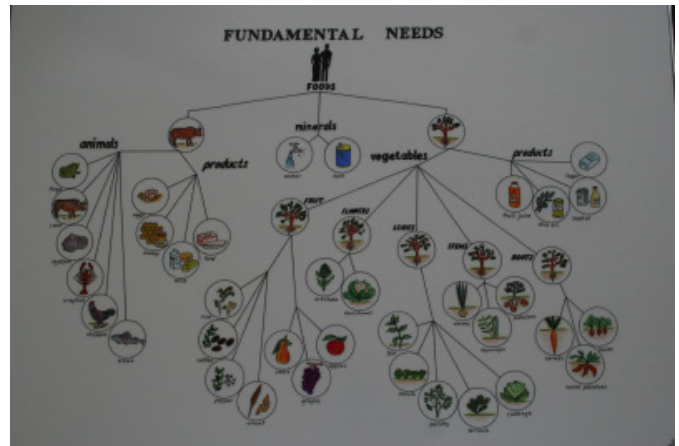
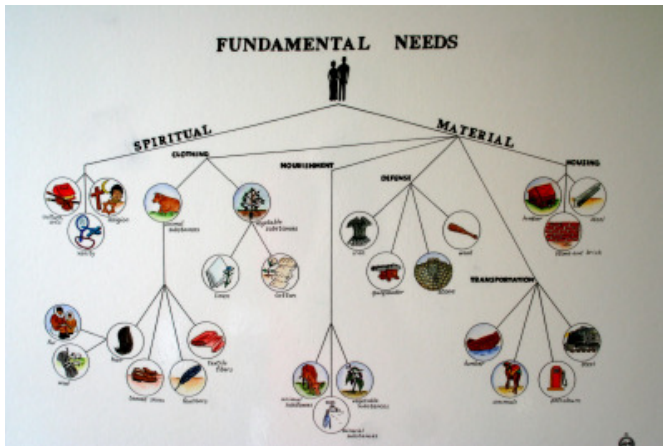


# Fundamental Needs



The charts are fundamentally important in the classroom – they are tools for the investigations of human beings and their needs. The charts should be used frequently and brought into any investigations involving human beings. When they were previously mentioned, we discussed the fact that 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. There is often a lack of respect for the beliefs or the habits of others; if we are ever going to get beyond that disrespect, it is only going to come through true understanding and acceptance of others.

vanitas: a betterment of the necessities (Latin)

## **Ways to use the Fundamental Needs Charts**

### **• 1<sup>st</sup> day of school – even before the Great Lessons**

- Bring out the charts and simply discuss with the children about how these are the simple basic things that all people need to stay alive: food, shelter, clothing, transportation, defense – a few examples of each of these needs has been demonstrated on the chart.
- Discuss with the children what they eat for food – how they meet that fundamental need; what type of shelter they have; how they care for themselves. They could even write on slips (or the teacher writes on the slips for the children).
- These sorts of discussions will help discern which children don't eat breakfast routinely, which need discussions on hygiene or nutrition or other human needs.
- Defense: The images are of the original humans. Ask the children, "what are some of the ways we do defend ourselves?" Locking the door, bug repellent, seat-belts, verbals, immunizations, fire and tornado drills and the like.
- Make it real to their lives.
- **Further activity after chart 1:**
  - Make their own chart of how they meet their needs – simply drawing pictures. If the children are strongly reluctant to draw, they can use magazine cut-outs.
  - They could do this work in the manner of chart 1 showing all the needs or in the manner of chart 2 which is focused on just one need. (food is popular)

### **• In conjunction with some of the other materials as follow-up to those materials:**

- The hand timeline – relate how early human beings must have been using their hands to meet their various needs – "how do we think these early human beings met their need for shelter? How do we think they met their need for clothing?"
- People of Different Zones – relate the specific zones and their different solutions
- 1<sup>st</sup> and 2<sup>nd</sup> Timeline of Human Beings – how the earth was ready for mankind
  - as well as how mankind was suited to all areas of the world, because he came prepared for none of them
- Biology materials – plants and animals used to meet needs for shelter, food,

defense

- Interdependencies – geography work
- Economic Geography – further geography work
- History studies of people – 4 rivers civilizations, Romans, etc. 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?)
  - Natural outcome is to study 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. The children will ask what the explorers were 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 – Phoenicians (Tyrian purple)
  - 3 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

- **Four River Civilizations**

- Each civilization grew up around a major river. Water is necessary for plant life to grow; if the water didn't come naturally from the sky, people needed to water their crops. Rivers provided a ready source for irrigation, making it possible for civilizations to grow up in those places and much harder for civilizations to develop elsewhere.
- Study further.

- **Provide sources in the environment** but assure that the children are still left enough information gaps to require that they go out.

- **Good Resources:**

- Seeds of Change (one by Smithsonian; one by Henry Hobhouse)
- The Cod Tale
- The Story of Salt
- The First Ships Around the World (Cambridge University Press)

- Provide stories for the children.

- **Other aspects to tie in:**

- As groups of people settled down – as some changed from a nomadic life to a more settled agricultural and urban life – different rules for their societies needed to be developed. Different rules are applicable to settled people versus people on the move. The laws that were established were what each group of people thought necessary for the running of their society. It's another aspect of their cultural life. We want to help the children understand why these differences came about – again we can just look around and think that some of those laws or rules are really weird – there is a reason why they developed. We might not agree on all of the laws or rules and we can work on changing what ought to be changed, but first we want to help the children understand why they came about.

- This work also ties in with geographical studies – areas of the world that were at one time lush and fertile became arid and desert – places where it is now difficult to sustain life. Invite the children to study why these changes took place (geological changes, over-use of resources).
- Related to history is the idea that as some people became settled, and other people were still living a nomadic life, the nomads stayed physically stronger; the settled people had an easier way of life, not being constantly on the move; the result of this difference is that it became easier for nomadic people to overtake settled people. (example: Hyksos attacked the Egyptians)
- Bring in some of the discoveries made by the nomadic people – some of the things they are credited with, such as domesticated animals which made their traveling far distances easier. What other early discoveries or early inventions are credited to the nomadic people?

These types of stories and 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). It can be messy, but as long as the framework is established through cosmic education, the Great Lessons, the build up at the beginning with the early history materials, the children will have a structure into which they will be able to put any of these studies or investigations. History needs to be at the center of cosmic education, because it is the story of human beings and we are human beings. The children have to understand why they each are important and valuable because if they don't first of all respect and value themselves they're not going to respect others. Keep the stories going in the classroom – get the investigations going.