



## Human Fundamental Needs & Tendencies Box (A Great Lesson Supplement) Upper Elementary Curriculum Guide

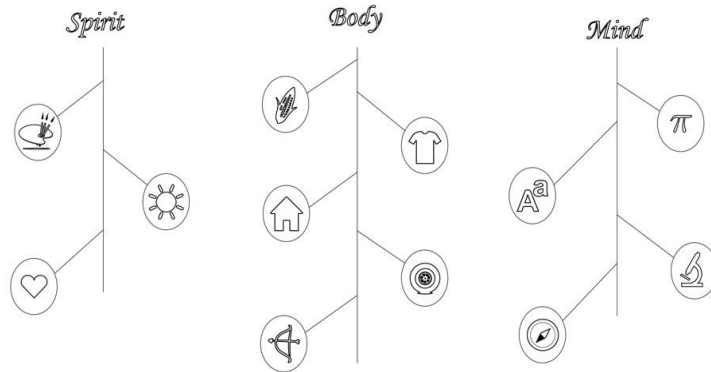
**Materials:** Human Fundamental Needs & Tendencies Box  
Research cards  
Civilization Cards

**Prerequisites:** Students should have some familiarity with the Great Lessons (Coming of the Earth & Universe, Coming of Life, & Coming of Humans). Ideally, students have an understanding of the research process.

### Overview:

*The Human Fundamental Needs & Tendencies Box was designed to help Upper Elementary teachers guide their students in their efforts to study all aspects of history, both ancient and contemporary. The box itself is modeled after the original Montessori chart. Each category (Body, Spirit, and Mind) has branches with simple symbols that correspond to the color coded card sets inside of the box. Teachers may work with a small group of students who decide upon a civilization, then split up the work, with each student taking a branch or two of interest to them. Or students may decide to cover one branch for several civilizations - the questions help to define their focus, making sure they are looking at similarities and differences between different groups.*

### *Basic Human Needs & Tendencies*



### ***Basic Presentation/Story of Fundamental Needs of Humans:***

*All human beings have these same basic fundamental needs. The very first human beings on earth had them; we still have them today. What has changed is how some of those needs are met. In the very beginning, human beings met their fundamental needs through what they found in the environment immediately around them, which makes sense because they were limited in how far they could get – they did not have ships and planes to import products from elsewhere. As modes of transportation have increased, shipping and transporting things from one part of the world to another has become more and more frequent and more and more common-place. Now we can buy things that are produced on the other side of the world – we can eat bananas year-round in the northern climates even though bananas do not grow there. As a result of meeting our material needs, the various economies of the countries around the world have developed; more and more complex ways of meeting those material needs have resulted in the different economies. Remember there are also spiritual needs: vanitas, faith, and cultural arts. The meeting of the spiritual needs have also been done in different ways by different groups of people around the world; the various ways of meeting spiritual needs have resulted in the different cultures: the things that have become common to a group of people living their lives together. In today's world, we are much more mixed up. We are faced every day with a variety of cultures, faiths and living choices.*

### ***Historical Explorations with Fundamental Needs of Humans:***

Civilization or Cultural Study:

- How the people met their needs should be part of all history stories told to the children – telling the children a little bit and helping them to seek out more information through research asking specific questions (how did they meet their need for food and how did those choices affect their lives?)
- Study of the origins of things used to fulfill human needs: “what foods by their name give us an indication of where they came from?” and “what foods have a name that might sound like they are giving us an indication of where they came from, but it's deceptive?” (French fries) – From where did the foods really originate? Apples: where did apples originate? How did they get spread all around the world? Animals – horses – where did they originate and how did they spread around the world? Why are there so few redwoods left in the world? And why only in those places?
- Explorations of the world: all explorations were related to the search for the fulfillment of the fundamental needs, especially food. What were the explorers initially seeking and what did they actually find?
- Different ways which people have come into contact with each other – it is through this contact that everyone learned what others were doing: what they were eating, where they were living, how they clothed themselves, etc. Peaceful penetration – one group of people moves into an area occupied by another group and they get along harmoniously. Mass immigration – provide the children a few examples; why? Hunger, religious persecution, pestilence, war. War – think of what the people have

learned from each other – the circumstances are far from ideal, but there is generally some level of cultural exchange – a sharing, people learning from each other. Trade and commerce –

- Three Stages of History: Hunting and gathering, agriculture, urban, industrial. The children are often very interested in learning about the nomadic people; are there still nomads today? Yes. How agriculture began in different parts of the world – the plow being one of the very early inventions of human beings that helped them meet the need for food – first example of lever (who had the plow and who didn't have the plow?) Understand the importance of agriculture, the developments in food production

During Upper Elementary, the student should be able to work individually or in small groups to investigate more specifically one of the fundamental needs or one category within the fundamental needs in terms of a culture or civilization. Clocca Concepts has provided a set of 20 civilizations/culture cards for further investigation and to orient the student and fundamental need research within a specific time, geographical location, & culture.

These types of investigations can go on in the classroom in a couple of different ways: vertically and horizontally. If history is studied vertically means it is being studied chronologically – studying a particular group of people from the beginning to the end of what is known about them. A horizontal approach is a comparative approach – it is much more interesting. Early agriculture is studied in comparison to agriculture in other areas of the world simultaneously; simultaneous civilizations (where each located, life in each – similarities and differences).

Presentation: Single Civilization/Cultural Study

1. Begin with an overview on the Civilization/Culture to be investigated. Online resources are available.
2. Divide the classroom into 12 groups, each taking one branch from the Chart of Human Needs and Tendencies. Students use the questions as a starting point for their research, adding their own as they occur, and come back to present to the group as a whole.

Presentation: Single Branch Investigation

1. Begin with an overview on the Branch of the Fundamental Need that you will be exploring in detail.
2. Assist the student(s) develop the scope of their focus on this branch. Use the question cards to help guide them with their research.
3. Students can present the final project in many ways, including making a new set of cards for the BC/AD timeline.

| <b>Need</b>          | <b>Being (qualities)</b>                        | <b>Having (things)</b>                            | <b>Doing (actions)</b>                                 | <b>Interacting (settings)</b>                   |
|----------------------|---|---|--|---|
| <b>Subsistence</b>   | physical and mental health                      | food, shelter, work                               | feed, clothe, rest, work                               | living environment, social setting              |
| <b>Protection</b>    | care, adaptability, autonomy                    | social security, health systems, work             | co-operate, plan, take care of, help                   | social environment, dwelling                    |
| <b>Affection</b>     | respect, sense of humor, generosity, sensuality | friendships, family, relationships with nature    | share, take care of, sexual activity, express emotions | privacy, intimate spaces of togetherness        |
| <b>Understanding</b> | critical capacity, curiosity, intuition         | literature, teachers, policies, educational       | analyze, study, meditate, investigate,                 | schools, families, universities, communities,   |
| <b>Participation</b> | receptiveness, dedication, sense of humor       | responsibilities, duties, work, rights            | cooperate, dissent, express opinions                   | associations, parties, churches, neighborhoods  |
| <b>Leisure</b>       | imagination, tranquility, spontaneity           | games, parties, peace of mind                     | day-dream, remember, relax, have fun                   | landscapes, intimate spaces, places to be alone |
| <b>Creation</b>      | imagination, boldness, inventiveness, curiosity | abilities, skills, work, techniques               | invent, build, design, work, compose, interpret        | spaces for expression, workshops, audiences     |
| <b>Identity</b>      | sense of belonging, self-esteem, consistency    | language, religions, work, customs, values, norms | get to know oneself, grow, commit oneself              | places one belongs to, everyday settings        |

