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ABSTRACT

The distinguished teachers and historians on the Bradley Commission on History in Schools suggested the basic themes, narratives, topics, and questions essential to the study of United States history, of Western civilization, and of world history. This guide provides teachers, administrators, and parents with principles of selection and suggestions for episodes in history to use as they talk to young children about times, places, and people in history. The guide presents a range of options from which schools and teachers may choose for themselves. It is divided into two broad parts: "Part One: Introduction" ("I. Guidelines for Planning K-4 History Instruction in Schools: Aims and Approaches"; "II. Basic Principles of Selection, and How To Use Them"; "III. Curricular Frameworks for Effective History Education K-12"); and "Part Two: Building a History-Centered K-4 Curriculum" ("I. History in the Early Grades: What Is It and Why Study It?"; "II. Vital Themes and Significant Questions To Be Carried throughout Patterns and across the Grades"; "III. Visualizing a History-Centered Curriculum for Kindergarten through Grade Four"; "IV. History's Habits of Mind: Questions across All Four Course Patterns"; "V. Keys to Developing Historical Literacy at an Early Age: Children's Literature, Biography, Times Lines, Primary Sources"; "VI. Content and Questions within the Course Patterns"; "VII. History and Language Arts"; "VIII. History and Geography"; "IX. History and Science"; "X. A Sample One-Week Lesson Plan"; "XI. A Sampler of Suggested Resources"; "XII. Preparing To Implement This Guide"). (BT)

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Building a History-Centered Curriculum for Kindergarten through Grade Four

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Building a History-Centered Curriculum for Kindergarten through Grade Four

Guidelines for Using Themes and Selecting Content

The Building A History Curriculum Series:

Guides for Implementing the History Curriculum Recommended by the Bradley Commission on History in Schools

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Prepared by the National Council for History Education

Foreword: Starting a Day in the Classroom...

The bell rings. A multitude of footsteps thunder up the stairs and into my second floor classroom. The day begins.

Good morning students and teachers. This is your principal. We have several important announcements to...

At the pencil sharpener, Jakob is grinding away at twenty-four new colored pencils, while a line of complaining children forms behind him, fuming through the multi-colored shavings. A bus driver arrives at my classroom door to let me know about a fight that broke out at the bus stop. Amber's mother stops by to complain that she — or rather Amber — needs more time on the homework. Sherita and Amanda are in the coatroom arguing about which plastic coat bag (lice protection) belongs to which girl.

I pledge allegiance...

Chris dumps his whole box of crayons. The librarian sends a message that she is searching for missing books. The social worker steps in to verify Jasmine's absence excuse. Russell tells me that he lost his field trip permission slip for the third time. I write myself a note to make more copies. Tieara bumps Jaleel's clay turtle and breaks it.

Children! Turn this way! I'm going to begin our day with a story.

Every year, these daffodils come up. There is no house near them. There is not even anyone to see them. But once someone lived here. How can you tell?

My chaotic roomful of characters begins to transform. Their attention is being directed by the narrative away from the urgent mundane.

Look. A chimney, made of stone, back there, half-standing yet, though the honeysuckle's grown around it — there must have been a house there.

Now curious, the children are visualizing perhaps an old house they have seen somewhere, or are creating a new image to fit this story.

And if there was a house, there was a family. Dig in the dirt, scratch deep, and what do you find?

(Home Place, Crescent Dragonwagon, illustrated by Jerry Pinkney, Aladdin Books, Macmillan Publishing Co., 1990)

My early morning rowdies have totally disappeared now, and I am sharing thoughts and passages with fledgling archeologists — unskilled, yet focused and purposeful, leaning toward me, needing to hear more, imagining the past, and relating the past to their present...

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Other booklets in this series:
Building a World History Curriculum (1998)
Building a United States History Curriculum (1997)
Building a History Curriculum (2nd Edition 2000; ISBN: 0-9704599-0-4)

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I. Guidelines for Planning K-4 History Instruction: Aims and Approaches

I ask you my children...what did you learn today? Did anyone teach you how to meet tomorrow? What did you learn about what happened before you were born to cause people to behave as they do? What did you learn today?

—Anonymous

At an early age, children possess a ravenous curiosity, and an ability to construct meaning by piecing together the puzzles they encounter daily. They are ripe for learning. Educators recognize this "prime time" opportunity by providing serious, rich learning experiences in areas such as language acquisition, mathematical manipulations, and sometimes the arts. Yet elementary history instruction often resembles a watered-down brew that fills, but does not nourish. Young children are capable of significant mental effort as they work with history concepts. Early history education should be not only cut-and-paste American flags, but also the story of our country's beginnings; not only drums and feathers, but also rich legends and folk tales from Native American cultures; not only "my neighborhood," but also local architectural evidence of the past.

But, how do I create tantalizing history lessons that are rigorous and, at the same time, age-appropriate?

How shall I put my own lessons together? How can I select what is most important for me to teach?

How can our school district organize its history curriculum as a coherent sequence of courses, Kindergarten through high school?

Questions like these pour in to the National Council for History Education. In the face of so many sets of "standards"—the national history standards and their revised versions, the standards and curricular frameworks written by states, the standards embedded in best-selling textbooks—how are teachers and curriculum teams to select the most vital content, and how is content to be apportioned across the grades of elementary, middle, and secondary schools? The following guidelines are both specific and flexible, to help teachers and school districts answer these questions in their own ways.

Who We Are: The National Council for History Education (NCHE) is the successor organization to the Bradley Commission on History in Schools. In 1988, the Commission's report, **Building a History Curriculum: Guidelines for Teaching History in Schools**, marked a turning-point in the national debate over the quantity and quality of history that should be taught in every school, and to all students. In effect, the report presented the first set of national content standards for history instruction, K-12. The distinguished teachers and historians on the Commission suggested the basic themes, narratives, topics, and questions essential to the study of United States history, of Western civilization, and of World history. And they added the "habits of the mind" that such study would develop in the young.

Our Purpose: Our object is to help teachers at all grade levels to put the recommendations of **Building a History Curriculum** into practice. The National Council for History Education believes that those essentials, questions, and ways of critical thought are more important now than ever. But something more than mere repetition is necessary. Many teachers and school officials, having decided to use the original Guidelines, have asked the Council's help to implement them. Our case-by-case response can no longer meet the demand. Thus this "second generation" of guidelines builds upon and extends our work and that of the Bradley Commission.

Guidelines for Planning K-4 History Instruction: Aims and Approaches (continued)

Our Booklets: Under the ever-present constraints of time, how can history lessons be both engaging and substantive? What should be selected for emphasis? When is less really more? When is more needed to teach what is most vital, and when is more too much? Our booklets, created by experienced learning specialists, offer an NCHE response to the urgent questions of teachers and of curriculum committees at local, district, and state levels. And because the education and professional development of teachers in both content and methods must be at the very center of school improvement, these booklets will also inform all of those in American colleges and universities, in local school districts, and in state departments of education who are responsible for teacher preparation.

Options: We do not prescribe any "one best way" to teach history. Instead, we present a range of options from which schools and teachers may choose for themselves. Furthermore, each option can easily be refined and adapted to local circumstances. And beyond these booklets, the National Council for History Education always stands ready to work directly with teachers, schools, districts, and states as they pursue their own ways to improve the quality, and pleasures, of history instruction.

II. The Basic Principles of Selection, and How to Use Them

The basic principles of selection arise from the reasons to study history. These principles provide the rationale which will empower educators as they determine "the end and the aim of it all." No one can raise the quality of historical instruction, or find pleasure in it, without selecting from the endless store of facts, dates, events, ideas, and personalities that confront both teacher and student. Some must be chosen and most left out. How to decide? What is important enough to deserve the label "essential content"? No two scholars, no two teachers, and no two students will agree on a common list. In this regard, we are all our own historians. But if we are to teach and learn, or even talk with each other, we need to find a common ground on which to meet. To resolve this challenging task, we must answer these questions. Why study history? What themes and narratives are vital to understanding the human experience? What habits of mind must be developed to insure deep historical understanding? How can history be successfully integrated into the social sciences and the humanities? What are the best ways to apply the principles of selection?

A. Preparing the Citizen and Cultivating the Person

The first step in seeking common principles of selection is to ask why we study history, why young people need to acquire historical sophistication. The most common answer to why is the same as it was in the minds of the Republic's 18th century founders: to nourish the social and political intelligence - and thus the power - of the citizen. Without historical perspective, we cannot know who we are, why we think the way we do, or how we got here. A century ago, the Committee of Ten proclaimed that all students, whether or not they were bound for college, needed several years to study the American past and that of the rest of the world. Knowing history, they said, prepared people to exert a "salutary influence" upon the nation's affairs because it best promoted "the invaluable mental power which we call the judgment."

For Americans of the 21st century, this is answer enough to serve as a first principle of selection. Making democracy work is the most demanding of the political arts because it requires that the people understand their society's choices and are able to judge their leaders. As we select what to teach and what to leave out, we must ask an unavoidable question: *What are the most vital things people need to know about past politics, economics, culture, and social life in order to practice the profession of citizen?*

As demanding as civic education is, the study of history has an even more basic role: to cultivate the spirit and furnish the mind of the individual for self-knowledge and self-respect. This private work - which history shares with the humanities - is fundamental to preparing the public citizen. Only people who know themselves, their moment in history, and their share in the human condition, are able to govern themselves and a free society with wisdom and courage. And, in turn, only in a free society can people pursue lives of dignity, moral choice, and personal fulfillment. Another unavoidable principle of selection arises: *What lives, works, and ideas from the past best nourish the individual mind and spirit?*

The interwoven public and private purposes of studying history can help us to select compelling episodes, personalities, and ideas from the never-ending choices before us. This booklet explores several ways to look at the problems of choice that are special to the K-4 history program.

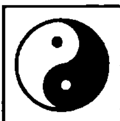
B. Exploring Vital Unifying Themes and Narratives of Human Experience

Another principle of selection, then, is to choose particulars that most dramatically illustrate universal historical themes. That they may "comprehend the forces for change and continuity that have shaped—and will continue to shape—human life," the Bradley Commission said, students should pursue overarching themes and narratives out of the entire human past across the globe. These appear in full on pages ten and eleven of **Building a History Curriculum:**

Civilization, cultural diffusion, and innovation—the evolution of human skills and the understanding of nature and people; the cultural flowering of major civilizations in the arts, literature, and thought.

Human interaction with the environment—the relationship between geography and technology and the effects of each on economic, social, and political developments. The choices made possible, or limited, by climate, resources, and location, and the consequences of such choices.

Values, beliefs, political ideas, and institutions— the basic principles of influential religions, philosophies and ideologies. The interplay among ideas, moral values, and leadership, especially in the evolution of democratic institutions. The tensions between freedom and security, liberty and equality, diversity and commonality in human affairs.



Conflict and cooperation —the causes of war and the approaches to peace, and the human consequences of both. The relations between domestic affairs and foreign policy. Choices made between international conflict and cooperation, isolation and interdependence.

Comparative history of major developments—the forces for revolution, reaction, and reform across time. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and central government, economic expansion and penury, growth of cities and their characteristics.

Patterns of social and political interaction—change and continuity of class, ethnic, racial, and gender structure and relations. Migration, immigration, forces for social mobility and immobility. The conditions and aspirations of common people, and those of elites, and their effects upon political power and institutions.

C. Developing Historical Habits of Mind

Thoughtful judgment is a principal aim of historical study. To achieve that aim, history instruction must be designed in such a way as to take students well beyond the formal skills of critical thinking, and to help them develop *History's Habits of Mind.* (The insights, perspectives, and understandings meant by that now commonly-used term can be found on page nine of the report published by the Bradley Commission on History in Schools.)

Significant historical understanding demands that students develop historical comprehension, and that they be able to analyze and interpret historical stories and evidence. *Habits* can be developed by the kinds of questions teachers frame (see page 20) and use over and over with each historical episode the class considers. It must be remembered, however, that these habits act on, and support, one another.

When considering a situation, historical or otherwise, we hope to develop students who habitually try to:

- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life. *Treat the trivial as trivial, the significant as significant, and establish your priorities.*
- perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness. *See the world through another person's eyes. If you walk in another person's shoes you begin to understand that person.*
- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process. *Understand that one must study why and how things happen and that the means affects the end. A house built brick by brick means that the ones on top are dependent on the ones below.*
- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other. *Understand that there are reasons why things change and why they stay the same. Further, sometimes things are unpredictable.*
- understand the relationship between geography and history as a matrix of time and place, and as context for events. *Know that events happen at places, and places affect how things happen.*
- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions. *Read good books, distinguish between fact and opinion, and raise questions about meaning.*
- understand the significance of the past to their own lives, both private and public, and to their society. *Know that we are who we are because of those who came before us.*
- acquire at one and the same time a comprehension of diverse cultures and of shared humanity. *Recognize that even though we are all different, we are more alike than different.*
- prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions. *Struggle to acquire the courage to change. "...grant me the serenity to accept the things I cannot change, courage to change the things I can, and the wisdom to know the difference."*
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations. *Know that there is no one single cause of history. Historical events usually happen because of immediate, intermediate, and long range causes. All are important and no one of them is the cause of an event.*
- appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills. *Do not believe everything you hear. People do make mistakes. Do not assume that a historical analogy is valid. Causality is complex.*
- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill. *Believe that people do make a difference.*
- appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs. *Recognize that sometimes it is just an accident that makes something happen a certain way. Everything that happens is not predestined, planned, or a natural development.*

D. Integrating History, the Social Sciences, and the Humanities

From the mountains of historical data, which episodes, personalities, ideas, and creations would most effectively serve the integration of history with the other social studies content areas?

Careful selection of material—what stays in and what is left out—is important to every classroom. An added principle of selection emerges when we consider that the study of history is indispensable to an ordered view of the natural sciences, the social sciences, and the humanities. In this sense, history is the generative subject, through which students gain understanding of, and respect for, human accomplishments in all fields of endeavor and creativity.

History is inclusive, not exclusive. History is taught, and learned, in an authentic way only when the other social studies content areas are routinely integrated into history lessons. Geography, economics, civics, sociology, anthropology, political science, the arts, literature, and philosophy all must be present, and richly represented, in any meaningful history curriculum. Of the other academic subjects within the social studies, geography is by nature the constant companion of historical studies; it is hardly possible to grasp the one without the other. History and civics have had a traditional and necessary relation in every world civilization from the beginning. Beyond these two—which are taught together with history in nearly every other advanced society—are other subjects essential to a liberal education. For example, what particulars of economic history and geography would most memorably teach the central theories of economics? What social or ethnic or family history would best help students master the insights of sociology and anthropology? What political, military, or diplomatic history would dramatize the concepts of political science? What aspects of cultural, religious, and intellectual history would best nourish student understanding of the arts, literature, and philosophy? And, in turn, what works of art, literature, and thought would help light the student's path through the historical narrative?

Social studies at the K-4 level should be an engaging blend of all these disciplines, organized around a history core. Further, the history-centered social studies described here has the power to draw the other elementary subject areas into a well-organized whole, as is developed in Part Two.

E. Using Principles of Selection

The responsibility for deciding what to teach in a history-centered K-4 program rests with local schools and teachers. From the vast array of historical material available, which details should be selected to meet the K-4 goals for history education? Our guidelines cannot fully answer that question; it would require several volumes to do so, even if someone were to claim the necessary authority. However, in Part Two of this booklet, we do suggest certain personalities, episodes, turning points, ideas, institutions, and creative works that give life to essential historical themes, questions, and topics in ways that are engaging and historically significant.

Schools and teachers will find other sources from which to choose detail: from the better textbooks, from historical and general encyclopedia, from monographs and biographies suggested in the brief bibliographies we include in Part Two. But whichever source is consulted, two fundamental principles of selection should be applied. First, whatever detail is chosen should directly serve the purposes of historical study outlined above - and more effectively than other choices would have. Second, they should directly relate to the central themes, questions, and patterns being offered, as these are presented in Part Two of this guidelines booklet.

The Bradley Commission recommended a history curriculum featuring history-centered social studies in the elementary grades and four years in formal study of United States history, Western civilization, and World history in the middle and upper secondary grades:

The Commission regards such time as indispensable to convey the three kinds of historical reality all citizens need to confront:

- *American history to tell us who we are and who we are becoming;*
- *the history of Western civilization to reveal our democratic political heritage;*
- *world history to acquaint us with the nations and people with whom we share a common global destiny.*

III. Curricular Frameworks For Effective History Education K-12

A. Planning a Workable Curriculum

All that has been said so far may seem to demand yet another overlong parade of one-thing-after-another, just as impossible for teachers to manage as bloated textbooks or overloaded curriculum frameworks, or lists of "outcomes" handed down from authorities remote from the classroom. But this need not be so. NCHE members have found that a constant focus on the purposes of historical study and on sensible principles of selection allow them to design curricula and courses that engage children and adolescents in sound learning—and at the same time actually widen the leeway for teachers to exercise their own imaginations. All this, *provided* their school districts allow them certain conditions:

- curriculum-planning is carried out for all grades, K-12, at the same time, with the involvement of all teachers concerned, to avoid both gaps and unneeded repetitions.
- curriculum planning is done by a continuous collaboration of equals—teachers, scholars, and learning specialists—educating each other along the way.
- the curricular time assigned for historical studies resembles that recommended by the Bradley Commission, that is, four years for history courses among the six years spanning grades seven through twelve, and history-centered social studies in grades K-6.
- planners are given the considerable time and resources it requires to craft an ordered sequence of studies knit together by a number of continuing themes and questions.

B. Alternative Course Patterns, K-12

Each of the following patterns is one example of a workable sequence of history courses. Each assumes an age-appropriate treatment of topics covered in the given grade.

1. The Early Grades

For Grades Kindergarten to Six, the suggested patterns are as follows:

Elementary Pattern A

Grade	Course
K-4	**History-centered Social Studies**
K	Children of Other Lands and Times
1	Families Now and Long Ago
2	Local History: Neighborhoods and Communities
3	Urban History: How Cities Began and Grew
4	State History and Geography: Continuity and Change
5	National History and Geography: Exploration to 1865
6	World History and Geography: The Growth of Civilization

Pattern A is listed, not because it is highly recommended, but because some schools and state curriculum frameworks are moving slowly away from an "expanding horizons" approach by modifying it to include history. Pattern A shows how teachers who are compelled to use that kind of framework can still do history at the same time.

Pattern A is a highly modified version of the expanding horizons approach, in which the topic of "children" is modified to include "other lands and times." Family study includes family history and family life in such periods as colonial times. Community study is changed to focus on local history. A traditional study of present-day big cities is changed rather dramatically to include the stories of how such cities as New York, London, Paris, Mexico City, Beijing, or Washington, DC, began and why they grew where they did. Grade Four retains its focus on the state, but includes much more on state history, as opposed to merely a present-day view.

Teachers who use Pattern A report there is a great deal of historical content that can be accomplished here—though they hope to move further toward more history-centered patterns such as C or D (see next page). For further reading on modifying an expanding horizons approach to include in-depth historical studies in Grades K-4, consult programs of The Galef Institute: **Different Ways of Knowing** (Los Angeles, CA).

Elementary Pattern B

Grade	Course
K-4	**History-centered Social Studies**
K	Learning and Working Now and Long Ago
1	A Child's Place in Time and Space
2	People Who Make a Difference
3	Continuity and Change: Local and National History
4	A Changing State
5	United States History and Geography: Making a New Nation
6	World History and Geography: Ancient Civilizations

A somewhat different modification of "expanding horizons," this pattern is elaborated upon in such course descriptions as those found in **The California History-Social Science Framework**. In each year of the primary grades, the course follows a *"here, there, then"* approach: a first unit of study focuses on social skills, responsibilities, character education, and simple civics, often with the classroom itself as the reference point (*here*); a second unit makes forays into the world of neighborhood and community, with an emphasis on geography and economics (*there*); and a final unit takes students back in time through stories, biographies, the study of heroes (*then*). Major studies for second and third grades include family history, local history, and our nation's history through stories, songs, landmarks, and mottoes. Fourth grade integrates history, geography, civics, and economics in a full-year study of state history. The 5th grade U. S. history course stresses the very earliest periods, to about 1850. It may form part of a three-year sequence, to be followed by an 8th grade course from 1850 to 1900 or 1914, again leaving the 20th century to 11th grade.

Here the 6th grade World history course would focus on the ancient world, from human origins through the fall of the Han and Roman empires. Pattern C at Grades 7-12 (see page 13) is logically built upon this Pattern, with World history after the ancient period being taught in Grades 9 and 10.

Elementary Pattern C

Grade	Course
K-4	**History-centered Social Studies**
K	Children's Adventures: Long Ago and Far Away
1	People Who Made America
2	Traditions, Monuments, and Celebrations
3	Inventors, Innovators, and Immigrants
4	Heroes, Folk Tales, and Legends of the World
5	Biographies and Documents in American History
6	Biographies and Documents in World History

This pattern offers a wide choice of periods, persons, and institutions to be presented, and they are drawn from both World and American history settings. It works best in curriculum frameworks that begin chronological, narrative history only in the 7th grade or above. Again, in both the American and World history courses in Grades 5 and 6, it would be to the benefit of all concerned if the choices of biographies and documents were made in collaboration with teachers of the middle and high school courses in each field.

Elementary Pattern D

Grade	Course
K-4	**History-centered Social Studies**
K	Our World and Our Country
1	First Civilizations, and Introduction to Our Country (Part I)
2	Early Civilizations, and Introduction to Our Country (Part II)
3	More Early Civilizations, and Our Country's Beginnings
4	World History, and Our Country's Foundations
5	World History, and Our Country: Growth and Conflict
6	Western Civilization, and Our Country: Turmoil and Progress

Here, none of the usual trappings of the "expanding horizons" approach are evident. Even family and local history are set aside in favor of content more pre-eminent and widely shared: World and U.S. History and geography. At grades K-6, units for both World and U.S. history are taught each year; at Grades 7 and 8, World and U.S. history are integrated.

If U.S. and world history topics are repeated at some grade levels, curriculum leaders must give careful thought to the "spiral" of content. Students' depth of understanding should increase over the grades. As children move into intermediate grades, any spiral approach should give way to the chronological presentation of history. A resource for examples is the **Core Knowledge Sequence: Content Guidelines for Grades K-8** (Charlettesvile, VA).

Starting Important Questions Early

In each of the patterns above, major continuing historical strands and questions can well be introduced in the K-4 study of historical figures, myths, legends, stories, biography, and literature. Young children are perfectly capable of posing questions about different spheres of human life, and finding answers in their studies of the past.

What have different peoples believed about right and wrong, about fairness and injustice, about honor and shame? In what different ways have they defined heroism, and how have ideas of the heroic changed over time? How have different people and times defined what is beautiful in the arts, in architecture and decoration, or in dress and behavior? What changes in technology and economics have helped people and which have hurt? Which have done both, and why?

Such questions already preoccupy a great many young children. K-4 students can be introduced to ideas and conditions which have advanced the worldwide struggle for peace, justice, and liberty, and which have slowed or opposed it. They can seek to know what people, famous and not so famous, have struggled to broaden political democracy and equal rights for Americans.

As suggested earlier, the same can be said for early development of historical "Habits of the Mind." Although elementary teachers will not expect students to "grasp the complexity of historical causation," they can, however, lead students to "recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill." Indeed, good and bad characters have already filled their first nursery rhymes and picture books. And in the earliest grades, myths, legends, biographies, and stories have helped them "acquire at one and the same time a comprehension of diverse cultures and of shared humanity." Themes, questions, and habits of thought will be developed with increasing nuance and sophistication as the grades proceed, but the very young already find many of them compelling, precisely because they are in fact significant for us at all ages. We find many of the same insights in Aesop that we later find in Confucius and Aristotle, Shakespeare, Austen, and Camus.

2. Middle and High School

The suggested course patterns for grades 7 through 12 are listed below. They are included in the K-4 guidelines to encourage a dialogue among elementary, middle, and high school teachers. A collaborative effort across all grades is essential in creating a thorough history program, free of redundancy.

Middle/High School Pattern A

Grade	Course
7	Regional and neighborhood history and geography
8	U.S. history and geography
9	History of Western civilization
10	World history and geography
11	U.S. history and geography
12	American government; social studies elective

Middle/High School Pattern B

Grade	Course
7	Social studies elective; local history
8	U. S. history and geography
9	World and Western history to 1789
10	World and Western history since 1789
11	U. S. history and geography
12	American government; social studies elective

Middle/High School Pattern C

Grade	Course
7	World history and geography to 1789
8	U.S. history and geography to 1914
9	Social studies electives
10	World history, culture, and geography since 1789
11	U.S. history and geography, 20th century
12	American government; social studies elective

Middle/High School Pattern D

Grade	Course
7	Social studies electives; local history
8	History of European civilization
9	History of non-European civilizations
10	U. S. history and geography to 1865
11	U. S. history and geography since 1865
12	American government; social studies elective

* Note that this pattern is not intended to build upon Pattern D for K-6 on p. 11.

C. K-12 Collaboration As Imperative

Again, it shoulf be stressed that there is no sense whatever in segregating curricular and course planning into different boxes called "elementary," "middle school," and "high school." The National Council for History Education remains deeply concerned over the reluctance of school officials and teachers to abandon separatist habits that almost guarantee waste as well as the numberless discontinuities and repetitions still characteristic of American schools. Designing curriculum frameworks and courses does not have to be burdensome. Separatism makes difficult, and often futile, what should be easy and mutually educational.

Indeed, there are vital pieces of curricular and course design that cannot be devised at all without cross-grade collaboration. One example is crafting those historical strands and questions that, at different levels of sophistication, ought to be carried from the early grades through high school. Another, evident from the patterns suggested above, is the sensible apportionment of major topics across the grades. Yet another is finally to free teachers from the burdens of not knowing what their students have been exposed to in earlier grades or what they will be expected to know in later grades. Still other pieces of curriculum design that require collaboration are reflected in most of the twelve questions and criteria on teachable courses presented below.

D. Designing Teachable Units

There are a number of significant questions that the collaborative teams of teachers, scholars, and learning specialists should ask themselves as they shape the order, the structure, and the content of curriculum, grade by grade. These questions and criteria, rewritten here for K-4, are to be found on pages twenty-two and twenty-three of **Building a History Curriculum.**

1. Are the aims and structures of all units readily explainable to students? Is there a good answer to their common question: "What am I supposed to be getting out of this?"

2. Does each unit begin with a lesson on why study history, and this sort of history in particular? Does it allow time for free-swinging exchange on the blunt question: "So what?"

3. Are the proposed—and promised—lesson, unit, and yearlong curriculum goals likely to be achieved in the time available?

4. Has the notion that "less is more" been considered, as themes, topics, and questions are selected? The amount of time required to achieve student engagement and genuine comprehension of significant issues will necessitate leaving out much that is "covered" by the usual text.

5. Has the selection of what to teach considered the content taught in earlier grades, and the likely content students will study in the future? Has it considered what students of different backgrounds may be bringing to each lesson?

6. Does each unit include particular topics and materials that explicitly relate its substance to history units that precede and follow it?

7. If more than one grade level explores the same topic, era, or geographic location, are the lessons properly designed to avoid repetition, to be markedly different in style and emphases? Has the depth and sophistication of topic treatment been considered?

8. If different historical eras are stressed and taught at different grade levels, do the various grade level plans include needed reviews and continuing, unifying themes and questions?

9. Are there plans to explain to students what is being left out of each unit of study, and why? Again, given the nature of most textbooks, some good explanation will be necessary—and can itself be highly engaging and instructive.

10. Has the selection of what to teach also been made with regard for nourishing the larger perspectives and habits of critical judgment that history helps to teach?

11. Do the selected themes and topics lend themselves to teaching, and using, the relationships between history and biography, history and geography, history and the social sciences, history and the humanities?

12. Has it been decided beforehand, at least tentatively, which topics may be worth extended treatment, perhaps over a week or so, and which may be done more briefly? Which may lend themselves to "active learning" projects? Which could most effectively be taught by use of primary sources?

Part Two: Building A History-Centered K-4 Curriculum

The following sections present our recommendations on central themes particular to history in the Early Grades, and some of the significant questions and topics for its study across the grades. There are also elaborations on the course patterns, as well as suggestions for involving students in the exploration of history's compelling content. Most significant for K-4 teachers, we describe techniques for meeting goals of other content areas through the study of history. These sections offer guidelines, not commandments. From them, elementary teachers will design their own ways to engage and educate their young students.

ERIC
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I. History in the Early Grades: What Is It and Why Study It?

Classroom corners - stale and pale!
Classroom corners - cobweb covered!
Classroom corners - spooky and lonely!
Teacher, let me dance in your classroom corners!
Let the outside world in!
Albert Cullum, **The Geranium On The Window Ledge Just Died, But Teacher You Went Right On** (Harlin Quist)

Curious! Eager! Open! Students in the early grades come to school with high expectations. They long to discover the "whats" and "whys," as they reach to make connections between themselves and the kaleidoscopic world around them. Our job as educators is to nourish the growth of those connections. But, what tools work best? We know for sure that students need to explore timely questions, to consider ideas of others, and to listen well and deeply. Powerful stories, both real and fictional, define people and places, now and long ago. Almost all children respond to those powerful stories. But, what stories do we tell? Teachers, who work so monumentally hard to make learning engaging and purposeful for their students, confront bloated textbooks and a confounding array of standards. The educator stands squarely in the midst of this confusion, struggling to find a light that guides, an organizing core. History, which has nearly disappeared from many K-4 programs, is the one content area around which all goals of the early grades can be ordered. History can help us teach literature, writing, science, numbers, the arts. And, more than any other subject, history permits the teacher to respond to that curious, eager, open young mind; to "let the outside world in."

What: History in the early grades is a blend of content and method. It is the study of the past, and so much more. History is a process of inquiry - an engaging investigation. It is a dialogue with heroes, villains, and ordinary people of other times and places. History is also a creative activity, giving children material they can use as they write their own stories and invent their own art. When children hear and read about the past, they recognize commonalities between historical events and the episodes of their own lives. They begin to see that all of us have interesting stories, and each of us has a place in time.

During the first four decades of the 20th century, the presence of history in lower grades needed no special defense or explanation. Along with geography and civic education, history was a recognizable part of both traditional and Progressive curricula. Early peoples, heroes, myths, biographies, poems, national holidays, fairy tales, and historical legends formed the heart of K-4 history instruction. As one writer observed, "The line between historical literature and general literature was virtually nonexistent." But the Great Depression spurred a shift in social and educational thinking, and by the 1940s a content-rich curriculum had been replaced by the sociologically based "expanding horizons" framework, typically: "Me" (kindergarten), "My Family, My School" (first grade), "My Neighborhood" (second), "My Community" (third), and "My State" (fourth grade).

This curriculum became so entrenched that its basis in child development was assumed inviolable. But during the 1980s, psychologists and educators began to re-examine the developmental premises of "expanding horizons." The researchers were forthright in their denunciations. *There is little beyond ideology to commend the (expanding horizons) program and its endlessly bland versions*, wrote New School professor of psychology Jerome Bruner. Teachers College professor Philip Phenix confirmed what many elementary teachers already knew: *Although teaching must obviously take account of where the student is, the whole purpose of education is to enlarge experience by introducing new experiences far, far beyond where the child starts. The curious, cautious, timid presumption that the limits of expansion are defined in any one grade year by the spatial boundaries defining expanding boundaries dogma is wholly without warrant. Young children are quite capable of, and deeply interested in, widening their horizons to the whole universe of space and time and even far beyond that into the world of the imaginary. And all this from Kindergarten years, or even before!*

History in the Early Grades: What Is It and Why Study It? (continued)

Why: For young children, history is like a stroll through a fabulous garden or wonderland. Their eyes are wide open, seeking to know the wondrous human story. More free of prejudice than the rest of us, children can see underlying principles as they form first thoughts. Young students are receptive, inventive, and can easily imagine their way into Tutankhamen's Egypt, or Montezuma's Mexico. Teachers of older students look for "teachable moments," times when they hope to see sparks of honest interest from their scholars. K-4 teachers, on the other hand, work in a climate of perpetual enthusiasm. Their young charges tune in eagerly if the learning environment is rich in printed material, primary sources, and art. Literacy skills blossom in the meaningful context of history. Children who learn within a historical context early on have a significant advantage over those who do not. At the time that they are developing reading, writing, and math skills, these children are also learning to weigh evidence, identify causes and consequences, develop historical empathy, and to separate the important from the unimportant. Empowering historical tools, when learned right along with traditional primary skills, become a part of the "basics" that children will be able to draw upon forever. And, like the A,B,Cs, and the 1,2,3s, historical understandings will develop and become progressively more sophisticated over time. In order for that to happen, however, the seeds must be planted early.

How: History in the early grades must be respectful of the characteristics of young learners. A rigid march through some time period will not work. These children don't march. They slosh and dance along any journey they take. By using materials such as novels portraying important events and people, folk tales mirroring cultures and eras, songs, poetry, art, and photographs from other times and places, children connect in meaningful ways with the past. When planning K-4 history lessons, we must ask ourselves these questions. *What should my students be getting out of this? Will I have the time needed to complete this lesson? If not, what are the most valuable pieces to leave in? How does this lesson fit in to the bigger picture? Do my students have the necessary background information for this lesson, and what will they need to acquire? Will this lesson contribute to the foundation they will need for later lessons? Am I wasting time by repeating content or ideas that these children learned in earlier grades? Does this lesson connect with, and teach, the unifying themes and questions of history? Does it nurture the* Habits of Mind? *Are there opportunities to integrate this lesson with other social sciences and subject areas, in a way that is not trivial but genuinely meaningful?*

A Call To Action: All over America, teachers devote themselves to educating our young. We dream of finding the words, the actions, the plans that will light young lives. We live for those rare moments when the classroom is electric, and children have learned. To increase those experiences of purposeful magic, it is imperative that the dialogue between teachers and historians be ongoing, and that planning involve routine conversations between educators at all levels. History brings us the framework on which to build an authentic, grounded K-4 curriculum. Its details, so rich and real, are the sparks that can ignite profound learning.

II. Vital Themes and Significant Questions to Be Carried Throughout Patterns and Across the Grades

In its report, the Bradley Commission recommended that the elementary social studies program be history-centered. A history-centered program at the K-4 level must have a compelling core of ideas that hold its many stories together. Significant questions will motivate students, and will support and nurture effective teaching. We suggest questions that have been asked throughout history and that students should ask themselves.

There are, of course, other lasting issues that teachers could ask students to examine. But in no case should such questions lead only to present-minded generalities; each must be thought about in the context of the time, place, or themes being studied. Hence, a question students should often hear: "Could people in the future form a true and fair picture of you and your society by applying only their own attitudes and values, and not bothering with yours?"

Civilization, cultural diffusion, and innovation.

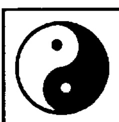
What things make a community thrive in all areas of human endeavor? What makes a civilization thrive? What are the indispensible features that characterize "civilization"? How have the conditions of people's work changed over time? How do ideas "travel" over time and place, and end up influencing people far away and afterwards?

Human interaction with the environment.

How does place/location affect human life and society? How did climate and resources affect the story of our state's past? What has been the role of agriculture in the growth of societies? What are some important natural and cultural features of a place where a historical event happened?

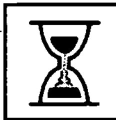
Values, beliefs, political ideas, and institutions.

What does being a "citizen" mean? Why do societies create rules and laws? What does it mean to be "fair"? How do societies try to make life "fair" to citizens? What central religious beliefs have inspired people's actions? What have different people expected of themselves and their children? How have people governed themselves in the past?



Conflict and cooperation.

What have been some of the problems and struggles faced by people in the past? What kinds of issues have brought people to war? How have people tried to make peace or prevent war? How has trade caused conflict or promoted cooperation? What has happened in the past that helps to explain the present?



Comparative history of major developments.

How can children's lives of long ago be compared with today? How can major processes, such as obtaining food and water, be compared between long ago and now?

Patterns of social and political interaction.

What are the customs or ways of living of past societies? What are some patterns of migration in our country's story? What are some of the stories of immigrants to our state? Did people in past societies live in families? Did they go to school?

III. Visualizing a History-Centered Curriculum for Kindergarten Through Grade Four

When the Vital Themes and Significant Questions are used to guide discussions about curriculum and instruction, we begin to see how to build a history-centered program. This abridged chart includes books for K-4 in the areas of Language Arts, Geography, and Music/Visual Arts, across all six themes. A complete chart would identify all key content areas, would illustrate the relationship of each to the Themes, and would include more books, resources, and key questions that develop specific *Habits of Mind* in students (see next page).

	Language Arts	Geography	Music/Visual Arts
Civilization, cultural diffusion, and innovation.	**The Macmillan Book of Greek Gods and Heroes** by A. Low **Readers Theatre for Beginning Readers** by S. Barchers	**New Puffin Children's World Atlas** by Tivers and Day **Living in Ancient Rome** by Bombarde and Moatti	**Learning to Look: A Complete Art History and Appreciation Program for Grades K-8** by Massey and Darst
Human interaction with the environment.	**John Henry** by L. Lester **Lewis and Clark: Explorers of The American West** by S. Kroll	**Geography from A to Z: A Picture Glossary** by J. Knowlton	**Round Buildings, Square Buildings, and Buildings That Wiggle Like Fish** by P. Isaacson
Vaues, beliefs, political ideas and institutions.	**Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address** by J. Fritz **The Children's Aesop** by S. Calmenson	**Ashanti to Zulu: African Traditions** by M. Musgrove	**Ghana, Mali, Songhay: The Western Sudan** by K. Mann
Conflict and cooperation.	**Gilgamesh the King** by L. Zeman **The Story of Ruby Bridges** by R. Coles **Young John Quincy** by C. Harness	**The Great Wall of China** by L. E. Fisher	**From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs** by A. Cohn
Comparative history of major developments.	**Coming to America: The Story of Immigration** by B. Maestro	**Castles** by P. Steele **The Amazing Impossible Erie Canal** by C. Harness	**Tchaikovsky Discovers America** by E. Kalman
Patterns of social and political interaction.	**Frederick Douglass: Portrait of a Freedom Fighter** by S. Kenan	**I Wonder Why Pyramids Were Built and Other Questions About Ancient Egypt** by P. Steele	**Inside the Museum: A Children's Guide to the Metropolitan Museum of Art** by J. Richardson

IV. History's Habits of Mind: Questions Across All Four Course Patterns

Students frequently come to the study of history believing that they will be wading into a massive body of facts. Although those facts can be compelling, a sustained interest in, and appreciation for, historical studies will develop only through exploration and inquiry. Below is a bank of questions that will nurture history's habits of mind (see page 8-9), and will be useful for students at any grade level, and across all four course patterns.

- understand the significance of the past... *What would your daily life be like if you had no memory? What would you have to learn again everyday (where to go, what to do, how to do it)? How old are your favorite places?*

- distinguish between the important and the inconsequential... *How can a timeline show us what events are important? How do we decide what to put in and leave out of a timeline? How do newspaper editors decide what goes on the Front Page?*

- to develop historical empathy... *What is the background for this event? What conditions were people living under? What were their hopes and fears? What went on before the event happened? How was that event viewed by a person at the time? What did that event mean to other people living at the time?*

- acquire a comprehension of diverse cultures and of shared humanity. *What things are the same and what are some differences between now and the past? How do I resemble and differ from people in the past? What fears and hopes do we share with people in the past? Name some things everyone needs. What is the "Golden Rule"?*

- understand change, human intentions, and consequences... *How can a timeline show us what has changed? How can photographs show us and how can older people tell us? What hopes did an inventor have for an invention, or a leader for a new law or policy? Were its effects entirely good? Did it create new problems? If so, how do people today contend with its problems?*

- comprehend the interplay of change and continuity... *What was life like "long ago" in the place where we live? How have things changed? Has anything stayed the same? Name something that changes in some ways but stays the same in other ways.*

- prepare to live with uncertainties and unfinished business... *Are there any stories of past events in the place where you live that are still not "over" or finished? What examples of unfinished business are there in the story of our country's struggle for freedom?*

- grasp the complexity of historical causation... *How do "word wheels" or "history webs" show the many connections among events in the past? Do events in the past usually have more than one cause and effect? What are the causes of an important event in U.S. or World History?*

- appreciate the often tentative nature of judgments about the past... *Did events of the past have to turn out the way they did? Because something happened a certain way in the past, does that mean that a similar situation today will unfold with the same result? Why or why not?*

- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill. *Who were some persons who made a difference in critical moments of U.S. or World History? What character traits have leaders in our country demonstrated? What makes a hero or heroine?*

- appreciate the force of the nonrational, the irrational, the accidental, in history... *How can the discovery of the Americas by Christopher Columbus be called an "accident of history"? What if something had* **not** *happened (Lincoln killed, Panama Canal built, electricity harnessed, airplanes invented)? Which past events had an element of surprise or chance?*

- understand the relationship between geography and history... *Where did an event in history happen? Why there? Why are historical landmarks located where they are? Why are cities located where they are? How has weather affected historical events?*

- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions. *What questions can you ask about a historical event or story? What is an eyewitness to an event? What is a "primary source" of information? What is evidence?*

V. Keys to Developing Historical Literacy at an Early Age: Children's Literature, Biography, Time Lines, Primary Sources

A history-centered curriculum begins with history-rich content, but must be developed through the use of processes and materials that nurture interest in and feelings about past human experiences. Children's literature, biography, time lines, and primary sources are all keys to moving history studies away from a "pursuit of trivia" toward a meaning-filled encounter with the ideas, people, places and events being studied.

Children's Literature

Imagination is the magic carpet that takes young children to the place and time of historic events. Imagination is triggered as children hear and read for themselves the engaging literature available for five to ten year olds. Through an array of literature—legends, fables, myths, folk tales, poems and songs, well-founded historical fiction, true stories of history, general fiction from the past—children can be at the scene to explore for themselves the humorous, dangerous, thrilling, tragic and inspiring terrain of historic landscapes. Children's literature has the power to trigger more questions—to create a need to know more. Young students can be deeply affected by powerful children's literature, to the point where they will seek out willing participants among parents, grandparents and community members who may remember these times, or may have information to answer questions stimulated by the literature. Their questions also draw children into seeking more and more reading opportunities.

Biography

Biographies play a specialized role in children's literature. The engaging stories of history become more believable and understandable to children if students are able to watch life dramas being played out through the eyes and experiences of a real hero. The lessons of history are more easily understood through personal examples. For instance, when given a definition of racial discrimination, students are usually unconcerned and disinterested. After reading any one of the several powerful biographies for children about the life of Jackie Robinson, or of Anne Frank, students reach a sophisticated level of understanding created by deep emotional involvement. They understand! They care! They have learned!

Time lines

The concept of time is a spatial one. Many ordinary expressions depict time in spatial terms: *...over the course of time; ...looking back over the years; ...crossing that bridge when we come to it*. Researchers note that children's concepts of time involve their "spatial knowledge." The making of three-dimensional time lines helps children acquire a mental continuum along which they can arrange events and begin to see "before and after" relationships.

From the earliest kindergarten experiences of determining what happened first, next, and last, to the most advanced work of creating ingenious parallel time lines, these specialized graphic organizers enable students to investigate time order. Time lines help children organize historical information. They are useful in showing trends in human experience, multiple causes and consequences, and main events in the lives of heroes. They can illustrate progression in science and technology, or in the evolution of societies and cultures. Time lines help children organize their own writing. Once students have gained experience with plotting literature on a time line, student-written stories are a logical next step. Hands-on activities concretely involve students. Manipulative time lines constructed on yarn or across bulletin boards give students opportunities to debate and discuss with classmates various notions of correct chronology. Students who work with time lines gain a solid framework for organizing events through time.

Beginning Time Lines: Young Learners are enticed by studies of great heroes and world-changing events. Yet each child also deeply longs for an understanding of his own place in time. A scholar of any age grasps new ideas more readily if those concepts are presented in the language of

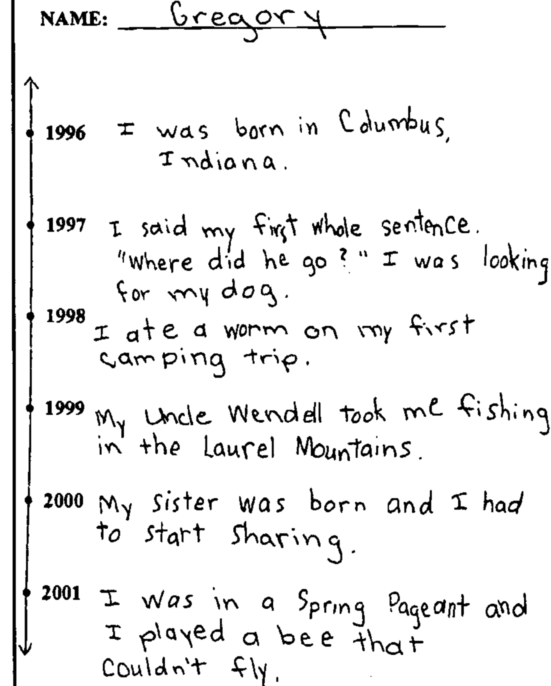
the learner. For a child, that language is personal experience. Skill in using time lines develops easily and naturally when children work with familiar events and stories in their first time line efforts. A time line useful with very young children involves a display of photographs showing in chronological order the landmarks encountered on a neighborhood walk. With older children, the windows along one side of a classroom may be converted into a time line of students' drawings or paintings that show key events in local or state history.

Birthday Time Lines: Constructing a class time line permits students to discover together, with teacher guidance, ways of organizing events in time order. If the time line is one that can be manipulated, students will be able to repeatedly make and correct errors on their own. A birthday time line is particularly effective because calendar sequencing is a focus skill in primary grades, and because children will use the time line as a daily reference to note which classmate will be the next to celebrate his or her special day.

To construct a birthday time line, tie twelve metal or plastic clamps, equally spaced, onto a thick length of yarn. Secure a long, narrow card into each clamp. Print the name of a month on each of the twelve cards. Using a hole-punch, make a hole in the top and bottom of small cards. Each student will write his or her name and birth date on a card. Young students may need adult help with names and dates. Using opened paperclips as hooks, encourage students to place their cards in the correct places on the time line. Children will make mistakes, share ideas, and determine corrections. Invariably, with enough teacher patience, the final product will be a relatively correct one. As new students join the class throughout the year, adding their birth dates to the class time line becomes a welcoming class ritual, and provides the new student with a jump-start into the use of time lines (See Figure #1).

Figure #1
The Birthday Time Line

Personal Time Lines: Children are tireless in seeking information about their own early experiences. Every child wants to hear from family members and friends the retelling of events that illustrate the child's unique past. Assisting a child in constructing a simple personal time line is one of the best ways to introduce this tool to the young student. Why? One reason is that each child's story is intriguiging to him or her, so motivation is built in. Further, having lived through these events, a child will immediately see that a time line represents time progression—time sequence. Finally, since work must be done with the help of family members or other adult care-givers, the


NAME: Gregory

1996 I was born in Columbus, Indiana.

1997 I said my first whole sentence. "Where did he go?" I was looking for my dog.

1998 I ate a worm on my first camping trip.

1999 My Uncle Wendell took me fishing in the Laurel Mountains.

2000 My sister was born and I had to start sharing.

2001 I was in a Spring Pageant and I played a bee that couldn't fly.

Figure #2 The Personal Time Line

home-school connection is strengthened.

Provide each student with a page on which a time line has been drawn from top to bottom, on the left side of the paper. Students should list one event for each year of their lives. Remind students, and their parents, that the completed time lines will be shared or displayed. Events of a very personal nature should not, therefore, be included in this project. (See Figure #2)

Primary Sources

As he arrived for class one morning, a third grade student asked his teacher, "Will we be doing real history today?" "Real history," to this child, meant the study of primary sources, and primary sources do, indeed, make history seem "real." Primary sources are records, artifacts, and eyewitness accounts of events that happened in the past. Letters, journal entries, wills, photographs and vintage objects are all evidence from the past that students can study, analyze, and interpret. These materials help students to perceive past events and issues as they were experienced by people at the time, and recapture the immediacy of real life. They allow students to participate in the work of historians. Without such evidence, students often develop a romantic, fuzzy vision of life at another moment or place. Primary sources are a way of bringing the outside world into the school setting, of creating a living, breathing history classroom. These sources spark a child's appetite for discovering history. Students love to handle, to compare, and to see these pieces from the past.

Interviews: Interviews help very young students make their first journeys into the past. A sit-down, eye-to-eye talk with a witness to history puts the heartbeat into a historical story. Young students can conduct interviews of family members, older friends, or classroom guests. Students should prepare and rehearse questions prior to conducting an interview, but should also be aware that they may need to ask further questions as new topics arise from the discussion.

Sample questions:
1. What kinds of games did you like to play when you were my age?
2. What events happened in our city, state, or country that you remember learning about as they happened? (moon walk, civil rights movement, etc.)
3. What kinds of inventions do we use today that you did not have when you were a child?
4. Did you, or others close to you, move here from other parts of the country or world? If so, what events led to that move?

Students who are not fluent note-takers benefit from working in pairs. They help each other recall a tremendous amount of information, even without the benefit of written notes. Students who share and compare interviews in class will gradually become aware that there can be many different viewpoints to the same historical episode. They begin to develop an understanding of multiple perspectives.

Built Environment: A faded sign above an old doorway, a carving in a sidewalk, a worn step, the brick beneath paved streets, or a crumbling stone foundation all carry stories of the past. Children can bring these traces of the built environment into the classroom by taking photographs, creating drawings, and making rubbings of the architectural elements in their community. As children begin to look around them for clues to the past, they will become much more alert and reflective in their ability to uncover the stories of a place, and to see the past reflected in their lives today.

Photographs: When historic photographs are presented to students, the classroom lights up. Photographs are irresistible for all of us, including the very young. We look for details. We imagine the place, the time, and the circumstance. We note clothes, vehicles, signs, and expressions. Photos generate questions—questions that spark the need to learn more.
Where are the power lines? Why were most early photos taken outside? Why would horses be lined up along a city street? Do those boots fasten with buttons instead of Velcro?
Hand lenses help students investigate more closely, and add to the enjoyment of this research.

Letters and Diaries: Like adults, children enjoy reading other people's mail. Accounts written in letters and diaries offer details and viewpoints not commonly found in history books. A housewife sends a note to her sister expressing amazement over her first look at an electric washing machine. A Union soldier writes home to describe how his feelings of fear gave way to feelings of pity when he caught sight of some ragged, barefoot Confederate troops. Text information about development of home appliances over time, or about conditions soldiers faced during the Civil War, would mean very little to elementary students. First-hand accounts, however, engage the student's imagination and real learning takes place.

Other Primary Sources: Some other primary sources include scrapbooks, music, quilts, recipes, art, family heirlooms, tools, clothing, speeches, documents, old newspapers and maps.

Repositories of Primary Sources: There are a vast number of public repositories of historical materials. They range in size and breadth of holdings from the National Archives and Records Administration and the Smithsonian Institution , to state and local archives, libraries, and museums. These institutions house an amazing variety of documents and artifacts. Better yet, most of them are open to the public. Their materials are available to teachers and their students just for the asking. Many have reference librarians who can help student researchers find what they need and also tell them how to access materials of interest in any special collections held by the institution.

The librarians, curators, and archivists who staff historical repositories are experts in their historical collections. Most take great pride in their ability to organize and preserve materials so that they can be found and used. More important, they really want to help researchers gain access to what they need and to share the excitement they find in working with original historical resources.

Allow plenty of time when you or your students use primary sources for research. Deciphering old hand-written documents takes time—so does sorting through photo collections, reading census reports, or paging through old periodicals (on paper or microfilm). Still, it will be time well spent. However, be aware that once you or your students start working with the real materials of history, you may not want to stop.

Primary sources transform the classroom, offering rich historical perspectives. Best of all, they connect us, in deeply human ways, to our past.

VI. Content and Questions within the Course Patterns

NOTE: These are examples of historical content and significant questions that could be covered in each course within the various patterns. Many questions and activities used to illustrate how one pattern looks in the classroom could, of course, be useful in other patterns.

Elementary Pattern A

RATIONALE: This pattern connects the child's present world to distant places and other times. It offers comparative studies of families and communities, and extends those studies to episodes and heroes in state, national, and world history.

Grade	Course
K-4	**History-centered Social Studies**
K	Children of Other Lands and Times
1	Families Now and Long Ago
2	Local History: Neighborhoods and Communities
3	Urban History: How Cities Began and Grew
4	State History and Geography: Continuity and Change

Kindergarten: Children of Other Lands and Times

Kindergarten students delight in learning about the daily lives of other children from times past. Historical studies at this level should encourage investigation of choices, responsibilities, and routines of children from various places and time periods.

Examples of Content

1. Students identify, through Native American folk tales, some characteristics of the lives of children in the Americas prior to the arrival of Europeans.
2. Students listen to and retell stories about the childhoods of historical figures who led exemplary lives. These figures might include Abraham Lincoln, Harriet Tubman, Dolley Madison, and Tecumseh. The act of retelling reinforces chronological thinking.
3. Students examine and act out stories that teach about other lands and times. Stories well suited for this purpose include Aesop's fables and Virginia Hamilton's **The People Could Fly**.

Examples of Questions Students Could Explore

1. What games did Native American children play long ago?
2. What was life like for children in traditional Japan?
3. What was Aesop worried about?
4. What was it like to be a child moving west in a wagon train?
5. What kind of work was expected of children long ago and throughout the world, including helping on the farm, apprenticing to learn a trade, and helping with cooking and weaving? Why did children have to work long ago, but now children go to school?

Elementary Pattern A (continued)

Grade One
Families Now and Long Ago

Grade One focuses on family, including their own family history and that of others. Through the investigation of the roles of family members over time, students gain an understanding of the significance of the past to their own lives.

Examples of Content

1. Students research and tell the story of their own or another family.
2. Students work with time order, recounting personal and historical stories using ordering terms such as "first," "next," and "last."
3. Students gather information about the past through interviews of family members and neighborhood elders. Veterans' Day, for example, could be commemorated through the sharing of stories by family members who served in any branch of the armed services.
4. Students hear stories of real and fictional families in at least 4 historical groups: Native Americans, colonial Americans, African Americans, and 19th or 20th century immigrants.

Examples of Questions Students Could Explore

1. How do the books we use in school today compare with books used long ago?
2. What happened at the beginning, in the middle, and near the end of the Thanksgiving story (or stories of other family celebrations)?
3. How did people travel when my grandparents were children?
4. How did families in earlier times and places meet their needs for shelter, food, water, clothing, and safety?

Grade Two
Neighborhoods and Communities

At Grade Two students search for examples of continuity and change in their neighborhood and community and in other places and times. They use literature and historical evidence to gather information. They investigate the important role that different people have had within communities.

Examples of Content

1. Students study the built environment and the architecture of their surroundings to identify changes over time.
2. Students read biographies and conduct interviews to determine ways that individuals have shaped their communities.
3. Students study photographs to discover some facts about daily life in earlier times.
4. Students research a historical place, such as Colonial Williamsburg, an Eskimo community of long ago, or an Aboriginal community of Australia.

Examples of Questions Students Could Explore

1. How would a landscape drawing of our neighborhood today compare to a landscape drawing of the same place many years ago?
2. How did George Washington's boyhood surroundings help prepare him to become a great leader?
3. What does a historian look for in a neighborhood or town?
4. How do neighborhoods gain their own special characteristics over time?
5. What are some well-known historical neighborhoods or communities near us?
6. How do people preserve the historic places in their neighborhoods?

Elementary Pattern A (continued)

Grade Three
Urban History: How cities began and grew

Students pursue the study of people, events, and changes that have shaped the growth of cities. They compare American development to that of metropolitan regions in other times and places.

Examples of Content

1. Students identify groups that have moved into and away from cities, and analyze why they did.
2. Students discuss how individuals have contributed to changes in city life.
3. By exploring the history of trading centers such as Cahokia and St. Louis, students discover that economic resources and conditions have stimulated community growth.
4. Students investigate the reasons for the location of at least 4 cities of the world (possibilities include: New York, Mexico City, Beijing, Paris, New Orleans, London, Tokyo, San Francisco, and Washington, DC).

Examples of Questions Students Could Explore

1. How were the early towns of Saint Augustine, Plymouth, Jamestown, and Santa Fe similar to and different from one another?
2. How did the work of inventors such as Ben Franklin, James Watt, Thomas Edison, Eli Whitney, Robert Fulton, Alexander Graham Bell, or Guglielmo Marconi create changes in daily life in cities?
3. How did rivers, canals and railroads stimulate the growth of communities?
4. Why did New York, London, Washington, and Tokyo grow where they did?

Grade Four
State History and Geography: Continuity and Change

Students investigate the people, places, events, and turning points, which have contributed to the development of their state.

Examples of Content

1. By examining legends, games, art, and daily life practices, students experience the cultures of Native American groups that lived in our state prior to European exploration. Students search for ways that native groups adapted to and changed their environment.
2. Students learn the significance of key events leading to the development of our state. Students design time lines depicting causes and consequences of change.
3. Students recognize the importance of individuals who made a difference in the history of our state. Students make defendable judgements about heroes and villains.

Examples of Questions Students Could Explore

1. In the land that later became our state, how did Native American cultures interact with early European groups?
2. What was happening in our state during the Civil War and World War II? How was our state changed by migration and immigration?
3. What historical episodes do natural and man-made state landmarks represent?
4. What kinds of natural resources were important to early settlers in our state?
5. Which individuals in our state were also important to our country? Why were they important to both?
6. Choose the most important event in our state's early history and tell why you chose it.

Elementary Pattern B

RATIONALE: Children's literature, rich in historical content, is a defining element of Pattern B. Through the use of biography, compelling narrative, folk tales, and well-written nonfiction, students increase their understandings of historical events, traditions, and heroes, and gain understandings about the connections between the past and today.

Grade	Course
K-4	**History-centered Social Studies**
K	Learning and Working Now and Long Ago
1	A Child's Place in Time and Space
2	People Who Make a Difference
3	Continuity and Change: Local and National History
4	A Changing State

Kindergarten
Learning and Working Now and Long Ago

Students in Kindergarten are introduced to ideas of place and time, and to the concept that events have causes and consequences. Students explore geographic and historical connections between the world today and long ago. Historical stories of ordinary and extraordinary people encourage students to investigate the concepts of courage, self control, justice, heroism, leadership, and responsibility.

Examples of Content

1. Students compare descriptions of work and chores at school and at home to work and chores of various historical periods. For example, students might investigate their own teacher's responsibilities as compared to the responsibilities of a teacher in a one-room schoolhouse.
2. Students find examples of the work of leaders from America's past and from other parts of the world.
3. Students investigate the ways children learned in other places and times. Investigations could include constructing hornbooks, writing with quill pens, and modeling "blab schools."

Examples of Questions Students Could Explore

1. How do we get food, water, clothing, and places to live? How did pioneer families of the 1800s meet those needs? How did Native American families in the 1600s provide for their food, shelter, and clothing?
2. What examples of honesty, courage, determination, individual responsibility, and patriotism can we find in the work of leaders such as Benjamin Franklin, Nathan Hale, Booker T. Washington, or Geronimo?
3. How are today's children and their friends alike and different from children portrayed in such stories as *Thy Friend Obadiah*, selected portions from the *Little House...* stories and *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, and *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, both by Kate Waters and photographed at *Plimoth Plantation*.
4. What problems were faced by the characters in selected stories and fables? What are their fears, strengths, and weaknesses? Are their values and feelings different than other characters you have studied? How are they different from ours today?

Elementary Pattern B (continued)

Grade One
A Child's Place in Time and Space

Students in Grade One use a variety of stories to broaden their understanding of rights and responsibilities, fair play, and respect for others. By hearing and reading stories about children of long ago and of other lands, students compare geographic and economic aspects of life in their own neighborhoods to those of other places and times.

Examples of Content

1. Students hear and read biographies and historical fiction about figures such as David and Goliath, Paul Revere, Patrick Henry, Sacagawea, and Ruby Bridges to learn about heroes, including children, engaged in heroic deeds at different times, in different places.

2. Once students know something about the interdependence of people and transportation involved in the mail service or in processing wheat to bread, they "step back" in time and study a parallel process in the *long ago*, such as the Pony Express or wheat harvests during the days of scythe and mill wheel. The use of pictures and flow charts in studying processes helps reinforce chronological thinking for pupils.

3. Students hear and read a variety of folk tales from world cultures and the *long ago* to learn moral insights from the stories and to explore the ways people, families, and cultural groups are alike and different. Teachers should lead students to identify good and evil, right and wrong among the characters in the stories, supporting the *Habit of Mind* that recognizes not simply diversity but also shared humanity.

Examples of Questions Students Could Explore

1. What did you like about (name of character from a story)? What did (name of different character) do that was bad? Wouldn't it be a good thing if everyone were kind and polite, like (name)?

2. How does my environment influence the clothes I wear, the food I eat, the house I live in, and the things I do each day? If I lived in a different environment long ago, how would my clothes, food, home, and activities have been different?

3. How did the Oxcart Man take his ox to the market? (See *The Oxcart Man* by Donald Hall.) How is this different from today in our community? (The idea here is that the story is contrasted with a local enterprise, crop, or product delivered to today's markets, which pupils learned about earlier in the year.)

Grade Two
People Who Make a Difference

Students in Grade Two explore the lives of people who make a difference in their everyday lives, and compare those people to extraordinary people in history whose achievements have touched or inspired them. Biographies are a particularly important source at this grade level.

Examples of Content

1. Students read biographies of notable people such as Pierre L'Enfant, Crazy Horse, Phillis Wheatley, Rachel Carson, or Sequoyah to determine ways that individuals respond to their responsibilities and opportunities, and to discover ways that individual effort has shaped history.

2. Students investigate some historic milestones in the field of science and medicine, such as the work of Louis Pasteur, Walter Reed, Albert Einstein, Henry Ford, Sir Alexander Fleming, and Charles Drew with plasma and blood banks.

3. Students trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. They compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. They place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

4. Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g. from biographies of Jonas Salk, Chief Joseph, Florence Nightingale, Branch Rickey, Jackie Robinson, Golda Meir, Marie Curie, Thomas Edison, or Sally Ride).

Elementary Pattern B (continued)

Examples of Questions Students Could Explore

1. How do inventions such as the car and the computer affect my life? Who were the people responsible for developing these inventions?

2. How did individuals such as Jane Addams and Theodore Roosevelt take responsibility and help others?

3. How is it possible for one person to be a hero in the eyes of some and, at the same time, a villain in the eyes of others? Hernando Cortes, for example, was a hero to the Spanish, and a villain to the Aztecs.

Grade Three
Continuity and Change: Local and National History

Students in Grade Three learn more about the connections to the past, including the historical roots of local, regional, and national government, traditions, and symbols. Students explore the gatherings of people and traditions that have contributed to common memories and the character of our contemporary society.

Examples of Content

1. Students describe Native American societies in their local region long ago and in the recent past. They describe the religious beliefs, customs, and traditions; show how they obtained food, water, clothing, and tools; describe the economy and system of government; and recount the interaction of new settlers with Native Americans of the region.

2. Students trace why their town was established, how individual and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3. Students trace the ways migration and immigration have changed local or national history. The land bridge between Asia and Alaska, and the potato famine in Ireland, are good examples.

4. Students understand the symbols, icons, and traditions of the United States that provide continuity and a sense of unity across time. They can sing songs that express American ideals or history, understand the basic significance of national holidays and the heroism and achievements of people associated with them; they can identify American symbols, landmarks, and essential documents (e.g., the flag, bald eagle, Statue of Liberty, the Liberty Bell, Mount Rushmore, the U.S. Constitution, the Declaration of Independence, *America The Beautiful, There Are Many Flags In Many Lands*).

5. The abstractions of change and continuity are effectively introduced to third graders through such stories as *The Little House* by Virginia Lee Burton, *The House on Maple Street* by Bonnie Pryor, *Bayberry Bluff* by Blair Lent, *Penny in the Road* by Katharine Anne Precek, *Heron Street* by Ann Turner, *New Providence: A Changing Cityscape* by Von Tscharner and Fleming, and *The Sky Was Blue* by Charlotte Zolotow. Two art portfolios by Jorg Müller, *The Changing City* and *The Changing Countryside* vividly and dramatically demonstrate to children change over time (how things change or stay the same), and allow students to tell why they think changes are taking place.

Examples of Questions Students Could Explore

1. How did individuals such as the founder of our town, Abraham Lincoln, Lewis and Clark, Cesar Chavez, or the Wright Brothers influence historical turning points?

2. Read Megan McDonald's story of *The Potato Man* (illustrated by T. Lewin, Orchard Books). Based on the story and illustrations, how was life different in the 1920s? How is it similar today? What things have changed and what remains the same?

3. How do art forms such as quilts and folk songs show continuity and change in cultures and traditions throughout various historical eras?

4. How do old newspapers show what has changed and what is still the same about our town or city?

Elementary Pattern B (continued)

5. How did early settlers of our region make their living (e.g. hunting, trapping, trade, agriculture, manufacturing)? Did they own their own property? Did they work for wages? Did they work in groups and divide the proceeds?

6. Who were the early business owners in our local area? What did they do? How many people worked for them? Were any businesses unsuccessful? Why? How did the early business leaders influence the layout of our town?

7. Examine a series of old photographs of "Main Street," showing how the street has changed over time. In what ways was the street changed, and when? How do these changes relate to what we know was going on in our town then? What signs of continuity are seen in the pictures? Are there any evidences of community traditions?

Grade Four
A Changing State

Students learn the story of their home state, its heroes, its unique place in American and world history, and the effects of its geographic features on economic, social, and political development. They investigate their state's diverse populations over time.

Examples of Content

1. By examining music, art, food, clothing, folk tales, and heroes of different backgrounds in the state, students discover the diversity and contributions that define their state's heritage.

2. Students recognize the relationship of resources and technology to episodes of state history.

3. Students understand the events leading up to statehood. They understand the purpose of their state's constitution, its key principles, and its relationship to the U.S. Constitution (e.g., how separation of powers and checks and balances are included in the state constitution).

Examples of Questions Students Could Explore

1. How might events in state history have been different if geographic factors had been different?

2. What part did religious beliefs and moral convictions play in the lives of reformers or leaders? How are these still important today in our state?

3. If I were to construct a time line depicting ten events in my state's history, what events would I decide were most significant, and why?

4. What music, literature, and other arts were created in our state? Who are the important writers, composers, poets, and artists? Why are some well-known today and others less well known? Why are some of them called regionalists? How do regionalists differ from other artists? How might regionalists offer a more complete expression of a state's people and culture, or a different interpretation of them?

5. How did World War I and II and their aftermaths affect life and society in our state?

6. What are some current problems or controversies unique to our state? How are they rooted in historical events?

7. What is the rate of voter participation in our state now, and in selected elections in the past? What may account for the difference(s), if any?

Elementary Pattern C

RATIONALE: Pattern C expands on the children's literature focus, and supports historical narrative through the use of primary sources and investigative projects. This pattern offers the study of a wide choice of periods, significant individuals, and historic organizations. The opportunity for research within this pattern leads children into adventurous journeys through a variety of eras and cultures.

Grade	Course
K-4	**History-centered Social Studies**
K	Children's Adventures: Long Ago and Far Away
1	People Who Made America
2	Traditions, Monuments, and Celebrations
3	Inventors, Innovators, and Immigrants
4	Heroes, Folk Tales, and Legends of the World

Kindergarten Children's Adventures: Long Ago and Far Away

At the Kindergarten level, children are eager participants in adventures, large and small. Students at this age are inspired by stories of youthful heroes and memorable journeys. Rich historical narrative is a path down which the very young can travel to exotic places and distant times.

Examples of Content

1. Students identify morals valued by various people as they hear and retell fables. The fable of *The Blind Men and the Elephant* teaches that, even long ago, in the time of Aesop, people held differing viewpoints of the same thing or event. Folktales such as the *Story of Wali Dad* from India and *Luba and the Wren* from Russia tell the story of characters finding out what are man's most valuable gifts.

2. Students learn about children in history by listening to vivid historical narrative. Tales of Abe Lincoln's boyhood, or the early memories of Laura Ingalls Wilder, help students visualize day-to-day life in other times and places. They begin to recognize shared humanity and diverse culture by identifying differences and similarities with life now and in the past.

3. Students discuss the difference betweeen the truth and a tall tale by examining stories such as *Paul Bunyan* or *Johnny Appleseed* and discussing what is the truth and what is an exaggeration.

4. Students begin to study the setting where a story takes place. They learn about geography by recognizing global features and search for how these play an important part in the human story.

Examples of Questions Students Could Explore

1. How are we like the characters in the story? How are we different? What kinds of celebrations and daily adventures did the characters face in the story? What kinds of celebrations and daily adventures did my grandparents experience when they were my age?

2. What problems were faced by the characters in selected stories and fables? What are their fears, strengths, and weaknesses? Are their values and feelings different than other characters you have studied? How are they different from ours today?

3. What are the main features of the background and setting? How do people use the enviroment to meet their basic needs? How is the setting of one story different from another? Does the setting (place) play a part in the story?

Elementary Pattern C (continued)

Grade One
People Who Made America

Grade One focuses on people who influenced American history, and who helped to define the unique place of the United States in the world. Students hear and read stories of encounters and explorations, and will investigate cultural arts.

Examples of Content

1. Students hear and read biographies and fiction to learn that our country was made by ordinary and extraordinary people. They learn about carpenters, printers, sailors and common soldiers. They learn about famous people in history such as Virginia Dare, Clara Barton, William Penn, Charles A. Lindberg, George Washington, Sitting Bull, and Martin Luther King.

2. Students study individuals and groups that played a part in forming our country from the early migration of the ice age to present-day immigration. Possible read-aloud books are: *Wolf Child, A Small Blue Bead, Immigrant Kids*, and *How Many Days to America.*

3. Students examine problems and dilemmas faced in the American story and they learn how different people took action, resolved problems, and faced consequences. They work with books such as *Sarah Morton's Day*, about a Pilgrim child in Plymouth, and *Nettie's Trip South*, about a young girl during the American Civil War.

Examples of Questions Students Could Explore

1. Why are these people important to our history? Why are they significant today? Were these people reformers, inventors, scientists, politicians, etc.? What can we learn about America's history as we study the lives of American workers, such as farmers, fishermen, miners, railroaders, ranchers, or factory hands?

2. What contributions did these people make to their communities in their time period? What contributions are still influencing us today? Where do these people fit on our country's timeline?

3. Can you define the problems they faced? What actions did they take? What were the consequences? Are there still consequences from their actions today?

Grade Two
Traditions, Monuments, and Celebrations

Students in Grade Two learn more about our connections to the past, and the ways in which particular historic figures drove events. Students investigate the accomplishments of national and world leaders, and the symbols and traditions associated with these people.

Examples of Content

1. Students identify American celebrations, monuments, symbols and documents that relate to the core democratic values and principles of the U.S. They relate the story behind each and tell why they are celebrated today. Some examples are the Constitution, Declaration of Independence, the flag, National Anthem, Statue of Liberty, Lincoln Memorial, Arlington National Cemetery, Independence Day, Memorial Day, Labor Day, Martin Luther King Day.

2. Students listen to, read, collect and discuss family stories to learn about their own traditions. They compare and contrast different family experiences that might include activities, beliefs, structures and celebrations. Students might create a family keepsake museum in the classroom.

3. Students learn about monuments and celebrations from around the world and find out the stories behind them. This might include the pyramids, temples, and statues in town squares and capital cities. It might include Bastille Day and Cinco de Mayo.

Examples of Questions Students Could Explore

1. Can you tell the story behind the monument? Can you tell the story of the monument by placing it on a timeline? Which celebrations, monuments, symbols and documents do you think are the most important? Why?

2. What holidays and traditions are celebrated at your home? How and why are they celebrated? Can you compare the roles of your family members with the roles of other families through time and across cultures? What are your familiy's activities? How are they like and how are they different from others?

Elementary Pattern C (continued)

3. Regarding monuments of the world: Can you tell the story behind the monument? Why was it built? When? Who built it and how did the people doing the work feel about it? Does it stand as a national symbol for the people of the country today? Can you tell the story behind the celebration?

Grade Three Contributions: Inventors, Innovators, and Immigrants

Students in Grade Three identify the contributions made by inventors, innovators, and people who have immigrated to this country. They recognize inventions that changed daily life and work, and look for effects of advances in technology. Students distinguish between innovations created by individuals, and innovative processes brought by one group of people to another. Students recognize causes and effects of immigration.

Examples of Content

1. Students explain some of the legacy and contributions of different civilizations from around the world and throughout history. For example, the students explain some of the major contributions of the Roman Empire in the areas of government and architecture.
2. Students identify some effects (for good or for ill) of the work of inventors and innovators. They discover costs and consequences. They use timelines to explore cause and effect relationships. They describe how written and spoken languages such as those developed in Mesopotamia, have been built upon and shared, or the impact of Gutenberg's printing press.
3. Students follow the interaction of people across borders with ideas and technology. They learn ways people are interdependent with others. They note food, clothing, shelter, commerce, interaction with others, technology and its changes through time.

Examples of Questions Students Could Explore

1. How has the republican form of government known in Rome changed over time? What ideas from Roman government influenced the democratic republican form of government in the U.S.? What buildings do we have today that are modeled after those of the Romans? What designs are still being used for practical purposes?
2. What people should we thank for inventions that make our world safer and healthier? Studies could include the work of Alexander Graham Bell, Louis Pasteur, Charles Drew, Eli Whitney, James Watt, Thomas Edison, or Cyrus McCormick.
3. What individuals made life different for people in our country by their ideas or the work they did? Examples: Benjamin Banneker, William Lloyd Garrison, Louis Armstrong, Louisa May Alcott, Harriett Beecher Stowe, John Glenn, Jr., George Gershwin.
4. How and why have groups of people moved across borders and oceans? Studies might focus on the forced immigration of Africans to America, or the immigration of the Chinese and Irish to the United States in response to the demands of railroads for cheap labor.

Elementary Pattern C (continued)

Grade Four
Heroes, Folk Tales, and Legends of the World

Students in Grade Four investigate the legends that help to define people and places around the world. They study heroes, both fictional and historical, who hold places of honor in local, national, and world folklore.

Examples of Content

1. Students learn about great empires such as those built during China's ancient dynasties, and read tales of legendary figures like Confucius.
2. Students examine ideas of what has been thought of as heroic in various cultures and across historic eras, for example: Robin Hood, Alexander the Great, Julius Caesar, Cleopatra, Elizabeth I of England, Simón Bolivar, Sir Edmund Hillary, Marquis de Lafayette.
3. Students identify values and unique cultural characteristics by reading folk tales representing population groups and geographic locations. Possible tales are *Rama and Sita: A Folk Tale from India*, or *Yussel's Prayer: A Hebrew Legend*, *The Stone Cutter* from China, or *The Fisherman and His Wife*, from Russia.
4. Students examine the stories of people such as Gandhi and Martin Luther King Jr. and determine how the world is different because of their work. Other examples could include: Louis Braille, Robert Fulton, Captain Cook, Samuel B. Morse, Albert Schweitzer, John L. Lewis, Fr. Junipero Serra, George C. Marshall, Winston Churchill.

Examples of Questions Students Could Explore

1. Why do we still know who Confucius was, what he said, and why do we still consider it to be important?
2. What did Confucius consider to be heroic? How did Romans define heroic? How did medieval knights define it? How did Apache Indians in 1870? How did Winston Churchill in 1940? How did a Japanese soldier in 1943?
3. How do folk tales, such as *Medio Pollito*, and art, such as masks and dance, help me understand the history of other peoples? How do myths, such as Osiris of ancient Egypt, or the myth of creation from ancient India (in which different classes were created out of different parts of the monster Purusha), also help me understand other peoples?

Elementary Pattern D

RATIONALE: In Pattern D, students begin the study of American and world civilizations, with units on each during the year. They meet real people in U.S. and world history, and are introduced to the stories of such major ideas as the development of constitutional democracy, freedom and the struggle to obtain it, the origin and growth of civilization, major world religions, and movements of people to explore, immigrate, and settle.

Grade	Course
K-4	**History-centered Social Studies**
K	Our World and Our Country
1	First Civilizations, and Introduction to Our Country (Part I)
2	Early Civilizations, and Introduction to Our Country (Part II)
3	More Early Civilizations, and Our Country's Beginnings
4	World History, and Our Country's Foundations

Kindergarten
Our World and Our Country

During the first year of school, students investigate historic examples of character and leadership, through accounts of famous people of long ago and commemorative holidays. These stories can be drawn from both the world and the American nation.

Examples of Content

1. Students recognize heroic deeds by hearing biographies of leaders such as Christopher Columbus, George Washington, Abraham Lincoln, or Theodore Roosevelt.
2. Students learn the history behind commemorative holidays. These holidays should include, but not be limited to, Independence Day, Columbus Day, and Thanksgiving.
3. Students become familiar with national symbols, including the Statue of Liberty, the United States flag, Mount Rushmore, and the White House.
4. Student learn about the lives of Native Americans, especially when learning about the holidays in #2 above.

Examples of Questions Students Could Explore

1. How did Abraham Lincoln show honesty in his lifetime?
2. How was traveling different for Columbus a long, long time ago, from the way we travel today?
3. What is the significance of the stars and the stripes on the United States flag?
4. What does it mean to have all the people make rules instead of just a king making them?
5. How did Native Americans have to change their lives when new people came to their lands?

Elementary Pattern D (continued)

Grade One
First Civilizations, and Introduction to Our Country (Part I)

Students in Grade One learn what it means to have a civilization, through stories of the first civilizations in the Tigris, Euphrates, and Nile River valleys, and the later Maya, Inca, and Aztec civilizations in the Americas. They recount the stories of the nomads across the Land Bridge, and are introduced to explorers and settlers in our country. Geography is integral to each unit.

Examples of Content

1. Students learn about the early civilizations in Mesopotamia and Egypt through stories of such people as Hammurabi, Moses, Queen Nefertiti, and King Gilgamesh.
2. Students learn how people in early civilizations (Maya, Inca, Aztec) divided up the work, how they traveled and communicated.
3. Students compare American family life today with daily life during Colonial times.
4. Students discuss what it means to be an explorer, and how first graders can be explorers. They hear and retell the stories of several explorers un early America.

Examples of Questions Students Could Explore

1. What would my daily life, and that of my family, have been like if I had lived in Ancient Egypt?
2. How did the Mayans, Incas, and Aztecs use their land to build cities? Discuss how their cities were similar to and different from our cities. In what ways were the ancient Egyptians like the Aztecs? How were they different?
3. What evidence will help me learn about the schooling, work, play, food, and dress of Colonial children?

Grade Two
Early Civilizations, and Introduction to Our Country (Part II)

Students continue their age-appropriate journey through the stories of ancient China, India, and Greece, meeting such real people as Confucius and Alexander The Great. They also hear the myths of ancient Greece, as well as stories of the Olympic games and the city of Athens. Major episodes of early American history are presented in narrative form here, to be detailed in subsequent in-depth studies in later years.

Examples of Content

1. Students hear stories of leaders in ancient Greece, India, and China, such as King Ashoka of India, Qin Shi Huangdi who built the Great Wall, and Confucius.
2. Students explore the ideas of rules and laws, including stories of such thinkers as James Madison.
3. Students recount the stories of the War of 1812, Westward expansion, the Civil War, and immigrant experiences, including such people as Francis Scott Key, Harriett Tubman, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson, and President Lincoln.

Examples of Questions Students Could Explore

1. How did the Greeks depict their gods in their artwork and myths? What was the Oracle at Delphi (foretold the future but always answered questions with riddles)?
2. What does the phrase *"We, the people.."* mean?
3. What was life like for the pioneers of the Oregon Trail? How did their move west affect the Native Americans with whom the pioneers came in contact? (near extermination of the buffalo, "Trail of Tears")

Elementary Pattern D (continued)

Grade Three
More Early Civilizations, and Our Country's Beginning

Third grade content builds on the studies of world civilizations begun in earlier grades, although not in formal terms. Students examine the ancient civilizations of Rome and Byzantium through stories of Romulus and Remus, Roman gods, Julius Caesar, Mt. Vesuvius and Pompeii, Constantine, and Justinian. In early American history units, students examine the Vikings; Eastern Woodland Indians; explorers such as Ponce de Leon and DeSoto; and settlements in the South East and South West such as St. Augustine and Santa Fe. They also study Southwestern Indians, the explorers who searched for a "Northwest Passage," and the settlers of the original thirteen colonies. Geographical context relates to each civilization or person under historical study.

Examples of Content

1. Students read Roman and Native American myths and legends. They recount the story of the eruption at Pompeii and its devastating effect, but also the wonderful "time capsule" it presents.
2. Students create pictorial time lines depicting turning points and major episodes in Native American settlement and later European exploration and migration to North America.
3. Students compare and contrast major features of early American settlements in Santa Fe, St. Augustine, New York, Pennsylvania, Virginia, Massachusetts, and California.

Examples of Questions Students Could Explore

1. Who were some of the important heroes in ancient Rome? Why were they considered heroes?
2. Why did the great civilizations fail? What has our modern civilization inherited from ancient Rome? Describe Roman aqueducts and colosseums.
3. How was knowledge of geography important for setting up the colonies in the Americas and expanding them "westward?"

Grade Four
World History and Our Country's Foundations

Fourth grade content departs dramatically from state history, as it builds on the theme of the growth of civilization begun in earlier grades. The World history units focus on stories from early and medieval periods in Europe, the Middle East, Latin America, African kingdoms, and Chinese dynasties. American history units include the American Revolution, the making of constitutional government, early American presidents and politics, and early social reform movements, leaving later episodes of both World and U.S. history for Grades 5 and 6.

Examples of Content

1. Students find out about the origins and spread of Christianity, plagues in medieval Europe, the Five Pillars of Islam, and such leaders as Richard the Lionhearted of the Crusades.
2. Students study early and medieval kingdoms of Africa and China, and leaders including Sundiata, Mansa Musa, Genghis and Kublai Khan, and Marco Polo.
3. Students read stories of feudal times in Europe (castles, knights in armor, chivalry) and meet such people as King John (as he signs the Magna Carta) and Joan of Arc.
4. Students recognize ten or more influential people in the American Revolution, and relate this war to the making of a Constitutional governments.

Examples of Questions Students Could Explore

1. Who were some of the heroes in medieval Europe, Africa, the Middle East, Latin America, and China? Why were they considered to be heroes by people at that time?
2. What would daily family life have been like if I had lived in medieval Europe or Japan? How were the lives of the peasants and the nobles different?
3. What went on before the Declaration of Independence, the U.S. Constitution, and the Bill of Rights were written? What were the hopes and fears of people living at the time of the American Revolution?
4. How were William Lloyd Garrison, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, Eleanor Roosevelt, Horace Mann, and Dorothea Dix similar and different?

VII. History and Language Arts

We cannot, on the one hand, declare that we want our students to have a full and well-rounded education, yet on the other, teach them only how to read and compute.

Those skills are the keys to the kingdom, to be sure; but we cannot afford to neglect other vital academic areas, such as history and natural sciences. We can't afford to consign these to high school; to do so is to short-change children's knowledge and understanding of the world in which they must live.

English and language arts skills can be learned, applied, and enhanced only within the context of other content areas. History, for example, is often the basis for much of what is read and studied in elementary classrooms.

Delaine Eastin
California State Superintendent

During the early years of a child's education, one goal dominates all others. A student must be able to read and write. Beyond word analysis or decoding, reading instruction at K-4 also includes systematic vocabulary development, reading comprehension, literature, writing strategies and application, the conventions of written and oral English, and listening and speaking strategies and applications. As part of the Language Arts program, the young reader needs to develop the ability to glean information, follow a narrative, and analyze subtle meanings. In addition to carving out letterforms and recognizing basic spelling conventions, writing goals require the primary writer to express ideas in ways that describe, explain, recount a story, persuade, and inform.

As Superintendent Eastin noted, history provides a content- and context-rich environment for applying reading, writing, speaking, and listening skills. For example, such artifacts as churns or butter scoops, window cards for the iceman, or old tools offer early kindergartners an opportunity to describe, in general and specific language, not only the objects themselves but also the activities or events associated with the objects' uses. In a basal reading program, First Graders traverse the world with African American explorer Bill Pinkney*, learning important places and names they will use in later history studies; when students trace each phase of the journey in sequence, chronological thinking is strengthened.

(*See *Captain Bill Pinkney's Journey* from **Open Court First Grade Reading Program**, Open Court Publishing Co., 1996.)

If second graders are expected to write brief narratives—grammatical and correctly spelled, moving through a logical sequence of events, or describing setting, characters, and events in detail—a family history not only serves as a high-interest vehicle; it also helps acquaint them with such research methods and materials as interviews, dictionaries, and maps.

Some state standards require third graders to comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world—a perfect opportunity for important history connections. If students learn to write their own personal and formal letters, teachers may share an authentic letter from local history—perhaps students' first real, primary source in written form—and ask them to compare the language and penmanship with those of today.

If fourth graders are taught to summarize major ideas and supporting evidence; or write an informational report for which they must frame a central question about an issue or situation, and include pertinent facts and details drawn from a variety of sources, the study of state history amply lends itself to the basis for such reports.

Oral reading can be a beneficial means of combining language development and historical understanding. When students learn to interpret such poems as "George

Washington" from Rosemary and Stephen Vincent Benet's *A Book of Americans*, or important speeches such as Abraham Lincoln's *Gettysburg Address*, the purpose is not to see if students recognize the words but to help them understand and interpret the meaning and spirit of the selection. In coaching students, effective teachers use well-directed questions, help students to form vivid mental pictures of the characters and events, and ensure that youngsters understand the historical background of the selection. Oral reading can serve as a rubric-based "performance assessment" or provide program material for patriotic and holiday observances common in elementary school.

Early childhood educators, faced with limited time and resources, too often decide that sacrificing history instruction will help them accomplish language arts goals. This decision could be likened to the once-avowed medical practice of leeching patients to remove bad blood. The blood lost could have — would have—been the source of life-giving strength.

History's stories provoke both the avid and the reluctant reader to read more by stimulating in them a thirst to know. Rich accounts of past deeds and exotic places can be irresistible motivators, and can cause students to seek more information. Students long to continue the magical reliving of history. How many, for example, have vicariously lived as prairie pioneers with Laura Ingalls Wilder?

When Pa came back from the creek they all sat by the fire and ate fried mush and prairie-chicken. Pa said he would make a door that very day. He wanted more than a quilt between them and the wolves.

(Little House On The Prairie, Laura Ingalls Wilder, Harper Collins, 1963)

What is mush?
What is a prairie-chicken?
Why did Pa have to make *a door?*
What will wolves do to people?
What "wolves" do my doors at home protect me from?
How is this family's dinnertime alike and different from my family's dinnertime?

All of these questions bloom from one brief passage. Such student-generated questions trigger the desire to read more, and to write parallel tales about contemporary adventures. The anemic *comprehension questions* that typically follow textbook readings are transparent imitations of the true comprehension questions children generate themselves as they read good history.

The *writing prompts* endured by both students and teachers are not necessary if students are permitted to extend their historical understanding by writing explorations and predictions, and by simply retelling history's fabulous tales in their own words.

History is a door through which children can experience a kaleidoscope of folktales, legends, and astounding realities. Is it really surprising that so many of our very young students are making only tiny gains in language arts development year after year? Too often we offer our K-4 learners manikin-filled content, when what they really need to read and to write about are living, breathing villains and heroes.

VIII. History and Geography

The chronology of the human story is most effectively examined in the context of place. It has been said that geography helps us see the stage on which history's dramas are performed. Rigorous historical studies at all levels require students to ask not only what happened, but also where and why. Geography offers unique perspectives of spatial relationships, place, and environment and society. This field of study offers us tools with which we are more accurately able to discover answers to history's questions.

Spatial Terms and Spatial Sense

Students at grades K-4 learn characteristics and uses of maps and globes. They are beginning to understand Earth's relationship to the sun, how that relationship matters to people and places today, and has mattered to people and places during past eras. They discover geography's language, including direction words and map features. They learn map skills such as using grids and measuring distances. Students who take neighborhood walks or go to the shore to experience sand or marshlands, develop first-hand a sense of space, distance, direction, and geographic features.

Places and Regions

The uniqueness of a place is defined by both physical and human characteristics. As students study their own place and region, they will compare and contrast characteristics of "home" to features of other places and times. They will also discover that people of different time periods held different values and perceptions about the world around them.

Environment and Society

When students begin to recognize the ways humans interact with environments, they gain geographic perspectives that help them interpret the past and the present. The answer to the question, *Where in the world is St. Augustine, Florida?* is very much worth knowing, but teachers should extend the investigation: *Why in the world is St. Augustine located where it is?* and, *How do these reasons help form the culture or characteristics of St. Augustine today?*

Teachers may wish to examine Jared Diamond's book **Guns, Germs and Steel**. Diamond views the biological, climatic, and geographical features of human environments and their impact on historical events. For example, he examines how climates at different latitudes could have had an impact on the diffusion of agriculture and domesticated animals in Neolithic times. In Eurasia the domesticated plants and animals could be transported east from Western Asia to India and China as well as west to Egypt and Europe because the lands were at similar latitudes with similar climates. In America, however, the axis of movement was north-south and early farming strategies had to be carried across regions with radically different climates. Throughout the book Diamond shows how geographical factors help explain historical phenomena.

Using Maps To Make The History/ Geography Connection

Local, state, national, and world maps should be prominently displayed in the classroom, along with alphabet murals and number charts. With maps readily available, students develop the habit of identifying the location of biographies and historical tales. When students plan a Cinco de Mayo celebration, for example, they should find Mexico on a map. They locate the state of Puebla, the site of the 1862 battle of Puebla, which is the historical basis for the holiday.

Locational geography, including map drills, helps students develop the "mental maps" they walk around with in their heads. Locational geography forms a necessary frame of reference for understanding the most basic news and information about the world. Students should develop a reliable familiarity with place names and practice correct spellings. Third graders should develop locational geography skills that will prepare them for state history. All students should develop the habit of using maps as reference tools by asking themselves: *What area of the world does this folk tale represent? How was our hero challenged by the place from which he/she came? Where did an historic episode take place, and how did the location help to define the event?*

NOTE: In primary classrooms, wall maps need to be frequently placed on the floor, with "North" appropriately oriented. Children who learn mapping skills exclusively from maps hung on walls often believe that North is up, and envision traveling north as leaving the ground.

IX. History and Science

There is a wonderful word — Why? — that children, all children, use. When they stop using it, the reason too often is that no one bothered to answer them. No one fostered and cultivated the child's innate sense of the adventure of life.

—*Eleanor Roosevelt*

More than any other area of study, science encourages students to ask "Why?" Great scientists have responded to this question, thereby changing the course of history. When we use scientific methods of inquiry ourselves, we can discover truths about the past—truths that nurture that "sense of the adventure of life."

Geology and Natural Science

To grasp the human story fully, children must develop an understanding of Earth's place in space, and of the resources, climates, and physical features which make up the human environment. Young children get their first taste of the natural world by engaging all five senses in interactive exploration. This exploration forms a basis for understanding historical episodes and developments. The intriguing story of Earth's past is a compelling venue for children seeking historical knowledge. Fossil and artifact evidence gives students opportunities to evaluate and discover history for themselves.

Great People of Science

Students are intrigued by stories of scientists whose work improved life or revolutionized ways of thinking. Copernicus had the courage to demonstrate to us that we were not the center of the universe. Jane Goodall guided us to a deep understanding of primates. Edward Jenner developed the smallpox vaccination that freed populations from that deadly disease. John Harrison's navigational clock (chronometer) improved ship travel and spurred global exploration. Mae Jemison, through her work as doctor and astronaut, became an inspirational role model and hero. When our students examine the lives and works of leaders in the field of science, they discover historic prompts that triggered the work of scientists, and detect resulting changes that actually altered the course of history.

Causes and Consequences

Students examine the questions of science to gain understandings of causes, effects, and consequences. Earth's position in relation to our sun has defined life ways of civilizations. The growth of technology, from the wheel to the PC, has generated huge changes, both positive and negative, and has created walls between those who have technology and those who do not.

Methods of Inquiry

When students explore historic documents and artifacts, they analyze evidence from the past. Students can learn to avoid jumping to conclusions by making repeated observations, asking questions, making a guess, or hypothesis, testing the hypothesis, and then analyzing results. For example, one second grade student formed this hypothesis after examining a collection of fifty-year-old photographs: "People fifty years ago must have worn only black and white clothes." After repeating his examination of the photographs, he realized that the flowers, buildings, and other objects in the photographs also appeared to be either black or white. A field trip to a museum displaying vintage clothing confirmed his suspicions that his original hypothesis was in error, and that the absence of color in the photos had some other cause. The student was motivated by his own research to read and discover some facts about the history of photography.

By following the guidelines listed below, an instructor will be able to guide even the very young student toward methods of inquiry similar to those used by scientists.

CLASSIFICATION: Students look for similarities between events, people, and places. This can be carried out at different levels, from general to specific.

COMMUNICATION: Students share information in the form of writing, drawing, talking, or using symbols.

INFERENCE: Students identify historical questions, interpret observations, and develop logical explanations.

FORMULATING A HYPOTHESIS: Students make generalizations by combining the skills of observation, inference, and prediction.

X. A Sample One-Week Lesson Plan

"Community Keepsakes"

Each community has memorials, symbols, or sites that represent its unique history. When children study these community keepsakes, they learn about significant people and events that helped to define and shape their immediate world.

Habits of Mind

1. Students will understand the significance of the past to their own lives.
2. Students will recognize the relationships between geography and history as a matrix of time and place, and as context for events.
3. Students will read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

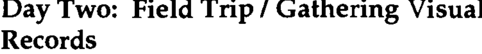
Vital Themes

Human Interaction with the environment.
Patterns of social and political interaction.

Day One: Read Critically

Share information with students about a local monument, landmark, or other significant structure that provides a visual record of a historic event or notable community leader. Be sure that all information used in the classroom comes from reliable sources such as local museums, libraries, or newspapers. Tell the students the stories that these accounts reveal. Give them excerpts to read for themselves where appropriate. Have students write or dictate questions that this information generates. Many of these questions will be answered during the weeklong lesson.

HOMEWORK: Encourage students to interview their parents and other adults in the neighborhood to see what knowledge they might be able to share about this community keepsake.



Day Two: Field Trip / Gathering Visual Records

Visit the historic site that was the focus of the discussion/reading/writing activity on Day One. With permission of site caretakers, invite students to try their hand at creating rubbings of carvings, textures, and shapes, and to make photographs. Record the questions students generate such as, "Why is this marker here?" What does this landmark mean to my community and to me?" "What event or person does this place represent?" "Why is the landmark in this location, rather than somewhere else?"

Day Three: Analyzing Evidence

Display rubbings and photographs collected on the field trip. Make a class chart of the questions developed in class and on the field trip. Give students the opportunity to share what they learned from their homework interviews, and to determine answers to their questions based on their observations, readings, and interviews. New questions will likely be generated during this analysis.

A Sample One-Week Lesson Plan (continued)

Day Four: Constructing a Picture Time Line

Give the students a chance to tell the story of the community keepsake they have been learning about. Have students construct a simple three-part time line. Direct students to fold a drawing paper into three parts. In the box on the left students will draw a picture illustrating something that happened early in the life of the individual, or near the beginning of the event being symbolized. In the center box students will draw something that happened later in the life of the person or in the development of the event. In the right-hand box students will illustrate how the story ended, or how the monument came to be created. Using this picture time line as a storyboard, students will be able to share their stories with each other and with other classes, and will be assured of chronological accuracy as the story unfolds.

Day Five: Map Making

A child-created map can illustrate the intersection of culture and nature, of time and place. Ask students to create a map of the site visited on day one. Students should include the monument, along with other surrounding features they remember such as buildings, plantings, paths, and bodies of water. Subtle details of the area may have played a significant, or even causal, role in the story behind the community keepsake being studied. Remind students of those relationships as they work. These maps show relative, rather than exact, location. When the maps are completed, display them. Since the mapmaker can choose what to put into the map and what to leave out, issues of relevance, significance, and personal perspective insure that these maps will generate powerful exchanges about what is important in this place, and how that matters to each child.

XI. A Sampler of Suggested Resources

The resources that appear in this listing were suggested by members of the NCHE Advisory Council, and by many colleagues who have worked in, and with, elementary classrooms. The intent is to provide suggestions for good materials that nurture a history-centered K-4 curriculum. This collection of titles and sources should in no way be considered complete or exhaustive. It is, however, a good place to start.

FOR K-4 STUDENTS

Dover Publications: Paper Doll Series; These well-researched collections offer examples of clothing from a wide range of cultures and historic eras. Explanatory text accompanies each set of dolls. Some titles include, "American Family of the 1890s," "American Family of the Pilgrim Period," "Ancient Greek Costumes," "Famous African-American Women," "French Folk Costumes," "Nicholas and Alexandra," and "Traditional Fashions from India."

Through the Eyes of Your Ancestors, by Maureen Taylor, Houghton Mifflin; This book reinforces the idea that all of us have a personal history. It helps children get started with early genealogy projects, and discusses the value of family stories and keepsakes.

Eating The Plates, A Pilgrim Book of Food and Manners, by Lucille Recht Penner, Macmillan; Hunting, gathering, growing, and preparing food was a full-time job for the Pilgrims. In a light-hearted, humorous style, the author helps students appreciate the struggle for survival that dominated the Pilgrim way of life.

They Put On Masks, by Bird Baylor, Charles Scribner's Sons; The vivid paintings of masks, representing many Native American tribes, introduce young readers to cultural art of both ancient and modern groups.

Mary Anning and the Sea Dragon, by Jeannine Atkins, Farrar, Strause & Giroux; A picture book of the girl who grew up to become one of the most successful fossil hunters of all time. This account includes details of Mary Anning's efforts in a field usually reserved for the male gender, and of her contributions to the field of paleontology.

See Through History Series, Viking Press: These books use acetate overlays to recreate finely detailed interior and exterior views of key locations and features of historical subjects. Some titles include The Incas and Ancient China.

Magic Windows / Ventanas Magicas, by Carmen Lomas Garza, Children's Book Press; Traditional Mexican folk art is used to tell stories of the hispanic families, communities, and heritage. Historic explorations of ancient cultures and celebrations are illustrated with papel picado (cut-paper art.)

Portraits from North American Indian Life, by Edward S. Curtis, E.P. Dutton & Co: Photographs illustrating American Indian life ways, beliefs, and culture are vividly depicted in this outstanding collection.

Oh Freedom! Kids Talk About the Civil Rights Movement with the People Who Made It Happen, by Casey King and Linda Barrett Osborne, Alfred A. Knopf; This model for classroom oral history projects is written from interviews given to students by people who were eyewitnesses to events in the Civil Rights movement.

Don't You Know There's A War On? by James Stevenson, Horn Book; A young boy narrates this story of life on the American home front during World War II. With both humor and sadness, the story details the shortages, sacrifices, and fears experienced by families as they coped with the effects of war.

Sundiata: Lion King of Mali, by David Wisniewski, Houghton Mifflin: This story, which takes place in thirteenth-century Mali, is the tale of Sundiata, son of the king of Mali in the time of the great African trading empires. The colorful illustrations form a vivid backdrop for a powerful tale of courage and perseverance.

Snowflake Bentley, by Jacqueline Briggs Martin, Houghton Mifflin; This is the biography of scientist Wilson Bentley, known as the man who discovered that no two snowflakes are alike. The book details his use of a camera with a microscope designed for the purpose of photographing snowflakes. A Caldecott winner, this book is a story of determination and industry.

A Sampler of Suggested Resources (continued)

Grandfather's Journey, by Allen Say, Houghton Mifflin; The true story of the Author's grandfather, who immigrated from Japan to California, and his struggles to resolve the conflicts of the two cultures he valued. This Caldecott winner is rich with vivid watercolor illustrations.

Children of the Tlingit, by Frank Staub, Carolrhoda Books; A story of an indigenous people in Alaska, their struggles with Russian explorers and settlers, and their later efforts to keep their culture alive in spite of changes forced upon them by the United States government.

I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project, selected and illustrated by Veronica Lawlor, Puffin Books; Ellis Island is remembered in interviews and recollections of people who arrived in New York between 1897 and 1925. The stories are short, and help students to picture the immigration experience.

Kids' America, by Steven Caney, Workman Publishing Company. A book that will guide children through a "roll-up-your-sleeves" kind of history experience. The huge selection of activities includes exploring tales and legends of the U.S., panning for gold, and practicing hobo sign language.

The Thirteen Colonies, by Dennis Fradin, Childrens Press; Beginning with a reference to the fact that American Indians lived here long before Europeans came, the book highlights early English settlements. From a brief account of the Lost Colony, to the break with England, children learn about experiences and struggles of early colonists.

Phyllis Wheatley: First African-American Poet, by Carol Greene, Childrens Press; This Rookie Biography is an introduction to the life of a writer who endured horrible conditions as a slave, and later overcame almost impossible odds to develop her talent.

Orphan Train Rider: One Boy's True Story, by Andrea Warren; Houghton Mifflin. Through one child's experience as he searched for a home in the early 1900s, student-readers will learn about the program that sought to find homes for orphans. With sometimes successful, sometimes tragic results, the orphan train program lasted from 1854 to 1930.

George Washington and Presidents' Day, by Dorothy and Thomas Hoobler, Silver Press; The nation's first president is admired for his courage and leadership, but this book begins long before those well-known military and presidential years. Young readers will discover that Washington, as a child, had many of the same kinds of difficulties and challenges as do children today.

50 American Heroes Every Kid Should Meet, by Dennis Denenberg and Lorraine Roscoe, Millbrook Press. The 50 heroes in this book include founders, teachers, artists, scientists, world leaders, and some people who might fit right in your neighborhood. Real heroes are often those who quietly do what is right—especially when everyone else seems to be doing something else.

ABC Book of Early Americana, by Eric Sloane, Henry Holt Co. Some 200 objects from the 17th through the 19th centuries are shown in their earliest American form. From *Almanack* to *Zax*, Sloane provides fascinating lore for every one of his distinctive pen-and-ink drawings.

Suggested Resources (continued)

FOR K-4 TEACHERS

Teaching as Storytelling: An Alternative Approach to Teaching and Curiculum in the Elementary School, by Kieran Egan, University of Chicago Press. A practical how-to guide on integrating imagination and reason into the curriculum, this book provides models for presenting ideas in story form.

Social Studies and the Young Learner, This magazine, published quarterly through the National Council for the Social Studies, develops topics of interest to teachers in the early grades. Once a year this periodical presents a special supplement listing notable Social Studies trade books for young people.

Reclaiming Our Schools: A Handbook of Teaching Character, Academics, and Discipline, by Edward A. Wynne and Kevin Ryan, Merrill. Chapters 6 and 7 of this book offer insights and suggestions about how teachers can help children think through moral problems in history and literature. See also **Books That Build Character** by William Kilpatrick and Gregory and Suzanne Wolfe (a Touchstone Book, Simon & Schuster).

Book Links: Connecting Books, Libraries, and Classrooms: This magazine, published by Booklist Publications, is designed for adults interested in connecting children with high quality books. History-related topics are developed through the use of book reviews. Literature annotations include ratings for age-appropriateness.

The Imagination of Early Childhood Education, by Harry Morgan, Begin & Garvey: The author explores the role of imagination in the learning styles of young children. Harry Morgan, Professor of Early Childhood Education at the State University of West Georgia, explains how to encourage the development of historical imagination in children.

Portfolios, by Robyn Montana Turner, Barrett Kendall Publishing, LTD. Through the use of masks, architecture, ceremonial clothing, portraits, and a wide range of artifacts, this art series teaches children, and adults who work with children, how to learn about history through art.

A History of US Series , by Joy Hakim, Oxford University Press: This series of books provides invaluable core information, in a quickly accessible format, for the busy elementary teacher. Complicated issues are carefully developed so that viewpoints are balanced. The text helps primary teachers lead their young students to historical literacy, while freeing teachers from the need to do lengthy background research themselves.

Books To Build On: A Grade-by-Grade Resource Guide for Parents and Teachers: edited by John Holdren and E.D. Hirsch, Jr., Delta: Written to support the Core Knowledge curriculum, this volume responds to the query, "Can you recommend some good books on . . .?" This annotated collection of book references identifies the grades and topics best served by each entry. It is an important resource for use with any substantive history program.

Like It Was: A Complete Guide to Writing Oral History, by Cynthia Stokes Brown, Teachers & Writers: The author gives clear, helpful advice on the oral history process. For teachers, it is an easy-to-follow guide for helping children make the writing/history connection.

Guns, Germs, and Steel, by Jared Diamond; W.W. Norton & Co. A Pulitzer Prize winner; passionate, whirlwind tour through 13,000 years of history on all continents; origins of empires, religion, writing, crops, and guns; convincing explanations for differing developments of human societies on different continents.

Far Away and Long Ago—Young Historians in the Classroom by Monica Edinger and Stephanie Fins, Stenhouse Publishing. This book details the day-to-day experiences of a teacher and her elementary students as they examine documents and artifacts to interpret historical events. Hundreds of practical ideas, many illustrated by student examples, make this an inspiring and motivating teacher resource.

Pages of the Past, ***Grades K-6 History-Social Science Literature List*** by California County Superintendents Educational Services Association. An annotated listing of historical fiction/non-fiction by Grade, keyed to the California Standards.

Suggested Resources (continued)

Web Sites

www.kidsource.com
Helping Your Child Learn History: History studies at an early age should be full of purposeful activity. This site details kid-friendly history adventures that teachers and parents can use to readily engage their young learners in meaningful history explorations.

www.myhero.com
Biographies of regional, national, and world heroes, past and present, are featured on this site. There are also opportunities for students to write about their own heroes, and to exchange ideas.

www.myhistory.org
A project of the National Endowment for the Humanities, this site encourages Americans to discover history by following family and community stories. Topics include "Things You Can Do to Save America's Past," and "Saving Your Family Treasures." It also offers a variety of links to other history-related venues.

www.loc.gov
This Library of Congress web site is a multimedia anthology of American history online galleries, recordings, and school-family activities, all of which make this a rich source for history ideas and materials.

www.monticello.org
The influences of Thomas Jefferson's life and work will be felt for generations to come. Find details about Jefferson's accomplishments, ideas, and motivations at this web site sponsored by the Thomas Jefferson Foundation, Inc.

www.historyplace.com
Locate quotes, photos, points of view, famous speeches, and much more at this web site dedicated to students, educators, and all who enjoy history.

www.ibiscom.com
Artifacts and personal accounts, from the ancient world to the present, provide vivid eyewitness descriptions of historic events and periods. The past is illuminated through personal narrative, primary sources, and historical recollections.

score.rims.k12.ca.us
This site has links to student-friendly primary sources, chosen and rated by teachers, and classroom activities incorporating the Internet. All fields of World and U.S. History are covered.

www.win.tue.nl/~engels/discovery/
(or type "discoverers web" into search box. Then click on "Discoverers Web".) The lives, accomplishments, and controversies of world explorers are the focus of this site. Names of explorers are arranged alphabetically for ease of use. Entries offer portraits, timelines, voyage details, geographic information, maps, bibliographies, and links to related web sites.

www.biography.com
Over 25,000 biographies of past and present personalities are available at this site. Each biography includes significant information in a readable format, along with a photo or portrait. Links to related web sites at the end of each biography encourages further research.

www.ushistory.org
Photos, diaries, quotes, biographies, and much more are available at this U.S. history site created by the Independence Hall Association in Philadelphia. Take a tour of the Betsy Ross house, or get the directions for making Franklin's famous kite, in his own words, no less!

www.historychannel.com
Information to support local, national, and world history studies is available in abundance at this site. In addition to materials that extend the channel's programming, offerings include primary sources, timelines, in-depth theme development, and teacher guides.

www.history.org/nche
National Council for History Education; professional organization for history educators; information on professional development opportunities, news, notes, and ideas on history teaching; links to other sites.

www.history.ctaponline.org/#child
California History-Social Science Course Models Online Professional Resources: a project overseen by the California Department of Education and developed by CA History Project leaders and fellows. The Course Models are instructional materials designed and written by teachers. These lessons are geared to the California framework and standards, but there is much common ground with other states' curricula, making the lesson ideas useful in classrooms across the nation.

XII. Preparing To Implement This Guide

Schools and districts that decide to implement the kind of history curriculum outlined in this booklet, or in the others in this series (**Building A History Curriculum, Building A United States History Curriculum**, and **Building A World History Curriculum**), will want to take care that teachers have opportunities for professional development in history. Lawyers, doctors, and scientists must continually stay abreast of their professions. In the same way, a history teacher's education does not end upon graduation from college. History taught as has been suggested in these booklets requires that teachers do historical reading and research, that they know current educational techniques for helping their students learn history, and that they have collegial contact and relationships with historians at the college/university level.

Providing professional development that is at once content-rich and pedagogically innovative is a challenge and a responsibility. NCHE has developed an intensive, 3-day, professional development program that can help history teachers implement some of the curriculum changes suggested in this series of booklets. Called *The History Colloquium*, the program is led by a 3-person team consisting of an academic historian, a master classroom teacher, and a specialist from a college of education or historical society. Together with the local participants, the team custom-tailors a program to deal with specific topics or problems. Presented within the district, the *Colloquium* eliminates travel costs for teachers and gives them contact with top scholarship and effective models in a convenient, flexible format.

NCHE Can Conduct Your Colloquium

For districts that do not have the time or resources to organize a Colloquium, NCHE can do it for them. NCHE will recruit a 3-person team of scholars especially to meet the local objectives. They will custom design a program that will help teachers to: use primary sources, combine history and literature, teach history in the elementary grades, or develop K-12 history curriculum; to name only a few of the topics previous colloquia have covered.

Hundreds of teachers in school districts across the country have benefitted from NCHE customized staff development programs.

If you are interested in having NCHE conduct a colloquium for you, contact **Elaine W. Reed** at NCHE (440-835-1776) to discuss schedules and fees.

NCHE History Teacher Institutes

The NCHE has conducted two recent Summer Institutes for teachers, one at The Ohio State University for teachers of K-12, and the other at the University of California, San Diego for teachers of K-6. Features of the 4-week sessions are an emphasis on refreshing the knowledge of teachers in the content of history and providing them with the time, resources, and guidance to do serious original studies of their own.

Other NCHE Programs

NCHE conducts national conferences: intensive two-day discussions, lectures, and workshops in the content and teaching of history at both K-12 and college / university levels. We also encourage the growth of independent state-level councils for history education which help to carry out our recommendations for history education reform.

NCHE Speakers' Bureau

NCHE can help your organization find historians, master classroom teachers, or history curriculum specialists to address your meeting. We can help you find a team or an individual speaker, from your area or nationally, for a single speech or a workshop, on a variety of topics.

To arrange for a speaker contact: **Elaine W. Reed** at NCHE.

ph: 440-835-1776

FAX: 440-835-1295

email: nche@nche.net

Who Should Read This Booklet

If you've read the Bradley Commission's **Building A History Curriculum: Guidelines for Teaching History In Schools** and are ready to put its broad principles into specific practice in the elementary grades, this booklet will guide you along the way. Teachers and schools must ultimately make their own decisions on what to put in and what to leave out of a history-centered lesson, but this booklet provides teachers, administrators, and parents with principles of selection and suggestions for episodes to use as they talk to young children about times, places, and people who lived long ago and far away.

This booklet, **Building A History-Centered Curriculum for Kindergarten through Grade Four**, will be useful to:

- **elementary school teachers** who are interested in using major topics and themes, including continuing questions across the grades, to build history into their curriculum.

- **teachers** who are organizing their lessons and classrooms in ways that will prepare their students for a more formal study of history in the later grades, in the wake of the national standards movement and amidst the state standards and state curriculum reform projects.

- **curriculum-makers** who seek solid guidance in structuring the curricula for the elementary grades, based on top scholarship and proven models of effective pedagogy in history education.

- school and district **curriculum coordinators** and **library/media specialists** who want a broad range of choices as they help put together specific lessons and support for elementary grade teachers.

- **elementary grade teachers** and others interested in professional development through recommended background reading.

- **college and university historians** responsible for the historical education of teachers.

- elementary school **teachers and principals** who want to explain to school boards, school administrators, and parents their reasons for teaching a history-centered curriculum, and why it requires time and resources.

ISBN: 0-9704599-1-2

Other booklets in this series:
Building a World History Curriculum (1998)
Building a United States History Curriculum (1997)
Building a History Curriculum (2nd Edition 2000; ISBN:0-9704599-0-4)

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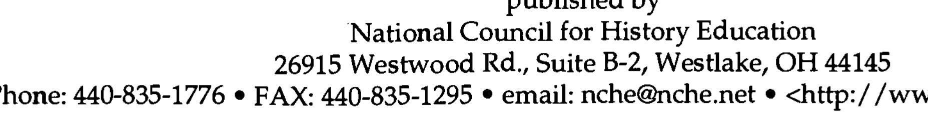

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