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ABSTRACT

This resource guide outlines one of a series of units for grade 2. Information on Soviet culture is included for the teacher, describing the urban site, the home, social structure of the family, role relationships in the family, functions of the family in the Soviet Union, and the socialization process. Major concepts related to culture, social organization, social process, location and site are defined, and generalizations, skills, and attitudes to be developed are outlined. Some 60 teaching strategies are presented in the usual format of the series. Instructional aids are listed for each activity, and a general bibliography is also included. Appendices present pupil materials designed for the unit, such as reprints from SOVIET LIFE showing children's poems in English and Russian, student activity worksheets, maps, stories, and directions for some Russian children's games. The total unit sequence for grades 1 and 2 is outlined in SO 001 287; other guides in the elementary social studies series are SO 001 275 through SO 001 286. (Author/JSB)

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The Soviet Family in M

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revised by

Margaret Kane

Charles L. Mitsakos
Social Studies Coordi

This resource unit was revised following field testing
from materials developed by the Project Social Studies
of Minnesota under a special grant from the United States

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THE SOVIET FAMILY IN MOSCOW

by
Shirley Holt

Site

Moscow is a modern industrial city of over three million people. It is the center of government, business, and education in the U.S.S.R. It is also the hub of the nation's transport and communications system. Thus it combines the functions and traditions of New York, Washington, D.C., Chicago and Boston in our country into one city which is truly the heart of the Soviet Union.

The pattern of Moscow resembles other large European cities. At its center is an ancient fortification -- the Kremlin -- surrounded by concentric rings of growth and building which reflect the economic history of the city. Outside the Kremlin wall is Central Moscow, which contains the heart of the city's bus, tram and subway systems, the largest department stores, most of the restaurants, theaters, museums, specialty shops, part of Moscow University, major hotels, the home offices of the major businesses of the government. Many people live in the central city, also. Outside the central city there are rings of slums, a belt railway and industrial area, a very large newer residence area (the "new City"), and finally the suburbs, respectively.

Home

A typical Russian urban family lives in a multi-family dwelling less than five stories high and in a state of relative dilapidation (even though it may not be old). Although many people do have individual houses.

The typical "apartment" consists of one or possibly two small crowded rooms in which the family eats, sleeps, studies, works, keeps its possessions, etc. The family usually shares a kitchen and bathroom with a number, perhaps 5 or 6, other families. Housing conditions are almost universally poor and crowded, a fact embarrassing to the Russians and one which the present regime is striving to change through extensive emphasis on new buildings. New building, however, has nowhere nearly caught up with the immense demand. The Moscow population is probably ahead of other Russian cities in housing standards. As of 1959 this standard averaged more than 3 persons per room, and an approximate average of housing space per inhabitant in 1960 was 108 square feet. The typical apartment, then, is one room in a group of rooms that would constitute an apartment in our society, plus the use of a bathroom and kitchen shared with a number of other families.

The furnishing of the typical Moscow living room is as follows. Paned windows are hung with full length white lace curtains which cover them completely. Usually there is one center light fixture, very high up near the ceiling, the fittings and shades of which are reminiscent of Edwardian England -- of green glass, silk with fringes, or bead ornaments, and sometimes in garish colors. There are few reading lights. Every room has beds in it. These are usually iron painted a light color with metal frames

(no springs or box mattresses) with a thin mattress on top and a quilt, and cushions at the head and foot draped with lace coverings. Lace trimmed hangings are all around the lower part of the bedstead. Couches are of heavy wood frames with upright backs, hard seats, little upholstery filling and tough, carpet-like coverings of drab color. Walls are light colored. Sometimes rugs are hung on them. Usually, family photographs and pictures of national heroes, especially Lenin, are hung near the ceiling; these are individually draped with heavily embroidered garish floral designs. The floor is linoleum or plastic tile. Chairs are solid and non-descript in design. The dining table is always covered -- usually with a heavy plush type of cloth. Central heating radiators heat the room.

The shared kitchens are small. They contain a sink with some tiling around it, running water, an old style gas cooker, and a few cupboards. Sometimes there is room for a small eating table. The families using the kitchen wait their turns for agreed-upon times for occupying it. Often cooking for the next day's meals must be done very late at night. There are few cooking utensils, usually no refrigerator, sewing machine, or vacuum cleaner. Electric irons are common.

Bathrooms and toilets have antiquated fittings that are usually the worse for wear or out of order.

Plants adorn the living room, especially aspidistra and geranium, and imitation paper flowers are common also. Newer apartments sometimes have

attractive

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es) with a quilt, and attractive outside balconies.

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There is very little privacy possible in the home, and consequently people spend much of their time outside of it -- at meetings, recreational clubs, parks and spectator recreation.

Many Soviet families have a dacha -- a term referring to any kind of home in the country from an elaborate estate to a simple shack -- to which they go in the summer whenever there is opportunity. These are individually owned and their numbers are not adequately recorded to determine whether the "typical" family has one. Certainly they are quite widely owned and used. "Dachas" are not necessarily by a body of water as our summer homes usually are; one reaches them by train.

small. They ling around it, gas cooker, imes there table. The wait their for occupy- the next y late at ng utensils, wing machine, c irons are

Of course the typical family has no car. Transportation is by city subway or tram or most often by rail outside the city.

The Social Structure of the Family

The urban family in the U.S.S.R. is typically comprised of the nuclear family of husband, wife and unmarried children. Sometimes other single relatives, a grandmother or grandfather will live with a nuclear family. The housing shortage sometimes creates anomalous situations in which divorce or marriage brings additional members into an already crowded residence and curtains are used to divide up the small quarters into even smaller separate "residences."

The marriage age is above that of the U.S.; the minimum age is 18, and it

almost always is delayed until after graduation from higher educational institutions if the individuals involved attend them.

Marriage is based on love and mutual-comradeship. It is forbidden with relatives in the ascending or descending lines or by consanguineous or half-consanguineous brothers and sisters. Both parties must consent to the marriage. Marriages must be registered with the state.

Divorce is very difficult, involving a rather prohibitive payment to the state, although if this payment can be met and the couple can show good cause divorces may be procured.

Women ideally have equal rights with men in all aspects of Soviet society, and this is true in marriage, also. In the Soviet Union this means, practically speaking, that women may work for equal wages and control those wages (as opposed to pre-revolutionary conditions under which her father or if married her husband had legal right to control her labor and property).

Families have the right to raise their children. The typical mother continues to work after her children are born. (She is given leave at the seventh month of pregnancy and stays at home until the child is two months old.) Nurseries and later schools are provided so that mothers may leave their small children in professional care while they work, but after work they are picked up and brought home. (Older children often spend much time after school hours at the Pioneer Palaces and later in activities of the Komsomols in the company

of peers.) It would seem that mothers have relatively very little time to spend in companionable activities with their children. Fathers would have more opportunities to do so but whether they do or not is not recorded.

Russian families are relatively stable and divorce relatively infrequent since the tightening of regulations concerning marriage and divorce by the state in the 30's and 40's. The housing shortage undoubtedly discourages divorce and separations also.

Role Relationships in the Family; Family status positions and associated roles

1. wife in relation to husband

provides sexual gratification and psychological support and emotional intimacy; helps to provide money for family expenses -- for rent, food, clothing, household supplies and entertainment; provides her husband the services of cooking and serving food, shopping for household supplies, upkeep and care of clothing, cleaning and caring for the living space.

2. mother in relation to children

provides physical care; provides psychological support and some emotional intimacy; provides money for family support and family services of cooking, etc. listed above for husband; provides ideal model of Soviet citizen for her children to follow and acts otherwise as a socialization agent for the child. (See below under Socialization.)

3. husband to wife

expected to provide sexual gratification and psychological support and intimacy; helps to provide money for family expenses and may have some responsibilities for some aspects of household repairs. (Russian men do not do any sort of housework or child care -- these are thought to be unmanly. They have much more leisure time than women do and may spend this time pursuing study to advance themselves in their occupations, thus indirectly contributing to family pursuits. Soviet government sources estimate women spend 4 1/2 hours per day more than men working.)

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4. father to child

provides money for family expenses and psychological support; provides socialization parallel to relationship of mother/child -- see below.

5. child-parent

obedience and submission to authority of parents; carrying out of family responsibilities assigned by them; criticism of parental behavior if this is at odds with ideal behavior learned at school and state-sponsored groups (Young Pioneers).

6. sibling-sibling

elder children are to act as models in behavior to those younger; younger children are expected to obey older ones.

Ideally there is supposed to be no important differentiation between the sexes

in relationships of parent to child
or child to child.

Functions of the Family in the Soviet Union

Families are given responsibility for the procreation of children, although there is no "illegitimacy" in the Soviet Union and the state pays unwed mothers substantial fees for support of their children. (Such mothers probably enjoy a lack of respect by their neighbors in recent years, however, since the age group characterized by the extreme shortage of men caused by the war is now almost past childbearing age.) Families are responsible for economic support of the child, providing food, shelter, clothing, and recreation (such as trips to the theatre, to the summer dacha the family may have, etc.). Families are responsible for other aspects of physical care and are considered to be the prime agency for molding the child's character, providing intimacy and continuing and consistent love and care. The family does not provide money for medical care, education, many aspects of recreation, or entrance into voluntary associations. (Young Pioneers and the Konsomols are almost the only such extra kin associations available and these of course are Communist Party auxiliaries supported by the state.) The state keeps rent, children's clothes and toys and such socializing amenities as books relatively cheap to help facilitate the family's responsibilities to its children. There is no immunity of family members toward testifying against one another in cases where the state's interests are at issue.

Socialization

Each individual in the Soviet Union who is responsible to others is demanded to play a model-setting role, and very specific ones are described for parents and children by organs of the State. The family itself should be closely knit and should cooperate in molding the character and morals of future citizens of the Communist State. Ideally it should be large, because as such it affords the best first experience in collective life. (The real pattern here is that of only two children typically, however.) The child should be trained to value approval of the collective and fear disapproval. Parents, like other leaders, should be patient, understanding, humane, and able to awaken and sustain enthusiasm. Corporal punishment should never be resorted to and indicates failure to impose authority by better means. Leaders should evoke, inspire, guide and probe the souls of those they lead; they should be full of initiative, inflexible toward their goals (which are those of socialist society as implemented by the state), watchful of self and others for any slackening of effort or insidious deviations, in complete control over those they lead, and calm. Parents are held equally responsible for mental attitudes which they wittingly or unwittingly transfer to their children and are supposed to examine their own behavior and struggle against carry overs from the capitalist past. Parents must serve as models of political and social activity, industriousness, unselfishness and optimism; this behavior will guarantee them the love and respect of their children.

Children must have qualities of obedience first of all as a requisite to developing a disciplined will. They

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should ideally show anxiety in perform-
ance of duty. Russians of course are
very optimistic concerning the importance
of environmental factors in the formation
of human characteristics. Children are
considered to be neutral beings, a source
of strength, zest and energy but always
in dire danger of falling under evil
influences. There is relatively little
recognition of states of development
where different methods of teaching are
appropriate. Rather, training must
begin at birth, especially for endurance.
Time alone will not change a child; inter-
vention is constantly necessary. In the
bringing up of children no small act by
the socializer may be considered to be
unimportant. The child grows up to
possess the ability to "analyze, evalu-
ate, weigh the conduct of adults, and
presents every higher demands on him-
self and those around him."

Parents must be vigilant, exacting
and consistent in discipline and in im-
posing duties on their children. They
should show warmth, affection and under-
standing, but should not permit intimacy
which would undermine their authority.
They must not be all-forgiving; devia-
tions in conduct of children cannot be
tolerated. Punishment should be admin-
istered as correction, not retribution,
and should fit the circumstances of the
misdeed. One should neither punish nor
praise too much for fear of losing ef-
fectiveness by too much repetition.
"Eye to eye" talks are recommended as
corrective measures, and these should
be carried out when adult and child are
both calm, as the raised voice of an
adult has deleterious effects on the
child. Parents should control their
reactions and not let their reactions to

a child's behavior act as catharsis for adult feelings. Withholding treats is a recommended punishment; irony and humbling of arrogance are recommended for situations where performance is inadequate or the child brags. Withdrawal of love is looked upon as an efficacious way of bringing behavior into line. Repeated misdeeds reveal bad character traits; parents are urged to put themselves under the microscope to see how they themselves have been inadequate to their responsibilities to the child and start work anew on building the child's character if such reveal themselves.

The child also has responsibilities toward other family members in following ideal behavior; he is expected to be critical when those members, parents or siblings, do not act in ideal ways and to work through other collective groups such as school and Pioneers to influence behavior of deviating family members. In cases where children are lax in work or exhibit other behavior problems parents are sometimes brought in to account to the school or even to Young Pioneer meetings and urged to change their practices.

It should be pointed out and stressed that the fore-going is primarily an analysis of ideal, not real socialization behavior and as such is not strictly comparable to data we have on our own family system or on other systems where it is possible to actually observe behavior, which of course is not at all possible in the Soviet Union where there is no social science and where outside observers are never given the opportunity to observe family situations to any extent at all significant.

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Mace, David and Vera, The Soviet Family, Garden City, New York, Dolphin Books, Doubleday and Company, 1963.

OBJECTIVES

This unit should make progress toward teaching the

CONCEPTS

Culture: learned behavior patterns; norms and values; diversity; uniqueness; universals (including psychic unity of mankind); cultural use of environment

Social Organization: roles; status; division of responsibilities and labor; functions

Social Process: socialization (positive and negative sanctions)

Location: position; situation; site

Site: river; low mountainous area; climate; city; capitol

GENERALIZATIONS

- I. The family is a basic social group found in all societies; all societies have some kind of family life. (To be taught by unit as a whole.)
 - A. Although the family as a basic social group is found in all societies, families differ widely from society to society as to how they are organized (in their structure).
 - B. Certain family functions are found universally in all societies, but other functions of the family vary widely from society to society.
 - C. The protection and socialization of children is a universal function of the family.

OBJECTIVES

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family.

D. Within the family group parents, older siblings, and/or other relatives direct expectations (organized into roles) toward the child; these are reinforced with positive and negative sanctions.

E. Families in most societies have other functions in addition to those which are universal, such as provision of food, shelter, amenities of life, supernatural power, etc.

F. Families in all societies contain overlapping generations; sometimes there are only two generations, and sometimes if ancestors are included (as in Japan), the number of generations may be very large.

G. Families in all societies delegate different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize these roles into statuses (or status positions).

II. In almost all societies some aspects of the socialization of children are entrusted to people outside the child's family.

III. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

- A. All people everywhere have certain basic drives, although they satisfy them differently. 3. Geog
a.
- IV. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group. b.
- V. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Gathering Information

Listens for the main ideas and supporting details.
Gains information from pictures and films.
Draws inferences from charts.

2. Organizing and Analyzing Data and Drawing Conclusions

Classifies data.
Applies previously-learned concepts and generalizations to new data.
Generalizes from data.
Sets up hypotheses and tests against new data.

4. Evalu

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ATTITUDES

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Information

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and Analyzing Data and Conclusions

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3. Geographic Skills

- a. Has a sense of direction.
Knows cardinal and intermediate directions.
- b. Is skilled in interpreting maps.
Uses legend to interpret symbols.
Identifies pictorial and semi-pictorial symbols.
Can use a map to identify directions.

4. Evaluating Sources of Information

Checks on completeness of data.

ATTITUDES

- 1. Respects evidence even when it contradicts prejudices and preconceptions.*
- 2. Evaluates information and sources of information before accepting evidence and generalizations.*
- 3. Appreciates and respects the cultural contributions of others.

* Both of these attitudes should be taught by the approach used throughout the unit.

OBJECTIVES

OUTLINE OF CONTENT

G. Understands concept of city.

I. The U.S.S.R. is the largest country in the world, and Moscow is its largest city.

A. Like the U.S., the U.S.S.R. may be called by different names.

S. Compares areas and distances.

B. The U.S.S.R. is about 2 1/2 times the size of the U.S. and is larger than any other country in the world.

1. The U.S.S.R. stretches some 6,000 miles from east to west, about twice the east-west distance in the U.S.

2. The U.S.S.R. also stretches further north and south than does the U.S.

TEACHING STRATEGIES

EDUCATIONAL MEDIA

1. Ask children: How many of you have been to New York City or Boston? How many of you have been to any large city? What did you notice about the city that was different from a small town? (buildings, number of people, etc.) Have a child locate the U.S. on a world map. Tell children that our country is on the continent of North America. (Show on map.) Discuss the names which our country is called. On the chalkboard write "America," "United States of America," "U.S.," "U.S.A." Be sure children understand what each word says and which are abbreviations. Ask: What is the largest city in our country? Have someone find and mark New York City on a map of the world. Write the name on the chalkboard.
World map.
Globe.
2. Tell children: Other countries also have large cities. Let's look at the continents of Europe and Asia (point out on world map) to see if someone can find another country called the U.S.S.R. (Have a child locate it.) We sometimes call this country Russia or The Union of Soviet Socialist Republics. (Write all of these names on chalkboard, noting abbreviations.) What we call Russia or the U.S.S.R. is really made up of many parts, some small and some large, just as the United States is made up of many states. (Point out several states on a map of the U.S. and several states in the U.S.S.R.)
Globe.
World map.
Study Print: Plate 14, Soviet Union, Fideler Visual Teaching.
See Appendix for map of U.S.S.R.
3. Have children compare sizes of the United States and the U.S.S.R. Which is the larger? Use transparencies of U.S.A. and U.S.S.R. Overlay to show difference in size. Have children compare east-west and north-south distances in the two countries. Also have them look on the world to see if they can find any other country larger than or as large as the U.S.S.R.
Transparencies of continents, U.S.A. and U.S.S.R.
World map.
Globe.

For an activity have children project the transparencies used for the lesson on construction paper (different color for each). Have them trace the outlines and cut out. This can be the focal point for the Russian bulletin board. Have other children cut out letters and back the bulletin board.

- S. Knows cardinal directions.
- S. Uses map to identify directions.
- S. Sets up hypotheses.
- S. Tests hypotheses against data.
- S. Gains information from pictures.
- C. The U.S.S.R. is on the opposite side of the world from the U.S., but it also has one border which is very close to Alaska (which is part of the U.S.). The U.S.S.R. is closer to the North Pole than is the U.S.
- D. The western part of the U.S.S.R. is in Europe and the eastern part is in Asia. These two parts are separated by a range of low mountains known as the Urals.
- E. Like the U.S., the U.S.S.R. has varied land forms and climate.

Begin a booklet on Russia. Include mimeograph of seven continents. Have pupils outline U.S. Have them use map and globe to identify the

4. Now ask: Which way would we go from the U.S. to the U.S.S.R.? Which country is further north? Are the two countries close together or far apart? Have children use a globe to locate the U.S.S.R. They should note the borders of the U.S.S.R., the Ural mountains, water within and adjacent to the country, rivers, etc. They should also note how the Ural mountains stretch into two continents. Have a group make a relief map of clay of the U.S.S.R.
5. Now say: Many of you have made trips to other countries. Does all of the land look the same? Is it as warm or cold in all parts of the country? Is it rainy or dry? etc. Would you expect the U.S.S.R. to have differences in the land and temperature and rainfall? Why? If necessary, remind children that the U.S.S.R. is larger than the U.S. It extends further north than the U.S. so far south.
6. You might do the following to help pupils check their guesses. Make a chart on the chalkboard. On the chart list three or four cities in the U.S.S.R. After each city list the mean temperature in a given month and the average rainfall. You might also show them pictures of the diversity within the Soviet Union. Now ask: How right in your guess about what the U.S.S.R. would be like? (Do not use any decimal points or fractions.)
7. Ask: What do we know about Russia? Why is it important to us? What have you heard about the country? Why would you be interested in learning more about it? (Record the answers so that misconceptions can be clarified as the unit proceeds.) During lesson tape responses and judgements now, and with final judgements at the end of the unit.
8. Children might watch newspapers for news items about the U.S.S.R. Build a bulletin board of items and have them write about them briefly. Set up group to trim and post items that class brings in.

on Russia. Include mimeographed sheet
ments. Have pupils outline U.S.A. and U.S.S.R.
map and globe to identify the other continents.

How would we go from the U.S. to get to the World map and globe.
Which country is further north? How do you know?
Which countries close together or far apart? Have
a globe to locate the U.S.S.R. and the U.S.
Trace the borders of the U.S.S.R., bodies of
land adjacent to the country, rivers, and the
ocean. They should also note how the U.S.S.R.
spans two continents. Have a group of children make
a map of the U.S.S.R.

Have you ever made trips to other parts of our
country? Does all of the land look the same? Is it just
the same in all parts of the country? Is it just as
hot in all parts? etc. Would you expect the U.S.S.R. to have
the same land and temperature and rainfall, too?
Remember, remind children that the U.S.S.R. is
much larger than the U.S. It extends further north but not quite

Use the following to help pupils check on their
knowledge of a chart on the chalkboard. On the left list
cities in the U.S.S.R. After each write the
month in a given month and the average annual
precipitation. You might also show them pictures to illustrate
climate within the Soviet Union. Now ask: Were you
right or wrong? (Record some of
their answers in decimal points or fractions.)

Study Prints: Living
in the Soviet Union,
Silver Burdett, and
Plates 1-10, Soviet
Union, Fideler
Visual Teaching.

What do you know about Russia? Why is it important to
know about the country? Why might we
want to learn more about it? (Record some of
their answers. During lesson tape responses to compare
and with final judgements at end of unit.)

Watch newspapers for news items about the
country. Post a bulletin board of items and discuss some
of them. Set up group to trim and perhaps mount news
items that brings in.

- S. Knows intermediate directions. II. Moscow is the largest city and the capitol of the U.S.S.R.
- S. Uses map to identify directions. A. Moscow is located in the northwestern part of the U.S.S.R.
- S. Draws inferences from charts. B. Moscow is a large city; there are more than six million people living in it. It is the largest city in the U.S.S.R.
- S. Gains information from pictures. C. The people of Moscow come from many racial backgrounds.
- S. Applies previously-learned concepts and generalizations. D. Because Moscow is the capitol and the largest city in the U.S.S.R., it has many government buildings, businesses, and education facilities.
- S. Gains information from pictures. 1. There are many large buildings in Moscow.
2. Moscow includes 125 square miles and is spread out like Los Angeles, not high like New York. It is surrounded by birch and pine forests.
- Understands concept of city.

9. Ask: What kinds of buildings would you expect to find in such a large city as Moscow? What do we see in the pictures of large cities? Record pupils' answers.

Then have pupils look through books, slides, film and magazines to find out about types of buildings in Moscow. Have pupils report on what they discover. Pupils compare their observations now with the picture made one.

10. Project and discuss film A Visit to Moscow. Focus discussion on the characteristics of the city. Then have pupils draw a scene that especially interested them from the film. Explain to pupils that they will be learning about the various phases of Russian life as shown in the film.
11. Have children locate New York, Boston and Chelmsford. Then devise a simple pictorial population chart in which one man equals one million people. Show Moscow with 10 men, New York City with 10 men, Boston with three men and Chelmsford is part of the head of a man. Put the key for population on the chart after pupils understand it. Explain that Moscow is the largest city in the world.
12. ~~Discuss meaning of nationalities.~~ Ask pupils if their class is composed of different nationalities and discuss their features according to nationalities. Discuss different features. Say: Now let's take a look at some pictures of a picture of New Yorkers. Use a fairly typical picture depicting people of obviously different nationalities. Then show a picture of the people of Moscow. Ask: Where do you think these two pictures were taken? If children answer correctly, ask: Which picture is of Moscow? Do all people of a large country to look alike? (For way of contrast show pictures of Japanese people of Japan as compared to that of the U.S.S.R. and show map and pictures of the Union of Soviet Socialist Republics, pointing out parts of country from which people in picture of Muscovites come. Show the filmstrip U.S.S.R.: People and Consumer Goods

lands of buildings would you expect to find in a large city as Moscow? What do we see in pictures of large cities? Record pupils' answers. Various books and magazines on Soviet Union.

Pupils look through books, slides, filmstrips, to find out about types of buildings in the city. Pupils report on what they discovered. Have them compare their observations now with the previously-

Discuss film A Visit to Moscow. Focus the attention on the characteristics of the city. Then have a scene that especially interested them from the film. Explain to pupils that they will be learning various phases of Russian life as shown in the World map.

Film: A Visit to Moscow, McGraw-Hill Films.

Locate New York, Boston and Chelmsford on a simple pictorial population chart in which New York City is one million people, Boston with six hundred thousand, and Chelmsford with one hundred thousand. Show Moscow with six hundred thousand people. Put figures on the chart after pupils understand the reason why Moscow is the largest city in the U.S.S.R.

World map.

Chart paper.

Discuss the composition of nationalities in the U.S.S.R. Ask pupils if they think the U.S.S.R. is composed of different nationalities. Group them by nationalities. Discuss differences in appearance. Now let's take a look at some people. Show pictures of New Yorkers. Use a fairly typical street scene with a group of obviously different nationalities. Then show pictures of the people of Moscow. Ask: Where do you think the two pictures were taken? If children guess New York, ask: Which picture is of Moscow? Do we expect a large country to look alike? (Perhaps by showing pictures of Japanese people and the size of the U.S.S.R. compared to that of the U.S.S.R. and of the U.S.A.) Show pictures of the Union of Soviet Socialist Republics, pointing out parts of country from which different nationalities of Muscovites come. Show the first part of the filmstrip U.S.S.R.: People and Consumer Goods. Filmstrip: Frames 1-19, U.S.S.R.: People and Consumer Goods, Eye Gate House, Inc. Study Prints: New York Is..., John Day Co., Living in the Soviet Union, Silver Burdett, and Plates 14, 16, 18 and 19 of Soviet Union, Fidler Visual Teaching.

S. Compares areas with known areas.

S. Classifies data.

Understands concept of city.

13. Start a comparison chart (similar to the one used in the Boston Family unit). Or begin a comparison bulletin board or comparison booklet.

S. Identifies pictorial and semi-pictorial symbols on maps.

3. Moscow is built along the Moscow (or Moskava) River. The city has many parks and buildings which are known throughout the world. Moscow is the capitol of the U.S.S.R. There are many government buildings in the heart of the city. The children who live in Moscow are very proud of its buildings.

S. Gains information from pictures.

E. Moscow streets are relatively free from auto traffic. Most of the people use public transportation which is considered good. ~~There are trolleys, busses, and~~ a subway system. The subway stations are very well kept and ornamental. (They are called "metro.") Rides are cheap. The few autos have names like Sis Sim, Volga, and Moskvich.

S. Generalizes from data.

14. Use an overhead projector to project a map of Moscow. Ask children what the different marks or symbols stand for. List on chalkboard symbols for parks, rivers, important buildings, etc. Ask: Why is it necessary to use symbols like this on maps? Can you get a picture of Moscow by looking at this map? Draw a picture of what you think Moscow or part of Moscow looks like. (A group of children might make a large wall map of Moscow with symbols similar to the ones used on the projected map.) See map of Moscow in Appendix.
15. Ask: Do you know which city is the capitol of the U.S.? Has anyone been there? How many of you have seen pictures of the city? What kinds of buildings does a capitol city have? (Children may mention specific buildings such as the White House, the Capitol, etc.) Show pictures of these buildings so that children can remember what they look like. Then show pictures of the Kremlin. Explain that Moscow is not only the largest city in the U.S.S.R. but also the capitol of the country. Ask what kinds of meetings may take place in the Kremlin. (Place booklets dealing with Washington, D.C. and pictures of the Kremlin on a library table so that children can look at them. Have pupils draw or color a picture of St. Basil's Cathedral. Add to folder when finished. Children may also draw other buildings.) Study Print: Plate 1 Soviet Union, Fidel Visual Teaching. Slides of buildings in Moscow.
16. Ask children how their parents get to work and downtown shopping. How do the children get to school? How many have at least one car in the family? Show picture of an American street crowded with cars. Then show a picture of downtown Moscow street. Ask: What can you say about these two pictures? What do you notice about the American picture? What about the picture of the Moscow street? Slides of automobile traffic and subway station in Moscow.

S. Generalizes from data.

III. A typical Moscow family lives in rather cramped quarters in an apartment building.

S. Gains information from pictures.

S. Generalizes from data.

A. The typical Moscow family lives in an apartment building less than five stories high. A few have individual homes and a few live in higher apartments. These apartment buildings have no elevators.

(If necessary, ask: Does this seem to be in downtown Moscow? Would you expect to see many cars there? Do you see a great many? How do you suppose these people got there?) Show pictures of various forms of public transportation. Ask children why it might be necessary to have so many kinds. Have any of them been on a subway? Was it as beautiful as the Moscow subway? Explain that the people of Moscow are very proud of their subway stations because they are so beautiful. What kinds of buildings do they remind the children of? (museums, perhaps) Have pupils begin mural on city of Moscow.

Slides of Moscow.

17. At the top of each of several sheets of chart paper, put pictures of several large buildings, a house and an apartment, busses, cars, and streetcars or subways. Taking one chart at a time, encourage children to make comparisons between Moscow and an American city like New York. Record their observations on the chart in the form of similarities and differences.

18. Ask children about the places in which they live. Let them discuss them very briefly. Then have one group of children draw a picture of their houses or apartments. Underneath the picture have them draw the people who live in the house with them. Have the second group of children view the filmstrip Housing and Home Life in the Soviet Union and then draw a picture of a typical Russian dwelling. Have the two groups come together and discuss the differences.

Filmstrip: Frames 12-39,
Housing and Home Life
in the Soviet Union,
Society for Visual
Education.

Ask: What differences do you see between your homes and those of the Moscow children? (Have children add to the comparative chart, bulletin board, or booklet.)

B. A typical urban Russian family of 5 or 6 people lives in one or two small rooms.

S. Applies previously-learned concepts and generalizations.

1. Soviet people have learned to get along in their cramped living quarters. Families who share a kitchen take turns using it.

2. Because there are so many people to a room, Russians spend much time out of doors, much of it just walking around. Most entertaining is also done outside the home.

19. Project and discuss the first part of the film School Children that depicts an apartment in Moscow.

20. Say: We can see that the people in Moscow live in pretty crowded conditions. Do you think a family could have his own room in Moscow? Would there be space for each person in the family to collect mail of his own? What would be necessary if you shared a kitchen or a bathroom with one or more people? (Have children think about some of the problems that might arise from such living.) Then ask: How do you think the Russian families solve these problems?

Children may suggest the possibility of moving. We can move just anywhere we choose. Help them realize that much depends on how much money we have for rent or the purchase of a house. However, in each family makes this decision as to whether to move. In Moscow the family must apply to a government agency for permission to move elsewhere. He must then wait for long periods, until the space is available. Have them act out the process an American family follows. Also have them act out the process a Russian family follows. Contrast and discuss the two.

21. Have pupils view books and magazines on Russian leisure time, directing them to look for pictures of people enjoying themselves. Have pupils report on what they discovered. Then project film Leisure Time, or the filmstrip U.S.S.R.: Education and Recreation. Ask: Did most pictures show Russians entertaining inside or outside? Have pupils compare Russian entertainment with ours. Have pupils decide why Russians entertain more outside the home. (lack of space and privacy) Tell them that some Moscow families, like American families, have a cabin in the country, a "dacha" to which they go on summer weekends. Have them discuss how a "dacha" would be prized highly by a Russian family. Have the class start a vocabulary list in the booklets.

...ss the first part of the film Soviet
...hat depicts an apartment in Moscow.

Film: Soviet School
Children, Bailey
Films, Film Associates.

...that the people in Moscow live in
...nditions. Do you think a child might
...in Moscow? Would there be much room
...n the family to collect many things
...would be necessary if your family
...or a bathroom with one or more families?
...ink about some of the problems which
...such living.) Then ask: How do you
...families solve these problems?

...est the possibility of moving. Ask if
...any place we choose. Help children see
...on how much money we have to pay for
...ase of a house. However, in our country
...this decision as to whether to move.
...ily must apply to a government office for
...e elsewhere. He must then wait, often
...il the space is available. Have pupils
...ss an American family follows when moving.
...t out the process a Russian family must
...and discuss the two.

...books and magazines on Russia display
...them to look for pictures of Russians
...es. Have pupils report on what they
...project film Leisure Time, U.S.S.R.
U.S.S.R.: Education and Recreation.
...ctures show Russians entertaining
...? Have pupils compare Russian enter-
...s. Have pupils decide why Russians
...tside the home. (lack of space, more
...em that some Moscow families like
... have a cabin in the country called
... they go on summer weekends. Why
...e prized highly by a Russian family?
...art a vocabulary list in their Russia

Various books and maga-
zines on Russia.

Film: Leisure Time,
U.S.S.R., International
Film Foundation.

Filmstrip: U.S.S.R.:
Education and Recrea-
tion, Eye Gate House,
Inc.

- S. Gains information from films.
- S. Sets up hypotheses and tests against new data.
- G. Families in all societies contain overlapping generations; sometimes there are only two generations, and sometimes there are three or four.
- G. Families in all societies delegate different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize these roles into status positions.
- G. Families in all societies delegate different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize these roles into status positions.
- IV. Moscow families generally consist of parents and children and sometimes a grandparent.
- A. The typical Russian family is like the typical American family in that the father works. It is somewhat unlike the typical American family because the incidence of working mothers is higher in Russia than in the U.S.
- B. The Russian mother has a number of roles. She must function as a homemaker, as a working woman, and as a source of affectional and psychological support for her husband and family. Because she works, the typical Russian mother does not have much time to spend with her family.

22. Divide children into small groups. Ask each group to make a list of all the kinds of activities a woman in Chelmsford might do during a typical day. Ask the groups to make a similar list of what they think a Russian woman's day would include. Make a master class list of groups' responses. Compare the Russian and American mothers' activities.

23. Project the film Women of Russia. Have groups check their list in light of this new data. Discuss changes in their lists.

Film: Women of Russia,
International Film
Foundation.

24. Read pp. 10-18 of Young Russia. Ask how a young child's day is similar or different from a child in the United States.

Vandivert, Young Russia
pp. 10-13.

25. Ask children to look at the list of jobs a Russian mother must do. Let them try to decide how many hours a day she works and how many hours her household duties take. Then ask: How many hours are left? How much time do you suppose she can spend playing with her children? When would she spend time with them? When, and how often, do you have a change to see your mother? (Here, establish a contrast if possible.) Let children illustrate the various roles of a Soviet mother and divide a circle to show approximate breakdown of time during the day. Or have children draw a timeline to show how a mother spends her time during a 24-hour day and night period.

1. Instead of doing most of the shopping at a supermarket, Russian women go to many small stores. They also buy in open street markets from farmers who sell surplus products.
2. Without refrigeration, shopping is a daily chore. Even food items may be scarce and expensive, and people must walk to government stores and out of the way places to find certain items. Much time is spent in lines.

C. The Russian father helps to provide money for family expenses. He also provides affectional and psychological support and may have some responsibility for household repairs. He does not do housework.

6. Ask children how many of them go shopping for groceries with their parents. Does just mother go? Do both parents shop for groceries? What kinds of stores do they shop in? (most likely a super market) What kinds of things are sold in that store? Then ask whether they expect that shopping in Moscow is quite similar to this. Project the last half of the filmstrip The People and Consumer Goods. Tell children to look for evidence of similarity or differences with regard to shopping customs in the two countries. (They will see different types of stores; men do not shop for groceries, etc.)

Filmstrip: U.S.S.R.: The People and Consumer Goods, Eye Gate House, Inc.

Ask how the children think it would be at their house if they had no refrigerator or freezers. Would they have to spend more time shopping? Would they have to shop more frequently? Also ask what it would be like if they had to shop at many different stores for items rather than in one big supermarket.

Now ask: Why is the Russian mother's job made harder because of the lack of refrigeration and supermarkets?

7. Have pupils role play their fathers' day. Then ask them to remember what the story said about Russian fathers. Also show pictures of Russian men at home and at work. Ask what kinds of jobs these men are doing.

Vandivert, Young Russian, p. 10.

List these jobs on a chart, let children illustrate them, and make a time breakdown similar to the one made for mothers. Have pupils role play a Soviet father's day.

Study Prints: Soviet Union, Fidelity Visual Teaching, and Living in the Soviet Union, Silver Burdett.

S. Checks on completeness of data.

A. EVALUATES INFORMATION.

S. Generalizes from data.

D. If information we have about the Soviet family is realistic, fathers seem to have a good deal more free time than mothers.

G. Certain family functions are found universally in all societies, but other functions of the family vary widely from society to society.

E. The Moscow family serves many of the same functions as do families in other parts of the world.

G. Families in most societies have other functions in addition to those which are universal, such as provision of food, shelter, amenities of life, etc.

G. Although the family is found in all societies, families differ widely from society to society as to how they are organized (in their structure).

28. Call children's attention to the duties of Soviet mothers and fathers and to the breakdown of waking time. Ask: Who seems to have the most free time? Is this true in an American family, too? (Allow time for a brief discussion; obviously, there may not be a consensus of opinion. Ask children whether they think we have enough good information to really settle the question. How could we find more information about this? Hopefully, someone would suggest talking to actual Russian and American families or watching them to see what mothers and fathers do with their time.) If possible, bring in a speaker who has visited or emigrated from the U.S.S.R. to speak to the class. Ask children to think back to stories they have heard and pictures of Russian people. In what ways do Russian mothers get help with some of their responsibilities? (children probably help at home, etc.)
29. Ask: What services does the Russian family provide for children and other members? (Children should be able to list some functions such as taking care of children, providing money to buy food and shelter, providing each other with love and affection, etc.) Are these the same things provided by our families? By other families you have studied? Also ask: How does this family compare with other families you have learned about? Do the fathers and mothers do the same kinds of jobs? Are the members the same? etc. (Compare with Hopi, Algonquin, Quechua, Japanese, and early Bostonian families.)

- S. Gains information from listening. V. The Soviet government shares with families some of the responsibilities for raising children.
- G. Certain family functions are found universally in all societies, but other functions of the family vary widely from society to society.
- A. It provides nurseries and kindergartens for children of working mothers. These are usually day-time nurseries, although some are regular boarding homes.
- B. It provides free medical and dental care.
- C. It keeps down the cost of rent, children's clothing, children's books, etc.

30. Ask children to listen while you read to them about the Vandivert, Young Russia life of a typical young Russian child. As you read, show pp. 10-18. pictures of the babies in nurseries and of those who take care of them. Then ask children how this helps the mothers. Who is responsible for the children during the day? What kinds of activities do these nurses carry out for the children? What sorts of things do they probably teach them? Who does the corresponding job in a typical American family? Ask children why it is important for Russian mothers (and American mothers, too) to work. Why would the government be willing to help mothers find baby sitters so they can work? (many jobs) Explain that, although these mothers pay a little for the cost of nursery schools, the cost is low. Ask children what evidence there was in the story that Russian mothers do some of the same things for their children that American mothers do.
- Slides of Soviet nurseries.
See Appendix for Olga of Russia.
31. Read p. 21 of Young Russia to the class. Have pupils act out an American visit to the doctor and then a Soviet visit to the doctor. Compare the two. Ask children who pays the bills when they have to go to the doctor or dentist. (usually the parents) Ask whether they know who pays the mailman and the people who take care of the streets. If someone mentions taxes, ask if they know what they are. Who pays them? Have children ask their parents more about that and discuss it on the following day. Then show a picture of a Soviet doctor taking care of a patient. Ask who might pay this doctor. Where does the government get the money to pay for houses, stores, doctors, etc.?
- Vandivert, Young Russia p. 21.
32. Have pupils examine real estate section of newspapers, finding out the costs and rents of American houses and apartments. Discuss reasons for differences in prices. Then tell them that a Soviet family, although it may not have as good a place to live as some American families, might pay as little as \$5 a month. Ask children to compare that the government owns most of the houses and apartments and can keep rent low. Also point out other ways government keeps down costs of things needed to raise children. Ask children why they think the rent is so low in Russia.

1001
G. All people everywhere have certain basic drives, although they satisfy them differently.

VI. Members of Russian families eat and dress in ways which are both like and unlike those of American families.

A. Russian children eat meals which are similar in some ways and different in some ways from the meals American children eat.

1. A Russian child probably breakfasts on dark bread and cheese, eggs or soup, tea or coffee or milk.

2. A typical dinner consists of eggs, dark bread, tomatoes, vegetables (potatoes, cabbage, onions, etc.), mushrooms, and perhaps some meat or chicken and fruit.

3. Some of the favorite Russian dishes are borsh, sour cream, cottage cheese, meat baked in cabbage, meat pies, and pancakes with cherry preserves.

4. Ice cream has become a national craze. It comes in about 36 flavors. There are many ice cream shops and vendors in the parks.

5. The national family drink is tea. Milk is scarce.

S. Gains information from pictures.

B. People in urban Russia, especially in Moscow, dress much like people in the United States, although clothing may not be as "fashionable" as ours and school children may wear uniforms.

33. Stop for review of the unit thus far. Ask children what things they already know about living in Moscow. What else would they like to find out? Place questions on chalkboard. Hopefully, you can stimulate questions about food, schools, and out-of-school activities if children do not raise them spontaneously.
34. Have a group of children prepare a report to the class on Russian food. Have another group prepare a report on American food. Compare the two. Ask: Are these foods that we eat? Have children discuss typical Russian meals. Show frames depicting foods in the filmstrip U.S.S.R.: The People and Consumer Goods. Some of these foods will be unfamiliar to the children and some will be familiar to them. Discuss the types of foods shown. Have pupils prepare a menu for a Russian and an American restaurant menu. Have the children prepare a Russian hot-lunch menu or prepare a Russian tasting party.
35. Ask children what their impressions have been, so far, about the way people are dressed. Do they look as though they lived in America? Show pictures of Russian children in school. Ask: In what way are these clothes different from yours? (Probably they will notice only the school uniforms.) A quick showing of the pictures in the filmstrip Education in the Soviet Union would be helpful to further illustrate the clothing. (Focus attention only on the clothing.) Now show pictures of adults and ask children to compare clothing with clothing in U.S.
- Filmstrip: U.S.S.R.: The People and Consumer Goods, Eye Gate House, Inc.
- Menu suggestions in Soviet Life magazine.
- Vandivert, Young Russia, pp. 18, 19, 21, 23.
- Slides of Russian people.
- Filmstrip: Education in the Soviet Union, McGraw-Hill Films.

1. Clothing can be bought legally only in government stores. However, some is available on the black market. Generally black market clothes are better quality than that in the government stores.
2. The people of Russia are becoming discontent with the lack of goods, especially clothing. Foreign visitors are frequently envied because of their clothes. Recently, more foreign-made goods have been made available in stores.

A. RESPECTS EVIDENCE EVEN
WHEN IT CONTRADICTS
PREJUDICES AND PRECON-
CEPTIONS.

G. All people everywhere
have certain basic
drives, although they
satisfy them differently.

G. In almost all societies
some aspects of the
socialization of
children are entrusted
to people outside of the
child's family.

S. Gains information from
pictures.

VII. The Russian government plays a role in socializing
and educating children to an even greater extent
than the government does in the U.S.

A. Education in the U.S.S.R. starts, officially,
quite early since many children spend their
early years in nursery schools.

86. Show pictures of stores in an American city or town (showing small stores as well as department stores). Ask: Who decides where you are going to shop? (parents, probably) Do you have to go only to a large store? (more convenient, perhaps get better buys, etc.) Why would you sometimes want to buy at a smaller store? (perhaps same as above) Show a picture of the GUM department store in Moscow. Call attention to its size and tell children that it is the store operated by the government. Explain that the government controls prices. Have pupils play both a Russian and American family shopping. Contrast and compare the two.

Jackson, Soviet Union,
p. 140.

Slide of GUM Dept. Store.

87. As a review of this section of the unit, ask children which important needs of people have been talked about. Which of these seems to be satisfied in much the same way in the U.S. and in the U.S.S.R.? (clothing) How are some of the others different from country to country?

Jackson, Soviet Union,
plate 19.

Show pictures of old fashioned Russian costumes or show Russian dolls. Ask: Do people in Moscow still dress that way? Why do you think they have changed? Do you suppose their food and houses will become more like our eventually, too?

88. Ask children what they think "education" means. When does it start? (really, when children begin learning things that adults teach them) Who generally teaches young children in our country? (mothers, sometimes fathers) Show some pictures of children in nursery schools in Russia and of mothers picking children up after work. Ask: Who has been teaching these children during the day? From looking at the pictures, what would you think they learn? How old do you think these children are? (under 3) Where will they go when they are too old for nursery school? (Most children will probably know that kindergarten is the next step.)

Vandivert, Young Russia,
pp. 14-18.

Slides of nursery
schools.

- S. Gains information from pictures.
- S. Generalizes from data.
- S. Gains information from films.
- S. Gains information from pictures.
- S. Generalizes from data.
- B. Russian kindergartners are between the ages of 3 and 7. Kindergartners learn to play together. They take walks, color, draw, and listen to stories. Some children are boarders who stay overnight.
- C. Russian children go to grade school when they are 7. In the early grades, children study arithmetic and reading. They also learn about the history of the Communist Party. Older children also study science and languages. Beginning with the early grades, children are given training in physical fitness. Usually, but not always, children wear uniforms.
- D. Russian schools are much more formal looking than ours.

Show pictures of kindergartners. Ask children to notice Vandivert, Young Russia
the kinds of things these children are learning. Does pp. 22-34.
that remind them of their own kindergarten experiences?

Show pictures of kindergarten art. Ask: Could these Slides of kindergarten
pictures have been made by American children? Are they children.quite a bit like what you see in our kindergarten? Show

pictures of children's beds in the schools. Ask children
what they think the beds are for. After short discussion,
ask if they remember that most mothers work. Do they
think all mothers can be home to put their children to
bed? What if a mother works as a railroad conductor?
Could she be home every night? Perhaps children will
think of other occupations which might keep mothers away
from home. Have children give their feelings about this
type of arrangement as compared to American kindergartens.

Project film Soviet School Children. Ask children if Film: Soviet School
they can tell what subjects are studied. Are they the Children, Bailey
same ones children in America study? (Do we place as Films, Film Associate
much emphasis, in the primary grades, on the history of
our country?)

Call attention to children entering the school. Do the
children look like the children who come to our schools?
Why not? (Are wearing dark clothes which look like
uniforms) Explain that children in Russian school do
wear uniforms. Ask children why this might be a good
idea. (All would seem more equal, pretty clothes wouldn't
take their minds off work, etc.)

Discuss school corridor and classroom in film. Ask
whether they look like the corridor or classroom in
their school. How is it different? (pictures and
awards hanging on the wall) (Through the preceding
discussion, try to establish the understanding that
school in Russia is a more serious thing than it often
seems to be in America, especially in the lower grades.)

Vandivert, Young Russia
p. 45.

Jackson, Soviet Union,
p. 161.

- S. Generalizes from data.
- S. Gains information by listening.
- S. Gains information from pictures.
- S. Generalizes from data.
- S. Gains information by listening.
- E. In some ways, Russian schools are like ours.
- F. Russian children of school age are expected to study hard. Much of their out-of-school time is spent in meetings organized by Communist youth groups such as the Komsomol and the Young Pioneers. Russian children are taught to be submissive and obedient to their parents and to anyone else in authority.
- G. In addition to behavioral training given at home and at school, Russian children get much training in the youth groups (such as Young Pioneers). Older children are expected to set examples for younger ones.

41. Show additional pictures of young children in school. Ask: Which of these pictures show things you quite often do? (bring flowers, read, doing exercises) What can we say, then, about Russian and American schools (alike in some ways, different in others) Arrange children in two groups: Russian second-grade students and American second-grade students. Have them discuss and compare their schooling.
42. Read to the children from the section of Soviet Union dealing with youth clubs. Show pictures of children participating in camps and meetings. Ask children what kinds of training are given in these clubs. (some nature study and scientific training but mostly political indoctrination) How does this compare with Boy Scouts and Girl Scouts in this country? Refer to the youth groups shown in the film Soviet School Children. Have a Brownie, Cub Scout, Campfire Girl or Blue Bird report on their organization. Have children compare the two.
43. Have children write characters of the Russian alphabet and learn simple words and phrases.
44. Read some of the same stories read by Russian children. Perhaps obtain one copy in Russian and one in English so that children can see that they are reading the same stories.

tures of young children in school. The pictures show things you quite know (drawing, reading, doing exercises) What about Russian and American schools? (different in others) Arrange children. Russian second-grade students and American students. Have them discuss and compare.

from the section of Soviet Union clubs. Show pictures of children at camps and meetings. Ask children what they are given in these clubs. (some scientific training but mostly political). How does this compare with Boy Scouts in this country? Refer to the film Soviet School Children. Scout, Campfire Girl or Blue Bird organization. Have children compare

characters of the Russian alphabet words and phrases.

Some stories read by Russian children. Copy in Russian and one in English. Have them see that they are reading the

Slides of school children.

Jackson, Soviet Union, pp. 167-168.

Slides of Young Pioneers.

Film: Soviet School Children, Bailey Films, Film Associates.

See Appendix for stories.

S. Generalizes
from data.

VIII. The government wants families to be large, closely knit, and to cooperate in molding the character of future citizens of the Communist state.

A. Good behavior in Russia is characterized by industriousness, unselfishness, optimism, criticism of others whose behavior does not conform to Party standards, and staunch loyalty to the State.

45. Children will enjoy learning a few songs sung by Russian children. Select some from the recording Russian Songs. Recording: Russian Songs, Folkways Scholastic Records.
46. Let children use an abacus which is used widely in Russia and taught in Russian schools.
47. Show pictures of Russians working, helping one another, sitting in a people's court. Ask children to look for pictures of good behavior. (industry is evident, people look happy, optimistic) List characteristics that are mentioned by the children. Ask: What else did we learn from the reading about Russian behavior? Are these the kinds of behavior that you hear much about in America? (Let them briefly compare with the things they are reminded of by their parents.) Jackson, Soviet Union, pp. 164, 115, 68, 64. Study Prints: Living in the Soviet Union, Silver Burdett.

- G. Within the family group, parents, older siblings, and/or other relatives direct expectations (organized into roles) toward the child; these are reinforced with positive and negative sanctions.
- B. Typical punishments for Soviet children are eye-to-eye talks, withholding treats, and withdrawal of signs of love. Parents and others in authority are not to use corporal punishment but impose authority by inspiration and good examples. Parents are held responsible for their children's behavior.
- S. Gains information from listening.
- G. In every society human beings learn a culture in the course of growing up; this culture is the learned behavior patterns shared by members of their group.
- C. In Russian society the State is more important than even the family relationships. Children may criticize adult behavior if it is at odds with what they have learned at school or at Young Pioneers.
- G. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

48. Have children write a story telling about a time they misbehaved and the punishment they received. Have several children read their stories to the class. Ask children how they are shown what kind of behavior is not acceptable to their parents, teachers, etc. Tell them that you are going to read a story about a Russian child who misbehaves and that you want them to listen for the way his bad behavior is handled. Read the story Ivan Learns to Be a Good Russian Citizen. Ask children to compare their stories with Ivan's story. Ask: Would you rather be spanked than scolded? Why or why not? Which is easier to forget? Which changes your behavior the most? Do you think this punishment will make a difference in the child's future behavior? What might happen to Ivan's parents if he does not change his ways? (They could be taken to court.) Does this sometimes happen in the United States? (Yes, but many children may not know about it.) Ask children why they think they should do as they are taught. How will it help them when they grow up? Do Russian children seem to have as much freedom of behavior as American children?

See Appendix for
Ivan Learns to
Be a Good Russian
Citizen.

49. Ask children what seems to be the most important thing in the lives of Russian children. What comes first in everything they do? (Hopefully, they will realize that it is the State. If not, again show pictures of Youth Groups and of schoolrooms with Lenin's picture on walls.) What is the most important thing for most American second graders? Who do they obey and who do they love the most? (parents, family) Do they think the Soviet children love their parents, too? What else must they love and obey? Ask whether they think the things Russian children learn at school and at Youth Clubs are important? Is it important for them to remember the things their parents teach them? Which do they think is most important. Let them discuss this for a few minutes. Then tell the children that, in Russia, children are supposed to criticize even their parents if the parents are not saying good things about the government.

- G. All people, regardless of where they live or to what race, nationality or religion they belong, have many things in common.
- IX. Russians enjoy many of the same kinds of recreation as Americans do, although the actual books plays, music, etc. differ in many respects.
- A. In Russia the youth groups (Young Pioneers and Konsomol) sponsor many recreational activities. Families also do thing together.
- S. Generalizes from data.
- B. Russian people of all ages and especially young people, are encouraged to engage in athletic events.
- C. Russian children read books and comic pages etc.

50. Ask children if they remember where Russian children spend much of their spare time. (at youth club meetings) Review the kinds of things that they do at the meetings and camps. Ask: Do you remember why it is that the Russian people spend so much of their time outside? (because of housing problem)
51. Show pictures of Russian children at play, developing athletic skills. Ask children: Are these sports the same kinds that you know about in America? Do you know how to do these things? Did you notice the big stadium? Do we have buildings like that? Ask children why they play baseball, kickball, etc. (fun, because their friends do) Why do Russian children play these games? (They are expected to; it will help them to become strong.) Why are they taught that they should be good athletes with strong bodies? (so they can help their country) Have children play some of the typical Russian games. After playing compare Russian and American games.
52. Ask children the names of some of their favorite books. Do they think Russian children also have favorites? Does anyone know a book about Russian people? (Some may remember My Mother Is The Most Beautiful Woman in the World.) Read the entire book aloud to them. Tell them to think about the book again before tomorrow because you are going to read an American book that is a little bit like it.
- Ask the children also to bring their favorite comic strip to school the following day. Let them share these briefly, then show the comic pages from Russian magazines. Ask how these are like our comics (animal characters, etc.); how different? Read the Lawson book and let children briefly contrast it with Reyher's book. Use additional poetry and folk tales in the Appendix.
- Vandivert, Young Russia, pp. 18,54,57,60,61.
- Jackson, Soviet Union, pp. 145,152-155.
- Jackson, Soviet Union, p. 158,154-155.
- Filmstrip: U.S.S.R.: Education and Recreation, Eye Gate House, Inc.
- See Appendix for games.
- Reyher, My Mother Is The Most Beautiful Woman in the World.
- Lawson, They Were Strong and Good.
- "Children's Corner" in Soviet Life magazine.
- See Appendix for comics, poetry and folk tales.

D. Russians are very fond of music. There is a beautiful opera house in Moscow. There are also theaters. However, most of the music and the plays are written by Russians.

S. Generalizes from data.

E. Russians enjoy such things as TV, theater, and art, although almost all of the art on display was done by party-sponsored artists.

53. Read May Day in Moscow to class. Show slides. Discuss and have children compare this with our national holidays and parades. Slides of May Day. See Appendix for May Day in Moscow.
54. Teach the children Russian folk songs using the videotape Russian Folk Songs. Videotape: Russian Folk Songs, Chelmsford ITV.
55. Show pictures of the interior of the Moscow Opera House. Ask children what kind of a building this is. Show scene from "Swan Lake" and explain that dances like this and also operas are held here. Play for the children a part of "Swan Lake" and ask whether any have heard it. Tell them that it was written by a famous Russian composer, Tchaikovsky, and is often performed in the United States. If time permits, you might play selections from his "Nutcracker Suite" which is of more interest to children. Also show pictures of folk dancers. Ask children who they think these people are. Are they Americans, Japanese, etc. -- no, most likely Russians because the government believes that Russian music is the best for the people to hear. Ask children whether this is true in the United States. If time allows, let them bring some records of music by foreign composers. Study Prints: Plates 45 and 48, Soviet Union, Fideler Visual Teachings. Filmstrip: Cultural Life in the Soviet Union, McGraw-Hill Films. Slide of ballet dancer.
56. Children would also enjoy seeing and hearing Peter and the Wolf, a Russian classic.
57. Ask children to consider the forms of recreation they have heard about thus far. What other things do children in this country do in their free time? As these are mentioned, show pictures of Russian children or adults engaged in similar activities. As a summary, ask whether they think recreation in Russia is like that in the United States for children their age. How is it different? Are the similarities greater than the differences? Jackson, Soviet Union, p. 136 (TV). Vandivert, Young Russia, pp. 36-37 (children's theater).

- S. Generalizes from data.
- G. Although the family as a basic social group is found in all societies, families differ widely from society to society as to how they are organized, or in their structure.
- G. Certain family functions are found universally in all societies, but other functions of the family vary widely from society to society.
- X. Although Russian and American family life are alike in many ways, there are differences, especially with regard to the roles played by mothers, the delegation of responsibility for training children, living conditions at home and services available in the city.

58. Ask children to refer to charts made during the things they remember from discussion. Let them elements of Russian and American family life that are different and that could be shown through pictures acting out. List these on the board and have children in small groups to prepare presentations. Other than the topic of each skit and the generalization to be depicted. Possible topics are the differences in family members who do household chores, person who greets home after school, method of punishment for misdeeds. Use tape recording of initial discussion on Russian. Pupils compare and discuss their previous comments with their present observations.
59. As a further review activity project the film A View of Moscow once again.
60. List on board and show with pictures the following which are true of American cities:
- (1) streets jammed with automobiles
 - (2) many shops with conspicuous signs
 - (3) bright neon lights over theaters and restaurants
 - (4) miles of residential areas ranging from modest developments to expensive homes
 - (5) neighborhood shopping centers with super market, department store, ice cream store, etc.
 - (6) corner gas station, drug stores, motels, drive-in movies.

Ask each child to choose one of these points, to report over what he learned about Moscow, decide whether it is true or not about Moscow, and to be prepared to give reasons for his judgment. Set up a discussion situation in which children can share the results of their thinking. (Actually, none of the points mentioned is true of

to refer to charts made during the unit and to remember from discussion. Let them think about Russian and American family life that are different. List these on the board and have children work to prepare presentations. Others can guess each skit and the generalization which is being made. Possible topics are the differences in family household chores, person who greets child at school, method of punishment for misdeeds, etc.) Begin with initial discussion on Russia and have students and discuss their previous comments with observations.

Review activity project the film A Visit to Moscow.

Film: A Visit to Moscow, McGraw-Hill Films.

and show with pictures the following points of American cities:

streets lined with automobiles
billboards with conspicuous signs
bright lights over theaters and restaurants
residential areas ranging from modest cottages to expensive homes
modern shopping centers with super market, clothing store, ice cream store, etc.
gas station, drug stores, motels, drive-ins, movie theaters.

After the film, have students choose one of these points, to think back on what they learned about Moscow, decide whether the point is true about Moscow, and to be prepared to give their judgment. Set up a discussion situation in which students can share the results of their thinking. (List of the points mentioned is true of Moscow.)

1. Billboards with conspicuous signs
2. Bright lights over theaters and restaurants
3. Residential areas ranging from modest cottages to expensive homes
4. Modern shopping centers with super market, clothing store, ice cream store, etc.
5. Gas station, drug stores, motels, drive-ins, movie theaters.



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Leisure Time, U.S.S.R., International Film Foundation.

Soviet School Children, Bailey Films, Film Associates.

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of Russia, International Film Founda-

FILMSTRIPS

Cultural Life in the Soviet Union, McGraw-Hill Films.

Education in the Soviet Union, McGraw-Hill Films.

Housing and Home Life in the Soviet Union, Society for Visual Education

Russia, Fiedeler Classroom Filmstrips.

U.S.S.R.: Education and Recreation, Eye Gate House, Inc.

U.S.S.R.: The People and Consumer Goods, Eye Gate House, Inc.

MAGAZINE

Soviet Life 1706 18th St., N.W.
Washington, D.C. 20009

RECORDING

Russian Songs, Folkways Scholastic Records.

SLIDES

1. Moscow: Apartment houses
2. Moscow: Street vendor
3. Moscow: Government Buildings
4. Moscow: Government Buildings
5. Moscow: Government Buildings
6. Moscow: Street sweeper in winter
7. Moscow: Kremlin

SLIDES (continued)

8. Moscow: Automobile traffic at major intersection
9. Horsedrawn wagons in suburban Moscow
10. Moscow: Subway station
11. Interior of a Moscow apartment
12. Kitchen in a Moscow apartment
13. G U M Department store (interior)
14. Boy and woman obtaining drinks from vending machines
15. Kindergarten character
16. Kindergarten children reading
17. Kindergarten children at rest on mats
18. Young girl doing art work in school
19. Two young Russian children
20. Russian children in line carrying plants
21. Russian children at desks in classroom
22. Russian children at desks in classroom
23. Boy reading book in library
24. Children in physical education class
25. Children on way to school in snow
26. Children working with microscopes
28. Librarian reading to children
29. Children ice skating
30. Russian ballet
31. Young Pioneers (youth group) at camp
32. Young Pioneers (youth group) at camp
33. Young Pioneers marching in parade
- 34 - 40. Armed forces and military equipment on parade in May Day parade

STUDY PRINTS:

Living in the Soviet Union, Silver Burdett.

Soviet Union, Fideler Visual Teaching.

VIDEOTAPE

Russian Folk Songs, Chelmsford ITV.

APPENDIX

IVAN LEARNS TO BE A GOOD RUSSIAN CITIZEN

by

Diane Monson

Ivan walked out of school very slowly. He hung his head and kept his eyes on the ground. He did not want to talk to any of his friends if they were waiting for him. In one hand, Ivan carried a briefcase with his books and homework for the next day. Sometimes he did not do his homework, but today Ivan knew he would have to do it. In his briefcase he also had a letter to his parents. The letter had been written by the teacher because today, for the second time this week, Ivan had not done his homework.

The walk home seemed long. As he came nearer to the apartment house, Ivan looked around to see whether any of his friends were nearby. Then he walked up the steps of the house, through the door, and began his long climb to the fourth floor. Once there, he found the key under the rug and let himself in. Mother and Father were both at work. Ivan remembered that his sister had gone to Young Pioneers after school. He was supposed to be there himself. He was already in trouble for skipping some meetings last week, so he decided to stay home again today.

Ivan looked around the apartment. The small living room was full of furniture. There was a bed in one corner, covered with a white spread and many pillows. In corners were tables with plants on them. In other parts of the room were chairs, tables, and clothes and books belonging to the family. Ivan picked up a book from the table and settled down on a chair to wait for his parents to come home.

When Father opened the door, Ivan jumped up. He didn't quite know what to do next. Finally he just put the letter into Father's hands and sat down to wait for the scolding. Father read the letter.

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When Father opened the door, Ivan jumped up. He didn't quite know what to do next. Finally he just put the letter into Father's hands and sat down to wait for the scolding. Father read the letter. Then he looked up and said, "Why aren't you at Young Pioneers now? The teacher says that you have been reported missing too many meetings last week. What have you been doing instead?"

"I don't like to go to Young Pioneers," said Ivan. "All we do is sit around while they tell us about Lenin and how much he has done for us. Then we have to tell about our hobbies and why they will help us to be better citizens of the Soviet Union. Once in a while we go on hikes and those are the only meetings I like. I would rather be outside walking or sitting under a tree reading a book than listening to the leaders talk."

Father only said, "We will have to wait until your mother comes home before we talk more about it. She will not be happy when she reads this letter."

As soon as Mother came home, she set to work making supper. After supper Ivan and his sister, Natasha, did dishes. When dishes

were done, the whole family usually sat it the living room and read or worked. Tonight, however, Father asked Natasha if she would go to the library for a while so that he and Mother could talk with Ivan. She took her schoolbooks and left.

Mother took the letter from Father and read it slowly. Ivan could see that it was making her unhappy. When she finished, she looked at Father and said, "We have not taught our boy the most important things for a Soviet child to know. What is wrong? What can we do to make him a good boy?"

"Come here, Ivan," said Father. "Tell us what you have learned about your responsibilities as a Russian school boy. What are you supposed to do so that you will be a good Soviet citizen?"

"Oh, you sound just like one of the leaders at the Young Pioneers meeting," answered Ivan. "I know that I am supposed to study very hard so that I can be a good worker. I'm supposed to go to Young Pioneers because that will help me to want to work hard. But I can't help it. I get tired of listening to that all of the time. Why can't I do the things I want to do? Why does the government tell us everything we are supposed to do?"

When Ivan said that, his father became very serious. Ivan knew he would not spank him. Russian parents do not usually spank their children. However, he was not surprised when his father said, "All right, Ivan. I guess we will have to have a long talk. Mother will stay here, too, because she is just as much responsible for what you do as I am."

"Look me in the eye," said Father, "so that I will know you are paying attention to everything that is said." Ivan obeyed.

"Now," Father was saying, "you know that every boy and girl in Russia has a very important job to do. We want our country to be the best country in the world. In order for this to be true, every person in the country has to work hard. Maybe you will be a teacher, maybe a factory worker. But the thing you must remember is that now you are in school to learn many things. You cannot learn them if you do not do the work the teacher gives you to do. If you don't learn, you will not be a good citizen when you grow up because you will be stupid. Then you cannot do the job that the government wants you to do. If every boy is lazy like you are, our country will not become a great country. And if you do not go to Young Pioneers, you will not learn about your great government and about the men who gave you your freedom."

"That is right," said Mother. "And if you don't do your work well, the teacher will say it is because Father and I do not show you how a good Soviet citizen should behave. You don't want us to get into trouble, do you?"

Both of his parents looked straight at Ivan. He felt unhappy because they would get into trouble. But he could not help saying, "Yes, I know all that, but I still don't like to go to Young Pioneers and do my school work when there are so many other things I like better. I would rather read about the great Russian musicians who wrote music that is played everywhere in the world. And I would like to practice the piano or the violin so that I could be a musician, too."

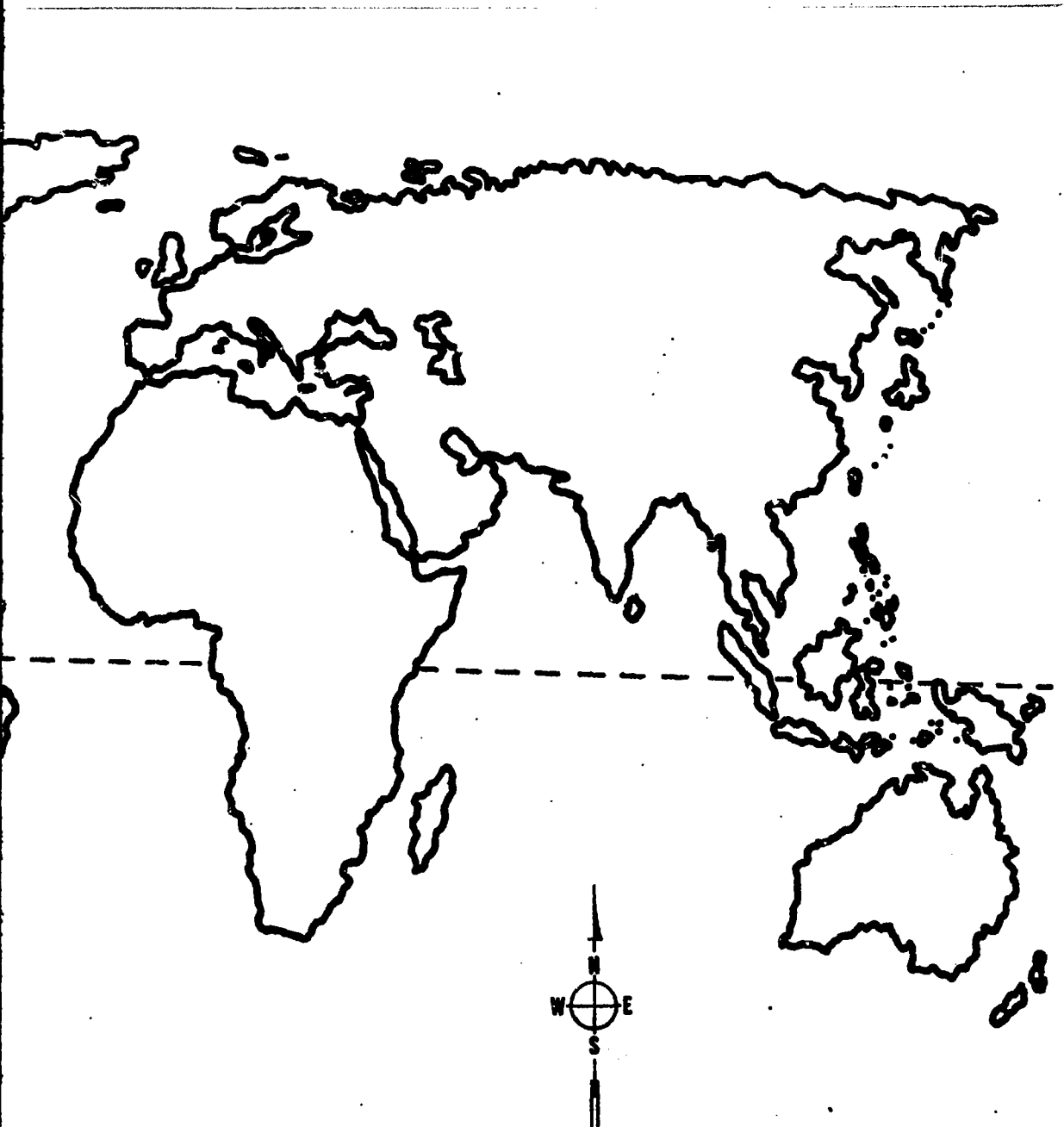
"I know you would," said his father. "Many Russian children would like to do that. But you know that only the good musicians get good jobs. If you are not good, you had better do the job that the government wants you to do. You should spend your time exercising so that your body is healthy and studying so that you know many things. Do you understand that?"

"Yes, I guess so," answered Ivan. "I do want to be a good Soviet citizen. I will do what you tell me to do even though it isn't what I would like. I'm sorry that I caused you so much trouble. May I go now and do my homework?"

"Of course," said Father, "and remember, the next time you don't want to go to Young Pioneers, look at Lenin's picture in our living room and think about what he would want you to do."

"Yes, Father," said Ivan. "I will do my best to obey him."





Olga of Russia



Sister Rosemary Brady, Maryknoll

Olga is my name and I live in Kiev. It is the oldest city in Russia.

I am almost seven now. Since I was three, I have been going to kindergarten. My mother brings me on Monday morning and takes me home on Friday night. The kindergarten is owned by the factory where Mother works. It is a very good kindergarten, and my mother chose to work in that factory so I could go there.

Not every boy and girl stays all week. Some children go home with their mothers every night. I go home at night sometimes in the summer. But in winter our days are short and it seems more fun to stay at the kindergarten.

We all have our own beds in kindergarten. Every the day children have beds. They are on a big open-air porch. Each day after lunch, we take off our school clothes and put on our sleeping clothes. We get in bed and cover up with warm quilts just as you do on cold nights. Most times I go to sleep very quickly.

I learn to say and do many things in school. The teacher is teaching us how to count and

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I learn to say and do many things in school. The teacher is teaching us how to count and say our Russian letters. She reads to us about our country -- its history and greatness. I am beginning to learn what a big country it is.

When I first came to kindergarten, I was taught how to eat with a knife and fork. I also learned to wash and dress myself and to fold my clothes neatly. I like to do these things.

At our kindergarten there is a doctor and nurse. The doctor weighs and measures us. We get our hair cut, too.

Every day we go outdoors, even if it is very cold. But we do exercises too in a big room. We wear special clothes for our exercises, and a special teacher shows us how to use hoops and sticks to help make our arms and legs stronger.

Our city of Kiev has a nickname. It is called "Green City" because it has so many big parks with all kinds of flowers. Kiev is built on the hills looking over the Dnepr River. Everyone who comes here will tell you that it is a beautiful city even if parts are very old.

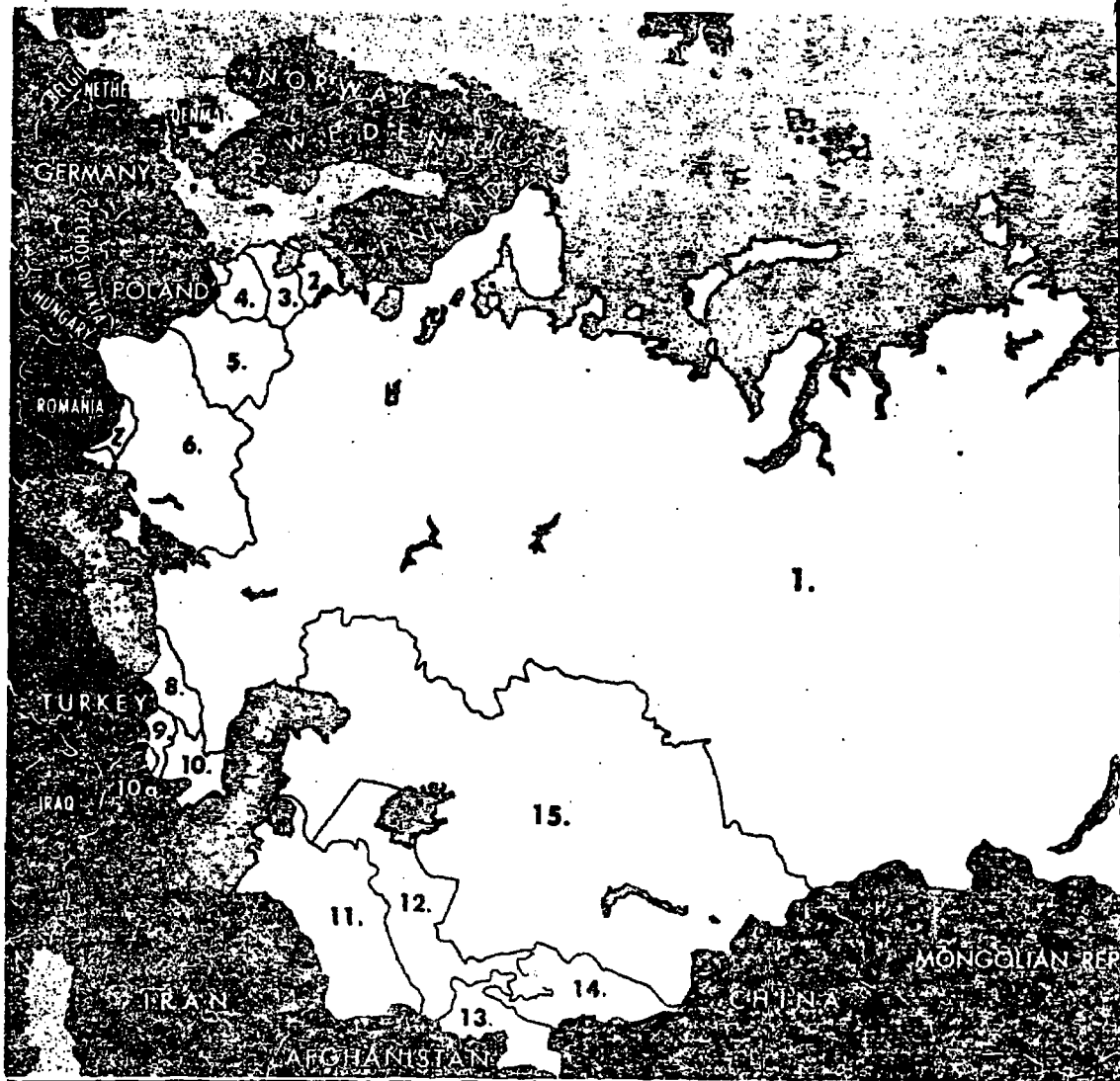
Outside my classroom window, I see the great Cathedral of St. Sophia. It has ten golden cupolas. The first library in Russia was started in this famous church. My teacher takes everyone in kindergarten to see the parks, museums, and old churches. We are all very proud of our city and the people who have built it.

My father is a factory inspector. His job is important. He goes to the steel mills to look at the big blast furnaces to make sure that every one makes the best steel. We need a lot of it so there will be enough for all the places where it is used. Some goes into big apartment houses and office buildings, or into our big airplanes and ships. As I grow older, I will discover more uses of steel.

The work my mother does in the machine factory is important too but it is hard for me to tell you very much about her job. What she makes is only a small part of something bigger.

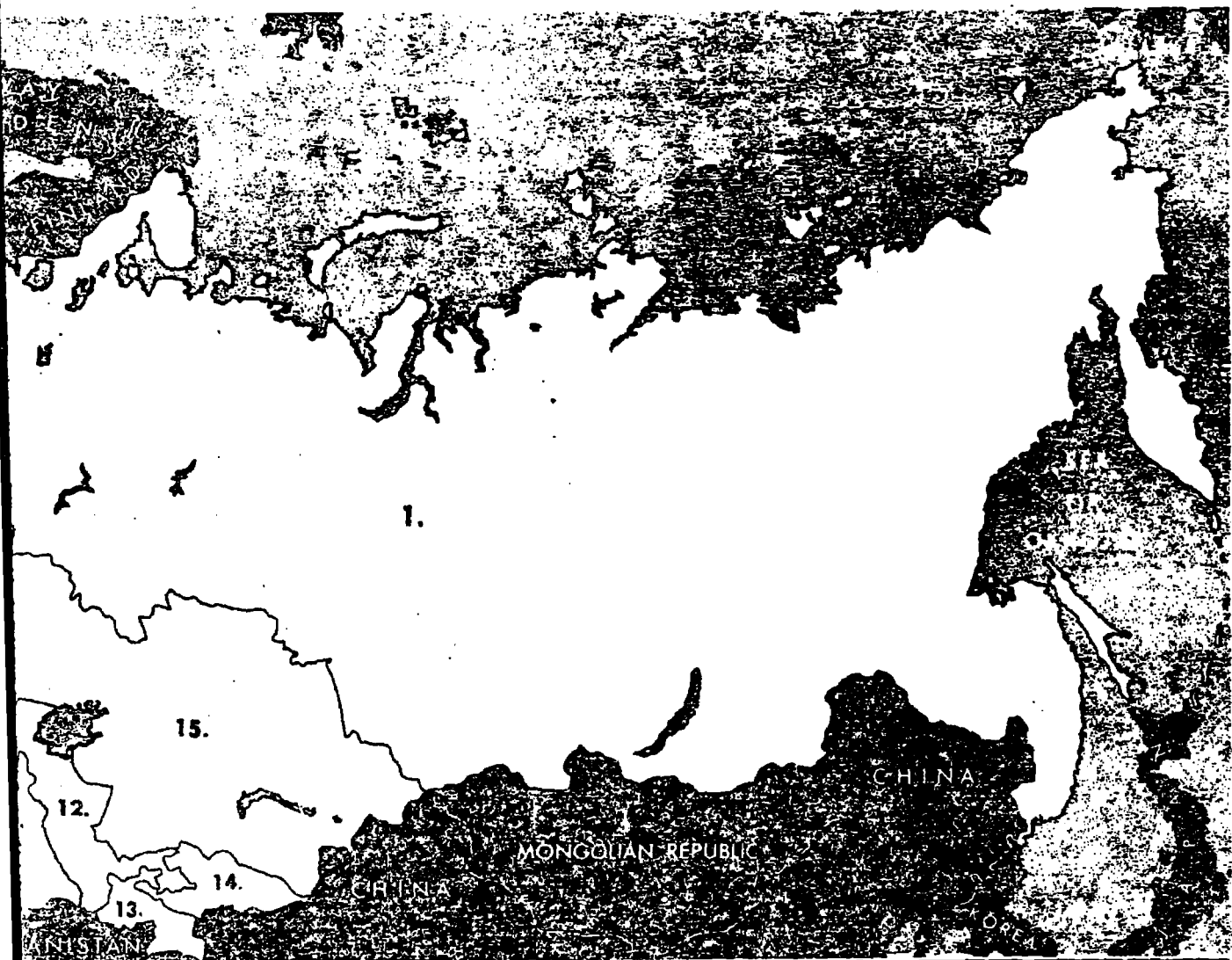
In Russia, education is very important. Almost everyone, except a few very old people, can read and write. My kindergarten friends and I do our best to learn what we are taught each day. This will help our country.

Reprinted from The Instructor, February, 1968, p. 152.



UNION OF SOVIET SOCIALIST REPUBLICS

- | | | | | |
|----------|---|----|--------------------|-----------|
| 1. & 1a. | Russian Soviet Federated Socialist Republic | 5. | Belorussian S.S.R. | 9. |
| 2. | Estonian S.S.R. | 6. | Ukrainian S.S.R. | 10. & 11. |
| 3. | Latvian S.S.R. | 7. | Moldavian S.S.R. | 11. |
| 4. | Lithuanian S.S.R. | 8. | Georgian S.S.R. | 12. |



UNION OF SOVIET SOCIALIST REPUBLICS

Federated Socialist Republic

5. Belorussian S.S.R.

9.

Armenian S.S.R.

13. Tadzhik S.S.R.

6. Ukrainian S.S.R.

10. & 10a.

Azerbaijan S.S.R.

14. Kirghiz S.S.R.

7. Moldavian S.S.R.

11.

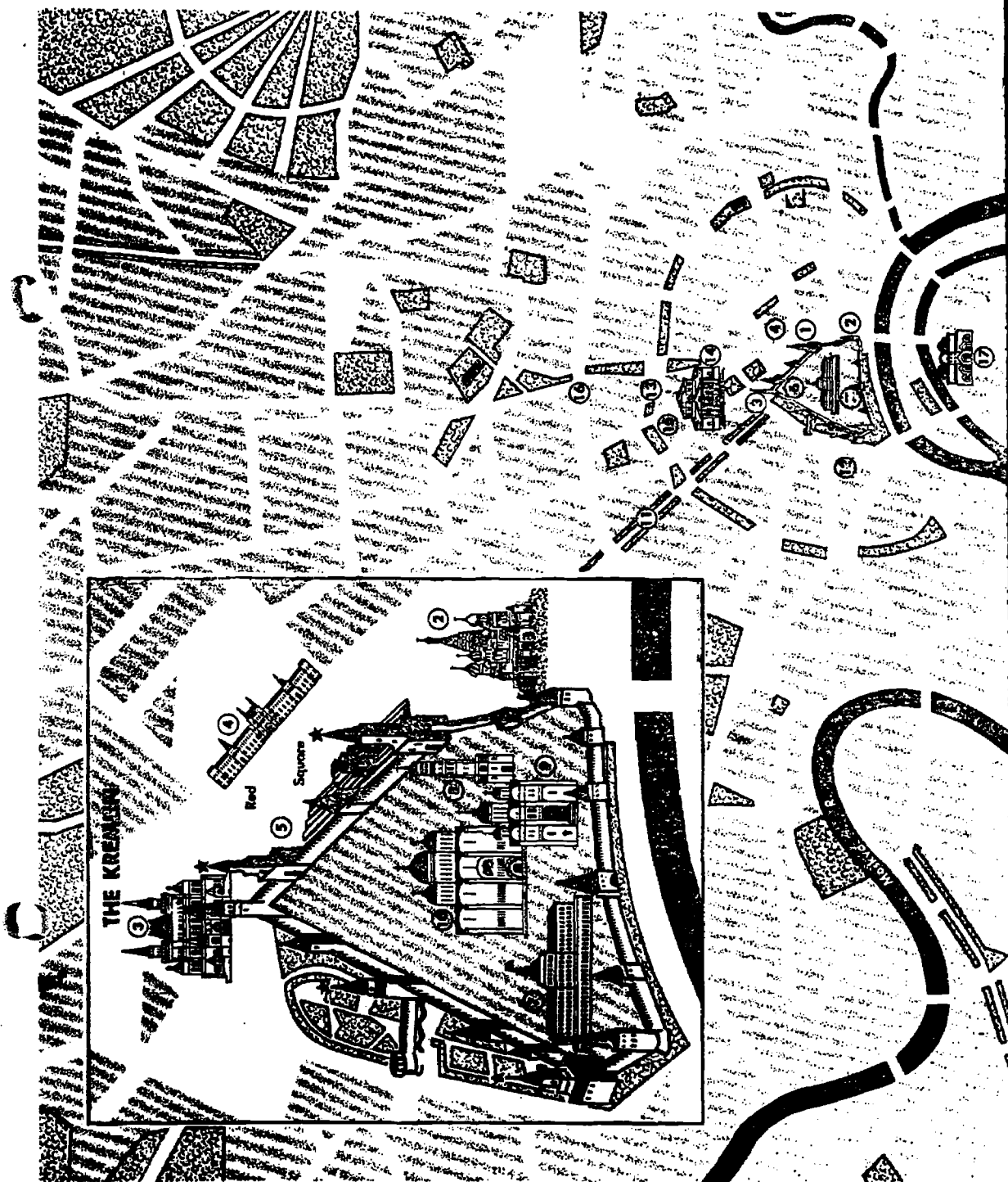
Turkmen S.S.R.

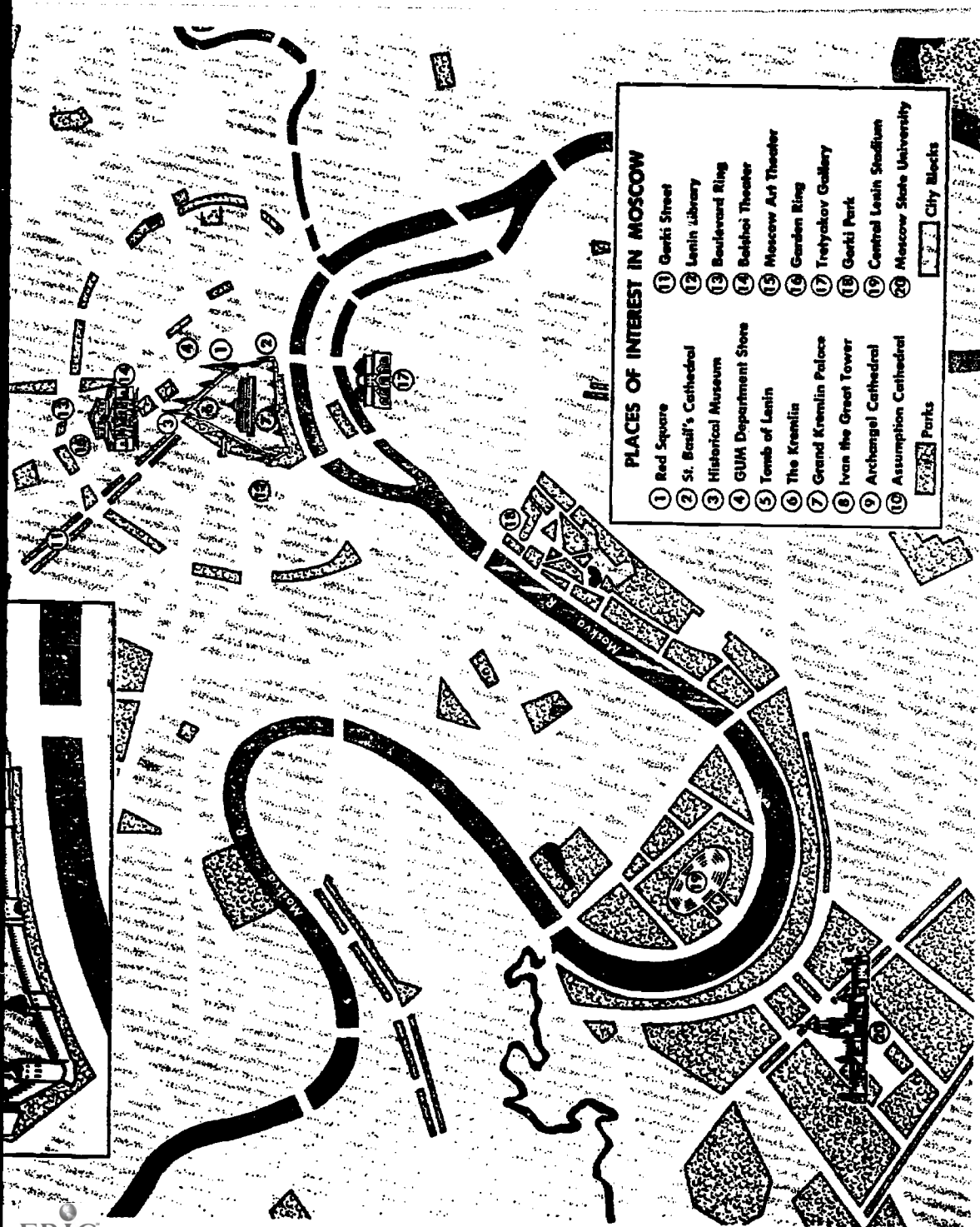
15. Kazakh S.S.R.

8. Georgian S.S.R.

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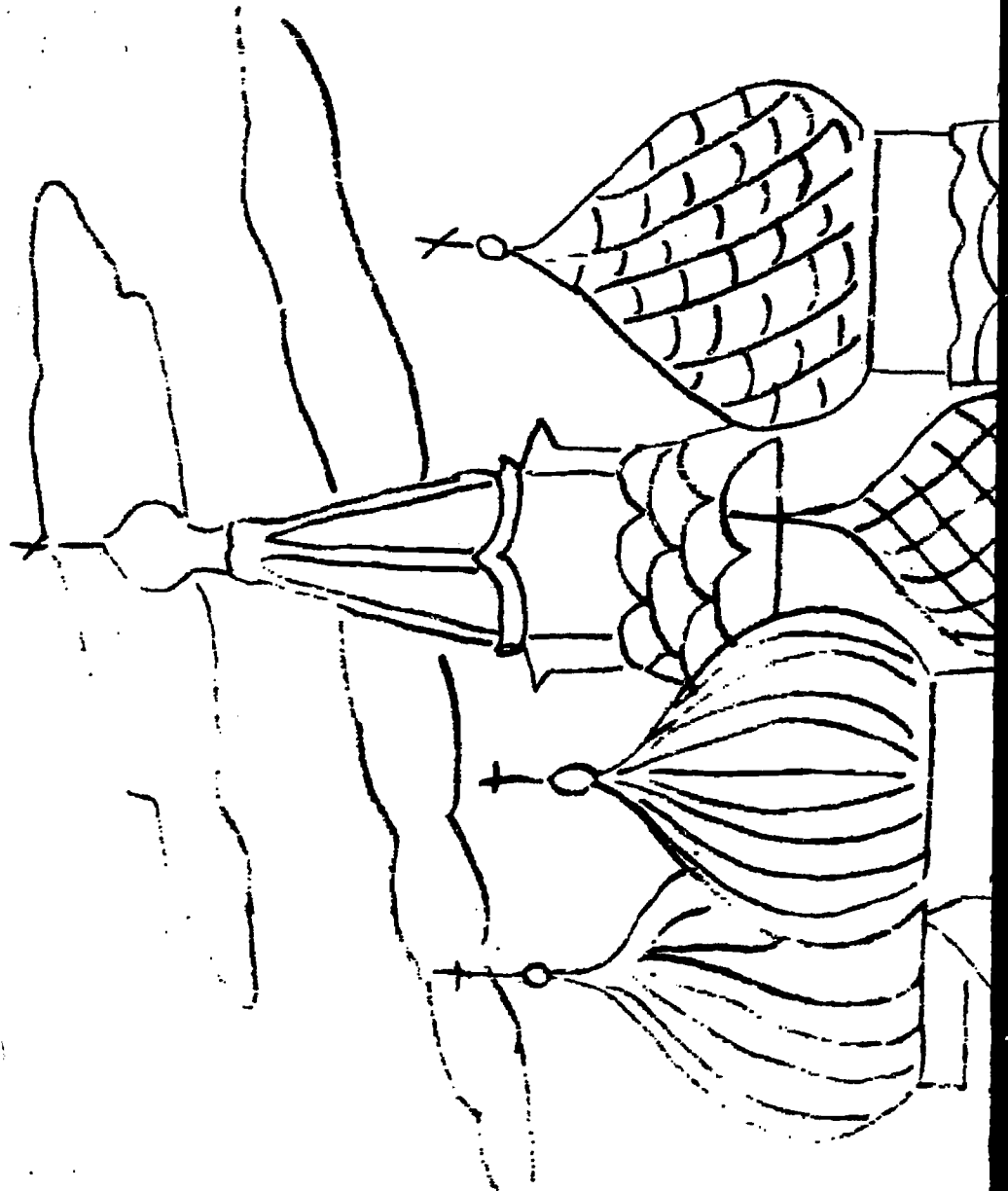
Uzbek S.S.R.

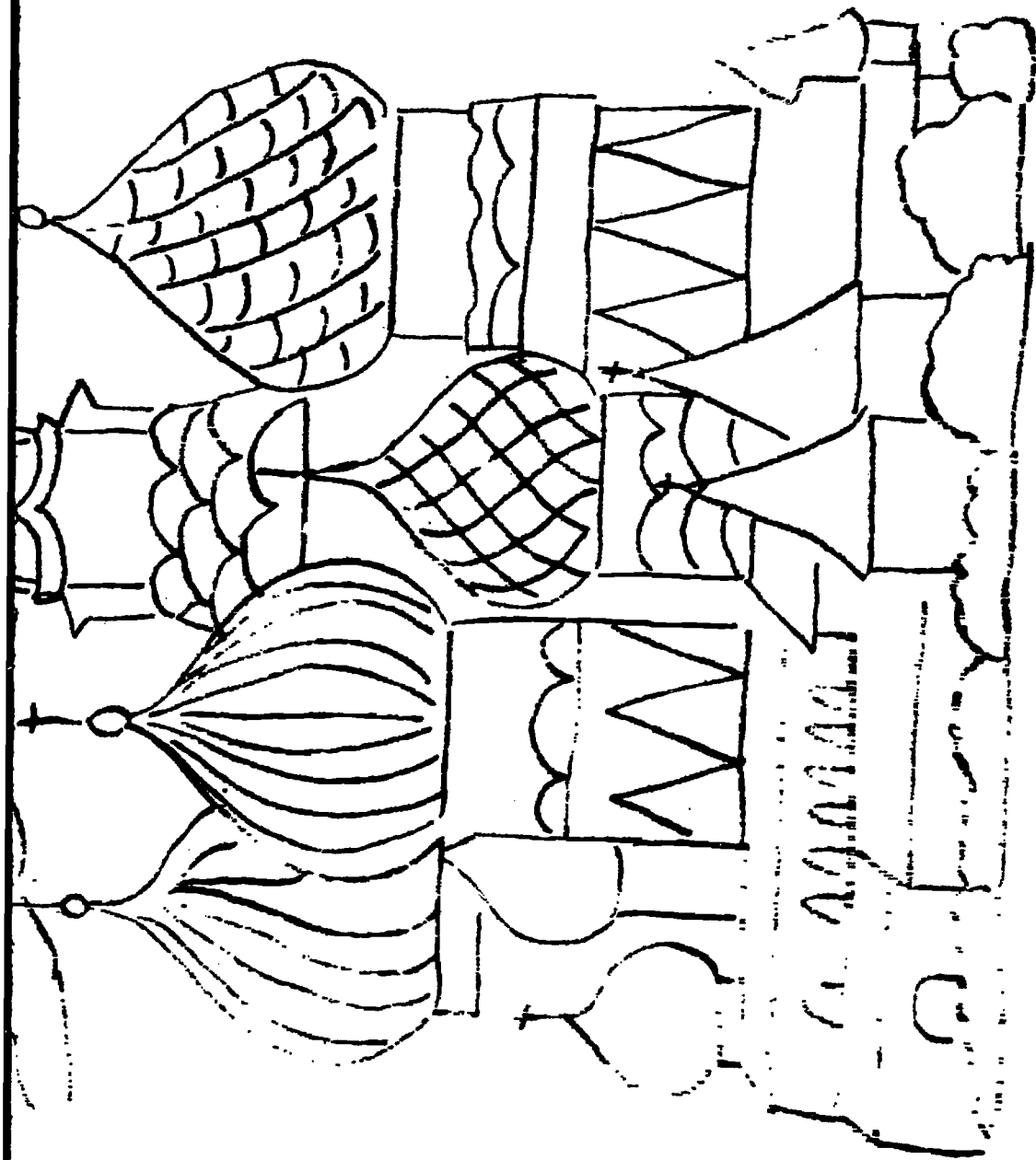




PLACES OF INTEREST IN MOSCOW

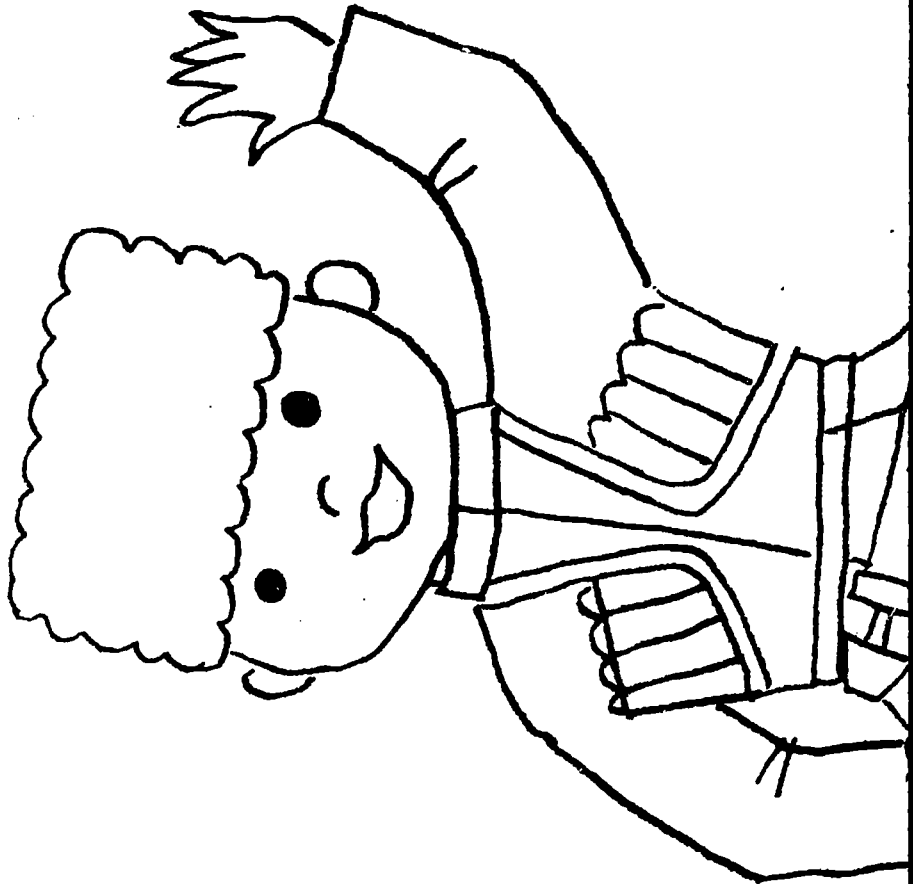
① Red Square	⑪ Gorki Street
② St. Basil's Cathedral	⑫ Lenin Library
③ Historical Museum	⑬ Boulevard Ring
④ GUM Department Store	⑭ Bolshoi Theater
⑤ Tomb of Lenin	⑮ Moscow Art Theater
⑥ The Kremlin	⑯ Garden Ring
⑦ Grand Kremlin Palace	⑰ Tretyakov Gallery
⑧ Ivan the Great Tower	⑱ Gorki Park
⑨ Archangel Cathedral	⑲ Central Lenin Stadium
⑩ Assumption Cathedral	⑳ Moscow State University
Parks	City Limits

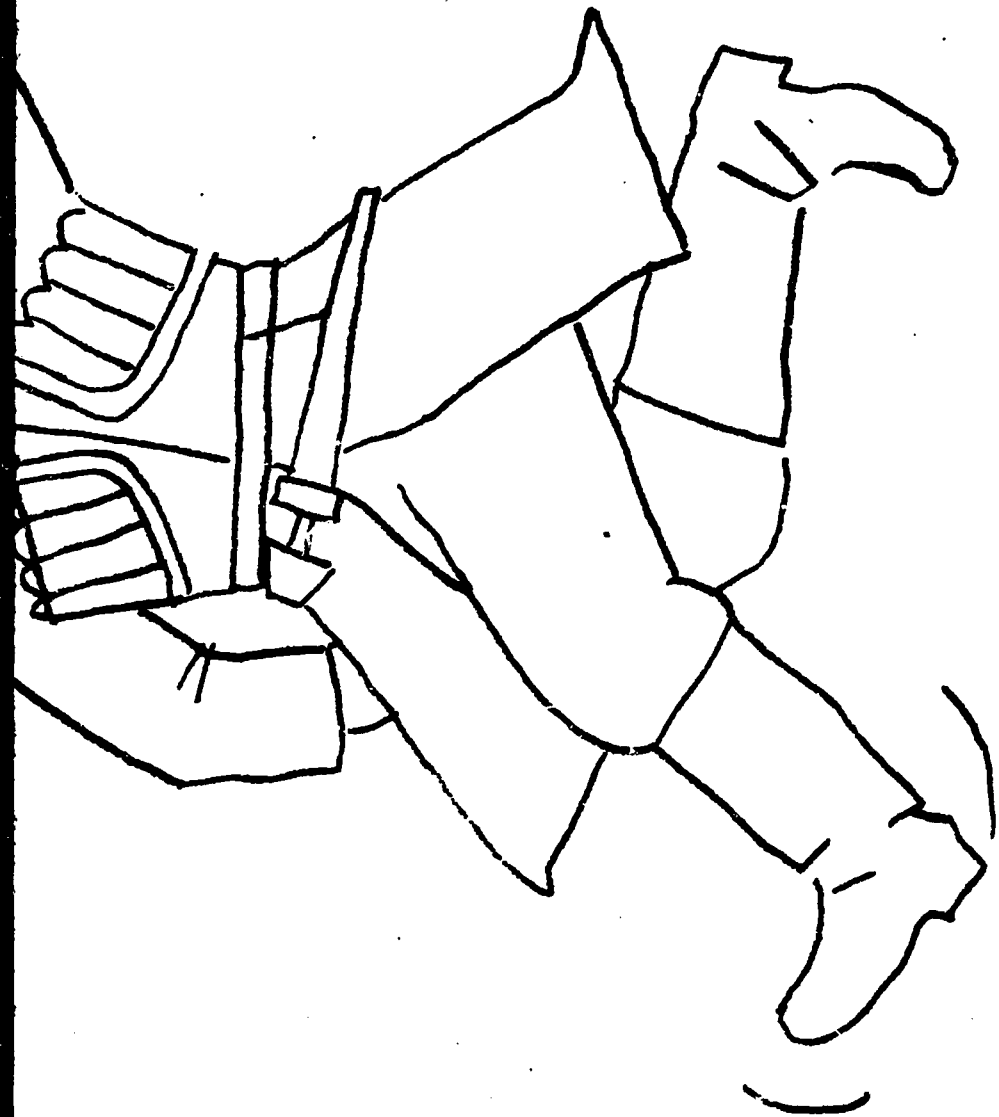




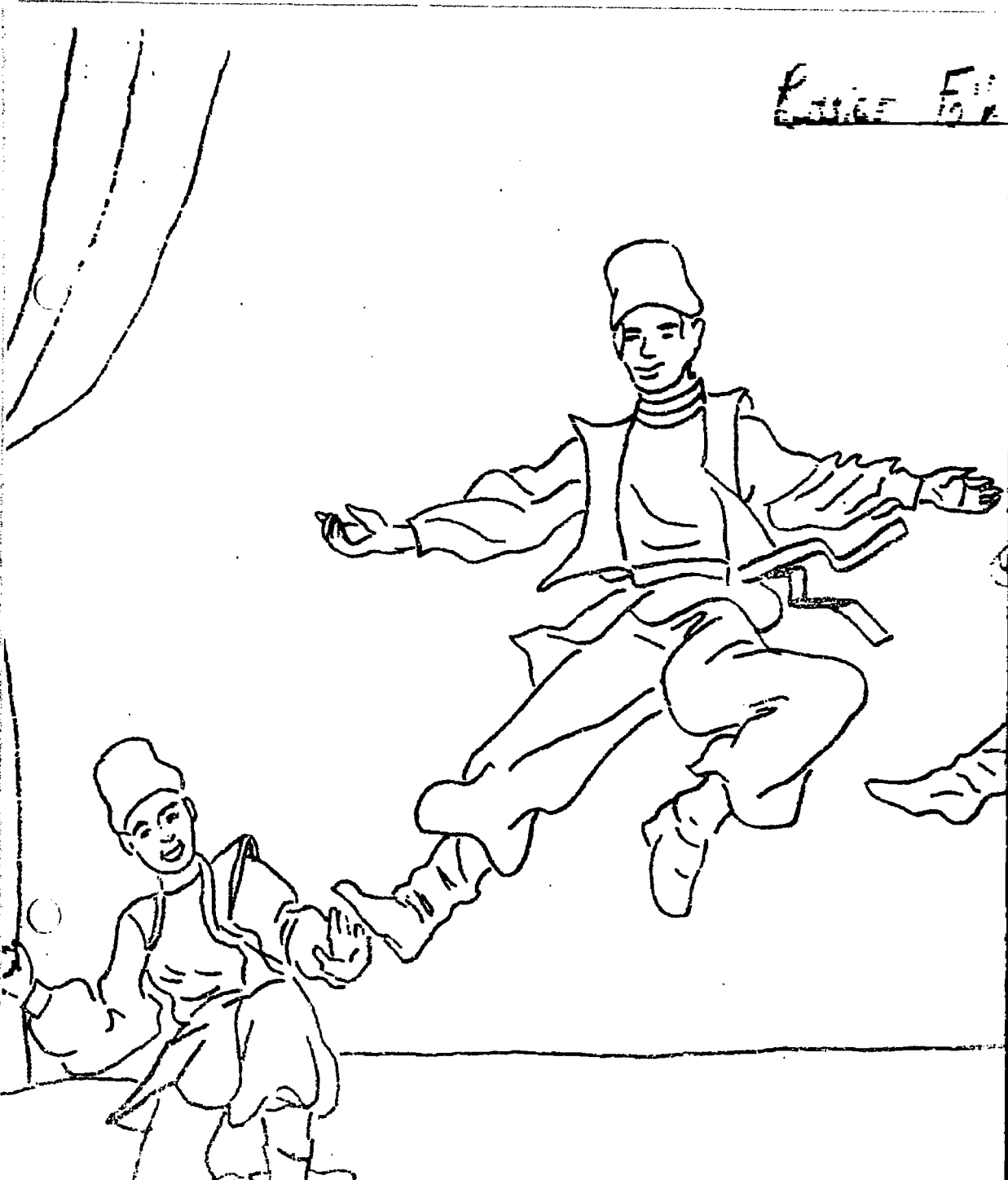
Name this Russian building.

Give this little Russian boy a name.



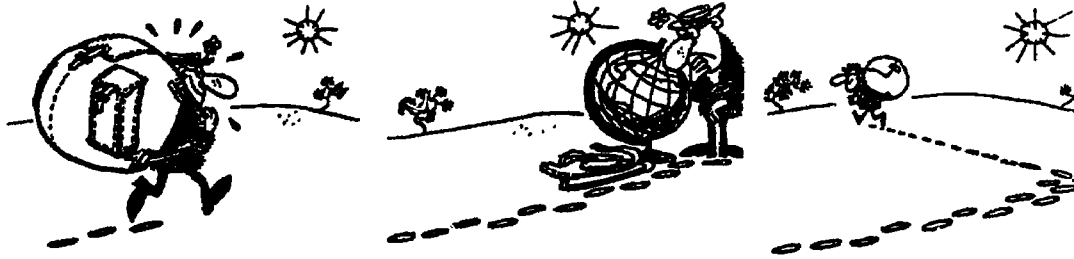


Lucas F. 1912

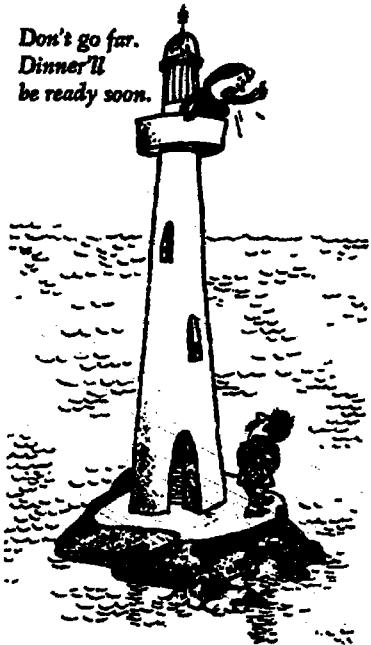


Basic Five Exercises

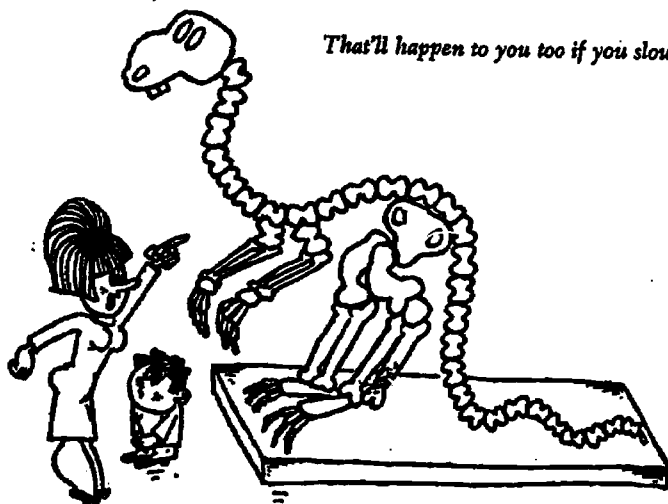




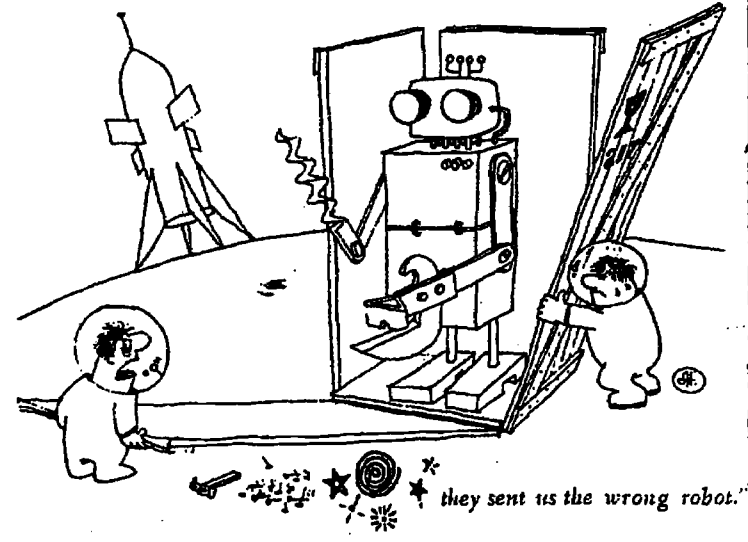
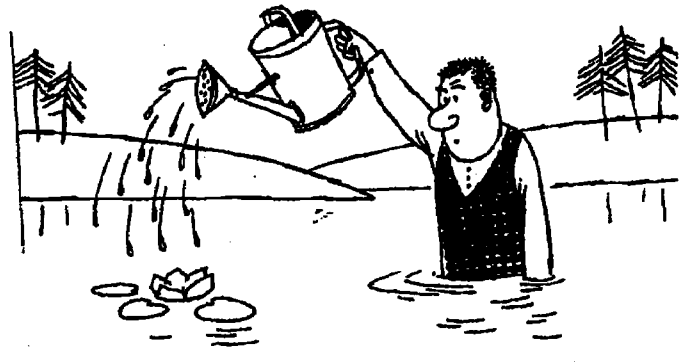
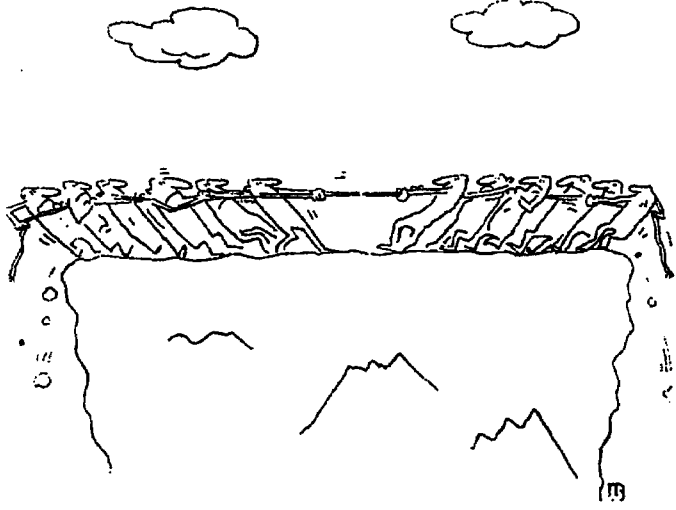
Don't go far.
Dinner'll
be ready soon.



That'll happen to you too if you slouch.



Reprinted from Soviet Life, Nov., 1968.



Reprinted from Soviet Life, Nov., 1968.

LIONESS AND CUB

Beasts went down the trail to drink.
When the lion cub did stray.
Bad cub! But, what do you think?
Mother wants him anyway.
Volodya Lapin, 11 years old

SNOWFLAKE

A snowflake has settled upon the soft snow.
But how to lift it, I really don't know.
Oleg Pavlov, 10 years old

How I wish time would pass with the speed
Of a wind blowing steady and free.
Then my life would be briefer, indeed.
But at least many things I would see.
Volodya Lapin, 13 years old

ЛЬВИЦА И ЛЬВЁНОК

Звери шли на водопой,
Потерялся львёнок.
Нужен маме хоть плохой,
А все-таки ребёнок.
ВОЛОДЯ ЛАПИН, 11 лет

СНЕЖИНКА

Снежинка застыла на мягком снегу.
Снежинку со снега поднять не могу.
ОЛЕГ ПАВЛОВ, 10 лет

Я хочу, чтобы время бежало,
Словно быстрые-быстрые лыжи.
Проживу я тогда очень мало,
Но зато очень много увижу.
ВОЛОДЯ ЛАПИН 13 лет

51

Reprinted from Soviet Life, January, 1968, p. 51.

DAYS

The days all follow, one by one.
First Monday, like a child,
Comes skipping down the street.
And Saturday, like ancient bard,
Comes playing on a lute,
To die the night that Sunday comes,
To live again next week.
The days are seven little sparks
That pass before me, one by one,
That only burn a little while,
And then they fade away.
Sasha Laskin, 9 years old

ДНИ

Шел день второй, четвертый, пятый...
Понедельник, как маленький ребенок,
прыгал на одной ноге.
Суббота, седой старик,
играл на шарманке,
чтоб ночью в воскресенье умереть,
а утром вновь воскреснуть.
А дни-это семь искр,
которые поодиночке,
через двадцать четыре часа,
гаснут.

САША ЛАСКИН, 9 лет

Reprinted from Soviet Life, January, 1968, p. 50.

BLACK PANTHER

She's like a night in a midday fair,
I see her lie and at me stare.
And in the dark her green eyes glow.
In fact, she is the dark, I know.
Kostya Raikin, 11 years old

ЧЕРНАЯ ПАНТЕРА

Она как ночь среди бела дня
Лежит и смотрит на меня.
Её глаза во тьме горят.
А эта тьма — она сама.
КОСТЯ РАЙКИН, 11 лет

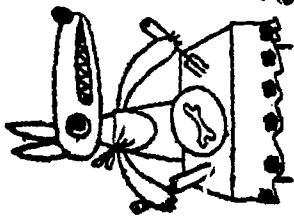
TRAIN

The train is like a centipede,
Its headlight whisker probes the night.
But morning clouds will soon appear
And shave it off, all right.
Sasha Laskin, 9 years old

ПОЕЗД

Поезд — тысяченожка
с зажженными фарам-усами.
А утром облака их срежут
своими острыми ножами.
САША ЛАСКИН, 9 лет

The Mad March Hare



One spring the Hares decided the Wolf must be taught a lesson. How could they live with him when he kept eating them up, one by one?

They decided to give him a good beating. But where was this to take place?

"Down by Vanin Well," Lop Ears suggested. "That's a lovely place."

But Baldy Bill—they called him that because he lived on Bald Hill—said no. "Beat him on our hill where everybody can see!"

"That's no good," cried Scabby Chops. "Think how hot it'll be in the sun! Let's do



it by Beaver Dam where it's cool!"

They all started shouting at once, dashing about, boxing each other's ears and thumping the ground with their feet. You never heard such a din!

But they never came to an agreement. And to this day the Hares meet every spring and quarrel: "At Vanin's Well!" "On Bald Hill!" "By Beaver Dam!"

And whenever Wolf feels hungry, he just pounces on one, wherever he finds one. It makes no difference to him!

So now you know what March Hares are so mad about!

When Spring came, all the birds came back, and with them came the Shrike. The others all sang from morning till night, but the Shrike said: "Call that singing? You wait till I start!"

"Go on, then, sing!" said the other birds. "All in good time," said the Shrike. "Spring's only just come."

When it was nearly over the birds said, "Now what about that song? You said you'd sing it in Spring."

But the Shrike replied: "Never mind, there'll be plenty more Springs."

Next Spring came and the next and the next.

The Song That Wasn't Sung



quarrel: "At Vanin's Well!" "On Bald Hill!" "By Beaver Dam!"

And whenever Wolf feels hungry, he just pounces on one, wherever he finds one. It makes no difference to him!

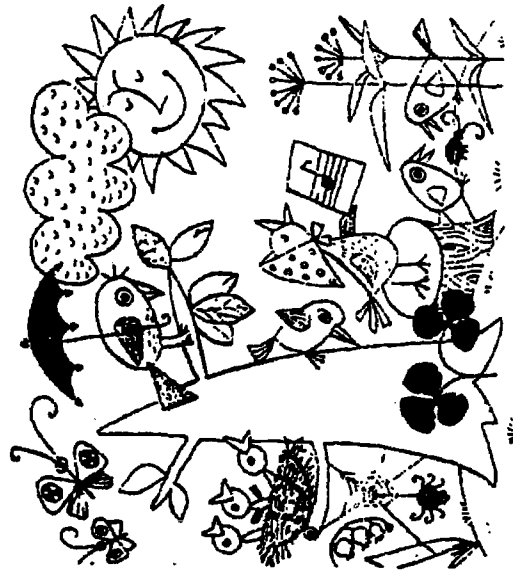
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"All in good time," said the Shrike. "Spring's only just come."

When it was nearly over the, birds said, "Now what about that song? You said you'd sing it in Spring."

But the Shrike replied: "Never mind, there'll be plenty more Springs."

Next Spring came and the next and the next, but every time the Shrike made excuses, until he was quite old.

"Are you ever going to sing that song?" asked the other birds.

"How can I sing now?" said the Shrike. "I'm too old. Let the youngsters have a go."

"You always boasted that you had the finest song in the world," said the other birds, "and now you tell us you haven't!"

"I did have a song," said the Shrike crossly, "but what time did I ever have to sing it? I was always building a nest, feeding the babies or something."

"Nonsense!" said the other birds. "If you had a song, you'd have sung it. The truth is you never had one to sing."

Reprinted from Soviet Life, July, 1968, p. 39.

The Hare Saves the Deer



The hare was nibbling the fresh green grass in a forest clearing when suddenly a deer bounded by.

"What's the matter?" asked the hare fearfully, preparing to run.

"The old wolf is following me," cried the deer. "What shall I do? The snow is melting

in the forest, and my sharp hoofs break through the drifts. The snow crust tears my legs, and I can't run any farther."

The hare's teeth chattered with fear, but he tried to sound brave. "Never mind," he said. "Let's hurry to the river."

The hare bounded off, and the tired little

Reprinted from Soviet Life, August, 1963, p. 51.

The Hare Saves the Deer



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The hare's teeth chattered with fear, but he tried to sound brave. "Never mind," he said. "Let's hurry to the river."

The hare bounded off, and the tired little

deer ran behind just as fast as he could.

At last they reached the river. Huge cakes of ice were floating down it, turning and twisting in the swiftly flowing water.

Just then the wolf leaped out of the forest. "I've got you, my beauties!" he shouted in high glee.

The tired little deer turned and ran along the riverbank, but the hare jumped onto a cake of ice right near the wolf.

The wolf couldn't resist jumping after him. The ice cake split, however, and the wolf fell into the water.

He was never seen again.

Meanwhile the hare floated down the river on his cake of ice.

"How shall I get ashore?" he wailed. He was afraid to plunge into the icy water.

Suddenly he heard the voice of the little deer.

"See where the bank sticks out into the river? You can leap ashore there!"

And that's exactly what happened. The two friends were soon hurrying off to a sunny clearing in the forest.

viet Life, August, 1963, p. 51.

One Thing Leads to Another

by Sergei Nikitsky



Grandad was sitting on a bench outside the cottage reading a book. At his feet lay Nosegay, the dog.

By and by grandad dozed off, and down slipped the book, right on Nosegay's nose.

Nosegay gave a yelp and started to run. The black hen started to squawk and run too, so fast that she went right over the fence.

Little Tanya saw her from the window, rushed out, picked up a stick and tried to drive her back.

Brother Igor shouted: "Tanya, wait for me! Where are you going?" and dashed after her,

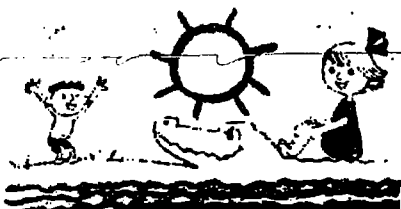
kicking over a bucket as he went and driving Stepka, the cat.

Stepka spat and sprang up a tree. Up in the tree was a magpie who was overfond of cats. With a whirr he flew to another tree, scaring a mosquito resting on a leaf.

Away flew the mosquito, looked down at grandad and settled on his nose.

Grandad woke up with a start and brushed it away. "I must have been having winks," he said.

An Extraordinary Adventure



An enormous wave crashed over Kolya. Water flowed into his nose and mouth. Spluttering, he grabbed at a log, and he was carried onto an island in the middle of the river.

Climbing out, he looked round. He couldn't see Valya. He shouted her name loudly, but there was no reply, only the echo across the river.

Kolya could not believe that he was surely at any moment Valya would come from behind a tree.

Never before had he been left without his friends, and only now did he realize how it was to lose them. It grew dark, and in the evening came the cold. Kolya's teeth began to chatter.

Suddenly he caught sight of a dark light by the shore. A radio! It hadn't suffered the least from the water for it was in a waterproof case.

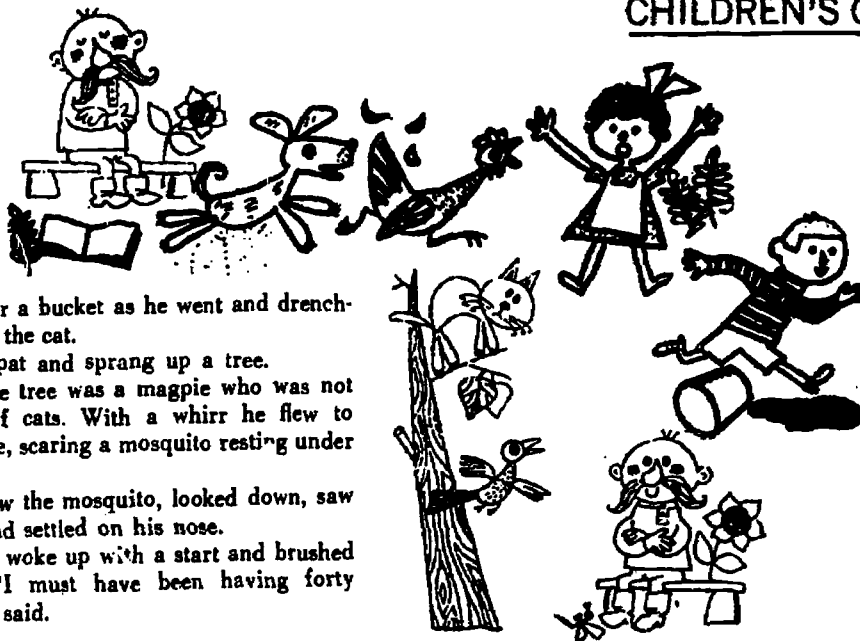
He turned it on, and there came the sound of a soccer game, as though specially for him, the cheerfulness of a soccer game.

But it failed to cheer Kolya. He sat down and pressed his face against the rough bark of a tree.

Reprinted from Soviet Life, August, 1968, p. 51.

CHILDREN'S CORNER

One Thing Leads to Another



kicking over a bucket as he went and drenching Stepka, the cat.

Stepka spat and sprang up a tree.

Up in the tree was a magpie who was not overfond of cats. With a whirr he flew to another tree, scaring a mosquito resting under a leaf.

Away flew the mosquito, looked down, saw grandad and settled on his nose.

Grandad woke up with a start and brushed it away. "I must have been having forty winks," he said.

An Extraordinary Adventure

Kolya could not believe that he was alone. Surely at any moment Valya would appear from behind a tree.

Never before had he been left without friends, and only now did he realize how sad it was to lose them. It grew dark, and with evening came the cold. Kolya's teeth began to chatter.

Suddenly he caught sight of a dark object by the shore. A radio! It hadn't suffered in the least from the water for it was in a waterproof case.

He turned it on, and there came pouring out, as though specially for him, the cheerful noise of a soccer game.

But it failed to cheer Kolya. He sat down and pressed his face against the rough bark of a tree.

Just then, behind him, he heard a splash and a tremendous snorting. Kolya looked round and then stood stock-still.

Along the river swam a crocodile, and seated on its back was Valya! "Come on!" she called. "He'll give us a lift to the camp."

Kolya jumped on, but he wasn't happy. "It's silly!" he pointed out. "Crocodiles don't let you ride on their backs—they eat you up!"

"Quite true," Valya agreed. "So it's a good thing, isn't it?"

"What's a good thing?" asked Kolya crossly. "It's a good thing," Valya explained, "that this is only a dream!"

"But it isn't a dream!" said Kolya in surprise. "How can it be? You can't prove it!"

"I can!" said Valya, sticking a pin into him. And Kolya woke up.

The Cat Who Wouldn't Eat Mice

Once upon a time there was a cat—a tabby cat.

He lived in a nice house and thought himself something special. But he'd never seen or even heard of a mouse.

Then one day at last a tiny brown mouse popped out of a hole in front of him.

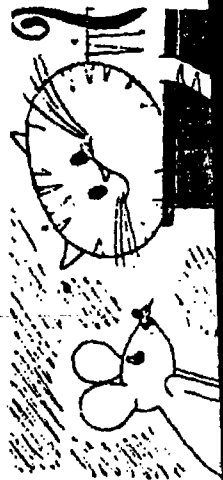
"Good morning!" said Tabby politely. The mouse said nothing but scuttled back toward her hole.

Tabby put his paw in front of the mouse and protested: "Wait a minute! Let's have a game."

"If you insist," squeaked the mouse. She started dashing all round the room with Tabby after her.

Tabby had a fine time. First he would spring on the mouse, then let her go, catch her again and toss her right up into the air.

At last the mouse cried out: "That's enough! You're supposed to eat me now."

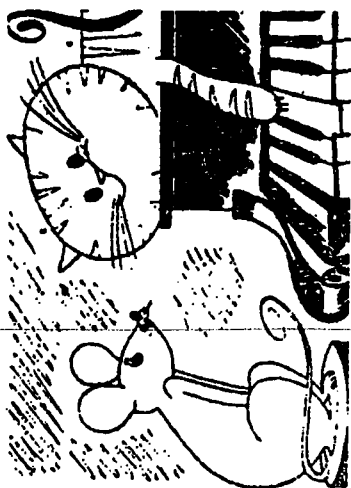


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"Eat you?" said Tabby. "Why? You're not sausage, are you? Or *pâté de foie gras*?"

"No!" said the mouse. "But cats are very fond of mice. Real cats, anyway."

"But I don't want to eat you! I prefer to play," said Tabby.

"But you're a cat!" insisted the mouse.

"Does that mean I have to eat you?"

"You don't have to," said the mouse. "Cats eat tinned meat nowadays. But if you don't, everyone will laugh at me. They'll say you think I taste bad."

"Well, I'm sorry you feel like that," said Tabby. "but you'll just have to put up with it!"

And stalking back to his fireside rug, he muttered: "I hope I did the right thing! But I just couldn't fancy eating that furry little chump."

"I prefer the stuff in tins—it doesn't answer back!"

MAY DAY IN MOSCOW

The first day of May means the beginning of spring in Moscow! And that means two days of holiday from school. Ivan jumped out of bed. Yesterday's cold drizzly day had disappeared. Today, the sun is already warm enough to melt the last patches of snow.

"Ivan," called his father, "hurry and get dressed. If we're going to be in the parade, we must get to the Arbat district early." Ivan got up and ran to call his brother. "Sergei, wake up. Today is May Day and the big parade. And, here's your Pioneer kerchief." The suit Ivan is wearing today is dark blue with a white collar. His mother made the suit from a pattern she had bought in Moscow's biggest department store, Gum.

"And, Ivan, try to keep Sergei neat," added Mother.

Soon the family finished their breakfast -- kasha and milk for Sergei, Ivan and Natasha, kasha and coffee for their parents. "Mama, be sure to watch the parade on television," begged Sergei. This was Sergei's first parade, and he was already swelled with pride.

"I'm certainly going to watch it," his mother answered. "Maybe I'll even see you and Ivan and Papa marching."

Ivan, Sergei and Father waited for the trolley-bus in front of the apartment building. The trolley-bus lines stretch up and down the wide street in front of Ivan's apartment building. The Styepkovs boarded a trolley-bus that would take them to the Metro, or subway station. The Moscow Metro is famous for its fast trains and its richly decorated station. Some of the stations even have crystal chandeliers. There are no advertising posters in the trolley buses or the Metro in Moscow. There are no advertising commercials on the radio. In the Soviet Union,

ERIC
Full Text Provided by ERIC

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The Styepkovs got off the Metro at one of the stations near the center of Moscow. From the station they walked to a broad street in the Arbat district. There many people from their part of the city were gathering. The celebration of May Day had begun.

Colorful patriotic decorations had appeared all over Moscow for the May Day celebration. Above the windows on the first floor of the Styepkov's building was a long red sign with black letters. This sign proclaimed "Glory to the Communist Party of the Soviet Union!" The Communist Party is the group that rules the nation.

Over the sign hung a picture of a serious-looking man with a mustache and a small painted beard. This Ivan knows is Vladimir Ilyich Lenin. He was one of the men who started the Communist Party years ago, before Mr. Styepkov was ever born. Lenin became the first head of the Soviet Union.

The men and women in charge of the paraders were busy handing out signs and decorations. Some of the young men would carry a large sign showing a space rocket blasting off. The sign said, "Glory to Soviet Science!"

At school Ivan is often told about Soviet sputniks, or earth satellites. On his suit he proudly wears a rocket-shaped pin that his father had given him. The Stypekovs often watch television programs about sputniks and cosmonauts.

"Here devushka -- little girl -- take these paper flowers to carry in the parade." The little girl handed one to Sergei. He was very pleased that he could carry one of the flowers in the parade.

Now there was nothing to do but wait. Finally, there came a great roar of motors from several blocks away. Every May Day Parade starts with this reminder that the Soviet Union has a huge powerful army, navy and air force.

None of the Stypekovs except Mother will see this part of the parade. Very few people watch the May Day celebration from the sidewalks. Except for the people who watch it on television, only a few Communist Party leaders and some visiting foreigners see the May Day celebration.

After the army parade has started, the people from Ivan's neighborhood began marching. Some of them carried signs. A man near Ivan played an accordion, but there was no band.

The people did not try to march in step or to keep straight lines. From all sides came crowds of people from different parts of the city. They marched ahead of the Stypekovs, beside them, behind them -- all moving toward Red Square. What a huge open space! So many people! So many signs and flags!

"Raise up your flowers," said a voice over the loud speakers. "You are entering Red Square! March faster!"

BY RUSSIAN STANDARDS - A PROSPERING MIDDLE CLASS

The Lozovans of 4 Malomorinsk Street, Moscow, are the Soviet idea of a model family. Upper middle class and in a top income bracket, they live much more comfortably than most Russians. But in their ambitions and their affluence, they represent the achievable goal of Soviet citizens - even those who have a long way to go to catch up.

The family lives in a modern, four-room-and-bath apartment. Alexander Vassilyvich, 51, is a civil engineer who learned his profession as an officer in the Red Army during World War II. His bright vivacious wife, Eliena, 38, teaches part-time in a music school. Their two children, Sasha, 17, and Natasha, 16, are serious students. Also living with the Lozovans is Eliena's mother, Anna Mironovna Klugman, 64, known as "Babushka" - "Grandma."

The Lozovans have a warm and lively household - and, by Soviet standards, a spacious home. The apartment's total 500 square feet of floor space is broken up into a 12 x 18 foot living room, a 10 x 10 bedroom, another bedroom 12 x 6, a kitchen and a bathroom. Babushka and Natasha occupy the smaller of the two bedrooms. Alexander and Eliena occupy the other one. Sasha sleeps in the living room. The Lozovans moved into it in 1961. Their possessions, which include a prized refrigerator, and the food they eat show that the family is well off. Alexander Lozovan earns 240 rubles a month. Since everyone except Natasha earns a salary (Sasha earns 80 rubles a month doing shop work at a technical school), their combined take-home pay is a prosperous 500 rubles a month. They still spend everything they earn and have no savings. But things are much better now than they used to be only 10 years ago that Eliena would never dream of complaining. "Oh God," she says, "don't let it change, don't let it go back."

RUSSIAN GAMES

Gorelki

- 11-41 players, boys and girls, 8 years up to adults
- Out of doors

There must be an unequal number of players. One is chosen to be it and the others divide into pairs, who line up, one behind the other. It stands at the head of the line. He calls, "Last pair run." The couple at the end of the line separate. One of them runs up each side of the line. They try to form a couple a few feet in front of it before he can catch either of them. If they succeed, it takes his place ahead of them and calls for another pair to run. If it catches one of the pairs, he and the captured one form a couple at the head of the line. The player who was not caught becomes the next it.

Seraphima Popovitsky, Alexander, Russia

The Bear

(Medvid)

- 8-30 players, boys and girls, 7-12 years

- Out of doors

A square field is marked off to accommodate the players without too much crowding. Inside the square an oblong space is marked off (by drawing on the ground with a stick, or placing lines of stones) for the Bear's den. One of the children is chosen to be the Big Bear or the Medvidisko (medvedeesko). When over twenty are playing, more than one Big Bear is chosen and several groups take part.

The bear goes into his den and the players move about the field. Suddenly the Bear shouts from his den, "The Bear is coming!" He runs out of his den with his hands held together. He tries to catch a player by touching him with his locked hands. As soon as he has caught one, that player becomes a Bear and both run into the den.

They join hands and one of them announces, "The Bears are coming!" and they go hunting in the field. They are allowed to catch only one player at a time by touching him with their free hands.

They must always keep together and not break apart. When the Big Bear and the Bear have succeeded in catching a third Bear, all three run into the den, join hands, and advance again. The Big Bear always stays at the end of the line, which grows in length until all the players have become Bears. Any player who goes into the den or steps out of the field becomes a Bear. The last player to be caught becomes the Big Bear for the next game.

Mrs. Lubow Hansen, Kiev, Russia and
Washington, D.C.

Grandfather Panas

(Did Panas)

- 6-20 players, boys and girls, 6-10 years
- (Similar to Blindman's Buff)
- Indoors or out of doors

One player is chosen to be It and he is blindfolded. The others stand around him and the following conversation takes place:

Children: What do you stand upon?

It: Upon pins.

Children: How is it that they do not hurt you?

It: I am wearing red boots.

Children: Who sewed them for you?

It: Grandfather Panas.

Children: Then turn around and catch us.

It tries to catch one of the children. The one whom he catches becomes It for the next game.

Mrs. Lubow Hansen, Kiev, Russia and
Washington, D.C.

The Gypsy

(Tyshan)

- 6-20 players, boys and girls, 6-12 years
- Indoors or out of doors

The children choose of their number to be the Gypsy. He sits down, surrounded by the other children, who are holding hands and moving slowly in a circle. Those in the circle chant or relate very slowly the following words, while the Gypsy acts out all that is told about him:

"The first hour the Gypsy is asleep, the second hour the Gypsy is asleep,"

and so on until the seventh hour has been mentioned. Then the chant changes:

"The eighth hour the Gypsy gets up, the ninth hour the Gypsy dresses, the tenth hour the Gypsy washes, the eleventh hour the Gypsy gets ready, the twelfth hour -- the Gypsy runs."

At the last three words the children loosen their hands and run in all directions while the Gypsy chases them.

The one whom the Gypsy first catches becomes the next Gypsy.

Mrs. Lubow Hansen, Kiev, Russia and
Washington, D.C.