reign, he was able to improve the economic, cultural, and religious life of his domain. He styled himself as the "Emperor of the World."
- K. After the Assyrian conquest of Egypt, the Ethiopian rulers retired to their own land carrying with them the great culture. Ethiopia, as a result, enjoyed a position of respectability.
- L. Roman, Berbers, and Egyptians began to migrate there. Trade caused it to become a highway for intercontinental cultural movement extending from Britain to India.
- M. The next great difficulty was the invasion of the militant religion of Mohammed.
- N. The coming of Greek, Romans, and Arabs into Ethiopia in the Christian Era changed the culture. The Nubians of Ethiopia began to migrate westward into the Sudan, and on to the Atlantic (Goruba & Benin). This migration enabled Egyptian and Ethiopian culture to spread.
- O. Ghana, Melde, Songhay, and numerous lesser states were well developed.
- P. Timbuktu emerged as a renowned center of learning. The University of Sankore at Timbuktu became world famous.

- Q. A historian, Ibn Battuta, who visited the Mali empire in 1352, states that "the Negroes there possess some admirable qualities." "They are very seldom unjust, and have a greater degree of intolerance of injustice than any people. There is complete security and comfort in their country. They do not confiscate the property of any white man (Moor) who dies in their country, even if it be uncounted wealth."
- R. The people of Africa developed strong and prosperous empires with a variety of languages, skills, and occupations.
- S. With the various skills and organizations, many states became very wealthy and quite skillful warriors; being able to conquer land and hold it against invaders. Trade was an important asset.
- T. Many empires possessed highly literate and cultured societies. Religion, too, was of great importance. Timbuktu was a highly educational center where numerous judges, doctors, and clerks all served as well paid educators for the university.
- U. Around 1,000 A.D., Arab trading with African nations was popular. This included gold, cloth, salt, ivory, and black African slaves. (Throughout history, invaders took prisoners and made them slaves; for example, Julius Caesar captured British tribesmen and enslaved them.)
- V. Slaves had existed throughout Africa long before the Europeans and Moslems came. The Portuguese were the first modern Europeans to enslave Africans. By 1520, the Portuguese dominated the slave trade. The Dutch also engaged in slave trade. The Dutch brought the first slaves to America - twenty Negroes to Jamestown in 1619.
- W. After there became a great shortage of coastal Africans as a result of slave raiders, Africans were hired to capture other Africans for the white men. As a result, Africa lost her strongest men and women, who either died in battle or were enslaved and shipped away.
- X. As a result of tribal rivalries, slave trade, and the dreadful diseases, much of African civilization was lost.
- Y. The interesting and prosperous history of Africa began long before slave trade. During the late 1950's, Africans began to search the past and gain, again, their independence.
- Z. The black people of America have discovered a proud heritage.

Questions For Thought

1. How do Africa and the United States compare in size?
2. Are any parts of Africa and the United States on the same latitude?
3. Do all Africans speak the same language?
4. What was the triangular trade?
5. When and to whom were Africans sold as slaves?
6. What is slavery?
7. What is civilization?
8. What continents are credited for the beginning of civilization?
9. What factors contributed to the beginning of civilization? Name the River Valleys.
10. What were the leading countries in Africa during ancient times?
11. Point out political aspects and name leaders of Egypt and Ethiopia during ancient times.
12. Do Kush, Sudanese Kingdoms, Benin, Zimbabwe qualify as high levels of cultural and technological achievement? Why or why not?
13. How would you compare African civilization with American civilization?
14. What are the three basic climates of Africa?
15. What is a tribe?
16. Name three great African empires. What was their most profitable business?
17. Discuss the early existing slave trade.
18. What European country led slave trade?
19. What country was responsible for the beginning of slave trade in the colonies?
20. When did the first slaves reach the colonies?
21. Why did the King of Kongo write to King Manuel of Portugal? What was the response?
22. At the end of the 17th century, about how many slaves had been actually stolen from Africa? About how many had reached American shores at that time?
23. Should all Americans take a special interest in the heritage of all? Do you feel it will help give a better understanding?

II. EARLY EXPLORATIONS IN AMERICA AND THE NEGRO CONTRIBUTION

- A. Pedro Alonso Nino, pilot of Columbus' ship The Santa Maria, is thought to have been of African descent.
- B. Este Vanico accompanied Cabeza de Vaca in opening up New Mexico and Arizona for the Spaniards.
- C. Black people shared in finding St. Augustine and accompanied Ponce de Leon in his search for the "Fountain of Youth."
- D. They were with Coronado in New Mexico and De Soto on the Mississippi River exploration.

III. THE ROLE OF THE NEGRO DURING THE COLONIAL ERA

- A. Negro arrivals in English colonies on the mainland began in 1619 when the Dutch ship, piloted by an Englishman named Armaduke, exchanged twenty Africans for food supplies at Jamestown, Virginia.
- B. For nearly fifty years following the first arrivals, a relatively small number of Negroes were imported. Like the whites, many were given their freedom after having served for a number of years and being converted to Christianity.
- C. Between 1663 and 1671, a series of laws was enacted making it possible for all Negroes, including anyone of any degree of Negro descent, to be enslaved.
- D. Cruel slave codes were enforced throughout the colonies, more so in some than others, and the slaves were treated as chattel property.
- E. Throughout history, enslaving people defeated in war was a practice.
- F. The Arab invasion of Northern Africa in the 8th century fostered the spread of black slavery.
- G. The Spaniards and Portuguese introduced black slaves to Europe.
- H. Many blacks brought to the New World as slaves were products of highly developed cultures - experienced in agricultural development, centralized system of government including taxation and schools, and a number were well educated and could speak the language of the scholars (Arabic).

IV. THE NEGRO AND THE AMERICAN REVOLUTION AND CIVIL WAR YEARS

- A. The blacks fought for the freedom of the colonies from Great Britain. 5,000 black soldiers fought in the Revolutionary War. Crispus Attucks, a black soldier, was the first to die in the Revolutionary War (1770 - Boston Massacre).
- B. In Massachusetts, Negroes fought at Lexington and Concord. Isaiah Barjonah, Pompey Blackman, Samuel Craft, Lemuel Haynes, and Peter Salem were with the Minutemen.
- C. Salem Poor, Lemuel Haynes, Prince Hall, Titus Coburn and many other names appear in the historical records. Prince Whipple and Oliver Cromwell were with the brave band to cross the Delaware.
- D. There is little doubt concerning the effect of permitting Negroes to fight for the Revolutionary cause. The record not only carries testimony to their dedication to freedom, but also to their valor and bravery which influenced later Northern attempts to abolish slavery.
- E. Many citizens began to speak out against slavery. Thomas Paine and Thomas Jefferson were among the most profound.

- F. The North and South differed; therefore, the Constitution of the newly formed nation compromised by establishing the three-fifths ratio.
 - G. After 1808, Congress prohibited the importation of slaves, but this did not completely eliminate the slave trade.
 - H. Many Negroes expressed the feeling and belief of the mass - that the spirit of freedom should include them. Phillis Wheatley, the second American woman to write a book and honored in England, was among those who spoke out for freedom. Others were Jupiter Hammon, Gustavus Vassa, John Derham, Paul Cuffee, Benjamin Banneker, William C. Nell, William Wells Brown, and Richard Allen.
 - I. John B. Russwurm, publisher of the first black newspaper, Freedom's Journal, became the first Afro-American to graduate from an American college.
 - J. Negro insurrections lead by Denmark Vasey, Nat Turner, John Brown, and Toussaint L' Ouverture contradicts the assumption that Negroes were innately docile as a race and were content with slavery. The insurrections were unsuccessful revolutions which only resulted in tighter slave codes.
 - K. The Underground Railroad was very effective in the escape of slaves. More than 50,000 escaped between 1830's and 1850's. Harriet Tubman was dynamic in this cause.
 - L. Many Negroes risked their lives to help others to escape. Such was the case of William Still, Harriet Tubman, and Sojourner Truth.
 - M. Frederick Douglass, an escaped slave, became a dynamic spokesman for the Negro race.
 - N. Harriet Beecher Stowe's Uncle Tom's Cabin uncovered many cruelties of slavery.
 - O. Northern and Western resistance to slavery after the Mexican War resulted in disagreement with the South.
 - P. Lincoln's plan for emancipation began to take shape in 1862, the year he reviewed his plan publicly and signed a bill abolishing slavery in the territories. On January 1, 1863, the Emancipation Proclamation went into effect.
7. POST CIVIL WAR YEARS - brought about change to the nation with respect to the Negro.
- A. The Freedmen's Bureau was established.
 - B. The 1866 Civil Rights Bill was passed.
 - C. The 13th and 15th Amendments were passed.
 - . Limited housing areas for Negroes, heavy penalties of vagrancy laws, heavy fines applied only to Negroes, as well as laws, lent to Negro inferiority even after emancipation.
 - D. On the other hand, many freedmen were holders of state and national offices.
 - E. The organization of the Ku Klux Klan hindered the cause for progress of the Negro in the South by the use of terror in an effort to restore White Supremacy.

- G. The agrarian organizations temporarily brought black and white farmers closer together. These organizations collapsed in 1896.
- H. The "Jim Crow" laws made the conditions of blacks similar to that of slavery times. It meant hard times for blacks. Nevertheless, Jim Crow was not slavery. Opportunities for economic and social betterment did exist - even in the South - and Negroes took advantage. Evidence was seen in the increasing number of Negro graduates from colleges and universities. In 1876, Yale University had granted a Doctor of Philosophy degree to a Negro scholar. Edward A. Bouchet received a Ph.D. degree in physics at Yale University, the first Negro awarded a Ph.D. by an American University. This was quite uncommon in view of the complications encountered in gaining admittance to the leading universities. Because education was the key to success, Negroes set up their own schools: Howard University, Fisk University, Atlanta University, and Tuskegee Institute. Negroes depended heavily on aid from churches and private philanthropists. Examples of Negro private gifts to education are - Mary Shaw \$38,000 to Tuskegee and Bishop Daniel Payne to Wilberforce in Ohio. Black business boomed. The professional class had reached almost 50,000 people. This included teachers, doctors, dentists, lawyers, actors, showmen, and artists. The black fraternal organizations and insurance companies were great successes.
- I. The Supreme Court upheld segregation on the basis of the "separate but equal" doctrine (1896). This brought about the principle of the color line.
- J. Blacks worked on plantations as laborers or sharecroppers.
- K. Many blacks, as a result, moved to the Northern States for better jobs and living conditions only to find that it could be rather frustrating.
- L. Blacks were not welcomed into labor organizations of the North.
- M. Hostility toward the Negroes in the urban centers grew with increased migration.
- N. Lynchings also became a common manifestation of hostility toward blacks, with an occurrence of 2,500 during the last 16 years of the 19th century.
- O. Educational opportunities improved with help from church groups of the different denominations.
- P. Self-help efforts were initiated by the colleges themselves.
- Q. Many Negroes turned to self-employment through single ownership businesses and cooperatives in medicine, law, banking, and insurance companies.
- R. A few noted Negro contributors to the Industrial Revolution were: Jan E. Matzeliger, Elijah McCoy, Granville T. Woods, Lewis H. Latimer, Benjamin Singleton, J. Willis Menard, Henry O. Flipper, Pinckney Benton, and Stewart Pinckney.
- S. Booker T. Washington and W. E. B. DuBois were profound leaders during the rise of Jim Crow.
- T. DuBois took a main part in the organization of the Niagara movement which later became the National Association for the Advancement of Colored People. Then, in 1911, the Urban League was organized. In 1914, Marcus Carvey organized the Universal Negro Improvement Association.
- U. George H. White, George Washington Carver, Daniel Hale Williams, James Weldon Johnson, and Walter White were among other black people who are known for their accomplishments in the years after the 1890's.
- V. None of these firm new voices of the black man was able, however, to bring major changes in the wide-spread patterns of prejudice.

VI. NEGROES IN WORLD WAR I AND POST WAR YEARS

- A. Around 400,000 Negro men had been supplied for military service.
- B. They faced problems such as segregation and inability to serve in the Marines. Southern states objected to Northern blacks in their training camps and insults were inflicted on blacks by white officers. Insults and riots by civilians resulted because of hostilities toward Negro soldiers.
- C. Wilson issued a strong public statement against lynching and mob violence.
- D. Many Negro officers and men received decorations which included the Congressional Medal of Honor, the Distinguished Service Cross, the Croix de Guerre, and the Legion of Honor.
- E. Henry Johnson and Needham Roberts were the first American soldiers to receive the French Croix de Guerre for driving out a German raiding party of 20 men. These were the very first American soldiers decorated in World War I.
- F. It is one of the ironies of history that one Negro regiment, the 369th Infantry, assigned to the French Command, became the first American regiment to face action and to reach the Rhine. The entire regiment was awarded the Croix de Guerre for exceptional action. Many were separately awarded the prized Legion of Honor.
- G. Only one all-Negro division was formed - the Ninety-Second. The rejection of German propaganda by the 92nd Division was a patriotic attitude. The propaganda involved leaflets and invitations to desert after discovering that this was an all-black division. None deserted, rather, they intensified their efforts to demonstrate their patriotism and ability.
- H. Many black publications endorsed the war, but The Messenger, published by A. Philip Randolph and Chandler Owen, did not.
- I. The post war years resulted for America in the profounded strife for "White Supremacy" by such groups as the Ku Klux Klan now organized in the North and other extremist organizations, while the NAACP took the leadership for blacks in assaulting bigotry. Ten returning black soldiers were lynched by southern mobs in 1919.
- J. Black people shared some of the prosperity of the nation in the 1920's, gaining new footholds in business and industrial work, but black people were usually "last hired, first fired."
- K. The NAACP failed to meet the existing needs of the blacks of America.
- L. Marcus Garvey obtained support for his Universal Negro Improvement Association.
- M. He emphasized black is "Beauty" and "Strength" and called for a return of black people to Africa.
- N. The Communist press made a world-wide exposure of American "moral sickness" in the late 1920's and early 1930's as a result of the Scottsboro case involving the death sentence of nine Negro boys (1931) and the Sacco-Vanzetti case (1927).
- O. Some Negroes, during the twenties and thirties, did join the Communist Movement but never in significant numbers. The Communist Party failed to convince many Negroes that it would improve conditions. After World War II, the Communists gave up the idea.

VII. THE DEPRESSION

- A. The economic collapse of 1929 brought new hardships to Negro Americans. Industry tended to exclude Negroes, bringing about a great problem of unemployment, and unions continued to discriminate against or exclude blacks. This renewed poverty only increased the growing social and political inequality that black people had suffered since the start of the century.
- B. A. Philip Randolph's "Brotherhood of Sleeping Car Porters and Maids" (1925) enhanced the organization of labor. Mr. Randolph struggled not only for the porters to be accepted into the unions (AFL and CIO), but other black workers as well.
- C. The economic factors in the South, such as soil erosion and the destruction of cotton by the boll weevil, created unemployment and drastic poverty for whites as well. By 1934, 17 percent of whites and 34 percent of blacks were unemployed.
- D. Negroes in greater numbers during this time, rose to fame through their athletic, artistic, literary, musical and dramatic talents.

VIII. PRE-WORLD WAR II

- A. The Negro had become more aware of the need of his vote in politics to enhance progress. Negroes supported Alfred E. Smith instead of Herbert Hoover in 1928.
- B. In 1938, Oscar De Priest became the first Northern Negro in Congress.
- C. Blacks began to use their vote to register protest against those who were against anti-lynching laws.
- D. Greater numbers of blacks ascended to political positions in state legislatures between the thirties and forties.
- E. Robert L. Vann, William Hastie, Robert C. Weaver, Eugene Kinckle Jones, Lawrence A. Oxley, Mary McLeod Bethune, Edgar Brown, Frank S. Horne, William Trent, Crystal Bird Fauset, Ted Poston, and Colonel Campbell Johnson were among the black advisors of Franklin D. Roosevelt.
- F. The Roosevelt "New Deal" gave great help to the Negro.
- G. Blacks continued to strive for better education. By 1955, there were over a hundred higher educational institutions for Negroes.
- H. The U.N.C.F. provided large sums of private aid.
- I. Negroes began to demand entrance to white graduate schools.
- J. A body of scholars emerged despite the confused pattern of Negro Education. The names of some well known are George H. Hayes, Charles S. Johnson, E. Franklin Frazier, Oliver Cox, George Washington Carver, Elmer S. Ines, Earnest E. Just, Charles H. Turner, Julian Lewis, James A. Parsons, William Hinton, Percy Julian, Charles Drew, Carter G. Woodson, John Hope Franklin, Charles H. Wesley, Rayford Logan, A.A. Taylor, Lawrence D. Reddick, Benjamin Quarles, H. Sherman Savage, Lorenzo Green, Ralph Bunche, Kenneth S. Clark, Alain Locke, K. Sanders Redding, Sterling Brown, Arthur Davis, Charles E. Birch, James Nabrit, Ulysses Lee, Abram L. Harris, H.H. Dean, Robert C. Weaver, B. P. Brazel, and Charles L. Franklin.

- K. To combat discrimination at home, A. Philip Randolph made a threat for a march on Washington. As a result of the planned 50,000 to 100,000 black's march, President Roosevelt issued Executive Order 8802 on June 25, 1941 which stated, "There shall be no discrimination in the employment of workers in defense, industries, or Government because of race, creed, color, or national origin." The FEPC was created to enforce the Act.
- L. Many riots broke out causing property damage and dazed victims.
- M. Dorie Miller, messman aboard U.S.S. Arizona, shot down four enemy planes during Pearl Harbor attack; he later received the Navy Cross.
- N. Leonard Roy Harmon, who lost his life in the Battle of Guadalcanal in 1942, received the Navy Cross for extraordinary heroism in that battle. The U.S.S. Harmon, a naval ship, was the first naval vessel named in honor of a Negro in 1943.
- O. Thirteen Liberty Ships built by the U.S. Government for service in the Merchant Marines were named in honor of Negroes.

IX. THE POST-WAR YEARS - WORLD WAR II TO PRESENT DAY

- A. President Harry S. Truman contributed in many ways to the creation of a climate in which the status of the Negro could be improved after the close of the war. He appointed a committee of Negro and white Americans to study the civil rights conditions and make recommendations for their improvement; the second group was to study for a better chance for higher education for the Negro; his integration policies for World War II had helped the post-war issue, thereby abolishing the segregation practices in employment. The trend for housing desegregation was improving.
- B. Programs were set up by various religious institutions to improve inter-group relations.
- C. In Washington, D.C., the largest hotel began to admit Negro guests in 1947.
- D. By 1955, interstate travel was more pleasant for the blacks because the Interstate Commerce Commission decreed that all racial segregation on interstate trains and buses must end by January 10, 1956.
- E. An increasing number of Negroes in the South were registering to vote.
- F. More Negroes were beginning to hold public office - both state and national.
- G. The advancement of the Negro, however, was somewhat retarded by the attitude of some whites, but the struggle continued with the help of many whites, who were profound believers and advocates of equal opportunity for all. One was Judge Waring of South Carolina.
- H. The revolts arose. By 1956, the Montgomery Bus Boycott was in action by Rev. Martin Luther King.
- I. Many organizations became active - black, to upgrade, and white, to resist the enforcement of desegregation laws.
- J. Many Americans resorted to violence. Bombing of homes, murdering, and rioting occurred. Racial tensions were great.
- K. Negroes began to demand their rights more than ever. They were steadily becoming city dwellers and more aggressive and impatient.
- L. The blacks found ever increasing problems - poor housing and unemployment in the city living.
- M. Malcolm X became famous in his belief - the hopelessness of integration.

- N. The first Civil Rights Act since 1875 was passed by Congress.
- O. Sit-in movements began at "Ten Cent Store" in Greensboro, North Carolina.
- P. University of Alabama crisis over enrollment of Negro students in 1963.
- Q. Four girls were killed in the bombing in Birmingham, Alabama.
- R. The March on Washington, led by Dr. Martin Luther King, took place in 1963.
- S. In 1964, Dr. King was awarded the Nobel Peace Prize.
- T. President Johnson signed a New Civil Rights Bill.
- U. First Negro woman Federal Judge was appointed in 1966.
- V. Negro leaders increased their representation at higher levels of Government service; William Hastie, Thurgood Marshall, Edward Brooke were among them.
- W. Black Americans began taking more pride in black identity, as they became more aware of their heritage. Such statements as "Black is beautiful," "I'm black and I'm proud," "Soul brother and Soul sister," are among the many used to bring about a closeness of blacks and a better relationship with whites.

FROM COLONIAL PERIOD TO PRESENT

Questions For Thought

1. Describe the slaves' journey from Africa to America.
2. How were slaves distributed after arriving in America?
3. What happened to family ties in the process of black Africans becoming slaves in America?
4. What was the difference in the treatment of slaves in the different colonies?
5. What are slave codes?
6. What is meant by slave revolt?
7. What chances did slaves have of advancement?
8. How long did slavery last?
9. Name and give a brief outline of plan of some of the most noted leaders of slave revolts throughout the colonies.
10. What was the Underground Railroad? Who were noted for leadership roles in that plan? Was it successful? Why or why not?
11. Is it important to study all the facts of slavery as other facts of American History are studied? Why or why not?
12. The idea of racial "superiority" or "inferiority" seems to have had an importance to the defenders of slavery. Why?
13. Name some great leaders and their roles in the early development of America from the Revolutionary War.
14. Name some black men and women who played historic roles in the founding of our country.
15. What were the differences in slavery of the 1700 and 1800's?
16. Name some black men whose achievements won recognition in the early 1800's.
17. Define revolt, rebellion, and abolitionist. How did these terms apply to slavery, Independence, and Civil Rights?
18. Who wrote the first major history of the black people? What year was it published?
19. Name some blacks who achieved success in professional life in the years before the Civil War.
20. By 1840, the slave states had banned practically all literature and all discussion that criticized slavery. Why?
21. Who were the first men to die for Independence of America during Revolutionary War Years?
22. Name some black military officers and teachers who were active in the Civil War years.
23. Many black soldiers and sailors fought well in the War of 1812. During the Civil War they were told that they had to do extra deeds to prove themselves. Do you think this was fair? Why or why not?
24. Do you think blacks of today, in most instances, are still pressured to prove themselves to achieve equal accomplishments?
25. What is meant by reconstruction?

26. Name some black political leaders and inventors during the period of Reconstruction.
27. Name and give aims of the various organizations led by both blacks and whites during the Reconstruction Period.
28. Define the term "prejudice" as applied to race in the development of America.
29. State the contrasting views of Booker T. Washington and W.E.B. DuBois. With which do you agree? Why?
30. During the years of the last decade of the 19th century and first decade of the 20th century, there were blacks known for their great accomplishments. Name some and state their noted contributions.
31. How do the following terms relate to the expressions of Americans throughout the development of this country: "green power," "black power," "freedom march," "non-violent resistance," "sit-in demonstration," "boycott," "racist," "Southern Manifesto," "KKK," "Civil Rights Movement," "White Citizens Councils," "Justice," "M Injustice," "Integration," "Segregation," "Discrimination," "Black Cabinet," "NAACP," "CORE," "Self-defense," "SNCC," "Civil Rights Act of 1964," "Separate but Equal," "SCLC," "Freedom," "Negro," "White Supremacy," "Civil Disobedience," "White backlash," "Riot," "Assassination," "Violence," "Looting," "Non-violence," "Economic Independence," "Jim Crow," "Lynch," "Ghetto"?
32. What Supreme Court decision made school segregation illegal?
33. Name some outstanding and successful demonstrations for Human Rights and Independence from the "Boston Tea Party" to the "March on Washington." Explain the major objective and time of each.
34. Name some renowned leaders, both black and white who died during the struggle for integration. What was the employment of each and under what conditions did each die?
35. Explain riots in the United States that took place in black neighborhoods by black Americans. Why do you think blacks destroyed their own neighborhoods?
36. Name some black leaders in America who fought for the same cause, but used different techniques. Explain.
37. What is the time lapse and relationship between the following:
 - a. Denmark Vesey's slave revolt and Martin Luther King's "March on Washington?"
 - b. Harriet Tubman, "Underground Railroad," and Rosa Parks' bus incident in Montgomery?
 - c. Frederick Douglass with Abraham Lincoln and Martin Luther King with John F. Kennedy?
 - d. Emancipation Proclamation and Civil Rights Act of 1964? Do you feel that progress has been suitable? Explain.
38. Name and explain some noted court cases in the black man's struggle for freedom, equality, and independence.
39. When was the "separate but equal" doctrine given approval by the United States Supreme Court? What court case gave rise to this decision?
40. What devices were used by Jim Crow supports to keep Negroes from voting?
41. Name some examples of segregation in America throughout its history. Explain each, giving progress made to correct it.

HISTORY

Other Suggested Activities:

1. Listen to records and view films and filmstrips related to Negro heritage, life, and history.
2. Read books, both fiction and non-fiction, assigned and selected from library resources pertaining to the Negro. Follow-up with oral discussions and book reviews.
3. Exhibit displays of historic culture and modern leaders.
4. Make a time line of events from Ancient to Modern depicting the countries, developments, and people.
5. Discuss the geographic location of Africa and the climatic conditions.
6. Teach African songs and read folk tales and poetry.
7. Research and report of famous Negroes of all times.
8. As American wars are studied, point out, also, the involvement and contributions of the Negro.
9. As U.S. Government is studied, research and point out the role of the Negro in the continuous struggle for freedom, giving step by step development from Colonial slave revolts to recent civil rights demonstrations.

CURRICULUM PROPOSALS FOR STUDYING AFRICA ¹

The study of Africa in American schools has been woefully neglected until recently. Aware of this gap, many schools have begun to ask what they should teach about Africa and at what level.

Any adequate program about that continent should certainly be a continuous and cumulative one, beginning in the primary grades and extending into college. It should also be multidimensional, utilizing many of the so-called subject fields.

Such a program should concentrate in the primary grades on stories about children and their families in various parts of Africa, helping boys and girls in the United States to become acquainted with few of their peers in that part of the world, with all their similarities and differences.

In the middle grades the accent should be on communities in Africa and on the ways of living of people in a few parts of that continent. This should be done at the same time that pupils are studying their own local community, selected communities in other parts of the United States of America, and a few typical communities around the world. Units on food, clothing, houses, transportation, and communication should start with a study of these topics in the home community and then fan out to include data on other parts of the world, including Africa.

In the upper grades of elementary schools and in junior high schools a few selected countries in Africa should be studied intensively rather than many of them being "covered" superficially.

In high schools the history of the continent and some of its pressing problems could then be considered, with special attention to relations between the United States and Africa.

At all of these grade levels, content should be drawn from many fields, including literature, art, music, and science. The social studies should undoubtedly carry the major responsibility, but their approach needs to be enriched by insights derived from other fields.

Such a comprehensive, cumulative, multidimensional program on Africa should be a part of the regular curriculum of all schools, rather than a temporary concern with that continent.

I. IN THE PRIMARY GRADES

In the primary grades the major emphasis should be upon helping children to accept themselves so that they can accept others; to value themselves so that they can value others. This is the fundamental basis of all education, including all teaching about other lands and peoples.

At the same time, pupils of this age level can be introduced to the people of other parts of the world as well as to the people in their local community. The amount of time spent on Africa should be very small, and no attempt should be made to develop the idea of nations, but children should learn about boys and girls their own age in Africa, and something of their families. Such books as Agossou: His Life in Africa, Nick in Africa, and Sia Lives on Kilimanjaro (listed in the bibliography) can be used to help enrich the lives of young children.

Children in primary grades can also profit from hearing or reading some of the folk tales from Africa and acting them out in spontaneous dramatics or depicting them in drawings. There are numerous books of folk tales, especially those by Harold Courlander (see bibliography).

Some African music should be introduced in these grades, so that pupils will become accustomed early to a variety of types of music rather than just the music of the Western World. The Folkway Records and the songs listed in Ruth Toose and Beatrice Krone's volume on Literature and Music as Resources for the Social Studies can be used to advantage in the primary grades.

¹ Leonard S. Kenworthy, *Studying Africa in Elementary and Secondary Schools*, 2nd Edition (Teachers College Press, Teachers College, Columbia University, New York, 1965), 1-75.

Some of the African games outlined in Nina Millen's *Children's Games from Many Lands* and in Rose Wright's pamphlet on "Fun and Festival from Africa" should be used in the primary grades, too.

Pictures, films, and filmstrips can also be utilized effectively with young children to give them a realistic idea of life in other families.

In these and other ways children can be helped to understand the variety of peoples on our planet and start to respect them, despite their many differences. It is hoped that through the study of other families, children will begin to understand and appreciate their own families better.

II. IN THE MIDDLE GRADES

It has been a common practice for boys and girls in grades 4 and 5 to study topics such as food, clothing, shelter, transportation, and communication and to examine their local community and selected communities in other parts of the United States of America.

These approaches are valid and commendable, but it seems important today to expand such studies to include other parts of the world. Thus, children might well concentrate in grade 3 on ways of living in their home community and in the surrounding area, and in grades 4 and 5 study a wide variety of human activities in other parts of the United States and the world. This community-centered approach might well stress communities in the United States of America in grade 4 and communities of the world in grade 5, including some examples from Africa.

For example, children might profitably study the life of a Zulu tribe, the advanced activities of the Chagga tribe in Tanganyika, and the city life of Africans in one of the many towns in Nigeria. The number of illustrations from Africa should be limited, as there are other parts of the world which should be included in a year's program.

Reading materials on village and city life in Africa are not abundant but some books and pamphlets are available. (Many of the books listed in the bibliography in this booklet include some material on village and city life and on the ways in which people in Africa earn a living.)

In these grades, children can do a great deal of reading themselves. Some simple map study can be carried on and some current events material introduced. A great deal of emphasis at this age level should be on skill training as well as attitude development. The use of music can be continued and some art work included, such as the making of masks. Pictures, films, and filmstrips should also be utilized to enrich the program about Africa.

III. IN THE UPPER ELEMENTARY GRADES AND JUNIOR HIGH SCHOOLS

By the upper elementary or junior high school years most pupils should be able to cope with the concept of countries. Therefore, somewhere in grades 6 through 8 or possibly 9, considerable attention should be given to selected countries of the world, including a few in Africa. The word "selected" is used because it would be impossible to study all nations thoroughly, and superficial treatment of a country is to be deplored. Such studies would build upon the simpler concepts of families and communities developed in the earlier grades.

It will be difficult to determine the countries of Africa to be studied in depth, because all of them are important and interesting. But four or five are certainly enough at this level, in view of the many other parts of the world to be examined in a similar way. Ethiopia might well be one, with stress upon its long history as an independent and isolated nation which still retains many of its old ways of living. Ghana or Nigeria, which have no major race problem, might represent the countries of West Africa. Of these Nigeria is preferred because it is the most populous and potentially the most powerful nation in Africa. A third country might be the Republic of South Africa or Kenya. Since South Africa is beset by very complex problems, it might be best at this stage to introduce students to Kenya, which has enough problems but is making considerable progress in solving them. A fourth country might well be the Congo, because of its size, its wealth, its Belgian rather than British background, its conflicts, and its relation to the United Nations. If a northern country is desired, Morocco or Tunisia might be chosen, leaving Algeria to the later years in school.

The study of any of these countries should be thorough, utilizing a wide variety of methods and materials -- current magazines and newspapers as well as booklets from embassies, information bureaus, and other sources. Some use should also be made of choral speaking, music, art, and literature to round out a full program for studying any country.

IV. IN HIGH SCHOOLS

Having studied the smaller units of society in the elementary and junior high school years, students should be able to tackle two more difficult concepts in the high school years -- the concept of cultures and the concept of the international community.

It is this writer's contention that in grades 9 and 10 we should move eventually into a two-year sequence in the social studies devoted to world geography and world history combined. Such a program would enable students to study the eight or nine major cultures of the world in considerable depth, with several weeks devoted to each of them. One of these would, of course, be Africa (probably limited to the portion south of the Sahara). The study should start with the present, in order to arouse the interest of pupils. But the study of Africa or any other area would soon turn to its history in order to understand its present.

Some states have already begun to move in this direction, and considerable reading material is available for such studies. One of the outstanding texts arranged by cultural areas is Ethel Bring's Our Widening World (Rand McNally). Another approach is the unique multi-text program of Scholastic Publications, with a small book on each of the major cultural areas. The one on Africa was written by Emil Lengyel. Several pamphlets on Africa have been written primarily for high school students, including those issued by the Oxford Book Company and Laidlaw Brothers. Three pamphlets in the Foreign Policy Association's Headline Series are also valuable for use with high school students.

Parallel with such a social studies program should be some work on Africa in classes in music, art, and literature and possibly a few other subjects.

In addition to methods already mentioned, in any study of Africa, use should be made of source materials, position papers, role-playing, panels, interviews, debates, and other techniques.

In the senior course in Contemporary Problems, Africa would not be studied as a separate entity but included in many units on current world problems.

V. SOME STEREOTYPES OF AFRICA TO SHATTER

Despite the best of intentions, it is not easy for us to appreciate or even to understand Africa. Over the centuries the white people of the Western World have woven a color curtain in their minds. They regard nonwhite people as inferiors or treat them with undue deference to compensate for past actions or guilt feelings.

Lauren van der Post, a brilliant African writer of Dutch descent, has depicted this state of mind in these words:

"European man arrived in Africa already despising Africa and African beings... Walking into Africa in that mood, he was, by and large, incapable of understanding Africa, let alone of appreciating the raw materials of mind and spirit with which this granary of fate, this ancient warehouse of the lost original way of life, was so richly filled."

Even American Negroes have long tried to forget their African past. As Harold Isaacs discovered in his interviews with many of their leaders, their first impressions of Africa were formed when they saw pictures in elementary school textbooks of repulsive looking black men with thick lips, racial scars, and bones through their noses, as representatives of their race. Quite naturally they recoiled in horror and tried to disassociate themselves from such representatives, chosen of course by white men.

The image of Africa in the minds of almost everyone has been blurred by the accounts of missionaries, by the excess of books on animals and safaris, by the stress in films and popular magazines on the bizarre and grotesque, and by the inaccuracies of textbooks written by authors who have little intimate, firsthand knowledge of that part of the world.

The result is that everyone of us carries in his mind stereotypes about Africa which need to be smashed and replaced with more accurate impressions.

The writer of the booklet, "Studying Africa in Elementary and Secondary Schools" by Leonard S. Kemworthy, from whom this material is quoted states that he has asked many boys and girls and men and women from elementary school groups through graduate classes to jot down quickly on paper what comes to mind when the word "Africa" is mentioned. The time given for such a task has been strictly limited and the accounts have always been anonymous. Despite the levels, the pattern of their replies has been strikingly similar. Here are some of the statements they have made - and the realities, briefly stated:

That Africa is a country--rather than a continent of over 50 nations and territories.

That Africa is composed of deserts and jungles--even though the deserts are limited to the Sahara and the Kalahari and despite the fact that the jungle area is relatively small.

That Africa is filled with wild animals--when there are large areas where there are practically no animals, owing to the work of the tsetse fly and/or the pressures of population, and other parts of Africa where animals are being protected for fear they will become extinct.

That the countries of Africa are rich in minerals--despite the fact that some have no minerals or very few such resources.

That Africa is a hot and humid part of the world--even though much of it is plateau country with a moderate climate.

That the people are naked, drum-beating savages--when current interpretations of even the much maligned pygmies give us a picture of a "harmless people" with many qualities to be coveted by modern man and when there are thousands of Africans today who are well educated in the western sense of that term.

That Africans are either "natives" or Europeans--although there are thousands of Asians, especially in East and South Africa and thousands of Middle Easterners, especially in West Africa.

That all Africans live in small tribes--despite the fact that many Africans have no sense today of belonging to a tribe and that many tribes are quite large (5½ million Fulani, 5 million Ibo, and 4½ million Yoruba of Nigeria).

That everyone lives in a village--when actually many people, especially in East Africa have not lived in villages for centuries but on small plots of land, and when hundreds of thousands of persons live in large cities like Ibadan, with a population of 600,000 in the city itself and 800,000 in the metropolitan area.

That Africa has no history and has never had any advanced civilizations--when the truth is that the oldest human skeleton ever found was uncovered recently in Tanganyika and that there were several well-advanced centers of civilization, such as the empires of Ghana and Songhai, as well as Egypt.

That Africans all live under one type of tribal government--when there are and have been a great variety of forms of government and wide differences even in the tribal form of society.

That there are great racial problems everywhere in Africa--when actually in many parts of the continent this has not been the case. (True, there have been and are now racial problems in the Republic of South Africa, Rhodesia, Zambia, and Kenya, where there have been large and permanent settler groups.)

That there is no industrialization in Africa--whereas there has been some in the past and there is an increasing amount today in many parts of the continent, from textile factories and oil refineries to meat-packing plants, cement factories, and copper smelters.

That Africans create only grass skirts and drum music--when for centuries there have been Africans who have irrigated their land and created works of beauty ranging from the famous Ife and Benin bronzes to the Nigerian leather work which has been erroneously called "Moroccan leather" and when there are today many persons creating everything from indigenous literature to remarkable painting and pieces of sculpture.

These and other misconceptions are deeply embedded in the minds of all or most of us. They are based on partial truths, developed from inaccurate information or from generalizations based on insufficient data.

Their removal and their replacement with more realistic images will require excellent background and great skill on the part of teachers. They will also demand a clarity of aims, the topic to which we turn next.

VI. ACTIVITIES, METHODS, AND EXPERIENCES IN STUDYING AFRICA

There are many methods which can be used to advantage in studying Africa. Those used should be chosen carefully, according to the needs and interests of individuals and groups, the aims to be achieved, the materials available, and the capabilities of teachers. The list which follows is intended merely as a check list. The early items are primarily for younger children.

Read stories of children and their families in Africa to pupils or have them read such stories themselves.

Read aloud folk tales of Africa or have children read them.

Act out the stories or folk tales read.

Make drawings to illustrate the stories read.

Listen to recordings of African music or sing African songs.

Make simple African instruments and play them.

Make African masks.

Look at pictures of Africa mounted on cardboard or shown through the overhead or opaque projectors.

Construct models of different types of African homes. (Make sure that they are not all mud huts with grass roofs).

Learn some of the African dances.

Play some of the games of Africans.

Invite Africans to visit the class. Let them take part in your regular activities as well as talk about their lives.

Invite persons who have been to Africa to talk about their trips.

Show films and filmstrips.

Arrange to borrow children's drawings from Africa. Study them to see what kind of life they portray.

Learn to read various kinds of maps of Africa.

Construct various kinds of maps of Africa.

Make a large map of Africa and superimpose a map of the USA on it to show their relative sizes.

Draw a mural or series of pictures of some part of Africa.

Write for materials on Africa.

Plan an African party.

Develop a scrapbook of materials on a country or topic.

Keep a clipping collection of materials from current magazines and/or newspapers.
File this material in the library or elsewhere for another class.

Write brief reviews of the books you have read.

Prepare frosted lantern slides on a topic or country. (This is a very good method to use when committees report to the class.)

Compare accounts in two or three books of the same country. Explain the differences in viewpoint of the authors.

Correspond with children in Africa. (One of the best sources for names of people living in Africa is the International Friendship League.)

Make a Time Line of the history of Africa or of a country. It should be large enough for use by an entire class.

Visit a museum to see its African collection. Be careful to point out that such exhibits are largely historical rather than contemporaneous.

Read some of the novels and poetry written about Africa or by Africans.

Study the work of the UN or one of its agencies in Africa.

Prepare a large map showing some of the new dams of Africa.

Prepare a large map of the mineral resources of Africa.

Make a map of European countries with possessions in Africa in 1900.

Prepare a large map showing the new nations of Africa.

Study the lives of some of Africa's outstanding personalities in the past.

Study the lives of some of Africa's leaders today.

Borrow from a museum, or from individuals, materials on Africa and exhibit them.

Study African coins or stamps; they reveal some of Africa's history. Compare the headlines in different newspapers on events in some part of Africa today. Explain the different viewpoints.

Make a chart of the economic resources of Africa and compare it with the places where there is the most trouble today.

Play recordings of music from the play Lost in the Stars.

Do some choral speaking based on selections in the Rutherford and Hughes anthologies.

Become an "expert" on a country or topic, saving material on it over a period of weeks. (This is a good way to develop depth, especially on current events.)

Borrow books from outside your school library and evaluate them. Recommend to your school or local librarian the purchase of the best books on Africa.

Arrange a mock assembly of the United Nations or someone of its agencies considering a topic related to Africa. (For material on how to run such an Assembly see Dorothy Collings' How to Plan and Conduct Model UN Meetings.) (New York, Oceana Publications, 1961.)

Take part in a project to help an African in this country or in Africa.

Investigate the trade of the United States with an African country or the entire continent.

Investigate the possibility of federations in north, east, and west Africa and the difficulties in forming such federations.

Prepare a large chart which can be seen by every member of a class on the basic facts regarding each African nation. Use these headings:

COUNTRY	SQUARE MILES	POPULATION	CAPITAL	CHIEF PRODUCTS
---------	--------------	------------	---------	----------------

SCIENCE

INTRODUCTION

Numerous current studies show that Negroes have a relatively unfavorable health status. For many years they have suffered from discriminatory treatment in medicine and health.

The health gap is currently narrowing, but still is largely a product of racial segregation, discrimination, and widespread poverty.

SCIENCE AND HEALTH

I. CONTRIBUTIONS OF NEGROES IN THE FIELDS OF SCIENCE AND HEALTH

- A. George Washington Carver - revolutionized agriculture of the South by research. He developed products from peanuts, sweet potatoes and pecans.
- B. Dr. Daniel Williams - discovered a way to "sew up" a heart.
- C. Dr. Charles Drew - developed the blood plasma theory and the blood bank that saved so many lives during and after World War II.
- D. Dr. Percy L. Julian - developed medicine for treatment of arthritis and glaucoma.
- E. Dr. William A. Hinton - originator of the Hinton test for syphilis.
- F. Dr. William Barnes - inventor of a delicate instrument to facilitate the approach to the pituitary glands.
- G. Dr. Luis T. Wright - directed the first testing in man of the drug aureomycin.
- H. Dr. Ernest E. Just - pioneer in cell structure.
- I. Dr. Montague Cobb - helped perfect the standard color plate of the anatomy of the heart.
- J. Howard Medical School was established in Washington, D.C. for the purpose of training prospective Negro and white doctors. Howard University now has courses leading to the usual college degrees.
- K. Meharry Medical College in Nashville, Tennessee was established in 1860 for the sole purpose of educating Negro doctors.
- L. Numerous other Negro men and women have made valuable contributions in the fields of science and health.

Questions For Thought:

- 1. Who were the leading Negro contributors to science and health?
- 2. What were their contributions?
- 3. What obstacles did they have to overcome to achieve their goals?

ART

COMPREHENSION OF FUNDAMENTAL
CONCEPTS

OBJECTIVES

MANIPULATIVE AIDS

I. ART APPRECIATION

- I. A. To foster an interest and appreciation of art.
- B. To develop an awareness of and foster understanding of varied types of art.
- C. To foster understanding of people through their art.
- D. To develop an understanding that Negroes used art to express their feelings and desires.
- E. To develop an awareness that Negroes used art as a means of recording situations.

I. A. Pictures

- B. Filmstrips
- C. Recordings
- D. Resource Media
- E. Direct art participation
- F. Visits to museum(s)

ART

CONTRIBUTORS

FACTS

Americo, Pedro
(1845-1905)

Outstanding painter of historical times. His talent was revealed at the age of nine, when he drew animal figures and household objects. His best productions are "The Proclamation" and "The Battle of Avahi."

Bannister, Edward M.
(1828-1901)

A landscape painter. He was awarded a medal at the Centennial Exposition in Philadelphia in 1876 for his painting "Under The Oaks." When the judges discovered he was a Negro, they wanted to change their decision.

Duncanson, Robert
(1817-1890)

An ante-bellum painter. He received his early training in Canada. His first painting to gain recognition was "The Lotus Eater". This is an interpretation of Tennyson's poem.

Lewis, Edmonia
(1845-1890)

The first Negro sculptress of fame and note. Her first piece was a bust of John Brown. The Story family of Boston was attracted to her works and encouraged her to study in Rome.

Simpson, William
(1830-1872)

Early portrait painter. In school, instead of paying attention to the teacher he constantly drew and sketched. He showed unusual talent for his day and time in America.

Tanner, Henry Ossawa
(1859-1937)

Noted painter. He attracted attention with his "Music Lesson" and his "Young Sabot-Maker". He was also known for his interest in Biblical and peasant type subjects.

Barthe', Richmond
(1901-)

Noted sculptor. He wanted to study art in the South, but was disappointed with unequal education. He moved to Chicago and entered the Art Institute. Some of his works are "West Indian Girl" and a bust of Booker T. Washington.

Campbell, Elmer Sime
(1906-)

Master cartoonist of humor for "Playboy" magazine. In St. Louis, he had been discouraged and advised not to expect a career in commercial arts, but he was determined to break down the barrier of discrimination. He was employed by "Esquire" in 1930. He has contributed cartoons and other art work to the following: "New Yorker," "Collier's," "Saturday Evening Post," "Cosmopolitan," and "Redbook".

Hayden, Palmer
(1893-)

Painter of marine subjects. He was born in Virginia and received very little encouragement to develop his talent. His skyscraper scene "Theatre Alley," a scene of New York City, is considered superior.

Jackson, May Howard
(1892-1950)

A sculptor who contributed in her own way to the art collections. She sculptured many racial figures. She established her own studio after graduation, where she worked on subjects that stimulated her interest. Among her works are: "The Mulatto Mother and Her Child" and "The Head of a Child".

CONTRIBUTORS

FACTS

Johnson, Malvin Gray
(1896-1934)

Painter of Southern landscapes in water color. He studied at the National Academy of Art. He was at one time an impressionist painter, then he turned to cubism, and finally, he painted Negro folk types based on African idioms. His original Southern landscapes include "Convict Labor," "Red Road," "Uncle Joe," and "Brothers".

Johnson, Sargent
(1888-)

A contemporary sculptor. His black porcelain bust of a Negro boy, "Sammy," exhibits his modern techniques and his simplified style.

Jones, Lois Mailou
(1905-)

An artist and professor of design at Howard University. She travels to Europe each year for study. She has done much outstanding work on murals for many buildings in the United States and Haiti.

Lawrence, Jacob
(1917-)

A contemporary painter. He has developed more than a dozen historical stories with as many as sixty pictures on a single subject. Some of his series include "Migration" and "Harlem".

Motley, Archibald John
(1891-)

Portrays Negro life in his works. He progressed rapidly at the Art Institute of Chicago. He understood the life of the deprived Negro and portrayed such in "Old Smuff Dipper," "Black and Tan Cabaret," "Barbecue in the Garden" and "Carnival".

Savage, Augusta
(1900-1962)

She has produced such sculpture works as "African Savage," "The Tom Tom," and "The Negro Urchin".

Woodruff, Hale A.
(1900-)

Modern painter. He painted local scenes as an Art Instructor at Atlanta University. Some portrayals of Georgia scenes are: "Summer Landscape," "Shacks and Shantytown".

MUSIC

COMPREHENSION OF FUNDAMENTAL
CONCEPTS

OBJECTIVES

MANIPULATIVE AIDS

I. MUSIC APPRECIATION

- I. A. To foster an interest and appreciation of music.
- B. To develop an awareness and foster understanding of varied types of music.
- C. To foster understanding of people through their music.
- D. To provide an opportunity to develop understanding that the crews of the early explorers celebrated their successful voyages by singing hymns in praise to God.
- E. To foster understanding that the sound and rhythm of drums and chants helped keep alive the African heritage of slaves.
- F. To develop an awareness that many songs and chants were handed down from generation to generation.
- G. To develop the idea that folk tales were taught to children about the jungle ghosts of Africa.
- H. To reveal the rich cultural heritage and contributions of Afro-Americans.

- I. A. Use charts of instruments
- B. Filmstrips
- C. Recordings
- D. Pictures
- E. Tapes
- F. Textbooks
- G. Creative dances
- H. Self-made instruments:
 - 1. Tin cans
 - 2. String
 - 3. Reeds
 - 4. Cardboard boxes
 - 5. Wood blocks

FINE ARTS

CONTRIBUTORS

FACES

Aldridge, Ira Frederick
(1807-1867)

Star of Shakespearean dramas and an eminent tragedian. He made his first appearance in "Pizarro" where he portrayed the character Rollo in "Sheridan's".

Williams, Egbert Austin
(1878-1924)

Comedian on Broadway. He starred in Zeigfeld Follies and remained with the Follies until his death.

Adams, Robert
(1910-)

Leading Negro film star in Europe. He was featured in "Old Bones," "It Happened One Saturday," and "Midshipman Easy".

Anderson, Eddie
(Rochester)
(1905-)

Comedian of Hollywood, radio and T.V. He is known for his performance in "Broadway Rhythm" and "Memory for Two". He portrays a servile Negro as seen in Jack Benny Program.

Davis, Sammy Jr.
(1925-)

Entertainer. He became a professional entertainer at the age of three. He is now one of the nation's most famous song-and-dance men. He is also a successful actor on Broadway and the film screen.

Duncan, Todd
(1903-)

Actor, famous for his portrayal of "Porgy" in the musical drama "Porgy and Bess". He played the role of Porgy twelve hundred times in the United States and abroad.

Harrison, Richard Berry
(1864-1935)

Actor, famous for his portrayal of "De Lawd" in "Green Pastures".

McDaniel, Mattie
(1898-1952)

Eternal Mammy of Hollywood and radio. At the age of seventeen, she sang on the radio, and the following year, she won a gold medal for her recital of the dramatic poem "Convict Joe". She was also featured in "Gone With the Wind," "I'm No Angel and Nothing Sacred" and "Saratoga".

Poiter, Sidney
(1927-)

Recipient of "Oscar" for his performance in "Lillies of the Fields". He was nominated by the Academy in 1959 for his role in "The Defiant Ones". He did not enter school until he was eleven years old, and left school at fifteen to work. He worked for a short while and joined the army. He has played leading roles in "No Way Out," "Blackboard Jungle," and "The Lost Man".

Robeson, Paul
(1898-)

Actor, became interested in the Theater when he appeared in an amateur production of "Simon the Cyrenian". He played the leading role in "Emperor Jones" and he also appeared in "All God's Chillun Got Wings".

Waters, Ethel
(1900-)

Entertainer, born of a poverty stricken family. Married at Age 12 and worked as a maid for \$4.75 per week. She has performed in "Cabin in the Sky," "Pinky". She published her autobiography, His Eye Is on the Sparrow, in 1953

MUSIC

CONTRIBUTOR	FACTS
Bethune, Thomas Greene (1844-1905)	Born in Columbus, Georgia. He was born blind and sold with his mother to Colonel Bethune. Played the piano at age four. His master hired professionals to increase Tom's knowledge.
Bland, James A. (1854-1911)	Composer of "Minstrel Songs". He composed the great melody "Carry Me Back to Old Virginia," which is now the official state song of Virginia.
Burleigh, Harry T. (1866-1949)	Baritone arranger and composer. His greatest achievements were the arrangement of Negro spirituals.
Coleridge-Taylor, Samuel (1875-1912)	His talent as a composer was revealed at the age of nine. Among his works are "African Romance" and "African Suite".
Greenfield, Elizabeth Taylor (1809-1876)	The "black swan" of the concert stage was born in Mississippi, but carried to Philadelphia by a Quaker lady who discovered that Elizabeth had a gifted voice.
Work, John Wesley (1873-1925)	Collector and interpreter of Negro spirituals and director of Fisk Jubilee Choir.
Anderson, Marian (1908-)	Contralto singer. The first Negro to sing at the Metropolitan Opera.
Armstrong, Louis (1900-1971)	A jazz musician. Born in Louisiana. He is called "Satchmo" or "Satchel Mouth". He made over fifteen hundred records.
Dawson, William (1898-)	Composer and former director of Tuskegee Institute Choir. His well known composition, "Negro Symphony," was performed in 1934.
Dett, Robert Nathaniel (1842-1943)	Conductor and composer of musical works. His opera, "The Ordering of Moses," was performed in Carnegie Hall in 1951.
Dixon, Dean (1915-)	Conductor. He was accepted in America as a guest conductor of the most outstanding symphony orchestra. He was never offered a permanent position as conductor. He left America and accepted a conductorship in Sweden.
Ellington, Edward Kennedy (Duke Ellington) (1899-)	A composer and famous jazz concert artist. He has written almost one thousand tunes, including a tone poem depicting the history of the American Negro entitled "Black Brown and Beige".
Handy, William Christopher (1873-1958)	A bandmaster, cornetist, and composer of jazz music and the blues. He wrote more than 150 secular and sacred musical compositions. The city of Memphis named a park after him in 1931 and in 1947 opened the \$200,000 W.C. Handy Theater.
Hayes, Roland (1887-)	A singer possessing a fine tenor voice. He received the Spingarn Medal in 1924, and in 1932, the Fisk University awarded him the honorary degree of Doctor of Music.

CONTRIBUTOR**FACTS**

Horne, Lena
(1917-)

A very talented star and singing star of Hollywood. She made her stage debut at the age of six in the play "Madam X". She has performed in "Cabin in The Sky," "Stormy Weather," "Broadway Rhythm," and "Two Girls and a Sailor".

Jarboro, Caterina
(1903-)

The first Negro woman singer to star in all white opera company in the United States.

Johnson, Hall
(1888-)

Choral conductor and composer. In 1920, he was the recipient of several prizes for his musical compositions "Way Up In Heaven," "Sonata," and "Flyer".

Price, Mary Leontyne
(1927-)

An American opera star. She began singing in a church choir in Mississippi. While a student at Juillard School of Music in New York, her performance in "Falstaff" led to a role in "Four Saints In Three Acts" in Paris and on Broadway.

Still, William Grant
(1895-)

A noted composer. He has composed more than one hundred musical selections. The National Association of American Composers and Conductors cited him for his "Symphony in G Minor" and "Africa".

Cole, Nat "King"

Garner, Erroll

Jackson, Mahalia

AFRO-AMERICAN HISTORY IN SONG AND STORY

Suggested Materials:

- A. EBE Record Albums -
 - 1. A People Uprooted
 - 2. Chains of Slavery
 - 3. Separate and Unequal
 - 4. Quest for Equality
- B. Filmstrips -
 - 1. Africa: Historical Heritage
 - 2. Africa: Artistic Heritage
 - 3. The Slave Trade
 - 4. Black People in The Revolution
 - 5. Black People in The Free North
 - 6. Black People in The Slave South
 - 7. Black People in The Civil War
 - 8. The Black Codes
 - 9. Separate But Equal
 - 10. Separate Is Unequal

LANGUAGE ARTS

COMPREHENSION OF FUNDAMENTAL
CONCEPTS

OBJECTIVES

MANIPULATIVE AIDS

I. LANGUAGE ARTS

- I. A. To foster an understanding of black people through their writings.
- B. To provide an opportunity to acquaint pupils with the contributions made by black people.
- C. To foster an interest in and appreciation for writings of black people.
- D. To provide opportunity to read and translate Negro dialect.
- E. To foster acceptance of such dialect.
- F. To foster an awareness of the sincerity of each contributor and how such is related to events of time.
- G. To provide opportunity to classify such writings.
- H. To provide opportunity to interpret feelings and expressions of the writer.
- I. To foster a desire to compare contributions to others of the same era.
- J. To provide opportunity to make inferences as to what contributors might have done under different circumstances.

- I. A. Filmstrips
- B. Films
- C. Recordings
- D. Pictures
- E. Role Playing
- F. Tape Recorder
- G. Dramatizations
- H. Books

LANGUAGE ARTS

CONTRIBUTOR	FACTS
Samson, Jupiter (1720-1800)	Poet. Was born a slave in New York in the Colonial Period. He turned to writing poetry as an emotional and intellectual outlet. Most of his works were concerned with salvation and closely related to religion. His last work was an essay entitled "An Address to the Negroes of the State of New York".
Wheatley, Phyllis (1753-1784)	Poet. Brought from Senegal as a child and was sold as a slave, in 1761, to a tailor by the name of John Wheatley. Mrs. Wheatley taught Phyllis to read and write. Phyllis began to write poems at a very early age and published a collection of her poems under the title <u>Poems on Various Subjects</u> .
Bell, James Madison (1826-1902)	Poet. Born in Gallipolis, Ohio, and was a poet of protest. He assumed an active role in the struggle for the recognition of the Negro's civil rights at the outbreak of the Civil War. His talent was undeveloped due to his involvement in civil rights. However, some of his best works are "Emancipation," "The Dawn of Freedom," and "Lincoln".
Campbell, James Edwin (1867-1895)	Poet. One of the first poets to write in Negro dialect. He published his first book of poems in 1887, <u>Driftings and Gleanings</u> and his second book in 1895 <u>Echos from the Cabin and Elsewhere</u> .
Dunbar, Paul Laurence (1872-1906)	Poet. Born in Dayton, Ohio, and attended school there. He wrote his first poems as a child, but was unable to attend college after graduation from high school. He continued writing poetry and soon became known as a "poet of the people". He is best known for his poems in Negro dialect, such as "When Melindy Sings".
Fortune, T. Thomas (1856-1928)	Journalist. A fearless, able, and most sarcastic journalist. He published three books, <u>Black and White</u> , <u>The Negro in Politics</u> , and <u>Dream of Life</u> . He also started a newspaper, "The Ramor," in New York City.
Harper, Frances Ellen Watkins (1825-1911)	Poet. An antislavery lecturer and poet. Her fame as a reformer and as an entertaining speaker was enhanced by her original poetry. Her first volume of poetry, <u>Poems on Miscellaneous Subjects</u> , was published in 1854.
Murphy, John Henry (1840-1922)	Publisher. Founder of the Baltimore Afro-American Newspaper. He was the kind of leader who firmly believed in the ability of the Negro people to succeed.
Reason, Charles L. (1818-1898)	Poet. A successful educator, lecturer, and poet. His long poem, "Freedom," is regarded by some as the very best anti-slavery poem written by a Negro. He also wrote "Hope of Confidence".

CONTRIBUTOR

FACTS

Abbott, Robert S.
(1870-1940)

Publisher. Founder and editor of the "Chicago Defender". He wrote strong editorials attacking injustice toward the Negro.

Baldwin, James
(1924-)

Author. An angry young man of 20th century literature. He finished a novel at the age of 21, but this was never published. He then turned to writing book reviews while waiting on tables. He used a fellowship stipend to go to France, where he finished Go Tell It on the Mountain. His play, "Blues for Mister Charlie," appeared "off-Broadway" in 1964.

Bontemps, Arna
(1917-)

He published his first novel in 1931. He has written histories, novels, children's books, biographies, poetry, and a Broadway play. Some of his books are You Can't Pet a Possum, Black Thunder, and Story of The Negro.

Brooks, Gwendolyn
(1917-)

Poet. A master of poetic technique and style. Her first volume of poems, Bronzeville, won the Merit Award of Mademoiselle magazine.

Cook, Mercer
(1903-)

Author. A distinguished linguistic scholar and author was born in Washington, D.C. He has published a number of books which have attracted international attention and has served on the editorial board of the "Journal of Negro History".

Cullen, Countee Porter
(1903-1946)

Poet. A poet and writer of the "lost generation" and of the Negro Renaissance of the 1920's. He was born in New York City. He stressed a desire to be known as a lyric poet rather than as a Negro poet. His last book of poetry, On These I Stand, was published posthumously.

Fisher, Rudolph
(1897-1934)

Author. A writer of fiction and a medical doctor. As a novelist, he depicted Negro life. He published The Walls of Jericho and The Conjure Man.

Hughes, Langston (James)
(1902-1967)

Author. One of the most productive writers of the 20th century. His first book of poetry, The Weary Blues, was published in 1926. His books and works are universal in appeal because they contribute to the understanding of all the peoples of the world.

Johnson, James Weldon
(1871-1938)

Author. He was a teacher, writer, diplomat, and secretary of the NAACP. He made a lasting impression on the cultural and social life of the Negro in America. Some of his works are: "Fifty Years and Other Poems," "God's Trombones," and "Seven Negro Sermons In Verse".

Johnson, John Harold
(1918-)

Publisher. Editor of and publisher of "Ebony," "Jet," and "Negro Digest". He formed the Johnson Publishing Company in 1942. His publications were directed to Negroes; therefore, he pressured large firms to develop ads featuring Negro models.

CONTRIBUTOR

FACTS

Wright, Richard
(1906-1960)

Author. A product of violence, brutality, and oppression, he wrote of this kind of brutality in his novels. In his autobiography, he tells of the hunger pangs that he experienced as a child. The autobiography is entitled Black Boy. He has also written Uncle Tom's Children, Native Son, and Black Power.

Yerby, Frank
(1916-)

Author. A successful commercial writer of historical fiction. He was born in Augusta, Georgia. His first novel The Foxes of Harrow was published in 1946.

PHYSICAL EDUCATION

INTRODUCTION

Most sports were closed to Negroes for many years because of the banning of interracial contests. There were great Negro athletes long before they were given the opportunity to participate in professional sports.

The list of Negro athletes who never could know the recognition of the modern era is almost endless. Our knowledge of them is limited by the lack of attention they received. There is a belief that Josh Gibson, for example, was the greatest baseball catcher of all times. The year 1946 marked the change - that year Jackie Robinson was allowed entrance into professional baseball. Josh Gibson died in 1947.

The history of the Negro in American sports is a recent, but triumphant one. Because of the ever changing achievements by the Negro in sports, the possibility to submit a complete list is impossible.

This committee proposes to state names and dates as far as possible of great Negro athletes in the boxing, baseball, basketball, and football fields and the breakthrough in track, tennis, and golf.

ATHLETICS

I. BOXING

- A. Jack Johnson held the title of heavyweight boxing champion from 1908-1915.
- B. Joe Louis held the heavyweight boxing championship longer than any other boxer (from 1937-1949).
- C. Henry Armstrong, during 1937-1938, gained the featherweight, welterweight, and lightweight championship.
- D. Sugar Ray Robinson, called "the greatest, pound by pound, who ever lived," won the welterweight title, then the middleweight in 1946.
- E. Following the lead of these champions, blacks swarmed into boxing, competing with each other and whites. Some others of great success were Ezzard Charles, Floyd Patterson, Joe Walcott, Sonny Liston and Cassius Clay.
- F. Other early fighters in history are Tom Molyneux, Jack Johnson, Peter Jackson, Bill Richmond, John Henry Lewis, Joe Gans, George Dixon, Joe Jeannette, Sam McVey, Sam Langford, and Harry Wills.

II. BASEBALL

- A. Jackie Robinson, in 1946, became the first Negro to play major league baseball.
- B. Larry Doby was the first Negro in the American League.
- C. Emmett Ashford was the first black umpire in major league baseball.
- D. Roy Campanella was chosen most valuable player in the National League several times during his career.
- E. Great athletes of earlier years in the field of baseball were Andrew Foster, Josh Gibson, and Leroy Paige.
- F. The athletic roster should include other names such as Elston Howard, Willie Mays, Hank Aaron, Earl Battey, Elgin Baylor, Althea Gibson, Emlen Tunnell, Bob Gibson, Don Newcombe, Richie Allen, Earnie Banks, Maury Hills, and Frank Robinson.

III. PRO-FOOTBALL

- A. Pro-football opened its doors to blacks in 1946 with Kenny Washington.
- B. Jim Brown led the National Football League in rushing in eight of his nine seasons of play.
- C. Ernie Davis, in 1961, was the winner of the Heisman Trophy.
- D. Leroy Kelly was a leader of the NFL as premiere ball carrier in 1967.
- E. Ollie Matson, Lenny Moore, Marion Motley, Joe Perry, Gale Sayers, Claude Young, Paul Lowe, Abner Haynes, Leroy Keyes, O. J. Simpson, Bobby Mitchell, and many others are listed in the history of football as outstanding players.
- F. Three of the biggest and most successful defensive linemen developed by the American Football League have been Earnie Ladd, Earl Faison, and Dick Buchanan.
- G. The rapid and continuous progress of the Negro in football is tremendous.

IV. BASKETBALL

- A. In 1947-48, Larry Doby smashed the all-white image of pro-basketball.
- B. Wilt Chamberlain is regarded as pro-basketball's all-time score leader.
- C. Bill Russell, a most valuable player, was the first black basketball coach.
- D. Nate Thurman is an outstanding player along with Wilt and Bill.
- E. Among other great athletes to be recognize are: Elgin Baylor, Dave Bing, Elvin Hayes, Earl Monroe, Maurice Stokes, Sam and K. C. Jones, Hal Greer, Oscar Robertson, and Cassie Russell.

V. OTHER SPORTS

- A. Rafer Johnson - Olympic
- B. Milt Campbell - Track and Field Skills
- C. Ralph Boston - Broad Jump
- D. John Thomas - Seven-Foot-Leap, first ever achieved indoors.
- E. Harrison Dillard - Former Baldwin Wallace track star and in 1948, 100 Meter Olympic Dash Champion.
- F. Althea Gibson - First Negro ever to play at Forest Hills. She broke the color line in tennis and was very successful.
- G. Charlie Sifford is probably the best Negro golfer ever developed in the United States. He has pulled himself into the front ranks in the sport.
- H. Many other noted athletes are listed in history as world famous.

Questions For Thought:

1. Why did white ball club owners finally start bidding for black players?
2. In what sports are Negroes most prominent today? Explain.
3. Name top athletes in all fields of sports.

BIBLIOGRAPHY

- Bennett, Lerone Jr., Before the Mayflower. A History of the Negro In America. Johnson Publishing Company, Chicago, 1966.
- Black Experiences In America (Series). AEP Ed. for the series. George Poliock and George Merrill, American Education, Connecticut, 1971.
- Black Studies in Schools. Education U.S.A. Special Report (A Review of Current Policies and Programs.) National School Public Relations Association, 1970.
- Burns, W. Hayward, The Voices of Negro Protest In America. Oxford University Press, New York, 1963.
- Cleaver, Eldridge, Soul On Ice. Dell Publishing Company, New York, 1968.
- Fishel, Leslie H., Jr. and Quarles, Benjamin. The Black American: Brief Documentary History. Scott, Foresman and Company, Illinois, 1967.
- Franklin, John Hope, From Slavery To Freedom. Alfred A. Knopf, New York, 1967.
- Goldschmidt, Walter, The United States and Africa. Frederick A. Praeger Publisher, New York, 1963.
- Hughes, Langston and Milton Meltzer, A Pictorial History of the Negro In America. Rev. Ed., Crown, New York, 1963.
- International Library of Negro Life and History. Association for the study of Negro Life and History, New York, 1969.
- Kenworthy, Leonard S., Studying Africa In Elementary and Secondary Schools. Teachers College Press, Columbia University, New York, 1965.
- Los Angeles City Unified School District, Afro-American History: Supplement To The Eleventh Grade. Division of Instructional Planning and Services, 1969.
- Moon, Bucklin, Primer For White Folks. Doubleday and Company, Inc., New York, 1946.
- The Negro Heritage Library. Educational Heritage, 1964.
- Negro History Bulletin. Association for the Study of Negro Life and History, Washington, D.C.
- Salk, Erwin A., A Layman's Guide to Negro History. McGraw-Hill, New York, 1967.
- San Francisco Unified School District, The Negro In American Life and History. 1967.
- Studies In the History of Black Americans. A sound filmstrip series.
- Wolters, Raymond, Negroes and the Great Depression. Greenwood, Conn., 1970.

SUGGESTED TITLES TO INCLUDE IN LIBRARY COLLECTION

- Adams, Russell L., Great Negroes Past and Present. Chicago, Afro-American, 1963.
- Adventures in Negro History, Vol. I and II. The Frederick Douglass Years: 1817-1895. Record albums produced by Pepsi-Cola Company, New York.
- Aptheber, Herbert, A Documentary History of the Negro People in the United States. Vol. I: From Colonial Times Through the Civil War. Vol. II: From The Reconstruction Era to 1910. Citadel, New York, 1951. (Also in Paperback)
- Archibald, Helen A., Negro History and Culture: Selected Material For Use With Children. Chicago, Chicago City Missionary Society, 1965. (Paperback)
- Bennett, Lerone Jr., Before the Mayflower: A History of the Negro in America: 1916-1962. Chicago, Johnson, 1962. Rev. Ed. 1966, 1619-1966. (Also in paperback)
- Brown, Sterling A., The Negro Caravan. New York, Dryden, 1941. (Selections from novels, poetry, folk literature, spirituals, ballads, blues, and protest songs.)
- Buckmaster, Henrietta, Let My People Go. New York, Harper, 1941.
- Chalmers, David M., Hooded Americanism: The First Century of the Ku Klux Klan, 1865-1965. New York, Doubleday, 1965.
- Clark, Kenneth B., Prejudice and Your Child. Boston, Beacon, 1963. (Also in paperback)
- Davis, John P., The American Negro Reference Book. Englewood Cliffs, Prentice Hall, 1966.
- Fisher, Miles M., Negro Slave Songs in the United States. New York, Citadel, 1963. (Also in paperback)
- Franklin, John Hope, The Emancipation Proclamation. New York, Doubleday, 1963.
- Ginsburg, Ralph, 100 Years of Lynchings. New York, Lancer, 1962. (Paperback)
- Goodman, Mary Ellen, Race Awareness in Young Children. Cambridge, Addison-Wesley, 1952. (Also in paperback)
- Graham, Shirley, There Once Was a Slave: The Heroic Story of Frederick Douglass. New York, Messner, 1947.
- Herskonits, Melville J., The Myth of the Negro Past. New York, Harper, 1941. (Also in paperback)
- Higgins, Thomas Wentworth, Army Life in Black Regiment. Boston, Fields, Osgood, 1870. (Also in paperback)
- Hughes, Langston, Famous Negro Music Makers. New York, Dodd, 1955.
- Hughes, Langston and Arna Wendell Bontemps, The Poetry of the Negro, 1746-1949. Garden City, Doubleday, 1949.
(Contains the selected poems of 66 American Negro poets, plus tributary poems by non-negroes and poems by native poets of the Caribbean, British Guian, British Honduras, Trinidad, Haiti, Martinique, French Guiana, Cuba, and Africa; with a brief biographical sketch of each poem.)
- Hughes, Langston and Milton Maltzer, A Pictorial History of the Negro in America. Rev. Ed., New York, Crown, 1963.
- Marcus, Lloyd, The Treatment of Minorities in Secondary School Textbooks. New York, Anti-Defamation League, 1961.
- Meltzer, Milton, In Their Own Words: A History of the American Negro. Vol I, 1691-1865. New York, Crowell, 1964. Vol II, 1865-1916. Crowell, 1965. Vol III, 1916-1966. Crowell, 1967.

- Quarles, Benjamin, The Negro in the American Revolution. Chapel Hill, University of North Carolina Press, 1961. (Also in paperback)
- Quarles, Benjamin, The Negro in the Making of America. New York, Collier, 1964. (paperback)
- Redding, J. Saunders, The Lonesome Road. Garden City, Doubleday, 1958.
- Redding, J. Saunders, The Abolitionists. New York, Putnam, 1963. (Also in paperback)
- Starkey, Marion L., Striving to Make It My Home; The Story of Americans from Africa. New York, 1964.
- Washington, Booker T., Up From Slavery. New York, Doubleday, 1901. (autobiography)
- Welsh, Erwin K., The Negro in the United States: A Research Guide. Bloomington, Indiana U. Press, 1965.
- Woodson, Carter G., The Story of the Negro Retold, 4th ed., Washington, Associated, 1959.
- Woodward, C. Vann, The Strange Career of Jim Crow. New York, Oxford, 1955. (Also in paperback)

SUGGESTED PERIODICALS, BOOKLETS AND BULLETINS TO BE INCLUDED IN LIBRARY COLLECTION

- Ebony. Johnson Publishing Company, Inc., Chicago.
- Freedomways. Freedomway Associates, Inc., 799 Broadway, New York, New York. Quarterly Periodical.
- Journal of Negro History. Association for the Study of Negro Life and History, 1538 - 9th St., N.W., Washington, D.C. Quarterly Periodical.
- Negro History Bulletin. Association for the Study of Negro Life and History, 1538 - 9th St., N.W., Washington, D.C. Monthly Periodical.
- The Race Question in the Modern Science Series. Separate booklets available on all aspects of the race question. UNESCO, 317 E. 34th Street, New York, New York 10016.
- The Negro in American History; A Curriculum Resource Bulletin for Secondary Schools. Department of History, Public Schools of the District of Columbia.
- The Negro in American History; Curriculum Bulletin, 1964-65, Series #4. Board of Education, City of New York, 1964. 110 Livingston Street, Brooklyn, New York 11210.
- Toward Better International Understanding. New York, New York. Board of Education, 1959. (A teacher's Manual, Curriculum Bulletin, 1956-60 Series #4.)
- Teachers' Guide to American Negro History. William Katz, (Anti-Defamation League).

FLIMSTRIPS

- Silver Burdett Series - "Studies in the History of Black Americans"
- Multi-Media Materials - SVE - Society For Visual Education (Singer)
- (SRA) We Are Black. Kit contains 120 stories.

THE JEWISH PEOPLE

TAB
HERE

HISTORY

I. BEGINNING OF JEWISH HISTORY

- A. Abraham - 1900 B.C.
 - 1. Father of Jews
 - 2. Monotheism
- B. Exodus - 1200 B.C.
 - 1. Egypt
 - 2. Moses
 - 3. Joshua
- C. Israel and Judah - 926 B.C.
 - 1. Assyria - 721 B.C.
 - 2. Babylonian Captivity - 586 B.C.
 - 3. Maccabees - 165 B.C.
 - 4. Romans
 - a. Pharisees
 - b. Sadducees
 - c. Jesus
 - d. Temple
- D. Diaspora
 - 1. European Jews
 - a. Christians and Jews
 - b. Moors and Jews

II. BEGINNING OF AMERICAN JEWISH HISTORY

- A. American Jews
 - 1. Immigration
 - a. Christopher Columbus crew
 - b. European Immigrants
 - c. Revolutionary War
 - d. Labor Movement
 - e. Business Ventures
 - f. Professional and Educational Movements
- B. Nazi Persecutions
 - 1. Europe
 - 2. Zionism
- C. Israel
 - 1. Homeland established
 - 2. Israel - Egypt and war
- D. New Problems
 - 1. Israel
 - 2. Conflicts of minority group
- E. Famous Jewish People

BACKGROUND INFORMATION

In the study of the Jewish people there is much historical information to be found. The most widely read source, of course, is the Old Testament of the Bible. This study presents a brief outline of the beginnings of Jewish history and delves more deeply into the Jew as he relates to the United States of America. However, if one chooses to pursue this study in depth, there is a wealth of material available. Each individual may find many approaches and avenues of interest.

As a beginning point, Christopher Columbus' voyage relates the Jew to the American continent for the first time. Part of the money that Queen Isabella used to finance Columbus' voyage to the Americas came from Jewish sources. The Golden Age of the Jews under the Moors ended when the Moors were driven from Granada in 1492 by Queen Isabella. A royal order was signed that all Jews must accept Christianity or leave Spain. All two hundred to three hundred thousand Jews that left Spain were forced to leave their wealth and their property to the Crown. Within the year, Queen Isabella gave Columbus three ships for his voyage. There were three marranos, converts to Christianity, on Columbus' first trip. Two of these marranos were physicians, Bernal and Marco. One was the interpreter, Luis de Torres.

When the Jews began to come to the American colonies, they found many rights denied. These rights included voting, holding offices, and serving in the militia. Soon perseverance by the Jews and a more tolerant attitude from men like Roger Williams began to remove these restrictions concerning their rights. Moreover, Jewish men became prominent in shipping, business and education.

During the American Revolution, the number of Jews in the colonies numbered about two thousand. They were in positions of financial leadership. American Jews supported the revolution with vigor. The Revolution's guiding light - "All men are created equal" - held a special significance to the Jews who had suffered greatly from unequal treatment. Some Jewish men whose talents greatly helped the Revolution were Benjamin Nones, Francis Salvador, Mordecai Sheftall, and Hays Salomon. Salomon helped tremendously with finances during the American Revolution. Jews were soon citizens on an equal economic, political, and religious basis with other citizens of the United States.

From 1850 to 1924 there was a great Jewish migration from eastern and western Europe. Reasons for the migration were usually economic in western Europe and persecution in eastern Europe in Russia, especially.

During the period of the Civil War, Jews could be found on both sides, as with any other group during this time. Two famous Rabbis of this period who split on the slavery issue were Rabbi Wise (pro) and Rabbi Einhorn (anti).

During the period from 1880 through the 1930's, Jews were making tremendous progress in many fields. In the field of business many were becoming leaders. However, many were working under harsh conditions in places called sweatshops. Here they slaved for seventeen hours a day for six dollars a week in crowded, cold factories. This led the Jews to take up the course of the unions and rights of the working man.

During the years mentioned from 1880 through the 1930's, Jews were making important contributions in many fields. A list of persons is included at the end of this study.

Communication among fellow Jews was difficult because of language differences during this period. Among Jews one might hear Spanish, Russian, German, Yiddish, Hebrew. Soon English began to creep into these languages. It became the dominant language for children and grand-children of immigrants.

During the late nineteenth century, a reform movement came with some German Jews. This led to conflicts within the Jewish religion. From this conflict was to come the three large divisions of the Jewish religion as we know it today. The three divisions are the Orthodox, the Conservative, and the Reformed.

In the 1930's a movement was born which unified all Jews regardless of religious differences. The movement of the Nazis led to the largest scale persecution of the most persecuted group in history - the Jews.

The Nazi rise to power was aided by the tactic of blaming Germany's defeat on a conspiracy by the Jews. Anti-semitism was not limited to Germany, for the United States had its share, too. The Leo Frank case, Father Coughlin's newspaper and broadcast, Henry Ford's newspaper, Fritz Kuhn's Bund, William Pelley's Silver Shirts and actions of the Ku Klux Klan were examples of U.S. anti-semitism. However, this anti-semitism was to lose its platform when the horror of the Nazi treatment of Jews became known and when the U.S. entered into World War II. During this war the Nazis were responsible for the deaths of at least six million European Jews.

Unintentionally, the Nazis caused an exodus of Jews from all over the world back to Palestine (Israel). This led to a conflict with British (Mandatory Government) and Arabs. In 1948 the British withdrew and warfare began between Arabs and Jews. The state of Israel had already been proclaimed and recognized by the United States. Israel was born in conflict and this has led to warfare which continues to the present date.

Israel has brought new pride and problems to all Jews of the world. The military strength of Israel has been proven in warfare. The state of Israel has brought American Jews into conflict about their roles in their own countries. American Jews seem to be seeking their identity in relation to Israel, in relation to other American minorities and in relation to other American Jews.

JEWISH LEADERS

Influential Jews who have made contributions in fields of business, education and science, fine arts, labor, government, and sports are listed as follows:

BUSINESS

Aaron Lopez
Michael Gratz
Haya Salomon
Levi Struss
Joseph Pulitzer
Alfred Knopf
Louis B. Mayer

LABOR

Samuel Gompers
Sidney Hillman
David Dubinsky

EDUCATION AND SCIENCE

Dr. Simon Flexner
Dr. Joseph Goldberger
Dr. Selman Waksman
Albert Einstein
Dr. Jonas Salk
J. Robert Oppenheimer

GOVERNMENT

Louis D. Brandeis
Benjamin Cardozo
Felix Frankfurter
Arthur Goldberg
Abe Fortas
Henry Morgenthau
Bernard Baruch
Herbert Lehman
Abraham Ribicoff
Sen. Richard Neuberger
Sen. Maurine Neuberger
Earnest Gruening
David Lilienthal
Jacob Javits

SPORTS

Hank Greenberg
Sandy Koufax
Benny Leonard
Barney Ross

FINE ARTS

Shelley Winters
Edward G. Robinson
Kirk Douglas
Barbra Streisand
Mike Nichols
George Segal
Bob Dylan
Simon and Garfunkel
Arthur Rubenstein
Richard Tucker
Jan Peerce
George Gershwin
Leonard Bernstein
Norman Mailer
George Kaufman
Moss Hart
Irwin Shaw
Brookly Parker
Ben Hecht
J. D. Salinger
Jerry Lewis
Al Jolson

INFORMATION ON U.S. JEWS

1. There are nearly 800,000 Jews living at or below poverty level of \$3,743 annual income.
2. There are an estimated 13 million Jews in the world. The largest number of Jews live in the United States.
3. About 6 million Jews live in the United States. This is about 3% of the United States population.
4. More than 10% of all American college teachers are Jews.
5. Over 2½ million Jews live in New York.
6. There are 3 large divisions of the Jewish religion in the United States - Reformed, Conservative, and Orthodox.
7. The word Jew came from Judah - meaning a citizen of this kingdom.
8. Tay-Sachs disease is a disease in which almost 99% of the cases are of Jewish ancestry (Eastern Europe).
9. Bar Mitzvah is a ceremony when a 13 year old boy becomes a full member of the Jewish community.

COMPARISON OF JEWS AND OTHER AMERICANS¹

AGE (median)	JEWS 36.7	TOTAL U.S. POPULATION 30.7
<u>EDUCATION</u>		
Elementary School only	29%	40%
High School only	19%	25%
College graduates	17%	7%
Graduate School	13%	4%
College Age now in College	80%	40%
<u>OCCUPATION (employed males)</u>		
Manual Occupations	22%	57%
White Collar (including sales)	22%	10%
Professionals	20%	12%
Managers, Officials, Proprietors	35%	13%
<u>FAMILY INCOME (annual)</u>		
Under \$3,000	16%	21%
\$3,000 to \$7,000	27%	44%
\$7,000 to \$10,000	24%	16%
\$10,000 to \$15,000	24%	12%
\$15,000 +	9%	7%

¹ Comparison of Jews and Other Americans (Newsweek, March 1, 1971), page 63.

DISTRIBUTION OF POPULATION - JEWISH



JEWISH FESTIVALS AND HOLIDAYS

There are many Jewish festivals and holidays that may be studied. Jewish children have a rich, traditional heritage. For example:

Rosh Hashanah - Jewish new year. It is a time for prayers of forgiveness and long life. Usually comes in September and lasts two days. Rosh Hashanah begins the ten days of Penitence which will end on Yom Kippur (Day of Atonement). On Rosh Hashanah the fate of each person is sealed, ~~on Yom Kippur~~. Penitence and prayer can change the verdict before it is sealed on Yom Kippur. A ram's horn is blown as a call for repentance. Orthodox Jews cast their sins (symbolically) into the river on the first day of Rosh Hashanah. A Jewish father may pray for a sweet year over apple dipped in honey. A wish for a smooth year is symbolic by round, smooth bread. Many send cards wishing their friends a happy year.

Questions for Research and Discussion:

1. Where did the word ghetto come from?
2. Who first lived in a ghetto?
3. Why do people live in ghettos?
4. Do you possess any anti-semitism?
5. Why are there Jews from many different countries?
6. What is the difference between a Gentile and a Jew?
7. How has the Jewish religion influenced the Christian and Islam religions?
8. Who is Jesus?
9. What is the difference between Orthodox, Reformed and Conservative divisions of the Jewish religion?
10. What are the major problems of Jewish people today?
11. Why do Jews wish to leave Russia?
12. What is the purpose of the Julius Rosenwald Fund?
13. How have Jewish people acted toward other minorities or mistreated groups?
14. What is the purpose of B'nai B'rith?
15. Who were the Pharisees and Sadducees?
16. What is Yiddish?
17. What is the role of a Rabbi?
18. Why do Arabs and Jews fight in the Middle East?

BIBLIOGRAPHY

Books:

Butwin, Frances, The Jews in America. Minneapolis, Minnesota, 1969.

Rubin, Jacob A., Pictorial History of Israel. New York, 1958.

Vos, Catherine F., Child's Story Bible. New York, 1969.

World Book Encyclopedia, 1970 edition.

Magazines:

Newsweek. March 1, 1971, pages 56-64. December 28, 1970, page 60. January 18, 1971, pages 51-52. January 25, 1971, pages 29-31. March 15, 1971, pages 95 & 101. April 19, 1971, pages 69-73. May 31, 1971, page 39.

*Films & Filmstrips:

#1822 - Israel (30 minutes)

This film presents the epic history of one of the world's oldest people and one of the newest nations. It portrays Jewish history from the time of the Patriarchs to the destruction of the Temple and the dispersion to the four ends of the earth. The second part of the film begins with dramatic documentary footage of the eventful years between 1900 and 1948. The third section shows a colorful spectrum of present day conditions, with emphasis on individuals and families.

#6703 - The Story of the Jewish American (sound filmstrip)

#6814 - Judaism Today (filmstrip)

*Available from Muscogee County Materials Center