

- | | |
|-----------------|----------------------|
| 19. tolerance | 19. tech-ni-cal |
| 20. trusteeship | 20. ter-ri-to-ries |
| 21. universal | 21. or-gan-i-za-tion |

III. A—The Red Cross is the symbol of services. Through the years of its existence it has worked for peace and security. It takes care of refugees and helps families of prisoners of war to find where they are and get packages. It inspects prison camps to see that they meet certain standards. In peacetime it helps to fight epidemics and famine and comes to the assistance of people who are homeless or hurt because of floods, earthquakes and other disasters. In wartime it is a source of relief and comfort to unfortunate human beings wherever they are. There is almost no limit to the services the Red Cross performs.

B. The United Nations is an organization of nations for the maintenance of world peace. The name was devised by the late President Roosevelt. It was first used in the Declaration by United Nations of January 1, 1942, when representatives of 26 nations pledged their government to continue fighting against the Axis.

IV. A.

established	Latin	diseases
victims	territories	tuberculosis
purposes	countries	welfare
programs	Mediterranean	midwives
Europe	control	nurses

- | | |
|--------------------|--------------|
| B. 1. October | 6. business |
| 2. Flushing Meadow | 7. agencies |
| 3. contributions | 8. knowledge |
| 4. representatives | 9. epidemics |
| 5. friendly | 10. polar |

V. A. I am War. Wherever I am fought, there is suffering, destruction and death. I have fought for

many reasons: for loot, to gain more territory, to acquire land and raw materials. Have I not worked for Peace? After a War there follows some sort of Peace—until I am around again.

B. Wait! Do not leave in despair. Look! They have applauded you. What does that mean? That means they recognize an important work you have done, League of Nations.

VI. 1. The Security Council is composed of five permanent members.

2. The Trusteeship system encourages respect of human rights and recognition of the interdependence of the peoples of the world.

3. The judges of the International Court of Justice cannot engage in any other occupation during their term of office.

4. The present Secretary-General of the United Nations is Dag Hammarskjold.

5. The United Nations gives freely and without thought of return.

6. The rights of man are for all without distinction.

7. Everyone has the right of the freedom of religion.

8. The General Assembly is the town meeting of the world.

9. The United Nations is an international organization.

10. The World Health Organization helps improve the teaching of health.

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|-------------|------------|
| VII. 1. was | 6. much |
| 2. is | 7. members |
| 3. is | 8. serve |
| 4. helping | 9. report |
| 5. work | 10. many |

A Long Range Plan

Integrated Unit in Social Studies

By Rosario I. Cruz

UNIT: Our Changing Ways of Life and Customs About Courtship, Marriage, Burial and Health

I. Objectives

A. Knowledge and Information:

1. To know who the early inhabitants of the Philippines were — their characteristics, ways of living,

(dress, shelter, food), and customs about courtship, marriage burial and health.

2. To learn how other countries like China, India, Spain and the United States have influenced our ways of life and customs (as mentioned in No. 1).

B. Attitudes and Appreciations:

1. To appreciate the early culture of our ancestors.

2. To realize how much changes brought about by China, India, Spain and the United States have affected our ways of living and customs about courtship, marriage, burial and health.

3. To be interested in the historical background of our great, great ancestors.

C. Habits and Skills:

1. To further form the habit of

a. using reference materials carefully and accurately as much as possible in getting the necessary information that will lead in the solution of their problems of study;

b. organizing one's report in an orderly sequence; and

c. neatness in all kinds of work whether writing out reports, making projects, etc.

2. To work cooperatively with one's group or other members of the class in all activities concerning the unit.

3. To try to be a good listener or to give one's report clearly and accurately.

II. Suggested Contents

A. Early inhabitants

1. Who were they and their characteristics

a. Aetas

b. Indonesians

c. Malays — primitive, semi-civilized, civilized

2. Locating on the map where the early inhabitants settled.

B. Ways of living of the early Filipinos

1. How they lived

....

2. What foods they ate and how they obtained their food

3. How they dressed

4. Other ways to distinguish one wave of immigrants from the other. Example: industries

C. Customs of the early Filipinos

1. Courtship

2. Marriage

3. Burial

4. Health

D. The influence of other countries on our ways of life and customs

1. Countries — China, India, Spain, United States

2. Evolution of the Filipino custom — men and women

E. Other present customs as compared to the old ones

1. Which should be preserved

2. Which should be discouraged

III. Suggested Activities

A. Initiation of the unit

1. Displaying pictures in the classroom (a week or so) as preparatory step in having the children get an idea of the unit they will undertake. (Before actual class period begins, children may go around to look at the pictures.)

2. Story-telling by the teacher (How The Early Inhabitants Came to the Philippines) NOTE: The Story was taken from the **Philippine Saga** by Prof. H. Otley Beyer and simplified by the writer of this plan to suit the understanding of her pupils.

B. Raising problems

1. How do we compare with our ancestors as to:

a. dress

b. food

c. shelter

d. customs on courtship, marriage, burial, health.

2. How did other countries influence our ways of living and the above named customs?

C. Suggested Activities concerning:

1. Research

a. Looking in textbook in history, magazines, newspapers, encyclopedias or other available supplementary texts the answers to the problems raised.

b. Asking elders some of our old-time customs.

2. Reports

a. Members of different groups will report on what they have researched on problems in which they are interested in.

3. Discussion

a. Who were the early inhabitants of the Philippines?

b. How do they differ from one another in characteristics? Ways of living?

c. What are some of the things we see around us now that show some of the early inhabitants of the Philippines are advanced in their ways of living?

d. Tell us some of our customs that can be traced from China, India, Spain, and the United States.

e. How did these countries affect our ways of living?

4. Construction and Creative activities

a. Dressing little dolls to trace the evolution of the Filipino costume.

b. Dramatizing informally some of the old and new customs.

c. Collecting pictures to show traces of influence of the different countries on our ways of

d. Making scrapbooks on each of these cus-

living. toms: Courtship, Marriage, Burial and Health.

D. Culminating Activity

1. Exhibits of things made by the children.
2. A movie based on the unit (pictures for the film to be drawn by children and short commentaries written by them, too, for each picture). The show box will be used.

E. Evaluation

1. Test on whole unit.
2. Children should by the time the unit is finished show signs of:
 - a. appreciation for the culture of the early Filipinos.
 - b. interest in his own report or piece of work and that of his co-members of the group.
 - c. further developments of the habit of cooperation and willingness to work; starting work on time; having a clean piece of work; and of listening with understanding.

IV. A. References for Teachers and Pupils

1. Agorilla, Amado. *Stories of Our Country*. Manila: Manlapaz Publishing Co., c 1951
2. Alip, Eufonio. *Philippine History (Political Social, Economic)*. Manila: Alip and Brion Publications, Inc., c 1940
3. Benitez, Conrado. *Philippine History In Stories*.
4. Beyer, H. Otley. *The Philippine Saga*. Manila; Evening News Publications, c 1947
5. Fernandez, Leandro. *A Brief History of the Philippines*. Boston: Ginn and Company, c 1917
6. Galang, Zoilo M. *Encyclopedia of the Philip-*

ines. Volume X. Manila: P. Vera and Sons Co., c 1936

B. Additional Materials

Magazines and newspapers for pictorial collections: Sunday Times, Women's Magazine, Evening News, Daily Mirror, Pilipino Komiks, Tagalog Klasiks, Liwayway.

(Story as simplified by the writer)

Nearly 250,000 years ago, to be exact, in the last glacial period, the waters of the ocean surrounding the Philippines dropped at least 150 feet below present levels. Vast, wide bodies of land formerly under water were exposed. These bodies of land connected our islands with the mainland of Southeast Asia. Even as far back to that time, men were always looking for better life. They were not contented in staying in the place where they lived. So when these vast bodies of land rose, these men used them as bridges to go from the mainland of Southeast Asia to the Philippines. These land bridges later became known as the "highway of history." (The shaded areas shown on the map were dry land in that period of man's first migration.)

The first wave of immigrants was followed by another wave who came about 25,000 to 30,000 years ago. Gradually, as time went on, the ice melted over the world. Little by little the land bridges were submerged and water was all around the Philippines again but not until Restless Man had found his way to our country. Then about 5,000 to 6,000 years ago, a third wave of immigrants came to the Philippines from the North. The land bridges were already water, but these brave people sailed through the great seas to reach our shores.

Very much, much later, people from neighboring and faraway countries like China, India, Spain, and the United States came to our country either to visit, to trade, or make their homes.

Teaching Unit

Our Struggle for Independence, Grade VI

By William A. Faculo

UNIT: The Philippine Struggle for Independence

PROBLEM: How did the Filipinos eventually gain their independence?

I. SPECIFIC OBJECTIVES

A. Knowledge and Understanding

1. To know that even the early Filipinos desired to be free.
2. To understand the general causes of the different revolts in the Philippines during the Spanish time.
3. To understand why the revolts failed.
4. To know what is nationalism.