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ABSTRACT

History instruction must serve, above all else, to develop critically important citizenship knowledge, skills, and values. This book aims to blend recent scholarship on teaching U.S. history for citizenship with ideas on how to achieve this mission in grades K-5. Chapters in the book are: (1) "Teaching History for Citizenship in the Elementary Schools"; (2) "Guidelines for Elementary School Instruction"; (3) "Learning Citizenship Ideals through History Lessons in Kindergarten"; (4) "Teaching History for Citizenship Learning in the First Grade"; (5) "Teaching History for Citizenship in the Second Grade"; (6) "Teaching History for Citizenship in the Third Grade"; (7) "Teaching History for Citizenship in the Fourth Grade"; (8) "Teaching History for Citizenship in the Fifth Grade"; and (9) "Reflections and Resources" (42 Web sites). Each chapter begins with focus questions. The first chapter presents the rationale for teaching history for citizenship and synthesizes the guidelines and standards supporting this goal as promoted by the National Council for the Social Studies, the National Center for History Education, and the Center for Civic Education. The second chapter offers a review of research and scholarship on teaching history to elementary age children, and offers guidelines for teaching history for citizenship useful in the selection of topics, and in the design and implementation of lessons. Chapters three through eight offer examples of lessons keyed to various state standards and the national standards. Fully scripted lesson plans present detailed instructions for implementing quality history for citizenship learning experiences. Each chapter concludes with a list of resources. (BT)

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for Citizenship
Teaching History in the Elementary School
^
by John D. Hoge

**ERIC Clearinghouse for Social Studies/Social Science Education
Social Studies Development Center
Indiana University
Bloomington, Indiana
2003**

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Author's Preface

It is indeed a pleasure to bring this new book into publication. In 1988, when Claudia Crump and I wrote *Teaching History in the Elementary School*, much of the scholarship that forms the basis for this new book did not exist. Based, however, on our own experiences and the limited collection of scholarly literature that did exist, we noted the lack of history instruction in the early grades and criticized dry “trivia quiz” approaches to history instruction. That 1988 book became one of the ERIC Clearinghouse for Social Studies/Social Science Education’s best selling titles because teachers were interested in history instruction and the chapters offered many examples of developmentally appropriate and highly engaging lessons plans that demonstrated how to meaningfully connect children with the past. What we missed back in 1988, however, now seems obvious: that history instruction must serve, above all else, to develop critically important citizenship knowledge, skills, and values.

Today’s teachers, hard-working professionals pressed with many responsibilities, need a constant flow of information synthesis products that deliver well-informed independent perspectives on important issues and trends while simultaneously offering a range of practical ideas and illustrative lesson plans. It is my hope that this book smoothly blends recent scholarship on teaching history for citizenship with exciting ideas on how to achieve this mission in grades K-5. Like its predecessor, this book seeks to give teachers easy access to recent scholarship and many ideas for turning that scholarship into well-focused classroom instruction.

Chapter one presents the rationale for teaching history for citizenship. It synthesizes the guidelines and standards that support this goal as they have been promoted by the National Council for the Social Studies, the National Center for History Education, the Center for Civic Education, and prominent independent authors. This chapter documents that authorities across the spectrum of political

and social ideologies agree that history for citizenship can and must be an essential part of every child's basic K-5 education.

Chapter two offers a review of research and scholarship on teaching history to elementary age children. In addition to presenting research-based generalizations, the chapter offers guidelines for teaching history for citizenship that are useful in the selection of topics, and in the design and implementation of lessons.

Chapters three through eight offer Kindergarten through fifth grade examples of history for citizenship lessons that are keyed to various state standards and the national standards. Fully scripted lesson plans offer detailed instructions for implementing high quality history for citizenship learning experiences. Additional activity ideas plant the seeds for further history lessons that meet state and national standards. Each chapter concludes with a list of resources that support history for citizenship instruction.

Chapter nine contains my reflections on this project and closes with an annotated list of more than 65 Web sites that contain a variety of primary source material and teaching support material.

I would like to express my sincere appreciation to John Patrick for encouraging me to complete this work. His scholarly leadership, support, and patience are remarkable.

John D. Hoge
April 4, 2003

CHAPTER ONE

Teaching History for Citizenship in the Elementary School

Focus Questions:

- *What is the most important goal of K-5 history instruction*
- *What content from history should be taught to children?*
- *How can teachers meaningfully engage young learners in authentic history instruction?*

Why Teach History for Citizenship in the Elementary School?

This book is devoted to elementary grade level (K-5) teachers who wish to focus their history lessons more clearly on citizenship development. Such a focus for history instruction is neither new nor unique; however, this important focus is often neglected or diminished by being grouped and equally ranked with the many other goals of history instruction such as helping children develop an appreciation of history, connecting children with their individual pasts, or developing chronological thinking skills. The activities featured in this book will help teachers accomplish all of these goals, but the emphasis of the history learning recommended here is directed toward children's development as knowledgeable, caring, and engaged citizens of their democratically governed multicultural society. To better understand why this goal for history instruction is most important, let us examine a few of the many organizations' and individual experts' statements that advocate a strong citizenship objective for history instruction.

What Do the National Council for History Standards Say About Citizenship?

It is no accident that the K-4 history standards of the National Center for History in the Schools¹ (NCHS) (Nash et al. 1996) begin with a statement on the importance of using history for the development of citizenship. The standards recognize that there are many reasons for studying history, “but none more important to a democratic society” than the reason that studying our past is essential to the development of the “political intelligence” citizens need to understand issues in our democratic society. The statement goes on to say that without historical knowledge and historical inquiry skills, “one cannot move to the informed, discriminating citizenship [that is] essential to effective participation in the democratic processes of governance and the fulfillment ... of the nation’s democratic ideals,” and it concludes that this learning “directly contribute[s] to the education of the public citizen ... [and] the private individual as well.”

The NCHS also recommended instruction aimed at developing important content knowledge and key historical skills:

1. Historical understandings that define what students should know about the history of families, their communities, states, nation, and world. These understandings are drawn from the record of human aspirations, strivings, accomplishments, and failures in at least five spheres of human activity: the social, political, scientific/technological, economic, and cultural (the philosophical/religious/aesthetic), as appropriate for children.

2. Historical thinking skills that enable children to differentiate past, present, and future time; raise questions; seek and evaluate evidence; compare and analyze historical stories, illustrations, and records from the past; interpret the historical record; and construct historical narratives of their own.

¹ <http://www.sscnet.ucla.edu/nchs/standards/dev-k-4a.html>

Elementary-level instruction to achieve these two broad categories of learning can, of course, be organized in a variety of ways. Recognizing this, the NCHS recommended a set of topics that they felt would support improved history instruction regardless of a school's approach to this important content. They recommended the following topics:

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Topic 2: The History of Students' Own State or Region

Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

Topic 4: The History of Peoples of Many Cultures around the World

It should be noted that the above content recommendations easily could include or be entirely devoted to a citizenship focus for young students' first explorations of history. This content focus is critically important, but it is not sufficient in and of itself. Skills instruction is also necessary if we are to achieve history's full potential for citizenship development. In this regard, the NCHS recommended "that children be engaged in active questioning and learning, and not merely in the passive absorption of facts, names, and dates. [Children need to] engage in historical reasoning ... think through cause-effect relationships; interview "old-timers" in their communities; analyze documents, photos, historical newspapers, and the records of the past available in local museums and historical sites; and construct time lines and historical narratives of their own." Such active engagement in history develops skills in chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues analysis and decision making that are essential to citizens of our modern democracy. Crabtree, Nash, Gagnon, and Waugh (1992), in their NCHS book, *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*, recognized three

fundamental uses for history instruction: (a) “to prepare the individual for a career of work, to sustain life; (b) for active citizenship, to safeguard liberty and justice; and (c) for the private pursuit of happiness” (2). Although they considered the last use to be of utmost importance, the remainder of their book illustrated a clear citizenship focus for history instruction. For example, under the heading of what history we should teach, the authors state:

Among these essential understandings is the story of the long human struggle for liberty, equality, justice, and dignity. Americans need to understand the ideas, conditions, and people all over the earth that have carried the struggle forward and those that have hobbled, betrayed, or defeated it wherever, whenever, the struggle has been waged ... If we are to secure and extend freedom, justice, and respect for each other in an increasingly diverse society, we must arrive together at a common realization of what it has taken to keep democracy alive through crises of the past ... A democratic people's power to make critical judgments on the choices thrust upon them requires a common grasp of a particular body of knowledge ... At bottom, democracy is a gamble that great numbers of people of all kinds and conditions will be wise in public affairs and devoted to the greater good of all. Otherwise elected leaders have little choice but public obfuscation, bending to the most powerful current interest groups, and hoping for the best. (10-11).

This manifesto leads Crabtree et al. (1992) to a statement of the essential content themes that they believe would support the above outcome. They recommend a study of (1) the foundations of representative self-government in the United States, (2) alternative systems of governance, benevolent and otherwise, (3) how democratic ideals have been turned into practice, strengthened, or violated, and (4) the late twentieth century, including its wars, the Great Depression, racism, violence, and tragedies. This is clearly not a celebratory, mono-cultural, or thoughtless rendering of history. These authors recommend that this content be taught with close attention to chronology, ample use of narrative, careful interpretation, inclusive and diverse views, in-depth studies, respect for the complexity and contingency of history, and active learning and critical inquiry.

Nash, Crabtree, and Dunn (1997), in their analysis of the controversies that surround the development of the National history standards, state that history for the purpose of arming future citizens with the “knowledge and attitudes that promote national cohesion and civic pride...” (Nash, Crabtree and Dunn 15) must be both laudatory and critical.

History wars frequently turn on the issue of patriotism. However, arguments over history can easily be misrepresented and oversimplified as pitting unpatriotic historians against patriotic citizens. For some Americans, history that dwells on unsavory or even horrific episodes in our past is unpatriotic and likely to alienate young students from their own country. ‘Grim and gloomy’ history is seen as undermining the national goal to educate loyal, proud Americans rather than pessimists and cynics.

On the other side of the issue are those who believe that exposing students to grim chapters of our past is essential to the creation of informed, responsible citizens. Historians are not trying to trash America when they examine and analyze the brutality of slavery, the genocidal displacement of indigenous people, the exploitation of child labor, the frailty of national leaders, or contradictions between lofty political principles and shabby practices. Most historians are reformers by nature, and they critique the past in order to improve American society and to protect dearly won gains.
(15)

These authors argue that “nothing can serve patriotism worse than suppressing [the] dark chapters of our past” (16) and they offer examples to support that view. They attack the commonly held idea that history, “especially the history of the nation, consists of ‘the truth,’ a body of fixed information, objectively known, and that the job of educators is simply to train children’s memories in the facts they need to be loyal and industrious citizens” (175). The K-4 national history standards, they assert, appropriately affirm young students’ ability to “formulate questions for study, marshal information, compare and contrast past and present, explain historical causes and consequences, and create historical narratives ... ” (179) and endorse children’s study of individuals, families, communities, nation, and world through the power of narratives, artifacts, illustrations, written records, and historical sites. They note that

“authoritarian states don’t have history wars, but democracies frequently do” (260) because citizens, much like scholars, inherently reject government guidelines that would impose an “official history.”

Paul Gagnon’s 1989 book, *Historical Literacy: The Case for History in American Education*, which reports much of the work of the Bradley Commission on History in Schools, claims that [history] “... is vital for all citizens in a democracy...regardless of their academic standing and preparation, their curricular track, or their plans for the future.” (21) Gagnon’s recommendations are intended to apply generally to all grade levels and hence may sound too complex for students in grades K-5; however, his statements are powerful and still apply to elementary-level history instruction:

For the second aim of education, active and intelligent citizenship, history furnishes a wide range of models and alternatives for political choice in a complicated world. It can convey a sense of civic responsibility by graphic portrayals of virtue, courage, and wisdom—and their opposites. It can reveal the human effects of technological, economic, and cultural change, and hence the choices before us. Most obviously, a historical grasp of our common political vision is essential to liberty, equality, and justice in our multicultural society. (22)

Vital themes to be included in this study are (a) civilization, cultural diffusion, and innovation; (b) human interaction with the environment; (c) values, beliefs, political ideas, and institutions; (d) conflict and cooperation; (e) comparative history of major developments; and (f) patterns of social and political interaction. Gagnon believes that history is best presented as a “suspenseful story whose turning points and consequences are best revealed in a narrative that is analytical and comparative” (28). His list of eight essential topics for the study of U.S. history includes (a) the evolution of American political democracy including slavery, the Civil War, emancipation, and civil rights; (b) the development of the American economy, including the role and emancipation of labor; (c) the story of America’s diversities and the contributions different peoples and cultures have made to American society; (d) the changing role of the United States in the world; (e) family and local history and their relation to the larger setting of American

development; (f) the changing character of American society, including its religion and values; (g) the distinctively American tensions between liberty and equality, liberty and order, region and nation, individual and common welfare, and between cultural diversity and civic unity; and (h) the major successes and failures of the United States at home and abroad (28-29). Gagnon asserts: “If history is a humanistic discipline, is not one of its principal functions to promote humane values? And can it do that effectively without reprobating the crimes against humanity with which history is filled?” (135).

These organizations’ visions of powerful history instruction hold several common themes. Among them is the belief that history, properly taught, powerfully contributes to the education of future citizens. To be powerfully taught, history instruction, even that offered to young children, must move well beyond the level of a simple overview of a commonly embraced rendition of the past. Children in grades K–5 must be led to dramatically encounter the past and they must be helped to inspect and examine the citizenship messages that this history conveys.

What is the Role of History in the Social Studies Standards?

In 1992, the National Council for the Social Studies² (NCSS) adopted a resolution that stated, “Social studies is the integrated study of the social sciences and humanities to promote civic competence.” This statement called for kindergarten through fifth grade instruction in subjects such as history for the purpose of helping “... young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” This important statement also clearly recognized that social studies programs needed to help students construct both content knowledge and “processes for knowing” specifically drawn from each of the academic disciplines. It went on to recommend that children be engaged in studying the concept of “the common good” through the discipline of history, “to determine the concept’s origin, study primary source documents that

² <http://www.ncss.org/standards/toc.html>

define and address the concept, and analyze the concept's development over time.” This is a powerful statement about the important role that history plays in the central citizenship education mission of social studies.

Beyond the above rationale statement on the importance of history instruction, the NCSS history standard³ “strand” (called “Time, Continuity and Change”) states that social studies programs in the early grades must: “ ... include experiences that provide for the study of the ways human beings view themselves in and over time.” This goal is illustrated by six performance expectations that are intended to communicate what students must be able to do by the time they leave the early grades. Among these is the expectation that young children will be able to correctly use time vocabulary, construct simple time lines, recognize examples of change over time, use various primary and secondary sources for reconstructing the past; and use historical facts “ ... along with elements of historical inquiry to inform decision-making about and action-taking on public issues.” This statement is a clear and important NCSS endorsement of the role that active history learning should play in young children’s development into citizens.

A careful reading of the nine other NCSS curriculum standard strands reveals that they, too, contain performance expectations that logically link active history learning to citizenship education. For example, the early grades geography standard, “People Places and Environments (III),” asks students to consider alternative land use in the community and to observe and speculate about changes and people’s responses to environmental crises resulting from floods, storms, and droughts. Clearly, the historical record will be a vitally important part of students’ inquiry into these topics and the roles that citizens and government play in land use decisions and responses to environmental crises. Similarly, standard strand number five, “Individuals, Groups, and Institutions,” asks students to recognize and explore examples of how “groups and institutions work to meet individual needs to promote the common good.” Finally, the NCSS standards “Power, Authority, and Governance (VI) and “Civic Ideals and Practices (X)” are

³ <http://www.ncss.org/standards/2.2.html>

particularly rich in performance expectations that draw on events and evidence from history as a means of helping young students achieve important citizenship learning expectations. For example, standard strand VI asks students to “identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.” Of course, we often turn to history for examples that illustrate this important idea. Similarly, standard strand X asks that students “locate, access, organize, and apply information about issues of public concern from multiple points of view.” Again, and somewhat rhetorically, isn’t history the source we would naturally use to begin instruction designed to achieve these goals? Clearly, the NCSS curriculum standards substantially endorse the use of active history learning for the purpose of citizen education. The National Council for History standards also support this important focus for elementary social studies.

What is the Role of History in the National Citizenship Standards?

In 1988, President George Herbert Walker Bush met with many of the nation’s Governors and began working on a plan to improve America’s K-12 public education system. The plan, commonly called *Goals 2000*, included the following statement:

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including...history and geography...so that they may be prepared for responsible citizenship, further learning, and productive employment ... (Goals 2000, 1991, 48)

Recognizing that President Bush’s call for citizenship education ironically neglected any reference to instruction in the subject matter of civics and government, the Center for Civic Education worked with a broad coalition of educators to establish the National Standards for Civics and Government⁴ (NSCG), which could guide students’ learning in this important area of the curriculum. The NSCG noted that “achievement of these standards should be

⁴ <http://www.civiced.org/stds.html>

fostered not only by explicit attention to civic education in the curriculum, but also in related subjects such as history ... ” The NSCG recommended that instruction in civics begin in kindergarten, that it use both the formal and informal curriculums, and that it address specific content and skills. The recommended content is most clearly and succinctly presented in the following outline:

- I. What is Government and What Should It Do?
 - A. What is government?
 - B. Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?
 - C. Why is government necessary?
 - D. What are some of the most important things governments do?
 - E. What are the purposes of rules and laws?
 - F. How can you evaluate rules and laws?
 - G. What are the differences between limited and unlimited governments?
 - H. Why is it important to limit the power of government?

- II. What are the Basic Values and Principles of American Democracy?
 - A. What are the most important values and principles of American democracy?
 - B. What are some important beliefs Americans have about themselves and their government?
 - C. Why is it important for Americans to share certain values, principles, and beliefs?
 - D. What are the benefits of diversity in the United States?
 - E. How should conflicts about diversity be prevented or managed?
 - F. How can people work together to promote the values and principles of American democracy?

- III. How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?
 - A. What is the United States Constitution and why is it important?
 - B. What does the national government do and how does it protect individual rights and promote the common good?
 - C. What are the major responsibilities of state governments?
 - D. What are the major responsibilities of local governments?
 - E. Who represents you in the legislative and executive branches of your local, state, and national governments?

- IV. What is the Relationship of the United States to Other Nations and to World Affairs?
 - A. How is the world divided into nations?
 - B. How do nations interact with one another?

- V. What are the Roles of the Citizen in American Democracy?
 - A. What does it mean to be a citizen of the United States?
 - B. How does a person become a citizen?
 - C. What are important rights in the United States?
 - D. What are important responsibilities of Americans?
 - E. What dispositions or traits of character are important to the preservation and improvement of American democracy?
 - F. How can Americans participate in their government?
 - G. What is the importance of political leadership and public service?
 - H. How should Americans select leaders?

Figure 1.1 Content Outline of K-4 Citizenship Learning Outcomes

The outline reveals countless opportunities for a history-based treatment of these topics. For example, fourth graders in Florida who are studying their state's history could use a variety of primary and secondary sources to examine the post Civil War reconstruction government's actions regarding voting rights and the education of Florida's citizens. This study would address the first element of the above outline and it would help students understand two important

functions of state government. Active engagement in this content could easily lead students into discussions of key concepts concerning the NCSS theme of “Power, Authority, and Governance.” Similarly, Texas kindergarteners who are supposed to be learning history by examining the customs associated with President’s Day and Independence Day can be involved in a variety of art projects and school-based parades that help them understand what it means to be a citizen and the traits of character that were exemplified by Lyndon B. Johnson and other Presidents. These activities should be tied to reflections about how these same traits are exhibited in themselves and their families. Such activities clearly demonstrate how teachers can tie the meaning of citizenship in our democracy to lessons from history and link these lessons to young students’ lives.

What Do Independent Authorities Say About History for Citizenship?

Just as prominent organizations have proclaimed the important relationships between history and citizenship, so too have independent scholars. Foremost among these is Ken Osborne, a well-known Canadian educator and the author of two books on this topic (Osborne 1995; Osborne 1991). In his first book, Osborne explains his conviction that “how we teach students (as well as what we teach them) has a lot to do with the kinds of citizens they become” (1995 2). He notes that average and below average students are typically taught in ways that never go much beyond textbook reading, end-of-chapter reviews, and “pointless and tedious exercises in memorizing and copying” (2) and he asserts that the overwhelming predominance of this form of instruction is responsible for some of the problems “with the way [Canadian] parliamentary democracy is working” (3). Similar assertions could, of course, be made about the status of citizenship and voting in the United States. The problem is that such passive instruction, no matter where it occurs, is too often uncritically supportive of the status quo and may leave students falsely believing that the essence of good citizenship lies exclusively in voting, obeying the law, and acting responsibly. Osborne believes we must recapture the ethic and reality of our democratic heritage by stripping the subject--history for citizenship--of its conservative associations and restoring its original, radical meaning.

This view of citizenship emerged from struggle. The rights to vote, to organize, to enjoy equal status before the law, to enjoy social rights such as health care, were never simply handed over by the powerful. They were won through struggle. They have to be preserved, protected and, indeed, extended. We are still far from overcoming the inequalities of race, class, and gender, for example. Even some of the rights we have won are under attack.” (5)

Osborne notes that passive citizenship pedagogy has extremely negative political consequences; he urges educators to use methods that will clearly convey the importance of active, critical participation directed toward the enhancement of our democratic values. In the final chapter of his 1991 book, Osborne articulates nine elements or principles that he considers essential to education for democratic citizenship. The list bears repeating for the holistic picture it presents and for the guidance it has offered in the development of this book.

1. Teachers need a clearly articulated vision of the social and political goals their efforts are striving to attain.
2. The material to be taught must be worthwhile and important.
3. Material must be organized and presented as problems or issues to be investigated.
4. Careful and deliberate attention must be given to the teaching of thinking skills.
5. Teachers must connect what they are teaching to students’ prior knowledge and experience.
6. Students must become active in their own learning.
7. Students should share and build upon each other’s ideas.
8. Connections must be established between the classroom and the world outside of the school.
9. Classrooms must be characterized by trust and openness.

--Adapted from Osborne 1991, 116-190

In his 1995 book, Osborne addresses the relationship between history instruction and the education needs of citizens in modern liberal democracies. He argues that history, precisely because of its usual content and its established methods, is essential for people who are expected to exercise their rights and

responsibilities as members of a democracy. Furthermore, he asserts that history, properly taught, performs this citizen education function more effectively than any other subject. He states: "In the political world, using the term in its widest sense, we need history as a form of self-defence" (7). Rejecting the traditional arguments of some historians that the study of history needs no underlying objective and that it is, or should be, its own reward, Osborne asserts that history, if it is to be justified as a mandatory subject in the school curriculum, must have "some sense of purpose beyond itself" (9). For this citizenship aim to be accomplished, "...history teachers need to have a vision of citizenship and how their subject can contribute to it" (11). This vision, he asserts, must go beyond mere inculcation of cultural literacy and nation-building tales that overemphasize militarism and patriotism to include elemental considerations of the proper purposes of history instruction:

1. History must teach what it means to be human by helping students examine the thoughts, motives, and actions of individuals' triumphs and tragedies.
2. History must provide students with a sense of context and perspective for the consideration of contemporary events.
3. History must promote a sense of 'connectedness' between the past, the present, and the future.
4. History must forcefully illustrate our struggles to improve the human condition.
5. History must cultivate habits of thought such as constructive skepticism.
6. History must be a genuine source of interest, entertainment, and enlightenment.

Adapted from Osborne 1995, 27

The above principles, of course, preclude dry, coverage-oriented history instruction and direct us toward thinking of history as an effort to use lessons from the past to illustrate persistent issues related to important aspects of our shared social and political lives. "It is this that makes the study of history so important for the practice of democratic citizenship" (Osborne 1995, 28). Like Gagnon's, Osborne's remarks are intended as guiding principles for K-12 history instruction. In the elementary school, however, for example, many lessons from

history can be taught that illustrate how people organized and struggled to meet their needs for food, clothing, shelter, and security. Lessons that show the work of citizens to secure wider, more inclusive, and equal access to education, recreation, literature, and the arts also can be taught.

In his 1988 book, *The Morality of Democratic Citizenship*, R. Freeman Butts offered a proposal to center history instruction around a set of 12 core values for our democracy. Arguably our nation's leading scholar on matters related to civic learning, Butts had first, in his 1980 book, proposed a set of ten values as the focus for a revival of civic learning. His 1988 book, though, most clearly stated his analysis of the inextricable relationship between the study of history and citizenship education in our democracy. Briefly, he argued that to be effective, history had to be taught with clear attention to the values of our American democracy, the *Unum* (unifying) values of justice, equality, authority, participation, truth, and patriotism; and the *Pluribus* (pluralism) values of freedom, diversity, privacy, due process, property, and human rights. He stated: "If our goal in teaching history is the improvement of citizenship, why not make the ideas, concepts, practices, successes, and failures of citizenship an explicit or the explicit, theme in the writing and teaching of history" (25)? He went on :

"It will be obvious that these are normative concepts, each with extensive histories of scholarly analysis and controversial interpretation whether in the humanities, the law, or the social sciences. But because they are the very stuff of practical political life and public affairs, I believe that schools should confront these concepts directly, explicitly, and critically, in ways appropriate to the age and capacity of students" (35).

Butts clearly recognized that scholars might differ in their interpretations of historical events and he warned readers not to allow the teaching of history to devolve into a one-sided story offered with simplistic and self-serving interpretations of events. He noted, too, that the esteemed values of democracy could become corrupted by excesses in their implementation and application, for example, allowing a true sense of justice to become an aggressive approach to law and order that could be used as an instrument of repression of minorities, or, for

example, allowing our legitimate desire for due process to manifest itself as a “soft on crime” mentality. Similarly, Butts notes, freedom taken to excess devolves into anarchy and excessive patriotism easily becomes Chauvinism and xenophobia. Butts recognized that history offers the best examples of both the pure and corrupted forms of these key democratic values and he urges teachers to use both types of examples as objects of serious study. Butts’s proposal was clearly intended for secondary school history instruction, but it can easily be applied to grades K-5 since instruction in many of these same values forms the core of popular character education curricula and teachers commonly work to achieve these values in their classrooms.

In addition to Osborne and Butts, many prominent social studies educators have examined and promoted various roles for history in the broader social studies curriculum. Levstik and Barton (2001) for example, urged elementary and middle school teachers to engage their students in “doing” history, partly as an antidote to dull textbook treatments of the subject, but more importantly as a way of promoting students’ intellectual growth and appreciation of the subject. The following statements summarize beliefs addressed by Levstik and Barton: history is more than politics, history is controversial, history is interpretive, history is about who we can become, and history is about significant themes and questions. Their recommendations for how to study history with children spring from their explanation of a theory of disciplined inquiry; the examples they offer of children studying history span a vast area literature and narrative-enriched content. Levstik and Barton (2001) assert that “although we refuse to sanction any set of practices or any body of knowledge as ‘authentic’ history—we are unwilling to accept that one use of history is a good as another ... decisions must be made about what history should, and should not, be taught. We suggest that the difference between appropriate and inappropriate history education lies not in the ‘disciplinary’ status given a topic, approach, or activity, but in the extent to which historical study contributes to education for [a pluralist and participatory] democratic citizenship” (120-121). They advance the idea of a humanistic study

of history that (a) develops judgment, (b) promotes an expanded view of humanity, and (c) provides experience in public discourse (126-127).

Brophy and VanSledright (1997) published what still stands as the most detailed view we have of the teaching and learning of United States history in elementary schools. In developing the context for their in-depth study of three fifth grade teachers' approaches to teaching United States history, Brophy and VanSledright briefly reviewed some of the history of the social studies, research on the teaching and learning of history, and the mid-1990s controversy over the development of the national history standards. In their book's final chapter, Brophy and VanSledright offered a number of implications for curriculum and instruction in the teaching and learning of history. Among the most important is their recommendation that elementary-level history instruction be guided by clear goals. They state: "We would emphasize the goals of socializing children into American democratic traditions and preparing them to be citizens" (259). In their view, instruction to achieve these goals should be centered on " ... key ideas selected for development in depth [rather than a] parade-of-facts ... developed primarily in response to content coverage lists" (259).

Although they do not delineate a list of key ideas related to the development of American democratic traditions and citizenship development, they do offer several guidelines that elementary grade level teachers might profitably follow. For example, teachers should (a) include an issues-analysis dimension to each unit of study so that " ... students can appreciate and debate many of the ethical and civic policy issues raised by major historical events" (254); (b) "tailor their curricula so that the students understand themselves to be studying 'our' history, not 'their' history" (256); (c) consciously work on developing students' rich understanding of the context of the history they are studying; and (d) attempt to foster historical empathy and avoid "presentism" and its often associated negative judgments of the actions of people who lived in the past.

Conclusion

In 1988, when Claudia Crump and I wrote *Teaching History in the Elementary School*, much of the work I have reviewed above did not exist. Nevertheless, we noted the absence of history instruction in the primary grades (Hoge and Crump 1988, 12) and we criticized the quality of much of the history instruction we had witnessed in the upper elementary grades. We stated: "Too often ... history is found by many pupils to be difficult, disjointed, and deadly dry. Having missed any formal history lessons in their early school years, pupils have no expectation that history ought to relate to them or that history can be exciting. Unfortunately, many pupils come to see United States history as an extended trivia quiz" (13). We lamented that history was "... seldom questioned, interpreted, or meaningfully personalized" (14). We viewed history instruction as a means of connecting children with the past so that they might "build insights into their present circumstances and contemporary events" (14). We thought that history instruction, above all else, should help students "develop a love and respect for history learning and a realistic view of its inherent limitations" (14). What we missed, however, now seems obvious: that history instruction, *above all else*, must serve to develop critically important citizenship knowledge, skills, and values.

As I close this chapter I can only wonder what readers, experienced in the social studies field or otherwise, may take from the above pages. I hope they are convinced that virtually all authorities now agree that history, as it should be taught in the elementary school, must first and foremost serve a citizenship education aim. I also hope that readers understand that this citizenship education aim cannot be achieved by any single version or interpretation of the historical record no matter how recent or complete. Furthermore, it is critical that history instruction seriously attempt to engage students in issues-oriented inquiries, discussions, and activities that illuminate the key roles that citizens have played in our nation's historical events. History for citizenship engages students in the examination of history so that they may more fully appreciate the core values that drive our unwavering devotion to our nation's democratic ideals.

Discussion Questions:

1. How would you personally rank these three aims or goals for school based history instruction: preparation for work; preparation for citizenship; pursuit of personal fulfillment. What bases might be used to justify one aim over another?
2. If citizenship is the goal of school-based history instruction, which of the above authors' content focus recommendations seem most persuasive? Why?
3. Would you favor either a de facto or official national history curriculum that told teachers of each state and community which events and people had to be studied? Explain your position.
4. How would you assess your own history instruction in terms of the role it played in preparing you to be an informed and active citizen of our democracy?

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CHAPTER TWO

Guidelines for Elementary School History Instruction

Focus Questions:

- *Are young children capable of meaningful history - for-citizenship learning?*
- *What principles should guide elementary school history instruction?*
- *What must be done to create a powerful history-for-citizenship program in an elementary school?*

What Can We Learn from the Research Literature about Elementary School History Instruction?

A substantial body of research on the teaching and learning of history has emerged over the past two decades. The oldest published empirical studies of children's historical thinking, however, date to the early 1900s (e.g., Howard 1900; Oakden and Sturt 1922). In addition, there exists a long strand of research that documents the development of children's conceptions of time, including time spans relevant to the interpretation and understanding of history (Barton and Levstik 1996; Hoge 1991; Jahoda 1963; Joyce 1960; Lello 1980; Poster 1973; Thornton and Vukelich 1988). Scholars have also examined, for example, children's ability to construct historical narratives (e.g., Barton 1997a; Levstik and Pappas 1987; VanSledright 1992), their explanations of historical change over time, and their ability to interpret, sequence, and date historical events and images (Barton and Levstik 1996; Foster, Hoge and Rosch 1999; Harnett 1993, 1998; Hoge and Foster 2002).

The following research-based generalizations represent my own selections from the conclusions of the many dozens of studies that have investigated various aspects of children's learning of history. They are also based on a smaller number of research reviews published in the last two decades. Instead of presenting this

research in the form of a typical literature review, I have selected a set of generalizations offered by the various authors that I hope will prove useful in guiding K-5 history for citizenship teaching.

Brophy and VanSledright (1997, 23) in their book on the teaching and learning of history in elementary schools, offer the following generalizations about history instruction with young children:

- *Even the youngest elementary students do have a sense of history and bring prior conceptions (even highly over-generalized ones) to bear on the new learning that takes place.*
- *Texts provide a fundamental entrée into the past, requiring that students learn to appreciate the different purposes for which different types of texts are written and the expectations that historical tests will be constructed based on evidence and rules about how to use that evidence.*
- *Students have difficulty retaining what they learn if it is not connected to their prior knowledge, lacks coherence, or is not embedded within a context that enables them to situate it.*
- *The fact-laden, objectivists view of history may distort students' perspectives on what history is and potentially prevent them from developing the critical, interpretive, and synthetic thinking abilities required for cultivating historical understanding.*

In the same year, Barton (1997b, 13-16) offered an overview of his own and others' research-based findings on elementary students' understanding of history:

- *Research shows that students learn a great deal about history outside of school, even though they may not be familiar with the word history itself, or may not see the connection between what they have learned and 'school history'.*
- *Even kindergartners have some accurate ideas about how life was different in the past, and as students get older they have an increasingly complete store of information about change over time and about specific events and time periods.*

- *... many students approach history—at least before they study it at school—with interest and enthusiasm.*
- *A major finding of recent research is that students know ... a great deal about social history—both changes in material culture and changes in social relations. Even kindergartners know that covered wagons came before cars, and as students grow older, they have an increasingly large store of information about changes in clothing, technology, and architecture.*
- *Students frequently point to these kinds of topics—changes in everyday life and the way people treated each other as their favorite topics in history.*
- *... children younger than about fifth grade have a very limited understanding of the nature and purpose of the government, politics, and economic institutions.*
- *When students in the intermediate grades study political or economic developments—such as the colonization of North America or the American Revolution—they tend to interpret them solely in terms of the actions and desires of individuals, and to misunderstand or ignore the role of government and economics.*
- *Research has shown that children enjoy history presented in the form of narratives ... but students do not necessarily approach narratives with a critical eye: if they encounter information in the form of a story, they may assume that it's true simply because they're so caught up in [it].*
- *Research has also shown that elementary students have very little understanding of the way historians use evidence in order to create historical accounts; indeed they often assume that historians' knowledge of the past has been handed down orally in their families ...*
- *Children may assume that the stories they read are accurate—or, alternatively, that all historical accounts are equally fictional.*

Barton's review illustrates the above generalizations by telling the composite fictional stories of Marisa and Dwight's K-6 history learning experiences. These contrasting stories, Dwight's traditional, textbook-based history learning experiences and Marisa's more experiential, in-depth, narrative-based, and multi-perspective history learning, offer additional clues to what may be considered research-verified, high-quality history for citizenship instruction.

Barton correctly points out that one of the “biggest obstacles” to children’s understanding of history lies in textbooks’ traditional focus on “institutional political history.” Furthermore, the textbook prose designed to teach “... the development of nations, constitutions, laws, political parties, and foreign relations...[is] among the most difficult for young students to understand and [forms] a particularly poor introduction to history” (Barton,14-15). Barton’s description of Marisa’s learning experiences, however, shows how she built upon her own family’s background to arrive at important citizenship understandings of themes such as conflict and cooperation and events such as the civil rights movement, the Holocaust, and the Japanese American internment during World War II. In addition, her social studies curriculum focused on other important concepts such as freedom, the American Revolution, abolition, and the women’s rights movement. These are clearly important history for citizenship topics and it seems clear from Barton’s account that they held greater meaning for Marisa than the textbook’s traditional account of institutional political history held for Dwight.

Wilson’s (2001, 527-544) review of selected research studies on the teaching of history resulted in a number of conclusions that may be rephrased as statements that have relevance for K-5 history for citizenship instruction. Here are two of the main ideas that can be gleaned from her review:

- Images of traditional history teaching—“the heavy reliance on textbooks ... a dominance of teacher lecture and recitation ... and the weekly quizzes and individual assignments that are interrupted sporadically with a film” (529)—still heavily influence both teachers’ and students’ expectations about what is supposed to happen in the typical history lesson. Students generally find traditional history teaching to be a dry and largely senseless exercise. Traditional history instruction results in “... little intellectual engagement, a dominance of teachers and textbooks, and minimal problem solving or critical thinking” (530).
- Even teachers who know more about history and historical methods, teachers who know how to ask important historical questions and engage students in “doing history” may abandon their more sophisticated understandings and the goal of engagement due to institutional constraints such as demands for coverage, high-stakes testing, scheduling, and parents’ expectations.

Wineburg's 1996 review of literature on the psychology of learning and teaching history offers an intriguing view of conceptual, definitional, and measurement-related debates within the field, focusing especially on early and largely unsuccessful attempts to objectively assess adolescent students' levels of historical knowledge and thinking skills. He reports that the early work of British researchers Roy Hallam, E. A. Peel, and their colleagues "reminded researchers that the best indication of historical reasoning was not children's selection of a right answer ... but the nature of the children's reasoning, their ability to connect ideas, and the justifications they offered for their conclusions" (Wineburg 1996, 428). Wineburg reports that subsequent work by Shemilt and others led to the identification of four distinct levels of historical reasoning and the conclusion "that adolescents could be taught to understand history as a sophisticated form of knowledge different from other forms in the school curriculum" (Wineburg 1996, 428). He notes that more recent studies in Great Britain and the United States have demonstrated the difficulties fourth and fifth graders have in constructing historical narratives and in reading typical textbook accounts of history. Among some of the conclusions were statements such as the following:

- Despite a lack of school-based instruction, students are hardly blank slates when it comes to historical knowledge.
- The historical and conceptual background knowledge of fifth graders is typically quite sketchy.
- Adolescents can develop a sophisticated form of historical understanding.
- There has been little appreciable change in the level of students' historical knowledge over the past 80 years.
- Historical knowledge develops slowly and it comes from more sources than just school.
- Historical knowledge often gets incorrectly conflated (joined or merged into a unified whole).

Much of Wineburg's own research, conducted largely with secondary school and college students and professors, is summarized in his book *Historical Thinking and Other Unnatural Acts* (Wineburg 2001). The book is composed of a series of essays and richly sketched vignettes that attempt to show that "historical

thinking, in its deepest forms, is neither a natural process nor something that springs automatically from psychological development” (Wineburg 2001). Departing from the secondary and higher education focus of the majority of the book, chapter five (113-136) presents a reprint of a study of fifth and eighth graders’ conceptions of history that Wineburg conducted in 1997 with Janice E. Fournier. The study revealed, among other things, that both boys and girls still exhibit strong male gender bias when asked to draw pictures of pilgrims, Western settlers, and hippies. The authors attributed this result to the influence of popular Hollywood images of the past and the ineffectiveness of an additive or supplemental approach to including women in history in textbooks.

My own research (Foster, Hoge and Rosch 1999; Hoge and Foster 2002; Hoge 1991) has documented several conclusions also reached by other investigators such as Harnett (1993, 1998). These conclusions include:

- The ability to attach meaning to historical dates and to accurately use them does not normally arise until after third grade.
- Parents’, grandparents’ and other family members’ interest in history has a large influence on young students’ knowledge of history.
- Although many young students have seen historical photographs, few have experienced opportunities to analyze and interpret their content and students generally need help in accomplishing this task.
- The ability to accurately sequence and date historical photographs increases with age. Instructional experiences in the school and home dramatically improve students’ ability to accurately date historical photographs and explain changes in fashion, architecture, and technology that occur over time.

Educational research on history instruction, like history itself, necessarily makes selective use of the myriad of data that potentially could be collected to investigate any specific research question or hypothesis. In addition, research is driven by theoretical perspectives and methodologies that doubtlessly influence both the design of investigators’ studies and the conclusions that they reach. Taking this perspective into account, it is accurate to conclude that research can provide only tentative and conditional “best answers” to questions concerning the history learning capacities of young students. While knowing the conclusions of

research is important, in the end, we must also rely on the wisdom of established educational practice and our own insights into children's learning if we are to provide a powerful history for citizenship curriculum.

What Must Elementary Schools Do to Achieve Powerful History for Citizenship Instruction?

As the prior section on research shows, we now understand quite a bit about children's history learning abilities. Furthermore, this research-based knowledge can be usefully employed by elementary grade level teachers as they use the motivational tools of history to create the informed and highly skilled future citizens that America needs. It is necessary, however, to emphasize some additional instructional practices that must be honored if we are to achieve a powerful history for citizenship instructional program in our nation's elementary schools. These recommendations will sound commonsense, I hope, to most teachers. Here then are a few of the instructional realities that teachers should keep in mind when offering history for citizenship instruction in your K-5 classroom:

- Adequate frequency, duration, depth, and quality of instruction are critical to success. Once-a-week history for citizenship lessons, no matter how well planned and presented, will never have the impact of a more extensive instructional program. A substantial allocation of time and instructional resources are a fundamental indication of adequate institutional commitment and support. Teachers of primary grade level children should compare the resources (for example, time, energy, money, and equipment) expended in other areas of their curriculum with what they devote to history for citizenship. If the comparison is highly unfavorable to history for citizenship, then the situation should be corrected.
- Adequate planning and preparation for instruction are important; history for citizenship lessons will be more effective if teachers take time to think them through and gather the best resources.
- Motivation for learning is critical. Children want to be puzzled and they want to address important history for citizenship questions that they can relate to. For example, fourth or fifth grade students who are about to study the removal of the Cherokee from North Georgia and Tennessee could be asked questions such as: "Did the Cherokee own the land they had lived on for generations?" "What right did our government have to

remove the Cherokee?" "Can our government come and take your property against your will?"

- Students want to be actively involved in their history lessons. One way teachers can increase involvement in their history for citizenship lessons is to use the project approach to instruction as it has been developed by Lillian Katz (1994) and exemplified in the literature on Foxfire (Starnes 1999; Wigginton 1989) and National History Day (Adams and Pasch 1997).
- Art, music, and drama should be used to support history for citizenship instruction. For example, students should be encouraged to dress up and deliver Dr. Martin Luther King, Jr.'s "I Have A Dream" speech, listen to authentic slave ballads, and make their own paintings of historic events such as the Boston Massacre.
- Parent involvement and active use of community resources will help enhance history for citizenship instruction; advance planning is necessary to secure use of these resources.
- The teacher's adult-level knowledge of history is critical. The more the teacher knows, the more likely she or he will see history as a fascinating subject that poses many important questions and offers valuable and unique insights into the central concerns of humanity. (Note, however, that a potential pitfall of knowing a lot unwittingly becoming the "answer wo/man" and attempting to answer every child's question. This is a undesirable for history for citizenship instruction because it tends to put the student in the role of a passive receptor of authoritative knowledge.)
- What works well one time may not work so well the next because children and classes vary in their interests and abilities. Adaptations and flexibility are daily necessities for successful classroom instruction. These fundamental understandings apply to all subjects but have special importance to history for citizenship instruction. For example, a class in Miami may include Cuban American students who know more about the issues and pressures of Cuban-American relations and thus would relate differently to instruction about the Bay of Pigs invasion than, say, a group of Arab-American children from Detroit. Differing family cultures and living conditions greatly impact children's interest and ability to engage in important history for citizenship instruction.
- Young children vary greatly in their preparation for school and little can be taken for granted in the area of children's prior history learning. As a result, K-5 teachers are well advised to attend to students' individual needs for meaningful historical explanations and to students' potential misconceptions regarding ideas or concepts that adults take for granted. For example, hands-on impressions of the size and weight of a Revolutionary War cannon ball can help inform children about the potential effects of the use of this weapon. Historical understanding flourishes when good instruction helps to fill the many gaps that exist in young students' background learning and understanding.

But What History Should We Teach?

Chapter one presented a variety of organizations' and experts' authoritative endorsements of the role that history instruction can and should play in the education of young citizens. Historical literacy for citizenship was not seen as the simple transmission of factual knowledge, but more as instruction that helped young students (a) Acquire a meaningful understanding of key historical themes (see Figure 2.1) and important people and events from local, state, and national history, (b) Build experience-based knowledge of the methods and limitations of history, and (c) Confront multiple perspectives—including mainstream interpretations—of the past. These may be thought of as the fundamental ABCs of good history instruction. Furthermore, it was argued that these ABCs of good history instruction had to be learned within the context of a focus on democracy that offered students many opportunities to think analytically about a variety of democratic values, principles, issues, and tensions using historical referents as a substantial basis for such lessons.

The above guidelines for the use of history to develop citizenship understandings also bring to the forefront one more important idea that elementary teachers should convey to their students. This is the idea that all historical narratives have a perspective or point of view that is manifested by the author's ethnicity, gender, time frame, knowledge, intelligence, alliances, employment, and writing purpose. All historical narratives have this characteristic and all historical narratives are unavoidably a selective representation of the past. As such, all histories must be critically read and recognized for what they are: inherently limited recreations and interpretations of the past. In-depth scholarship typically reveals alternative perspectives on commonly embraced versions of the past; however, children are seldom provided access to these alternative accounts. This understanding is especially important for young students who are working through a state-adopted history textbook's account of the past because this medium of presentation tends to take on an aura of official legitimacy and correctness of perspective. Teachers must remain aware

of this problem and work to overcome it by ensuring that their young students understand the limitations of historical methodology and by frequently exposing students to alternative interpretations of the past that are often presented in children's literature, non-textbook curriculum materials, and popular media. These important practices should be a part of every K-5 teacher's approach to history instruction for citizenship.

History instruction has existed in our nation's public and private schools since Colonial times and it continues today as a central focus of the social studies curriculum in the United States. Many of the history lessons that students experience focus on events related to wars, sea changes in society, economic crises, national politics, famous court cases, and other important developments in state and federal government. In the typical implementation of these familiar topics for history instruction, thinly sketched characters often act in events as though their decisions were entirely determined by clearly understood circumstances or even fate. Students experiencing such lessons are seldom challenged to move more deeply into these scenes in order to make sense of the values and social forces that motivated the actors in these pivotal events. But even more important and central to the purpose of this book, students are seldom encouraged to consider the key roles that citizens--and fundamental understandings about the nature of our citizenship rights and responsibilities--played in this complex historical pageant. Because history for citizenship lessons are critical to the survival and improvement of our democracy, and because young students are clearly capable of understanding these important lessons, drawing out these essential understandings for young students is a substantial responsibility for elementary school teachers.

If we are to achieve maximum citizen education from the history lessons we teach, it is clear that we must be selective in our focus. Not all events, trends, groups, or individuals are equally well suited as sources of the kinds of knowledge, sentiments, and motivations students must gain. For example, a two-week unit that investigates the evolution of American women's housework from 1930 to 2000 would very likely have less potential for the development of

important citizenship understandings than a two-week unit that examined the triumphant and socially important suffrage movement. Similarly, a history project that explores the evolution of practices in a specific area of medicine such as heart transplants will have less potential for building key citizenship understandings than a project that documents a community's early efforts to establish adequate medical facilities for its growing population. These examples illustrate that decisions about what history to study are clearly important if we wish to capture its full potential for citizenship development. Figure 2.1 displays the major history-related concept clusters that frequently appear in elementary social studies textbooks. It is worth noting that some of the concept clusters (e.g., achievements/contributions/challenges/commemoration) are clearly related to history for citizenship instruction while all of the remaining clusters may be easily developed within the history for citizenship context. To illustrate what the concept clusters could potentially convey that is related to history for citizenship, I have included sample primary (K-2) and intermediate (3-5) generalizations.

<i>History Concept Clusters</i>	<i>Generalizations Related To Citizenship</i>
Achievements/Contributions Challenges/Commemoration	(K-2) People are fondly remembered for the kind and generous things they do for others. (3-5) When individuals or groups have overcome difficulties, met challenges, or corrected injustices, their achievements are often honored and commemorated.
Cause And Effect/ Alternatives And Consequences/Solutions	(K-2) Social problems such as homelessness and poverty have many causes and consequences. (3-5) Citizens must work together to reduce the causes of social, economic, or political problems. Local, state, and federal governments as well as individuals and non-governmental organizations should work together to pursue alternative solutions.
Change/Patterns/Progress	(K-2) People change over time in similar ways. (3-5) Patterns of living change over time as people attempt to improve their lives and their communities.
Chronological Sequence/Time Periods	Order/ (K-2) People often do the same things in the same order. (3-5) Events often have a logical sequence and chronological order. Time periods are often characterized by these events.
Conflict/Compromise	(K-2) In order to get along well with others, people often resolve their problems by compromise. (3-5) Conflicts in needs, wants, and ideals have been settled by compromise and wars.
Ethno-Cultural Heritage	(K-2) Our physical appearance and ways of acting come from our parents and our society. (3-5) The many diversities of Americans enrich our lives as we voluntarily bind ourselves into a single civil society.
Freedoms/Rights/Justice	(K-2) People like freedom and fairness. (3-5) As citizens we must promote justice and defend one another's freedoms and rights.
Decision-Making/Responsibility	(K-2) We must often consider others when we make choices. (3-5) With each major decision made, leaders have had to consider their responsibility to others.
Influence/Leadership/Power	(K-2) Leaders should use their influence and power fairly. (3-5) Citizens have the responsibility to influence how their leaders exercise power.
Authority/Rules/Institutions	(K-2) Families and schools have rules to follow. (3-5) The citizens of a society develop rules and institutions to limit government's authority.

Figure 2.1 History Concept Clusters And Citizenship Generalizations

More on History for Citizenship Methods

Just as history for citizenship must focus more directly on certain content, it also must rely on instructional methods that go well beyond the passive absorption of facts. This is so for two reasons. First, because it is difficult to acquire and retain—let alone apply—historical knowledge that has been delivered by detached, didactic instruction and second, because the citizen's command of key historical knowledge must be functional; he or she must connect this

knowledge to powerful reasoning and purposeful action. Thus teaching young students about the history surrounding the passage of the Bill of Rights must involve lessons that go well beyond dry memorization and passive absorption of the first ten amendments. Knowing, for example, the historical context and wording of the First Amendment must be attached to clear thinking about the enduring meaning of its content and this thinking must in turn be converted into consonant actions. This type of history learning requires more than mere exposure and memorization, it demands active manipulation of the concepts through learning mechanisms such as **dramatization activities**, (e.g., role playing an interview with a famous American; acting in skits or plays that recreate famous events); **advocacy activities**, (e.g., making posters that use historical precedents as support for positions on contemporary issues; writing letters about community needs to public officials); **community service projects** (e.g., helping to restore the condition of a local monument; using oral history techniques to create a school history) and **issues-oriented discussions** (e.g., addressing questions such as: From either their own or a European perspective, did Native Americans have legal and natural rights to the land they used for hunting? Were the Salem witch trials conducted fairly? Was it unnecessary and fundamentally wrong to force Japanese Americans into interment camps at the outbreak of WW II? Were the courts right in declaring separate public schools for black and white children to be illegal?) As we have seen, this is precisely the kind of history instruction that prominent organizations and individuals have recommended for young students.

Checklist for Excellence in History for Citizenship Instruction

The first two chapters have offered a body of research and experience that may be used to guide teachers' efforts to offer elementary grade level students history for citizenship instruction. One way to help ensure instructional excellence is to memorize and implement the ABCDs of history for citizenship instruction. Below, in a question checklist format that may be easily duplicated, is a summary of the major ideas covered in this chapter.

CHECK LIST ITEMS	Almost Never	Some Of The Time	Almost Always
Am I devoting sufficient instructional time and resources to my history for citizenship instruction?			
Am I addressing major themes of history for citizenship (i.e., the three essential themes of citizenship instruction recommended in the NSCG, and the recommendations of Paul Gagnon, Ken Osborne, and R Freeman Butts that were detailed in chapter 1)?			
Am I using a variety of instructional materials (e.g., textbook, documents, videos, artifacts, field trip sites, resource persons, etc.) to sustain student interest?			
Am I using a variety of instructional strategies and tactics (e.g., cooperative learning, competitions, projects, games, puzzles, skits, role plays, and well-planned discussions of important issues or questions) in my history for citizenship lessons?			
Am I representing history in multiple ways (e.g., as a story well-told, as process of learning about the past, as a fact-grounded-but-contested, multi-perspective account of people's actions)?			
Are my history for citizenship lessons grounded in fact, supported by evidence, and inclusive of multiple points of view?			
Am I continually establishing the relevance of our history for citizenship lessons by linking the key ideas back to the students' present day lives?			
Are my history for citizenship lessons respecting and applying what research has established about young children's history learning abilities (e.g., children's limited understanding of the nature and purpose of the government, politics, and economic institutions; restrictions prior to fourth or fifth grade on the meaning of dates; the importance of using narrative to enhance understanding)?			
Am I resisting being a "know-it-all" and thus spoiling children's desire to develop historical thinking skills?			
Am I allowing a shallow and unexamined content area reading program to masquerade as an effective history for citizenship program?			
Am I adapting my history for citizenship lessons to suit the heritages and daily realities of the students in my class?			
Do I firmly believe that my history for citizenship lessons are having a positive influence on each individual student and that they hold positive potentials for the future development of our nation?			

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CHAPTER THREE

Learning Citizenship Ideals through History Lessons in the Kindergarten

Focus Questions:

- *What expectations do Texas and Indiana have for Kindergarteners' history for citizenship learning?*
- *How can Kindergarten-level lessons achieve these expectations?*
- *What materials and resources are available to support Kindergarten history for citizenship lessons?*

Kindergarten History for Citizenship Expectations of Texas and Indiana

The curriculum leadership efforts of the states often include history for citizenship topics for kindergarten. States typically recommend a variety of developmentally appropriate learning experiences designed to help kindergarteners begin to identify themselves as members of their families, schools, and communities. Students are also offered lessons on positive character traits and their political and cultural identities. Many states recommend instruction designed to develop the beginning steps in chronological and higher order thinking skills.

The Texas¹ state social studies curriculum guide, for example, says: "In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs

¹ <http://www.tea.state.tx.us/rules/tac/ch113.html#s1132>

and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.” Teachers are specifically directed to help students understand the significance of Presidents’ Day, Independence Day, Stephen F. Austin, George Washington, and “ordinary people who have shaped the community.” Students are helped to place events in chronological order using the vocabulary terms *before*, *after*, *next*, *first*, and *last*. Kindergarten students are supposed to understand the purposes for having rules and authority figures in the home, school, and community. Students are helped to understand “important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity, to include the ability to identify the flags of the United States and Texas; recite the Pledge of Allegiance; and explain the use of voting as a method for group decision making.” Kindergarteners are also encouraged to recognize similarities and differences among people as they trace their family traditions and customs of their local community. Decision-making, problem-solving, and critical-thinking skills are introduced as students encounter questions, consider options, and predict consequences.

Indiana’s standards² for Kindergarten share many similarities with those of Texas. In the history strand, students “compare people, objects, and events of today and long ago,” “identify celebrations and holidays as a way of remembering and honoring events and people of the past,” and “listen to and retell stories about people in the past who showed honesty, courage, and responsibility.” Indiana suggests that Kindergarteners learn about George Washington, George Rogers Clark, Mercy Otis Warren, Dolley Madison, Chief Little Turtle, Abraham Lincoln, Harriet Tubman, and Tuskegee Airman Walter Palmer. Chronological thinking skills are introduced by helping students “Identify events in the school day as first, next, last; list the day’s classroom activities in order; place events, such as birthdays, in order; use a calendar to identify national holidays and historical events.” In the Civics and Government strand, “Students learn that they

² <http://www.doe.state.in.us/standards/grade00.html>

are citizens of their school, community, and country; identify symbols of the state and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.”

The Texas and Indiana standards statements for Kindergarten are typical of many other states’ expectations for history and citizenship learning in Kindergarten. They are based in the wisdom of experienced classroom teachers, prevailing theories of learning, specific research findings, and the influence of popular political and philosophical views. I have featured only the history and citizenship standards of the broader social studies curriculum. The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at Indiana University maintains a World Wide Web page³ linking to other states’ social studies standards and the various national standards.

Reflection On Themes in National Standards

The K-4 National Center for History in the Schools (NCHS) standards⁴ and the K-4 National Standards for Civics and Government⁵ (NSCG) coincide well with the learning recommended by Texas and Indiana. For example, the NCHS standards declare: “To bring history alive, an important part of children’s historical studies should be centered in people--the history of families and of people, ordinary and extraordinary, who have lived in children’s own community, state, nation, and the world.” The NCHS standards go on to say that historical thinking skills may be built in “responding to well-chosen historical narratives, myths, stories, and fables read by the teacher, young children can determine their temporal structure-their “beginning,” “middle,” and “end”--and retell, reenact, or illustrate the story to put its important developments into correct temporal sequence. They might illustrate, too, the different ending that might have come about, had one of the characters chosen a different course of action.” The NSCG state, among other things, that: “Understanding what government does may be initiated in early grades by having students look at the governance of the family

³ <http://www.indiana.edu/%7Essdc/stand.htm>

⁴ <http://www.sscnet.ucla.edu/nchs/standards/>

⁵ <http://www.civiced.org/k4erica.htm>

and school...” The standards go on to say students should be “able to explain that rules and laws can be used to describe ways people should behave, e.g., attend school and do homework, raise one's hand and be recognized before speaking in class, respect other peoples' privacy and property.”

Kindergarten has always been an important socialization experience and it will continue to fulfill this role in the future. A large proportion of kindergarten students, however, have attended day care in settings where many fundamental expectations have already been established. The learning focus of kindergarten can easily extend beyond learning basic colors and the letters of the alphabet. Kindergarten children are ready to be engaged in lessons that help them develop basic understandings about their history and citizenship identities. The material that follows provides a variety of resources to support teachers' history for citizenship instruction. Finely detailed, fully scripted lesson plans that teach the standards are provided as models of high quality history for citizenship instruction. These are followed by a group of activity ideas that also match various state and national standards. The chapter closes with a list of journal articles and documents from the ERIC database that address history for citizenship. Web resources are provided in the last chapter.

SAMPLE LESSON PLANS

Lesson Plan #1: A Picture History Of Our School Day

Overview: Photographic images of the students' normal daily activities are captured, analyzed, and displayed so that students have a picture history of their school day. Carefully structured questions help students develop important understandings about the nature of citizenship and history.

Concepts/Vocabulary: early-earlier, late-later, before, first, next, after, last, morning, noon, afternoon; helper-helping, rule-rules

Main Ideas:

- History is a necessarily selective and incomplete story of what happened in the past.
- A picture history of our school day shows about how we organize our day to achieve shared goals.
- We work together and follow rules so that everyone can enjoy school, be safe, and meet our needs for learning, play, nourishment, and rest.

Objectives: As a result of this lesson, students should be able to:

- recognize that the displayed collection of photographs tells only a partial history of their school day
- correctly sequence pictures of events that occurred during their school day
- describe and discuss events in which they participated during the day, emphasizing instances of cooperation, sharing, obeying rules, and being helpful

Time Required: Three 30-minute periods: one in early morning, one near noon, and one near the end of the day.

Materials/Resources Required: digital camera; computer; color printer; paper suitable for printing large (8 1/2" x 11") color images; bulletin board; parent volunteer or aide; pocket-sized versions of the large photographs, enough for each child to take one home

Preparation Before Teaching: Make sure your digital camera has fresh batteries and that you have enough supplies to take and print the images from throughout the day. Images should be taken several times each hour. It would be best to

have an aide or volunteer to assist with this lesson. With or without the help of an assistant, begin taking pictures of the students from the very start of the day. Continue taking pictures periodically until the closing activity right before the end of the school day.

Suggestions For Teaching The Lesson:

Opening the lesson...

1. Shortly after the students have arrived and begun to settle into their normal school routines, draw them together in a common meeting place and begin this lesson by asking the students if they remember what they did in school yesterday.
2. Make a list of the things they remember and point out that this is an incomplete story of the past because it has left out [*name something that was not mentioned*].
3. Ask the students to help chronologically sequence the list by numbering the items, starting with number one for the first or earliest element. Point out that once their list is sequenced it is a sort of history of yesterday, in that it tells the story of what they remembered from the past.

Note: You may wish to expand on this opening by talking a bit more about history (explain as "his story"), how people know about the past (artifacts, documents, diaries, old photographs, scrapbooks, storytelling, etc.), and why it is important to accurately recall the past. Help the students understand that our memories of the past fade by demonstrating that some of them will have trouble recalling what they ate for breakfast this morning, yesterday, or the day before.

Developing the lesson...

4. Tell the students that your assistant has been taking pictures since the start of the day in order to help them record and remember what they do in school. These photographs will allow them to have a more complete history to share with others. Show the students some or all (depending on how many you have taken) of the photographs that your assistant has taken. For each picture ask the following questions:

- When (at what point in the day) was this picture taken? How do we know when it was taken? Did this (show first picture) happen before or earlier than (show second picture).

- What activity does the picture show? (For example, hanging up coats, saying the Pledge of Allegiance, listening to the morning calendar.) Why do we do this activity? Is there a rule that is being followed? (Stress good citizenship behaviors that have been captured.)
 - What does the picture NOT show? (Consider students who are not in the picture, different parts of the room that are not shown, and things not shown that happened right before or after the picture.)
5. Display the pictures on the bulletin board or tape them to the wall using the children's help to get them properly sequenced.
 6. Using the children's words, write a brief caption under each picture (e.g., "We hang up our coats." "We say the Pledge.")
 7. Toward the middle of the day, bring the students back to the common area and show the more recent pictures that have been taken. Repeat the questioning procedure above, place the newer pictures on the bulletin board, and write a brief caption for each.

Closing the lesson...

8. Near the end of the day, repeat the task of photo sharing and questioning, adding on to the picture time line. Point out that the photographs "tell a story" about what happened during the day and that with their captions they form a history of the school day. Stress that the pictures don't show everything that happened and ask the class to name some things that aren't shown. Demonstrate how omitting certain photographs will change the "story" of the day. Mix up the order of the pictures and help the students see that this, too, confuses the real story of the day because it is not the right sequence of events.

Note: You may wish to ask the students if they think that some of the events shown in the photographs are more important than others. Ask for explanations of their responses. See if the class can agree on selecting just three or four pictures to keep as remembrances of the day.

9. Distribute the small versions of the photographs and urge the students to take them home and talk to their parents about what the picture shows and the

activity that they did in school today. If possible, try to give each child a picture that shows him or her involved in a classroom activity.

Evaluating The Lesson ...

As a group, have the students share what the word history means. Ask individual students to come up to the bulletin board and use two or three of the photographs to "tell the history" of the day. Ask everyone to hide their eyes and mix up the sequence of the photographs. Now ask the students to put them back in proper order. Select any three photographs and ask individual students to properly sequence them.

Ideas For Enrichment, Extension, & Adaptation:

- Allow the children to use finger paints to create pictures of their school day. Share these and post them on the bulletin board that contains the photographs of their school day activities.
- Modify this activity to run a full week and to focus on photographs of "big events" each day. Discuss which events will "become history" by being photographed. Take the pictures and write caption descriptions. Review the history of the week on Friday. Try repeating the process for a second and third week if interest remains.
- Invite parents to view the bulletin board or save the pictures for display on an open house or conference day.
- Repeat this activity at the end of each month throughout the school year. Save the digital images and give a photo CD to each child at the end of the year.

Lesson Analysis:

Kindergarten children often have trouble remembering and communicating the content of their day to others. Knowing, remembering, and communicating "what happened to you" during the day are important hallmarks of maturity. It is important to help children see how their classroom is organized and the roles that everyone plays in creating a pleasant and productive learning environment. In addition, students gain a sense of well being and perspective by remembering the events of their day. This lesson directly builds, albeit at a kindergarten level, experience-based knowledge of the methods and limitations of

history. Furthermore, and largely as a result of the directed questioning, it develops concepts of chronology and sequence within the context of a focus on citizenship values and behaviors.

Lesson Plan #2. Our Birthday Histories

Overview: Kindergarten children are very proud of their growth and development. They enjoy looking back at family photographs that show their past birthdays. In this activity, the children compile a birthday history book and compare it with those of classmates.

Concepts/Vocabulary: birthday, history, growth, proper sequence, birth certificate

Main Ideas:

- Families often attempt to record the growth and development of their children so they will have a better memory of the past.
- Birthday photographs commemorate our birth days, which were an important event to our families.
- Our development follows predictable patterns that can be seen in our birthday photographs.

Objectives: As a result of this lesson, students should be able to:

- correctly order their personal birthday photographs
- describe their development, pointing out physical changes which have occurred over their life
- identify similarities among the pictures of their own and classmates birthday histories
- note how their development enabled them to do more and be helpful to their families

Time Required: Five 30-minute periods

Materials/Resources Required: sheets of 8 1/2" x 11" construction paper in six different colors (enough for each child to have one sheet of each color), a note for

home describing the project and asking for photographs of each birthday, tape, paste, stapler or hole punch, and yarn to bind the booklets together

Preparation Before Teaching: Locate pictures of your own early childhood birthdays and, if possible, have them enlarged and mounted so they may be easily shown to your students. Send a note home at least a week in advance of the start of this activity. The note should tell parents that the class will be making birthday history books and that you would like for them to send one or two pictures of their sons or daughters for each birthday, starting with their birth photographs and running up through their fifth and most recent birthday. Explain that the students will be pasting the photographs onto construction paper and sharing their birthday histories.

Suggestions For Teaching The Lesson:

Opening the lesson...

1. Gather the students on the floor near you and tell them that today they are going to start making birthday history books. Show the students pictures of your own birthdays (already mounted on construction paper) for birth through five. Point out such things as how you grew, how the type of presents changed, and how the setting changed from a crib or walker to a high chair to settings that allowed for more mobility and skill. Stress that as you grew you learned more and could do more to help yourself (e.g., wash your hands, brush your teeth) and your family (e.g., help clean the house, feed pets, obey parents' requests). Point out that these abilities enabled you to be a helpful member of the family.
2. Review the directions for the activity and answer any questions. Then move the students to their tables to begin making the first page of their birthday histories.

Developing the Lesson...

3. Pass out a single sheet of construction paper (use the same color for everybody) and have the students tape or paste their birth picture(s) to it. Have the students write their names and the numeral one on the paper.

Note: You may wish to use this opportunity to do more writing by, for example, creating simple phrases that the students trace or by having them fill in missing letters or words. The birth photo sentence strip might say something like: THIS IS ME RIGHT AFTER I WAS BORN.

4. Once the students have finished with their birth photograph page, bring them back to the floor and have them share the pictures. Stress similarities and patterns that appear in the photographs and help the students understand that their births are a very important event in the history of their families.
5. Tape the students' birth photo pages in alphabetical order so that they form a horizontal line low on the wall. (Subsequent birthday pages will fill the area above this line.)

Note: You may wish to let the students dictate a phrase or two to place near these such as "When these pictures were taken we were all just babies."

6. Repeat this procedure over the next few days with pictures for the remaining birthdays using different colors of construction paper. Stress the similarities and the changes that are shown each year. Use the words "history" and "the past" to refer to the pictures. Point out that they are growing more capable, responsible, and helpful. If you are using this activity to develop language and writing skills, post more dictated phrases each day.

Closing the Lesson...

7. Close this lesson by talking about what the whole display of birthday photographs shows. Have the children come up and collect their pictures making sure that all of one color/year is taken down before the next year is collected. Help the students make a cover page that says "My Birthday History" and staple or tie (with yarn) their booklets together so they can be taken home.

Evaluating The Lesson:

Observe to make sure that each student has correctly sequenced his or her birthday history. Ask the students to hold up pictures that show them at the age when they could you walk, talk in sentences, draw a stick-figure, write their numerals, etc.

Ideas For Enrichment, Extension, & Adaptation:

1. Involve parents to a greater extent by asking them to provide a brief description of the scene for each birthday. Read these to the class.
2. Allow the children to bring in toys that they received. Point out how some of the older birthday toys would not be appropriate for a one or two year old. Discuss why this is so.

Lesson Analysis:

Kindergarten children are just developing their self-concepts and they may not have had an opportunity to see themselves growing up and becoming a more capable member of their families. This lesson helps kindergarteners develop a longer view of the past. It develops sequencing and language skills. Through

careful questioning it can also develop positive character traits needed for citizenship.

ADDITIONAL ACTIVITY IDEAS

1. Ask the children to interview their parents about the five oldest objects in their houses. Have students, with their parents' help, write down the names of the objects, how old the objects are, and why they are being kept. Once these reports come in, contact the families and arrange to have parents bring in items such as certificates of appreciation, civic awards, and military medals or insignia. Have the parents tell the stories behind the items and help the children understand the reasons why these items are important (i.e., what they represent to society and the values that they embody such as being helpful, community service, and altruism.)
2. On President's Day read one of the many children's biographies of George Washington or Abraham Lincoln. After reading the story help the children review the ideas in the book, using the pictures to help prompt their efforts to retell the story. Help the children see that they may share some of Mr. Washington's or Mr. Lincoln's character traits. Allow them to draw and color themselves and/or one of these famous presidents doing something that illustrates the desirable trait.
3. When studying a famous American, work with the students to create new lyrics to such familiar tunes as *Old McDonald*, *Yankee Doodle*, *Mary Had A Little Lamb*, or the *Alphabet Song*. Base your lyrics on things you have learned about the famous American. Tunes for many children's songs are available at <http://www.theteachersguide.com/ChildrensSongs.htm>.
4. Feature one child each week on a "special person" bulletin board that includes pictures of the child growing up and pictures of his or her parents and grandparents. Include complimentary and laudatory statements about positive character traits and the child's own vision of what he or she would like to be when grown up.
5. On a wall-sized class calendar, post student birthdays, holiday celebrations, special events, and important personal achievements for the students. Use the calendar often to help students note their progress through the school year and to commemorate their achievements. Use time words and phrases such as *before*,

earlier, next, in the past, in the coming week, in the future, and last week to talk about the entries on the calendar.

6. Study symbols of your home state and America. Sing patriotic songs and make papier maché models of famous objects such as the Statue of Liberty or the Washington Monument. Make symbols for your own room and talk about what good citizenship means for your room.

7. With the help of the children and their parents, collect magazines that have pictures of young Americans from many ethnic and racial backgrounds. Once you have enough pictures, make a large collage of the pictures of children. Cut out letters or use paint to write the phrase “We’re all Americans” and place it above the collage.

8. Invite a police officer to come to the classroom and display his or her uniform and equipment. Prepare the resource person to explain how he or she helps keep the community safe and how the children can help reduce accidents. If possible, have the officer bring in pictures of him or herself as a young child. Take pictures of the children with the officer and attach them to a sheet of paper where the students can write their names and copy words about the visit that are written on the board.

9. Ask the children’s grandparents to come in and read a story that has a history related theme, like *A Flag for Our Country* by Eve Spencer and Michael Eagle, *Stories of Great Americans for Little Americans* by Edward Eggleston, or *L is for Lone Star: A Texas Alphabet* by Carol Crane and Alan Stacy. Ask the grandparent to read the book in advance of coming to the class so that he or she can bring old objects or pictures to personalize and further enhance the story.

10. Take a walking field trip to the neighborhood fire station. Work with the children to prepare for the trip by talking about safety. Read children’s books about firefighters before the visit, such as *Firefighters A to Z* by Chris L. Demarest. You can also prepare for the field trip by taking an on-line tour of Engine #31 of the city of Davis, California at :

<http://www.city.davis.ca.us/fire/tour/>

**RESOURCES ON KINDERGARTEN
HISTORY FOR CITIZENSHIP INSTRUCTION
FROM THE ERIC DATABASE**

The following resources were identified by searching the ERIC database¹ of education-related literature using ERIC Descriptors such as “Kindergarten,” “History Instruction,” and “Citizenship.”

Journal articles listed in the ERIC database (identified by an “EJ” ERIC number such as EJ404290) can be obtained in libraries, through interlibrary loan services, from the originating journal publisher, or for a fee from article reproduction vendors such as INFOTRIEVE (e-mail: <service@infotrieve.com>, toll-free telephone:1-800-422-4633, URL: <<http://www4.infotrieve.com>>) or INGENTA (e-mail: <ushelp@ingenta.com>, telephone: (617) 395-4046, toll-free telephone :800-296-2221, URL: <<http://www.ingenta.com/>>.) Please refer to citations for other specific availability information

Documents listed in the ERIC database (identified by an “ED” ERIC number such as ED460067) can be obtained in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide. To identify your local ERIC Resource Collection, point your Web browser to: <http://wdcrobcol02.ed.gov/Programs/EROD/eric_search.cfm>. In addition, many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Documents are also available selectively in a variety of formats (including microfiche, paper, and electronic) from the ERIC Document Reproduction Service for a fee (telephone: (800) 443-ERIC, email: <service@edrs.com>, online order form: <<http://edrs.com/Webstore/Express.cfm>>). Please refer to citations for other specific availability information

ERIC_NO: EJ460157

TITLE: Social Studies: Learning for Freedom.

AUTHOR: Seefeldt, Carol

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Young Children; v48 n3 p4-9 Mar 1993

ABSTRACT: If young children are to grow up to be adults who nurture and protect freedom, their education must enable them to be knowledgeable about themselves and the world they live in; to make decisions and experience the consequences of decisions; and to learn to be a member of a group. (BB)

ERIC_NO: ED364442

TITLE: Helping Your Child Learn History, with Activities for Children Aged 4 through 11.

AUTHOR: Reed, Elaine Wrisley; And Others

PUBLICATION_DATE: 1993

ABSTRACT: U.S. educators recognize that the study of history is a vital part of a child's overall education and that parents are in the best position to encourage their children's natural interest in history. This booklet is designed as a tool for parents to use in stimulating their children's active involvement in learning about history. The booklet includes: basic information about history, and approaches for parents to use when enjoying history with their children, aged 4-11; history activities that parents and their children can do--at home, in their community, and out of town--for no or little cost; and history resources in parents' communities and nationally in bookstores and libraries. (DB)

ERIC_NO: EJ591808

TITLE: Building Moral Persons: A Durkheimian Perspective on Nursery Staff's Pedagogic Discourse.

AUTHOR: Holligan, Chris

PUBLICATION_DATE: 1999

JOURNAL_CITATION: Early Child Development and Care; v152 p27-42 May 1999

ABSTRACT: Notes that concerns regarding moral decline in society have prompted the British Government to focus on nursery school education for all, and that, regardless of grade level, values and citizenship are highlighted issues. Focuses on the ways early-childhood educators provide children with a variety of values. Evaluates a comparative study of techniques employed by three Scottish nursery schools. (LBT)

ERIC_NO: ED287771

TITLE: Patriotic Unit.

AUTHOR: Finkelstein, Judith M.; And Others

PUBLICATION_DATE: 1978

ABSTRACT: The young child learns patriotism through music, art, games, and dramatic activities. Concepts in history (names, dates, events) geography, and civics are introduced through specific activities. The media are used as a source of information. Art activities, listening to original stories, musical activities, pantomime, and role playing provide opportunities for creativity development. Methods for interrelating the various subjects are detailed. Cognitive goals include: (1) the name and location of the United States; (2) why the Revolutionary War was fought; (3) the purpose of the U.S. Constitution; (4) the names of the founding fathers; (5) how life during the colonial era has influenced life today; (6) general facts about the presidents; (7) how people choose the U.S. president; (8) the flag as symbol of the United States; (9) how the government issues money and stamps; and (10) the Fourth of July as the nation's birthday. A bibliography is appended. (SM)

ERIC_NO: EJ389763

TITLE: Citizenship Education and Decision Making.

AUTHOR: Wright, Ian

PUBLICATION_DATE: 1988

JOURNAL_CITATION: International Journal of Social Education; v3 n2 p55-62 Fall 1988

ABSTRACT: Suggests an approach to citizenship education which enhances the student's ability to make responsible decisions. Emphasizes that citizenship concepts such as fairness begin to develop early in a child's life and that citizenship education is inevitably bound up with value judgments. Gives an example of an activity which fosters responsible decision making. (KO)

ERIC_NO: EJ404290

TITLE: Social Studies in Kindergarten: A Case Study.

AUTHOR: Martin, Anne

PUBLICATION_DATE: 1990

JOURNAL_CITATION: Elementary School Journal; v90 n3 p305-317 Jan 1990

ABSTRACT: Discusses the way in which children's experience in the world can be the material of social studies in the classroom. Describes a kindergartner's creation of an exclusive classroom club that led to a two-month period of reactions, discussion, search for compromises, and a solution that satisfied everyone. (RJC)

ERIC_NO: EJ642097

TITLE: My Family's Story: Discovering History at Home.

AUTHOR: Schwartz, Stacy

PUBLICATION_DATE: 2000

JOURNAL_CITATION: Social Studies and the Young Learner; v12 n3 p6-9 Jan-Feb 2000

ABSTRACT: Describes a family history project for kindergarten students involving families where the children and/or family members write stories and share memories based on research questions asked by the children. Explains that children can share family artifacts. States that family was defined in a broad sense. (CMK)

ERIC_NO: EJ602497

TITLE: Human Rights Education: A Framework for Social Study from the Interpersonal to the Global. Pull Out 1.

AUTHOR: Schmidt, Janet; Manson, Patrick

PUBLICATION_DATE: 1999

JOURNAL_CITATION: Social Studies and the Young Learner; v11 n3 p1-4 Jan-Feb 1999

ABSTRACT: Addresses human rights education (HRE) for young learners stressing the centrality of the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Illustrates the use of HRE within history, geography, world cultures, and literature. Believes that HRE begins by creating a human rights community in the classroom. (CMK)

ERIC_NO: EJ482471

TITLE: American Indians: Alternative Ways of Approaching the Study. Elementary School Review.

AUTHOR: Farivar, Sydney

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Social Studies Review; v33 n1 p38-41 Fall 1993

ABSTRACT: Asserts that teaching about Native Americans is clouded by stereotypes, emphasis on New England tribes, and relegated to a few weeks in November prior to the Thanksgiving holiday. Describes a kindergarten class in which children's literature and student activities were used to teach about three Native American cultures. (CFR)

ERIC_NO: EJ535735

TITLE: Supposing That....

AUTHOR: Meier, Deborah

PUBLICATION_DATE: 1996

JOURNAL_CITATION: Phi Delta Kappan; v78 n4 p271-76 Dec 1996

ABSTRACT: The former director of the Central Park East projects believes children's schooling should be geared toward citizenship and "generalist" vocational interests, not college admission requirements. Kindergarten encourages openness and empathy, but effects dissipate with each

passing year. Educators must focus on the habits, skills, and knowledge everyone needs as neighbor, friend, family member, worker, and citizen. (MLH)

ERIC_NO: ED394719

TITLE: From Understanding to Action: Citizenship Education in the Early Elementary Classroom.

AUTHOR: Houser, Neil O.

PUBLICATION_DATE: 1996

ABSTRACT: The curricula and instructional approaches often used in elementary school classrooms, which too often avoid difficult issues, may restrict the social development needed to promote societal well-being. This problem is exacerbated in the early grades, where the discussion of controversial social issues seemingly contradicts the goal of maintaining an emotionally safe classroom environment. This paper defines the problem, discusses social development in the elementary classroom, and considers factors related to balancing safety and dissonance. A major portion of the paper examines the efforts of three teachers who have managed, each in her own way, to balance dissonance and safety in the early education classroom by: (1) addressing rather than avoiding perplexing social issues, (2) balancing social development and classroom safety, and (3) addressing social inequities through activities in the classroom. These teachers' perspectives and experiences provide a basis for discussing citizenship education in the early grades. (Contains 23 references.) (DR)

ERIC_NO: ED460067

TITLE: The Jobs People Do: Kindergarten Model Lesson for Standard 3. California History-Social Science Course Models.

AUTHOR: Porter, Priscilla

PUBLICATION_DATE: 2001

ABSTRACT: In this unit of study, students demonstrate a familiarity with the school's layout and the jobs people do there. The unit has students discuss jobs in the community and match simple descriptions of the work with the names of related jobs and with the equipment required for the jobs. They also compare and contrast jobs of today with jobs of long ago, with a focus on fire fighters. Jobs other than those featured in the unit may be substituted depending upon the resources at the particular school and in the community. The unit has students begin by looking at themselves as "helping hands" who can perform simple jobs and act as responsible citizens. Through onsite field studies, students gather information about the jobs people do in a school and in a community, using selections from children's literature and other learning activities to help gain a clear understanding of the jobs. The unit provides a beginning understanding of future career choices. It gives focus questions, lists materials needed, and provides literacy links. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The unit also contains assessment activities and extended and correlated activities. Lists 12 recommended resources, seven Internet sites, and extensive additional resources. Appended are ideas for class jobs, a letter to parents, and a job interview form. (BT)

ERIC_NO: ED348299

TITLE: A Resource File for Social Studies in Utah. Level 0: Home, School, Neighborhood.

PUBLICATION_DATE: 1991

ABSTRACT: This resource file contains information for Utah primary school teachers to help their students meet the state's instructional objectives in the social studies. At the primary student level the emphasis is on home, school, and neighborhood. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing the ways people look alike and ways they appear different (psychology) and identifying at least one reason why people work (economics). (DB)

ERIC_NO: EJ505827

TITLE: The Effects of Continuous-Progress Nongraded Primary School Programs on Student Performance and Attitudes toward Learning.

AUTHOR: Tanner, C. Kenneth; Decotis, John D.

PUBLICATION_DATE: 1995

JOURNAL_CITATION: Journal of Research and Development in Education; v28 n3 p135-44, Spr 1995

ABSTRACT: Kindergartners and first-graders in regular classrooms were compared to students in nongraded, continuous-progress settings. Comparisons on academic achievement and school attitudes indicated differences favoring nongraded, continuous-progress settings for various academic and citizenship skills. Girls in the nongraded, continuous-progress group had significantly higher positive attitude scores toward school in several areas. (SM)

ERIC_NO: ED460046

TITLE: 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.

PUBLICATION_DATE: 2002

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)

ERIC_NO: ED460066

TITLE: Patriotic Symbols: Kindergarten Model Lesson for Standard 2. California History-Social Science Course Models.

AUTHOR: Porter, Priscilla

PUBLICATION_DATE: 2001

ABSTRACT: In kindergarten, students learn the symbols of the alphabet and numeric symbols. This unit is designed to help students understand what patriotic symbols are and that the nation and the state have symbols and icons to represent thoughts, feelings, emotions, and physical objects. Exposure to different national and state symbols helps students develop national identity and patriotism. The unit provides historical background for teachers; presents focus questions on the material; offers literacy links (reading, writing, speaking, and listening activities); and identifies materials needed. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It also provides assessment activities and extended and correlated activities. Lists eight resources for the sample topic. Appended are the lyrics of "You're a Grand Old Flag." (BT)

ERIC_NO: ED436257

TITLE: Early Childhood Social Studies.

AUTHOR: Jantz, Richard K.; Seefeldt, Carol

PUBLICATION_DATE: 1999

ABSTRACT: Noting ongoing difficulties in identifying the fundamental role of social studies in educating young children, this chapter focuses on how children begin to develop historical and geographic understanding. The chapter considers age-appropriate and developmental concerns and the role of national standards in history and geography. The chapter examines changing views of teaching history, discussing research findings on children's time concepts, the linkage between history and time, and implications for teaching history to young children. The essay also describes how the national history standards reflect changing views about history and how it is to be taught to young children. In addition, the chapter discusses changing views of teaching geography, including reasons for omitting geography from many early childhood curricula and the role of national standards in guiding the development of geography curricula for young children. Research is summarized on children's awareness of spatial relationships, interest in places and regions, and understanding of physical systems. The chapter concludes by noting that disagreements over what should be taught to young children in social studies hamper teachers' decision making regarding curricula. The essay further maintains that both the history and geography standards fail to address early childhood prior to kindergarten entry and notes that despite the focus of professional organizations and government on programs for young children, the field remains splintered on the issue of social studies curricula. The chapter calls for greater involvement of early childhood professionals in developing standards and meaningful social studies curricula for young children. (Contains 56 references.) (KB)

ERIC_NO: ED334055

TITLE: A Collection of Teaching Units in American Indian Education.

PUBLICATION_DATE: 1990

ABSTRACT: This collection of 11 teaching units was developed by elementary school teachers who attended the Montana Institute for Effective Teaching of American Indian Children, held at Eastern Montana College in June 1990. The first unit teaches the alphabet to kindergarten students using cultural activities related to English or Salish words that begin with the appropriate letter. The second unit teaches kindergarten students and first graders about American Indian clothing and how it was made. Intended for Grades 4-8, the other units: (1) explain symbols and images from the Lakota and White cultures; (2) build student self-esteem through varied activities that allow the children to experience success through cooperative learning; (3) introduce students to pre-contact Native American history and culture, using cooperative learning and whole language approaches; (4) allow each student to explore the culture of a particular tribe in depth; (5) examine the cultural origins of holidays; (6) familiarize students with the history and culture of the Salish and Kootenai tribes; (7) use oral histories and group work to make history relevant to students and sensitize students to the biases of historians; (8) improve cross-cultural understanding through curriculum changes that respect Native American culture and history; and (9) use the book "Chief Plenty Coups" to raise student self-esteem at Plenty Coups High School in Pryor, Montana. Each unit contains objectives, materials needed, time requirements, procedures, and evaluation methods. Some units include lesson plans and learner materials. (SV)

ERIC_NO: EJ482471

TITLE: American Indians: Alternative Ways of Approaching the Study. Elementary School Review.

AUTHOR: Farivar, Sydney

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Social Studies Review; v33 n1 p38-41 Fall 1993

ABSTRACT: Asserts that teaching about Native Americans is clouded by stereotypes, emphasis on New England tribes, and relegated to a few weeks in November prior to the Thanksgiving holiday. Describes a kindergarten class in which children's literature and student activities were used to teach about three Native American cultures. (CFR)

ERIC_NO: EJ580915

TITLE: History from K-4: What Can We Really Do?

AUTHOR: Klee, Mary Beth

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Journal of Education; v180 n1 p33-53 1998

ABSTRACT: Outlines the characteristics of a good history program for kindergarten through grade four, analyzing the Massachusetts History and Social Science Curriculum Framework and the Core Knowledge Sequence as they apply to elementary instruction. Also describes and evaluates principles of teaching history to young children. (Author/SLD)

ERIC_NO: ED419773

TITLE: Using Primary Sources in the Primary Grades. ERIC Digest.

AUTHOR: Otten, Evelyn Holt

PUBLICATION_DATE: 1998

ABSTRACT: This ERIC Digest describes what primary sources are and how and why they can be used in elementary school classrooms. Primary sources are historical artifacts with which students can interact to effectively engage in active learning. Topics discussed in the Digest include: "What Are Primary Sources?"; "Why Use Primary Sources?"; "How To Use Primary Sources."; "Where To Find Primary Sources." Included is a list of references and ERIC resources related to the use of primary sources in the study of history. (RJC)

CHAPTER FOUR

Teaching History for Citizenship Learning in the First Grade

Focus Questions:

- *What expectations do Ohio and California have for first graders' history for citizenship learning?*
- *How can teachers help first graders achieve these expectations?*
- *What materials and resources are available to support first grade history for citizenship lessons?*

First Grade History for Citizenship Expectations Of Ohio and California

Many states express objectives for first grade history and citizenship instruction. Ohio¹, for example, expects that its first graders will be able to “recite the months of the year, place events from one’s own life in chronological order, distinguish among past, present, and future.” It further expects that students will be able to “raise questions about how families lived in the past and use photographs, letters, artifacts, and books to clarify what is known and what is unknown.” Students must also show that they can “compare past and present, near and far, with emphasis on daily life including the roles of men, women, and children [in the] the identification of basic human needs [and the] various ways people meet human needs.” Ohio also expects its first graders to be able to “relate stories of the heroism and the achievements of the people associated with state and federal holidays.”

Within the area of government, Ohio expects that students will “recognize the role of authority figures in providing for the safety and security of individuals; ... explain how voting can be used to make group decisions; [and] ... recognize

¹ http://www.ode.state.oh.us/academic_content_standards/acssocialstudies.asp

symbols of the United States that represent its democracy and values including the bald eagle, the White House, the Statue of Liberty, and the national anthem.” It further expects that students will “recognize the need for rules in different settings and the need for fairness in such rules, [and] discuss the consequences of violating rules.”

Ohio also has an explicit citizenship strand in its curriculum. First graders are asked to “demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.” They are also supposed to “demonstrate self-direction in school tasks, accountability for actions, [and] pride in personal accomplishments.” The citizenship traits that are explicitly taught include “trustworthiness, fairness, self-control, and respect for those in authority.” Ohio’s combined history, government, and citizenship expectations for its first graders are obviously nontrivial and they clearly authorize history for citizenship instruction.

California² also identifies standards that directly support first grade history for citizenship instruction. For example, “students [should] know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time,” and they should also “recite the Pledge of Allegiance and sing songs that express American ideals. They should also “...understand the significance of our national holidays and the heroism and achievements of the people associated with them, and identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.”

The California curriculum goes on to declare that, among other things, first graders should “understand the ways in which American Indians and immigrants have helped define Californian and American culture,” and that they also should “compare the beliefs, customs, ceremonies, traditions, and social

² <http://score.rims.k12.ca.us/standards/grade1.html>

practices of the varied cultures, drawing from folklore.” This learning could easily be tied to California’s expectation that its first graders “recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.”

Reflection On Themes in National Standards

The history for citizenship goals of Ohio and California are supported in the K-4 National Center for History in the Schools (NCHS) standards³ and the National Standards for Citizenship and Government (NSCG). For example the NCHE standards declare that students should “identify historical figures in the local community and explain their contributions and significance,” and “compare and contrast family life now with family life in the local community or state long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, and cultural traditions.” Students should also “draw upon visual and other data to identify symbols, slogans, or mottoes, and research why they represent the state,” and “identify ordinary people who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good.”

The National Standards for Citizenship and Government⁴ (NSCG) also support Ohio’s and California’s history for citizenship instruction by asserting that young students should “identify symbols used to depict Americans’ shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as E Pluribus Unum.” In addition, the NSCG state that students should be able to “describe holidays Americans celebrate and explain

³ <http://www.sscnet.ucla.edu/nchs/standards/>

⁴ <http://www.civiced.org/k4erica.htm>

how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday.” While learning this content, students are also being exposed to fundamental values of our American democracy that the NSCG recommends: “individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.” Finally, the NSCG endorse the teaching of a collection of beliefs and ideals such as: “everyone should be concerned about the well-being of his/her school, community, state, and nation; people should try to improve the quality of life in their schools, communities, states, and nation; all people have a right to equal opportunity in education, employment, housing, and to equal access to public facilities such as parks and playgrounds; education is important for earning a living” and “everyone should take advantage of the opportunity to be educated.”

The first grade curriculum has traditionally carried substantial responsibility for introducing young children to a more structured and serious learning environment where expectations for the mastery of subject matter knowledge and skills are required for promotion. First grade children clearly are ready to be engaged in lessons that help them develop basic understandings about their history and their citizenship identity. The Ohio and California standards are models and many other states also require first grade history for citizenship instruction. The material that follows provides a variety of resources to support this important part of the early childhood school curriculum. Finely detailed, fully scripted lesson plans that teach the standards are provided as models of high quality history for citizenship instruction. These are followed by a group of activity ideas that also match various state and national standards. The chapter closes with a list of journal articles and documents from the ERIC database that address history for citizenship. Web sites are provided in the last chapter.

SAMPLE LESSON PLANS

Lesson Plan #1: Family Heirlooms: Tangible Connections to the Past

Overview: First grade children are just beginning to learn about the relationships that exist between the immediate and extended family. They are often curious about grandparents, great grandparents, and other "old" relatives whom they never had the chance to meet. This lesson uses family heirlooms to help the students gain a sense of their family history. It also helps first graders understand that people are often remembered for the contributions they made to their communities.

Concepts/Vocabulary: ancestor, recognition, award, honor, heirloom, family tree, year, decade, life span, generation, invention

Main Ideas:

- People are remembered for the good things they accomplish.
- Family members often save and treasure items that reflect the accomplishments of their parents and grandparents.
- Heirlooms often reflect information about society at the time of the owner's life.

Objectives: As a result of this lesson, students should be able to:

- describe the family tree connections between the original owner of a family heirloom and their present family
- tell about the significance of the heirloom both in the past and the present
- describe some of the characteristics of the times from which the heirloom came

Time Required: Several 30-minute class periods (number varies with class size and time allotted to sharing)

Materials/Resources Required: Family heirlooms from the children's homes; photographs of the people who owned the objects (optional); a time line display area; a safe storage place for heirlooms; an area of the classroom for sharing; old fashioned hand-cranked ice cream maker and ingredients for making ice cream; plastic bowls, spoons; and napkins. A parent volunteer or aide is highly recommended for the closing activity of the lesson, making homemade ice cream.

Preparation Before Teaching: Send home a note explaining the nature and purpose of the activity. The note should ask parents to help their children identify and bring to school an heirloom that has been handed down in their family. Explain that you are especially looking for items that held particular significance in the life of a relative, such as certificates of recognition, service awards, letters of commendation, or other evidence of contribution to the local community, state, or nation. Have the parents explain the significance of the object and tell the story of how their relative got the object to their child. If possible, arrange to have the parent present on the day their child's family heirloom is to be shared. Ask the parent to help their son or daughter diagram the family tree connections showing the relationship of the original owner to the present family. If possible describe and talk about some of the conditions of life that existed during the ancestor's lifetime.

Suggestions For Teaching the Lesson:

Opening the Lesson...

1. Bring in a few interesting objects from your own family's past. Share the objects with the class, describing why you have kept them and the name and picture (if possible) of the relative to whom they belonged. Draw a family tree on the board showing your connection to the relative. Write the dates of birth, death, and the heirloom if it is dated. Use the time line to display these dates and compare them to your own and the children's birth dates. Using a strip of paper designated as corresponding to the children's age, help the children visualize about how many of their lifetimes it would take to get all the way back to your birth date and the life of their ancestor.

Note: Computer spreadsheets have the capability to create bar graphs. You may also want to depict the life span of your students (approximately 7 years old) with construction paper that is seven inches long, then stack as many of these as necessary to represent the amount of time that has transpired since a particular ancestor's lifetime.

2. Tell the students you suspect that they, too, must have some family heirlooms at home (explain the meaning of the word and write it on the board) and that over the next few days they will share these.

Developing the Lesson...

3. Plan to have several children share their heirlooms on the same day. Hide the heirlooms out of sight (unless they are brought in by parents) in a safe place until it is time for the lesson. For each heirloom, have the child come to the front and share answers to the following questions:

- Who is your ancestor that we will learn about today? (Have the child show the photograph of his or her ancestor if they have brought one.)
- What is this person's relationship to you? (Show the diagram if one has been made.)
- What is this heirloom? (e.g., is it a certificate, a newspaper article, a diploma, a medal of honor, a Masonic ring, or a ceremonial tomahawk?)
- How did your ancestor (grandparent, great grandparent) get this heirloom?
- How old is this heirloom? (Write dates, graph or display)
- What does this heirloom tell us about the life of your ancestor, the daily lives of people at that time, or the conditions of society at that time?

Closing the Lesson...

4. On the last day of sharing, bring in an old-fashioned hand-cranked ice cream maker and make homemade ice cream. Start early in the morning by having the students help mix the ingredients and turn the crank while it still turns easily. The ice cream requires time to cure, so it will be available to eat after lunch. Serve the ice cream and sit in the area where the heirlooms are displayed. See if the students can guess why people had to make their own ice cream, why the ice cream maker doesn't have an electric motor and when ice cream was invented and first became popular. Invite the principal down for some ice cream.

Evaluating The Lesson:

As a group, evaluate this lesson by having the children describe what an heirloom is and why people keep them. Hold up the heirlooms one-by-one and call on individual students to tell what they recall about them. Ask for volunteers to tell what a family tree is, which heirloom was oldest, and what was life like when the heirloom was originally used.

Ideas For Enrichment, Extension, & Adaptation:

- If space and security conditions permit, create a classroom museum of family history.
- Visit a local museum and ask the curator to show the museum's displays about early American life.
- Have a community service organization come in and explain its mission and show some of the awards it gives.

Lesson Analysis:

This lesson has the capacity to directly link students to key history for citizenship objectives of Ohio, California, and the nation. It helps children become acquainted with their own past and society's past and it draws out connections that have citizenship lesson value. By basing its focus in the lives of the children's families, it easily accommodates the natural diversity present in the community.

Lesson Plan #2: Grandparents' History Day

Overview: The grandparents of the children in each class form a rich pool of information about history. This lesson describes how to tap this source of personalized historical information to capture the imagination of children and at the same time help them learn more about the past of their community.

Concepts/Vocabulary: grandparent; life history; memorable event; community history

Main Ideas:

- Grandparents were once young like us; many of them grew up in our community.
- Everyone has a life history that can be captured and shared.
- People's life histories are tied to their community.

Objectives: As a result of this lesson, students should be able to:

- recall specific facts about the personal life story of a grandparent

- identify similarities between the personal history of the grandparent and their own early life experience
- describe changes that have happened in the local community

Time Required: Several periods in a single morning or afternoon

Materials/Resources Required: Grandparents as resource persons; refreshments; room decorations; extra seating; space for sharing; digital camera or camcorder; “welcome” banner

Preparation Before Teaching: This lesson requires at least a week of advance preparation. Begin by identifying, with parents’ help, children who have a grandparent living close by who would be willing to come to school to be a part of a Grandparents’ History Day. Set the date and time and explain that each grandparent should come to the event with pictures of himself or herself (ideally the pictures would show him or her from birth to adulthood) and one or more stories about the local community to share the students (preferably accompanied by newspaper articles, photographs, or other items to show that related to their community stories).

Note: Some grandparents may just want to attend the event or fulfill part of the request. Not everyone needs to have pictures and stories to tell. Children may want to dress up and come to school with their parents and grandparents on the day of this event.

Suggestions For Teaching The Lesson:

Opening the Lesson...

1. Part of developing citizenship attitudes and expectations requires actively involving the students in setting up the room and getting ready for the event. Children may be asked to help put up decorations, rearrange furniture, and straighten up the day before the event. In preparing for Grandparents’ History Day you should also go over the objectives of the experience and review any behavior rules that need to be stressed.
2. As the grandparents arrive, have the children introduce them and allow some time for refreshments and unstructured visiting.

Developing the Lesson...

3. If you have only a few grandparent guests, you may be able to have the whole class listen to each guest. If, however, you have more than five grandparents, it would be wise to form small groups for the sharing of photographs, keepsakes, and stories.

4. Post the following questions on the board to help focus the sharing.

Questions for Growing Up Photographs:

- How old were you when the photograph was taken? What year was it?
- What was the occasion for the photograph? Who took it?
- Where was the photograph taken? What did the area look like back then?

Questions for Community Stories

- What is your community story about?
- Why do you remember this story? What is special that made you remember it?
- What does your story tell us, today, about how things have changed for the better or worse?

Closing the Lesson...

5. Come together as a whole group and complete a chart summarizing data for each guest grandparent. Write the grandparent's name and lightly tape his or her photographs to the chart. Write a title for his or her story.

Grandparent's Name	Photographs	Community Story

6. When the chart is complete, briefly discuss the following questions:

- How was life in the past different from the way life is now?
- How was life in the past similar to the way life is now?
- What advice do you have for young students like us?

Evaluating The Lesson:

Have the students complete “I learned ...” statements by writing their responses on the board as they give them. Have each student transfer one of these sentences onto a thank you card that will be sent to the grandparents.

Ideas For Enrichment, Extension, & Adaptation:

- Videotape the day’s activities and make copies for the children to have as keepsakes.
- Photograph each grandparent guest and grandson or granddaughter. Make a language experience booklet about the day, displaying the photographs and pupil-dictated stories about what each guest said. Display these booklets for an open house on a bulletin board entitled “We Learn About Our Heritage.”

Lesson Analysis:

The lesson uses life experiences of the children’s grandparents to link them to the development of their local community. Since many of these life experiences will be tied to both positive and negative happenings in the community, and since the children get to see photographs of their grandparents growing up at the time of these events, it is very likely that the students will be learning about individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

ADDITIONAL ACTIVITY IDEAS

1. Investigate your school's history through the exploration of old yearbooks. Interview retired teachers who taught in the school and one or more of their students that now have roles in local government or government services. Make certificates of appreciation to give to these people for their service to the community.
2. Assign pairs of students to work with fourth or fifth graders to learn about the history of an American symbol such as Mount Rushmore, the St. Louis Arch, the Washington Monument, the White House, the Statue of Liberty, or the Golden Gate Bridge. The project should include sharing information from reference books, making a model or drawing of the symbol, and presenting the symbol to the whole class.
3. Invite local scout troop leaders to visit the class and explain their activity programs and their histories. Identify people in the community who were active in scouting and invite them to visit and share pictures and other memorabilia of their early school and scouting days with the students.
4. Investigate the history and local celebration activities associated with Cinco de Mayo, Martin Luther King, Jr. Day, Chinese New Year, Muharram (Islamic New Year), Chuseok (Korean Harvest Moon Festival), Rosh Hashanah (Jewish New Year) or any other minority culture.
5. Create an ethnic folklore reading area and visit it regularly to read to the children. Invite community members of various ethnicities to come and read, too.
6. At <http://www.whitehousehistory.org/Default.asp> you can take a virtual tour of the White House. The overview and general tours of the first and second floors combined last about ten minutes. Prepare the students for the tour by asking them to think of the biggest and oldest house that they have ever seen. To prepare to follow up the virtual tour, you may want to go to the "Learning Center" page on the White House Web site and review the lesson material for K-3 teachers and students in the "For the Classroom" section.

7. Visit the National Park Service's Statue of Liberty Web site at <http://www.nps.gov/stli/>. Show the class a few minutes of Ken Burns *Statue of Liberty* video as preparation for the trip.
8. Invite representatives from the local Humane Society, Canine or Feline Rescue, or animal control groups to come into your classroom and tell the children about their community service mission. Ask the presenter to address the local history of the organization and, if possible, to bring along pictures of their history or that of the founders or the earliest employees to help tell the story.
9. Study the Pledge of Allegiance using print and Web-based resources such as <http://www.usflag.org/the.pledge.of.allegiance.html> and http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfc_pledge.html. The second resource features more detailed breakdown of the history of the Pledge and a chart showing a plain language translation of it. Note: Prior to doing this activity you should investigate your own state's laws regarding the recitation of the Pledge of Allegiance. For example, Georgia law says that each student will be afforded the opportunity to recite the Pledge of Allegiance each school day. Students may not be required, however, to participate. Also, your state may have its own state pledge. For example, here is the official Pledge of Allegiance for the State of Georgia: "I pledge allegiance to the Georgia flag and to the principles for which it stands: Wisdom, Justice, and Moderation."
10. After studying the United States flag, hold a design competition for a class flag. Students should be given some limitations such as using no more than three colors and three symbols, and the flag must represent an idea, character trait, or goal that unites the class.

**RESOURCES ON FIRST GRADE
HISTORY FOR CITIZENSHIP INSTRUCTION
FROM THE ERIC DATABASE**

The following resources were identified by searching the ERIC database of education-related literature using ERIC Descriptors such as "Grade 1," "History Instruction," and "Citizenship."

Journal articles listed in the ERIC database (identified by an "EJ" ERIC number such as EJ404290) can be obtained in libraries, through interlibrary loan services, from the originating journal publisher, or for a fee from article reproduction vendors such as INFOTRIEVE (e-mail: <service@infotrieve.com>, toll-free telephone: 1-800-422-4633, URL: <<http://www4.infotrieve.com>>) or INGENTA (e-mail: <ushelp@ingenta.com>, telephone: (617) 395-4046, toll-free telephone :800-296-2221, URL: <<http://www.ingenta.com/>>.) Please refer to citations for other specific availability information

Documents listed in the ERIC database (identified by an "ED" ERIC number such as ED460067) can be obtained in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide. To identify your local ERIC Resource Collection, point your Web browser to: <http://wdcrobcol02.ed.gov/Programs/EROD/eric_search.cfm>. In addition, many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Documents are also available selectively in a variety of formats (including microfiche, paper, and electronic) from the ERIC Document Reproduction Service for a fee (telephone: (800) 443-ERIC, email: <service@edrs.com>, online order form: <<http://edrs.com/Webstore/Express.cfm>>). Please refer to citations for other specific availability information

ERIC_NO: ED389203

TITLE: Transportation, with Sub-Themes Communities and Careers. [A Fully Integrated Instructional Unit.]

AUTHOR: Yturalde, Nancy

PUBLICATION_DATE: 1995

ABSTRACT: This lesson plan for the first grade uses information on transportation, with sub-themes of communities and careers, to provide history/social science education for limited-English-proficient (LEP) students in San Diego, California. Activities and materials from the State scholastic science kit are also used, as are songs, poems, music, and games. Instructional components include second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. The time span of the lesson plan is 3-5 weeks. Language levels include pre- and early production, speech emergence, and intermediate fluency. (NAV)

ERIC_NO: ED460070

TITLE: Rules and Responsibilities: Grade 1 Model Lesson for Standard 1. California History-Social Science Course Models.

AUTHOR: Roth, Patsy; Porter, Priscilla

PUBLICATION_DATE: 2000

ABSTRACT: As long as people have lived within groups, there have been rules and laws to govern behavior. Schools are one of the first institutions that children encounter that set standards for their behavior. Learning how to cope with school rules when they are young helps students develop social skills and a sense of responsibility and become good citizens as they grow into responsible adults. In this unit, students learn ways to identify the strengths and weaknesses of a school rule. Standard 1.4.1, the study of schools in the past, is integrated with this unit as students look at rules now and long ago. The major outcome expected from the unit is the establishment by students of classroom rules (class constitution) that are appropriate, clear, and provide predictability and order in the classroom. The suggested time for completion of the unit is six weeks. The unit lists focus questions, literacy links, and materials needed. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It also suggests assessment activities, as well as extended and correlated activities. Lists 19 resources for the sample topic and 12 resources for related topics. Appended are: "Selected Rules of Civility and Decent Behaviour;" two poems on rules; a selection of school rules from long ago; a sample letter and questionnaire for parents; and a graphic organizer. (BT)

AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: EJ642057

TITLE: Elementary Character Education: Local Perspectives, Echoed Voices.

AUTHOR: Nickell, Pat; Field, Sherry L.

PUBLICATION_DATE: 2001

JOURNAL_CITATION: International Journal of Social Education; v16 n1 p1-17 Spr-Sum 2001

ABSTRACT: Presents information based on a yearlong study of character education in an elementary school that was implementing "Kids with Character." Offers an analysis of the responses by students, teachers, and parents about character, development of character, and the program. Indicates that contemporary character education programs are similar to programs developed in the 1920s and 1930s. (CMK)

ERIC_NO: ED461594

TITLE: Changes--Now and Long Ago. Grade 1 Model Lesson for Standard 4. California History-Social Science Course Models.

AUTHOR: Adams, Julie Wong; Rickett, Elizabeth; Porter, Priscilla

PUBLICATION_DATE: 2000

ABSTRACT: Chronological thinking is one of the historical and social sciences analysis skills of the California History-Social Science Standards. The study of history is the study of change. This

unit addresses different types of change from "now" to "then." From the community, including types of transportation, to the school, children will learn: (1) change is continuous and always present; and (2) change affects their lives in different ways. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. They compare and contrast everyday life in different times and places around the world. Suggested time for unit completion is 7 weeks. The lesson plan discusses the significance of the topic; gives the historical background; lists focus questions; features literacy links; covers materials needed; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. An extensive resource list is furnished for the sample topic. Appended are sample worksheets. (BT)

AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED322037

TITLE: "I Prefer Success": Subject Specificity in a First Grade

AUTHOR: Levstik, Linda S.; Yessin, Ruby

PUBLICATION_DATE: 1990

ABSTRACT: Research on restructuring domain-specific knowledge suggests that inferences made by a learner are based more on what and how concepts are structured and organized in particular domains than on the age of the learner. In this view, it is possible for children to operate more expertly in a particular area than could be explained by global stage or the "expanding environment" theories. Therefore, it is crucial to understand how domains are structured and organized in classrooms, and the ways in which children respond to those structures. This paper discusses the nature of history instruction in a nontraditional first grade classroom and is based primarily on classroom observation. The class operates from what the teacher identifies as a "whole language" perspective in which cross-disciplinary thematic units are the focus of instruction. The teacher teaches from what is labeled a "perspective of care." Historical content is specifically structured to emphasize personal response, ways of "finding out," and the development of ethical/moral sensibilities. Among the conclusions drawn are that history, can be shaped to particular forms and structures in the classroom based on the teacher's conception of history, and that even very young children can begin to develop the interest and understanding that lead to mature historical thinking. A list of references is included. (DB)

ERIC_NO: EJ382736

TITLE: The Education of Children in Pre-European Plains America.

AUTHOR: Whitecap, Leah

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Canadian Journal of Native Education; v15 n2 p33-40 1988

ABSTRACT: Describes child-rearing and educational practices of Plains Indians, stressing importance of hunting, especially of buffalo. Examines early childhood rituals and general child-rearing practices as part of cultural education. Describes religious education of children. Stresses Indian educational methods as "informal" but "direct and practical." (TES)

ERIC_NO: EJ590133

TITLE: The Step by Step Program: Linking Democracy and Early Childhood Education.

AUTHOR: Ford, Elizabeth; Coughlin, Pam

PUBLICATION_DATE: 1999

JOURNAL_CITATION: Young Children; v54 n4 p32-35 Jul 1999

ABSTRACT: Discusses the Step by Step Program, funded by the Open Society Institute (OSI) and operated in Eastern and Central Europe, former Soviet states, Haiti, and South Africa. Discusses OSI's belief that educating the youngest members of society in a way that encourages individualism, choice, initiative, and appreciation of differences can lead to a new generation of democratic citizens. (LBT)

ERIC_NO: ED369708

TITLE: Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.

AUTHOR: Laughlin, Mildred Knight; Kardaleff, Patricia Payne

PUBLICATION_DATE: 1991

ABSTRACT: Ideas for using children's literature suggest ways to extend and enrich the elementary school social studies curriculum beyond the adopted textbook or scope and sequence developed in a local school district or at the state level. The focus of kindergarten through grade three is the study of family and communities and the acquisition of individual and group participation skills. Units for grades four and five emphasize U.S. history from its beginning to the present. Employing a similar organizational pattern the units for each grade level offer: (1) identified objectives to be accomplished using suggested trade books; (2) written objectives for use by teachers as behavioral outcomes for students; (3) activities for introducing the unit topic; (4) follow-up activities for teachers and students; and (5) a bibliography of recommended readings. Chapter 1 provides units for kindergarten, transition, and first grade with activities directed by the teacher. In chapter 2, second and third grade units suggest self-directed activities for various abilities. Chapter 3 presents units for fourth and fifth grade with more self-directed work. As progress is made through the grade levels, the higher cognitive levels of application, analysis, synthesis, and evaluation are used. (CK)

ERIC_NO: EJ368156

TITLE: Rules and Responsibilities.

AUTHOR: Henderson, Meredith

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Update on Law-Related Education; v12 n1 p14 Win 1988

ABSTRACT: Presents two lessons for grades 1-4 which help students understand responsibility by considering situations from children's literature; in this case, THE PIED PIPER OF HAMELIN by Browning and FANTASTIC MR. FOX by Dahl. Provides discussion questions, suggestions for role playing, and a mock trial activity which involves students with visiting attorneys. (GEA)

ERIC_NO: EJ568032

TITLE: Building the George Washington Bridge: A First Grade Experience.

AUTHOR: McMillan, Elizabeth P.

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Social Education; v62 n4 p222-26 Apr-May 1998

ABSTRACT: Reports on a class project that used donated materials to build a replica of the George Washington Bridge. The children read books related to bridges and created "vehicles" out of milk cartons for the bridge crossing. They also created stories for their vehicles that were transcribed by older students. (MJP)

ERIC_NO: EJ642100

TITLE: On the Menu: The Growth of Self-Efficacy.

AUTHOR: Alleman, Janet; Brophy, Jere

PUBLICATION_DATE: 2000

JOURNAL_CITATION: Social Studies and the Young Learner; v12 n3 p15-19 Jan-Feb 2000

ABSTRACT: Explores whether lessons about cultural universals could promote self-efficacy in elementary students. Describes the three study units designed and based on a cultural universal (food, clothing, and shelter). States that five styles of teaching were observed that appear to promote self-efficacy. (CMK)

ERIC_NO: ED404281

TITLE: Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.

AUTHOR: McDonald, Heather

PUBLICATION_DATE: 1996

ABSTRACT: This thematic unit involves 1st and 2nd grade students in exploration of their own unique and special qualities. The interdisciplinary unit connects knowledge related to art, language arts, applied mathematics, social studies, and science. Lesson activities focus on topics of family, friends, health, and emotions. The unit encourages students to explore personal histories, values, and their own defining characteristics. Students save pieces of work for the ongoing project of a time capsule, which they construct, decorate, and make plans to open in 5 years. Each of 36 lesson activities includes a statement of purpose, a list of needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information and reproducible student sheets are provided. (Contains 32 references.) (MM)

ERIC_NO: ED461595

TITLE: Developing Cultural Awareness. Grade 1 Model Lesson for Standard 5. California History-Social Science Course Models.

AUTHOR: Sing, Sandi; Stewart, Linda; Roth, Patsy; Porter, Priscilla

PUBLICATION_DATE: 2000

ABSTRACT: The students in California's classrooms live in a world of diversity. They eat unique foods, wear different types of clothes, live in different types of homes, and speak and hear many languages. This unit focuses on cultures, customs, ceremonies, traditions, foods, clothing, and shelter. These basic universal necessities of life--food, clothing, and shelter--act as a common thread weaving in and out of the stories of different cultures demonstrating that although U.S. citizens have varied backgrounds, everyone is a part of the same community sharing principles, goals, and traditions despite varied ancestry. The unit fosters an appreciation for U.S. diversity while helping students understand the interdependence that exists in this pluralistic culture; U.S. national identity, national heritage, and national creed are pluralistic and its national history is the complex story of many people and one nation, of "e pluribus unum." The suggested time for unit completion is 5 weeks. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities by dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and extended/correlated activities. Extensive resources are listed for the sample topic and also for visual and performing arts, as well as for other topics. Appended are sample worksheets. (BT)

AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED453126

TITLE: STORYPATH: A Cross Cultural Study of Children's Construction of Social Studies Understandings.

AUTHOR: Cole, Bronwyn; McGuire, Margit

PUBLICATION_DATE: 2001

ABSTRACT: This paper presents the background, procedure, and outcomes of a study of two Year 1 classrooms, one in Seattle, Washington, and the other in Sydney, Australia, that engaged in the constructivist learning experiences of a social studies unit titled "Families in Their Neighborhoods" (McGuire, 1997). The unit employed the "Storypath" planning and teaching strategy. The teacher of each classroom implemented the unit to enable children to construct understandings about families, including their diversity of structures, heritages, and designations of roles and responsibilities. Experiences for developing understandings of the ways in which families live within, as well as have citizenship responsibilities for constructing neighborhoods, or communities, were implemented and explored in the unit. This paper presents analyses of students' interview data, work samples, and classroom displays to describe the nature and level of understandings constructed by the students in each of the research sites. Some cross-cultural comparisons are drawn. Teachers' interview and observational data are analyzed, and evaluations of the Storypath strategy as a "powerful" constructivist tool for planning and teaching elementary social studies are made. Contains 3 figures, 5 tables, 5 notes, and 16 references. Appended are classroom observation data and focus group interview questions. (Author/BT)

ERIC_NO: ED387424

TITLE: Everyone Eats Bread: A Multicultural Unit for First Graders.

AUTHOR: Belanus, Betty J.; Kerst, Catherine H.

PUBLICATION_DATE: 1993

ABSTRACT: This multicultural teaching unit was developed and tested with the first grade classes of Glenhaven Elementary School, Wheaton, Maryland. The lessons focus on bread as a common food in the world but explores the many types of bread and its symbolism. The unit is divided into four parts. Part 1, "Introduction to Bread," contains lessons on the following: (1) "What Is Bread?" (2) "Is This Bread?" (3) "What Is Bread Made of?" and (4) "Who Eats Bread? When and Why?" Part 2, "Bread for Every Occasion," includes the following: (1) "Everyday vs. Special Bread Activity"; (2) "Creating Our Own 'Special' Breads Activity"; (3) "Where Do We Get Bread--A Pretend Bakery Activity"; and (4) "What Else Is Eaten on Bread Fun Day Activity." Part 3, "Let's Visit Bakeries," contains the following: (1) "Orientation in Slides"; (2) "Bakery Field Trip"; and (3) "Follow-up to Visit." Part 4, "Let's Celebrate with Bread--International Bread Fair," includes the following: (1) "Preparation for 'Fair' Activity"; (2) "Bread Fair Discussion"; (3) "Tasting Activity"; and (4) "Writing about Bread." Suggestions for assessments, follow-up activities and a bibliography also are included. (EH)

ERIC_NO: ED379623

TITLE: Thinking and Learning Together: Curriculum and Community in a Primary Classroom.

AUTHOR: Fisher, Bobbi

PUBLICATION_DATE: 1995

ABSTRACT: This book describes a sharing classroom community where first-grade children and teachers think and learn together. The book describes how a sense of trust was fostered; how the daily schedule, classroom space, and materials were organized; how the children participated in shared literacy; how the children practiced and shared what they learned; how literature, reading, writing, math, science, and social studies topics were explored for authentic purposes, with the children pursuing their own interests and areas of inquiry; and how parents joined in the classroom community. Chapters in the book are: (1) Classroom Community; (2) Generating Curriculum; (3) Organizing for Learning; (4) Literature; (5) Shared Literacy; (6) Helping Individual Readers; (7) Writing; (8) Evaluating Writing; (9) Spelling; (10) Math; (11) Science; (12) Social Studies; and (13) Communicating with Parents. Appendixes present 52 reproducible forms; 24 letters to parents, newsletters, and charts; a list of approximately 425 works of children's literature; and a list of 150 professional resources. (RS)

ERIC_NO: ED465414

TITLE: A Guide for Parents and Families about What Your 1st Grader Should Be Learning in School This Year. Don't Fail Your Children.

PUBLICATION_DATE: 2001

ABSTRACT: This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for first grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science, data analysis and probability), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

AVAILABILITY: For full text: <http://www.state.sc.us/eoc>

ERIC_NO: ED461594

TITLE: Changes--Now and Long Ago. Grade 1 Model Lesson for Standard 4. California History-Social Science Course Models.

AUTHOR: Adams, Julie Wong; Rickett, Elizabeth; Porter, Priscilla

PUBLICATION_DATE: 2000

ABSTRACT: Chronological thinking is one of the historical and social sciences analysis skills of the California History-Social Science Standards. The study of history is the study of change. This unit addresses different types of change from "now" to "then." From the community, including types of transportation, to the school, children will learn: (1) change is continuous and always present; and (2) change affects their lives in different ways. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. They compare and contrast everyday life in different times and places around the world. Suggested time for unit completion is 7 weeks. The lesson plan discusses the significance of the topic; gives the historical background; lists focus questions; features literacy links; covers materials needed; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. An extensive resource list is furnished for the sample topic. Appended are sample worksheets. (BT)

AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED460932

TITLE: Our Nation's Symbols and Holidays. Grade 1 Model Lesson for Standard 3. California History-Social Science Course Models.

AUTHOR: Keir, Wendi; Rickett, Elizabeth; Porter, Priscilla

PUBLICATION_DATE: 2001

ABSTRACT: Standard 3 of the California History-Social Science Framework requires that students in grade one know and understand U.S. symbols, icons, and traditions, such as the Pledge of Allegiance, the U.S. flag, essential documents, landmarks, and national holidays. The flag is a unifying theme for this unit of study. Students analyze the symbolism of the flag, learn patriotic songs about the flag, and examine ways the flag is displayed. Four weeks are suggested to complete this lesson plan. The unit provides background information on the topic, lists focus questions, gives literacy links, and considers the topic in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The lesson plan suggests assessment methods and presents extended and correlated activities. (Contains a list of 34 print resources and 16 media resources for the sample topic. Appended are the lyrics of "You're a Grand Old Flag"; information on flag etiquette; the Pledge of Allegiance; and graphic organizers on patriotic songs, patriotic symbols, and landmarks.) (BT)

AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED348300

TITLE: A Resource File for Social Studies in Utah. Level 1: Home, School, Neighborhood.

PUBLICATION_DATE: 1991

ABSTRACT: This resource file contains information for Utah elementary school teachers to help their level 1 students meet the state's instructional objectives in the social studies. This particular student level emphasizes the home, school, and neighborhood. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining that each person is unique and has his/her own identity and worth (psychology) and identifying a variety of ways and reasons that each family member depends on other family members (sociology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ERIC_NO: ED347606

TITLE: Increasing Global Awareness in the First Grade Classroom by Advocating the Awareness of Self and the Cultural Differences of Others.

AUTHOR: Sperrazza, Susan S.

PUBLICATION_DATE: 1992

ABSTRACT: A practicum aimed to increase global awareness in the first grade classroom. The problem was that the students were very "Americanized," predominantly white, and rarely exposed to other cultures. Therefore, the students could not recognize commonalities among people and could not understand the cultural differences in others. The major goal was to increase global awareness in all five first grade classrooms by advocating the similarities of self and the cultural differences of others using a thematic, integrated approach. Language-experience charts, portfolios, charts, and student journals were used during the implementation phase to document student growth. The results of the practicum were very positive. All four objectives were successfully reached and surpassed the original expectations. The outcome of the project was demonstrated through improved student attitudes, new friendships, and positive behaviors toward other students and among the five first grade teachers. The students are now more aware of their own needs, and the similarities and differences of others. (Three appendixes--teacher interview questions and personal observation/sample statements--and 17 references are attached.) (Author/PRA)

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CHAPTER FIVE

Teaching History for Citizenship Learning in the Second Grade

Focus Questions:

- *What expectations do New York and Arkansas have for second graders' history for citizenship learning?*
- *How can teachers help second graders achieve these expectations?*
- *What materials and resources are available to support second grade history for citizenship lessons?*

Second Grade History for Citizenship Expectations of New York and Arkansas

States often provide their teachers with second grade social studies learning goals that support history for citizenship learning. New York's standards¹, for example, state that second graders should "explore rural, urban, and suburban communities, concentrating on communities in the United States." The guide goes on to recommend that second graders should "also study about the rights and responsibilities of citizenship in their communities." This community study is supposed to include an examination of traditions, the way communities have changed over time, the facilities and services they provide for the public benefit, and the roles and responsibilities of families that live in the community. Second graders are also supposed to learn about the "significance of the flag of the United States of America, including an understanding about its display and use." Citizenship-oriented studies continue with lessons that help students understand how "Citizens can participate in decision making, problem solving,

¹ <http://www.emsc.nysed.gov/ciai/pub/pubss.html>

and conflict resolution” when the people in a community “have conflicts over rules, rights, and responsibilities.” The involvement of people in the development of “rules and laws to govern and protect community members” is also stressed. Finally, second graders are supposed to study their local “elected and appointed leaders who make, enforce, and interpret rules and laws.”

Arkansas’ history and civics standards² also support history for citizenship instruction. For example, the standards say that second graders should “examine and analyze stories of important Americans and their contributions to our society,” and that students should be able to “explain how individuals, events, and ideas influence the history of one’s self, family, community, state, and nation.” As students discuss and record changes in their community, state, and nation, they are supposed to properly use time vocabulary, correctly sequence events, and understand that history is a continuing story. It is further recommended that students understand “why government is necessary in [the] classroom, school, community, state, and nation,” and “recognize the historical significance of national holidays and symbols.” Second graders are also expected to “exhibit an understanding of the rights and responsibilities of citizenship,” and “discuss the five basic freedoms (speech, religion, press, assembly, and petition) guaranteed to all United States citizens.”

Reflection On Themes in National Standards

The K-4 National Center for History in the Schools (NCHS) standards³ coincide well with the learning recommended by New York and Arkansas. For example, the NCHS standards declare that K-4 students should be able to: “explain the importance of the basic principles of American democracy that unify us as a nation: our individual rights to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection

² <http://arkedu.state.ar.us/curriculum/benchmarks.html#Social>

³ <http://www.sscnet.ucla.edu/nchs/standards/>

of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power held by the people and delegated by them to their elected officials who are responsible to those who elected them to office.” The NCHS go on to say that students should be able to “analyze in their historical context the accomplishments of ordinary people in the local community now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good.” Finally, the standards state that “real historical understanding also requires that children have opportunities to create historical narratives of their own.”

The National Standards for Citizenship and Government⁴ (NSCG) also support the goals recommended by New York and Arkansas. For example, they state that young “students should be able to explain the importance of the fundamental values and principles of American democracy,” and tell why it is important that all Americans share these values and principles. Further, the NSCG say that young students “should be able to describe diversity in the United States and identify its benefits” and “be able to identify and evaluate ways conflicts about diversity can be prevented and managed.” The standards also direct teachers to help students understand that “everyone should be concerned about the well-being of his/her school, community, state, and nation,” and that “people should try to improve the quality of life in their schools, communities, states, and nation.” Finally, the standards state that students should understand that “all people have a right to equal opportunity in education, employment, housing, and to equal access to public facilities such as parks and playgrounds.”

The second grade curriculum seeks to solidify and advance the learning that has taken place in the first grade. Second graders are still mastering basic reading and writing skills. In math, many are working to master addition and subtraction with two- and three-digit numbers. Despite these limited skills,

⁴ <http://www.civiced.org/k4erica.htm>

second grade level children are clearly ready for lessons that help them develop better understandings of their history and citizenship identities. The New York and Arkansas standards are good examples of various states' expectations for second grade history for citizenship instruction. The material that follows provides a variety of resources to support this important part of the second grade school curriculum. Finely detailed, fully scripted lesson plans that teach the standards are provided as models of high quality history for citizenship instruction. These are followed by a group of activity ideas that also match various state and national standards. The chapter closes with a list of journal articles and documents from the ERIC database that address history for citizenship. Web sites are provided in the last chapter.

SAMPLE LESSON PLANS

Lesson Plan #1: Constructing Our School's History

Overview: Many elementary schools have been in use for several decades and have grown through additional construction as generations of students passed through the schools. It's not unusual for older siblings or even parents of students to have attended the same school. This lesson plan provides suggestions for creating a school history.

Concepts/Vocabulary: history, oral history, building addition, historical document, primary source, secondary source

Main Ideas:

- Our school has a history that is represented in a variety of documents and the memories of former students.
- Our school has changed over time but it has always had rules and rituals
- Learning about our school's history helps us better understand and appreciate our own school experiences
- Our school has played a role in educating many of the citizens in our community.

Objectives: As a result of this lesson, students will:

- be able to recount the broad outlines of their school's history
- be able to recall a collection of interesting facts about their school's history
- gain a basic understanding of the methods and tools of history

Time Required: Ten 30-minute class sessions

Materials/Resources Required: Old school yearbooks, oral history resource people; cassette recorder; bulletin board (to display photographs and documents); digital camera or digital camcorder; refreshments (for oral history resource people); parent volunteers or aide; old report cards; school bulletins; newsletters; holiday programs; newspaper stories; and other documents

Preparation Before Teaching: As stated in the overview, this lesson works best in a school that has documented its history with yearbooks and been in existence

for several decades. It is also helpful if the school has served a recognizable community or rural area so that it is likely that older siblings and perhaps some parents have attended the same school. In order to begin this oral history project it is recommended that you work with the school's secretary, media specialists, and Parent Teacher Association to gather old yearbooks, identify the names, addresses, and phone numbers of older siblings and parents who attended the school and teachers and administrators who have retired or transferred to other locations. The central administration may also have materials related to the history of the school.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. Begin this lesson by showing the students some photographs of their school from the oldest yearbooks that you can obtain. Tell them or have them guess how long ago the pictures were taken. If the school's appearance has changed, ask the students to guess why this change happened. To further pique students' interest, show them the second grade pictures of individuals who they might now know as grownups in the community.
2. Tell the students that over the next week or so they will be attempting to construct an oral history of their school. Ask them what they would like to know about their school and post their questions on chart paper, the chalkboard, or directly onto the computer if you have a large display that you regularly use for posting. Here are a few of the potential questions that students might ask: When was the school built? How many students did it have? Who was the first principal? Who was the second grade teacher? Did school start at the same time of day as it does now? Did students study the same subjects? Were they taught in the same way? Who are some people in our community that attended our school?

Developing the Lesson...

3. Once students are hooked into wanting to know the answers to their questions, begin to help them think about how best to find the answers they seek. For example, some may be able to interview their parents or older siblings in order to answer some of the questions. Other answers may be found in the yearbooks that

you have collected. Still other questions may be best answered by having a retired principal or teacher come in to be interviewed by the students.

4. Form the students into groups of two or three and distribute the yearbooks that you have collected. Allow the groups a few minutes to examine the yearbooks to see if they offer answers to any of their questions.

5. Come back together as a group and ask the individual groups to share any information they found that answers their questions. Post on the chalkboard any new questions that the students have generated and again help them to identify the best sources for answers.

6. In the days following the initial lesson, continue to work with the students in the following days to collect and share their school's history. Encourage students to interview their parents and older siblings to see what they know about the school. Point out that sometimes people might not remember everything accurately and that because of this we always need to try to verify or check what they say. A good question to ask is "How do you know this is accurate or true?" Do whole class interviews of the principal and other school personnel who have been working at the school a long time. In addition to preparing specific questions for these people to answer, also include open-ended questions such as "What has changed the most...." "What are your strongest memories of your career?" and "Is there anything else you would like to share?"

Note: Make sure that you have made proper arrangements for guests and that you send them a thank you note following their visit.
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Closing the Lesson...

7. When the school history project is nearly complete, review what students have done and found out. Ask the students how complete and accurate their history is, pointing out that it can never represent all of the past or, for that matter, everyone's point of view. Discuss how best to preserve the history they have created, noting that the bulletin board will have to be taken down and the yearbooks returned to the media center or other owners.

Evaluating The Lesson:

Construct a ten-question true/false test that features some of the facts students have learned about your school. Don't number the items or jumble the chronological order of the facts (i.e., don't make the first question the oldest fact statement). Have the students number the facts in chronological order from one to ten. Ask the student, as a group, to explain what history is. Make certain that their answer demonstrates an understanding that history is both a process and a product and that it is always incomplete and told from someone's point of view.

Ideas For Enrichment, Extension, & Adaptation:

- Work with other teachers' classes to expand the scope and depth of this lesson.
- Hold a reunion where adults who attended the second grade in your school are invited to come back and visit, have refreshments, and look at your school history bulletin board. Note: It may be best to schedule this for specific times during the school day.
- Publish your school history on the school's Web site.
- Work with an historian to better understand and appreciate the methods and tools of history.
- Make this a multi-year project by dividing the history research among several consecutive classes.

Lesson Analysis:

This lesson helps students achieve the New York, Arkansas, and NCHS history for citizenship standards. In particular it helps students understand the nature of history and involves them in creating their own accounts of their school's history.

Lesson Plan #2: Community Helper History

Overview: Every child in the United States is introduced to the typical community helper unit at least once during his or her elementary years. This activity adds a new twist to that experience by tapping into a historical perspective of community helpers.

Concepts/Vocabulary: community helper, history, change, invention

Main Ideas:

- Advances in science and technology have changed the nature of the equipment and work that community helpers use.
- As society has changed, community helpers have had to change.
- The history of community helpers is interesting and informative.

Objectives: As a result of this lesson, students should be able to:

- describe differences in the ways present and past community helpers performed their work
- describe advantages and disadvantages of the conditions which existed in the past and present
- understand the role community helpers play in our society

Time Required: Five 30-minute class sessions

Materials/Resources Required: a collection of old objects, tools, and equipment used by a community helper; photographs of such objects; a resource person from the profession; a secure place for the display of the objects

Preparation Before Teaching: In order to successfully complete this lesson you will need to identify your community helper resource person well in advance. Select a retired person who knows a lot about the history of his or her profession and has a collection of old equipment and photographs. If a nearby museum has a related collection, work with the museum to arrange access and to collaborate with a resource person for the profession in the local community. The community helper concept is often defined by example and not by explicit criteria. For citizenship purposes, it is best to define community helpers as “people who provide urgently needed services to our community and who perform their work without the expectation of large financial gain.” This definition would include fire fighters, police officers, community health workers, mail carriers, teachers, many other government workers, and anyone who volunteers his or her services out of a sense of commitment to the community good.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. Begin this lesson by showing students a collection of the old objects and photographs related to the community helper whose history is being investigated. Help the children describe what they see and tell how it is different from what they might see if they were looking at a piece of modern equipment or a contemporary photograph.

Note: At this stage of the lesson it is not necessary for you to know a lot about the objects or for them to be fully described by attached information cards. The purpose is to build curiosity prior to meeting the resource person.

2. Help the students (as a group) develop a list of tentative reasons why things changed. (Reasons for equipment and buildings changing might include that older equipment wore out, was inefficient, or required too much maintenance; and that newer equipment is easier to use, could serve more people, could perform more tasks, and required less maintenance). Help students see the role that new technology played in ushering in the changes. See if the students can identify the source of the change (e.g. advances in electronics, metallurgy, plastics, fabrics).

Developing the Lesson...

3. Introduce the resource person and tell him or her that the students have already had a chance to study the objects and develop questions about why things changed. Allow the students to ask their own questions, such as: "How long were you a (name of community helper)? Why did you decide to become (name of community helper)? How did your work change over the course of your career? Did your job get better or worse over time? Why? Would you advise us to consider becoming (name of community helper)? Why?"

Closing the Lesson...

4. After the resource person leaves, write a group thank you note to him or her and have everyone sign it.

Evaluating The Lesson:

As a whole class, write "I learned ..." statements. Using at least one statement from each student, group the statements using symbols to denote those that go together in a particular way, such as putting stars by two statements that show an understanding of the role that community helpers play in our society. Continue grouping other statements with other symbols, ascertaining if the statements illustrate all of the main ideas and objectives of the lesson.

Ideas For Enrichment, Extension, & Adaptation:

- Repeat this lesson with several other kinds of community helpers. Investigate the history of each and attempt to relate the changes over the years to developments in the community.
- Take the class into the future and have them describe what equipment and methods of the community helper will be like 20 or 30 or 40 years from now.
- Ask the students to look for "history making" changes in the newspaper or on the television news.

Lesson Analysis:

This lesson involves students in a first-hand investigation of history that is directly related to important citizenship understandings. It uses historical artifacts to create interest in forces for social change and then follows up on this interest with real first-hand accounts of the artifacts.

Additional Activity Ideas

1. Create "Famous People" Books. Each student presents him/herself as a famous person who will be remembered in history. Students may imagine themselves as inventors, politicians, scientists, athletes, etc. and illustrate their books with magazine pictures. During sharing remind the students of real people from history who are similar to the students' imagined status.
2. Investigate the history of the United States flag using a Web site such as http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfa_hist.html. Purchase or make replicas of all of the flags that have flown over our nation.
3. Write letters to future or past occupants of your classroom. Describe your experiences, speculate on the differences in the past or future, and ask questions for the letter recipients to answer.
4. Write a play or skit about a past period of history. Collect and use as many real props as possible. Share your play with parents and other classes.
5. Make a historical study of some common product such as toothpaste. Locate early ads and photocopy them. Try to decide how advertising (and people) have changed or remained the same.
6. Make a life-size "true-to-life" drawing of a famous person you are studying. Use an opaque or overhead projector to blow up a photograph. Display this portrait on the wall along with a short biography or list of major accomplishments and life events.
7. After learning or reviewing the history of our nation's flag and/or your state's flag, have the students create different designs for a neighborhood flag. Help the students imagine potential symbols that it might bear.
8. Construct a Web-based photographic history of your neighborhood by asking parents and community members to e-mail their own scanned pictures of the neighborhood. Ask that each photograph be accompanied by a description that includes the location and date. Create a Web site and/or print and display these photographs in chronological order on your bulletin board.
9. Plan a trip as it might have happened during a particular period of history. Collect old travel brochures, photographs from books, descriptions of

accommodations from travel directories, etc. Estimate such factors as cost, travel time, and risks encountered. Compare this "time travel" with the same trip today. Note things that were better and worse about the experience at each period of time.

10. Have a small group of students dress like the same famous person at different periods of the person's life. Ask the group members to tell the class what life is like for them at the period they portray. Foreshadow future events in the closing lines of each monologue.

**RESOURCES ON SECOND GRADE
HISTORY FOR CITIZENSHIP INSTRUCTION
FROM THE ERIC DATABASE**

The following resources were identified by searching the ERIC database of education-related literature using ERIC Descriptors such as "Grade 2," "History Instruction," and "Citizenship."

Journal articles listed in the ERIC database (identified by an "EJ" ERIC number such as EJ404290) can be obtained in libraries, through interlibrary loan services, from the originating journal publisher, or for a fee from article reproduction vendors such as INFOTRIEVE (e-mail: <service@infotrieve.com>, toll-free telephone:1-800-422-4633, URL: <<http://www4.infotrieve.com>>) or INGENTA (e-mail: <ushelp@ingenta.com>, telephone: (617) 395-4046, toll-free telephone :800-296-2221, URL: <<http://www.ingenta.com/>>.) Please refer to citations for other specific availability information

Documents listed in the ERIC database (identified by an "ED" ERIC number such as ED460067) can be obtained in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide. To identify your local ERIC Resource Collection, point your Web browser to: <http://wdcrobcol02.ed.gov/Programs/EROD/eric_search.cfm>. In addition, many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Documents are also available selectively in a variety of formats (including microfiche, paper, and electronic) from the ERIC Document Reproduction Service for a fee (telephone: (800) 443-ERIC, email: <service@edrs.com>, online order form: <<http://edrs.com/Webstore/Express.cfm>>). Please refer to citations for other specific availability information

ERIC_NO: EJ464716
TITLE: The Living Museum.
AUTHOR: Merrill, Mary
PUBLICATION_DATE: 1992
JOURNAL_CITATION: Social Studies Texan; v8 n2 p33 Fall 1992
ABSTRACT: Presents a lesson plan for a second-grade class project. Suggests that the students will learn to identify the word "famous," complete a timeline for a famous person, learn facts about the person, and express individual thoughts and feelings. Explains the steps involved in the presentation of a living museum where students portray famous people. (DK)

ERIC_NO: EJ528535
TITLE: Street-Smart Second-Graders Navigate the Political Process.
AUTHOR: Solovitch-Haynes, Syma
PUBLICATION_DATE: 1996
JOURNAL_CITATION: Social Studies and the Young Learner; v8 n4 p4-5 Mar-Apr 1996
ABSTRACT: Describes a class project where New York City second graders worked with the community board of transportation to rename a street for an African American woman. The students succeeded in renaming 134th Street in honor of Mary McLeod Bethune, an African American educator. (MJP)

ERIC_NO: EJ600569
TITLE: Second-Grade Journeys on the Underground Railroad.
AUTHOR: Crump-Stenberg, Linda; Beilke, Patricia F.
PUBLICATION_DATE: 1999
JOURNAL_CITATION: MultiCultural Review; v8 n4 p20-30 Dec 1999
ABSTRACT: Describes a curriculum used in a second grade classroom to expose the predominantly white students to the culture and experiences of African Americans through a study of slavery and the Underground Railroad. Includes a bibliography of African folk tales and literature related to the African American experience. (SLD)

ERIC_NO: ED369708
TITLE: Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.
AUTHOR: Laughlin, Mildred Knight; Kardaleff, Patricia Payne
PUBLICATION_DATE: 1991
ABSTRACT: Ideas for using children's literature suggest ways to extend and enrich the elementary school social studies curriculum beyond the adopted textbook or scope and sequence developed in a local school district or at the state level. The focus of kindergarten through grade three is the study of family and communities and the acquisition of individual and group participation skills. Units for grades four and five emphasize U.S. history from its beginning to the present. Employing a similar organizational pattern the units for each grade level offer: (1) identified objectives to be accomplished using suggested trade books; (2) written objectives for use by teachers as behavioral outcomes for students; (3) activities for introducing the unit topic; (4) follow-up activities for teachers and students; and (5) a bibliography of recommended readings. Chapter 1 provides units for kindergarten, transition, and first grade with activities directed by the teacher. In chapter 2, second and third grade units suggest self-directed activities for various abilities. Chapter 3 presents units for fourth and fifth grade with more self-directed work. As progress is made through the grade levels, the higher cognitive levels of application, analysis, synthesis, and evaluation are used. (CK)

ERIC_NO: EJ596086
TITLE: Linking Social Studies and Literacy Development through Children's Books.
AUTHOR: Button, Kathryn
PUBLICATION_DATE: 1998

JOURNAL_CITATION: Social Studies and the Young Learner; v10 n4 p23-25 Mar-Apr 1998
ABSTRACT: Contends that children's literature is a powerful tool for linking social studies learning and literacy development in primary age children. Describes a thematic unit on immigration and the transcontinental railroad that utilized literature and "read alouds" as a means to exploring these topics. Gives a list of children's books on immigration. (CMK)

ERIC_NO: EJ384499

TITLE: Using the Hands On Philosophy Daily in a Second Grade Classroom.

AUTHOR: Hammond, Pat

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Hands On; n31 p14-20 Spr 1988

ABSTRACT: Discusses student participation in many short-term projects related to regular study units in a second grade classroom. Describes projects of writing a class constitution, constructing a model colonial town, creating a mural of local colonial life, making corn shuck and apple-head dolls, and learning apple types grown locally. (DHP)

ERIC_NO: EJ527343

TITLE: Family Histories: Collecting, Connecting, Celebrating.

AUTHOR: Damkoehler, Dee; And Others

PUBLICATION_DATE: 1996

JOURNAL_CITATION: Primary Voices K-6; v4 n2 p7-13 Apr 1996

ABSTRACT: Describes an integrated curriculum for grade two at Metcalf Laboratory School, Normal, Illinois, that celebrates family histories and American immigration. Reports that the journey begins with the teachers sharing their own family backgrounds, followed by story reading, sharing the family history project with parents, collecting oral histories, reading about immigration, and displaying the project results. (PA)

ERIC_NO: EJ654653

TITLE: Rollin' Down the River: An Interdisciplinary Study.

AUTHOR: Sammons, Laney; Waters, Jeannie

PUBLICATION_DATE: 2000

JOURNAL_CITATION: Social Studies and the Young Learner; v12 n4 p10-13 Mar-Apr 2000

ABSTRACT: Describes an interdisciplinary unit, "Rollin down the River," where second grade students at the Winship Geography/History Magnet School (Macon, Georgia) learned about the local Ocmulgee River and the town of Macon. Includes a bibliography of children's literature and teacher resources. (CMK)

ERIC_NO: ED457092

TITLE: When You Were Born...Connecting the Past and Present by Building a Model Community.

AUTHOR: Blackburn, Lynne Michel; Flock, Kathy; McNaney, Wendy; Hewett, Linda

PUBLICATION_DATE: 1999

ABSTRACT: This instructional unit was built upon the idea that most of the children from a second and a sixth grade classroom already had some knowledge about the social history of their community in Loveland, Colorado. The teachers implementing the unit helped these students make connections between the past and present and thereby develop an understanding of time and chronological relationship in Loveland history. Research for the unit began by having the second and the sixth grade class complete a chart that helped students verbalize what they believed life was like "long ago," "close to now," and "now." The chart addresses the social history of Loveland and includes transportation, communication, and social relations. Students were read historical books about Loveland and, working with primary sources including photography, were encouraged to make connections in their drawings and writings as they examined artifacts, took a walking tour of the area, and participated in a community day with guest speakers. As a culminating activity, students built three model communities of Loveland (long ago, close to now, and now) and discussed the models in small groups. This document describes the unit, contains an example of the social history chart, and provides instructions for the 10-lesson unit. (BT)

ERIC_NO: ED461597

TITLE: Exploring Family Roots. Grade 2 Model Lesson for Standard 1. California History-Social Science Course Models.

AUTHOR: Hutchens, Dorothy; Hutton, Lisa; Rickett, Elizabeth

PUBLICATION_DATE: 2001

ABSTRACT: One of the best ways to engage children in history is by involving them in activities related to their own lives' experiences. This unit gives students an opportunity to study history through a familiar and relevant topic: families. Suggested time for unit implementation is 8 weeks. Students explore family roots, traditions, and how daily life has changed or remained the same; learn how to think critically about history by examining primary sources such as artifacts and photographs; learn how to interview another person to investigate the past; begin to see their places in history and how family history helps define people as individuals and members of a larger society; and have a chance to study the daily lives of people, ideally their own ancestors, who lived long ago and compare that existence with their own lives and the lives of their parents and grandparents. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities, offers extended/correlated activities, and lists extensive topic resources. Appended are sample worksheets. (BT) AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: EJ464716

TITLE: The Living Museum.

AUTHOR: Merrill, Mary

PUBLICATION_DATE: 1992

JOURNAL_CITATION: Social Studies Texan; v8 n2 p33 Fall 1992

ABSTRACT: Presents a lesson plan for a second-grade class project. Suggests that the students will learn to identify the word "famous," complete a timeline for a famous person, learn facts about the person, and express individual thoughts and feelings. Explains the steps involved in the presentation of a living museum where students portray famous people. (DK)

ERIC_NO: EJ471707

TITLE: Choosing Literature for Second Grade Social Studies Instruction.

AUTHOR: Bohlen, Donald C.; Corbin, Denee J.

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Southern Social Studies Journal; v18 n2 p19-24 Spr 1993

ABSTRACT: Asserts that using children's literature in primary grades enhances learning and helps achieve social studies objectives. Reports on survey of educators that identified 10 books, 7 book series, and 7 common characteristics of books or series that led to their selection. Includes chart indicating how these characteristics corresponded to social studies objectives in North Carolina Standard Course of Study. (CFR)

ERIC_NO: EJ436507

TITLE: Developing Civic Discourse: A 2nd-Grade Example.

AUTHOR: Knipping, Nancy Y.

PUBLICATION_DATE: 1991

JOURNAL_CITATION: Childhood Education; v68 n1 p14-17 Fall 1991

ABSTRACT: Describes a discourse created by second graders who were deliberating about important social issues in the course of discussing a story. (BB)

ERIC_NO: ED350181

TITLE: Responsabilidad = Responsibility. Level II. Student Book and Teacher's Edition.

PUBLICATION_DATE: 1989

ABSTRACT: This curriculum presents an overview of responsibility as a concept intrinsic to the functioning of a democratic society. The curriculum has been developed to provide students with

an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility effectively and wisely. The curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of responsibility and its social, political, and legal aspects. This edition of the curriculum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks: "Que es la responsabilidad?" (What is responsibility?) Unit 2 asks: "Cuales seran los beneficios y los costos de cumplir con la responsabilidad?" (What might be some benefits and costs of fulfilling responsibilities?) Unit 3 asks: "Como decidir que responsabilidades cumplir?" (How should one choose among competing responsibilities?). Unit 4 asks: "Quien es responsable?" (Who should be considered responsible?). Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

ERIC_NO: ED350180

TITLE: Justicia = Justice. Level II. Student Book and Teacher's Edition.

PUBLICATION_DATE: 1989

ABSTRACT: This curriculum is designed to help students understand and apply basic principles and considerations useful in examining issues of justice so they can determine for themselves what would be just in a particular situation. From such activities, students should gain an increased awareness of the importance of justice in their own lives and its place in contemporary society, and an increased capacity and inclination to deal with issues of justice effectively and wisely. In order to deal with the broad range of issues of justice, this curriculum is organized according to a common classification scheme that breaks down such issues into questions of distributive justice, corrective justice, and procedural justice. This edition of the curriculum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks, "Que es la justicia?" (What is justice?) Unit 2 asks, "Como resolver problemas de justicia acerca de lo que le toca a cada uno?" (How can you solve problems of the fairness of who gets what?--Distributive justice.) Unit 3 asks, "Como resolver problemas de lo que es justo hacer para corregir un dano?" (How can you solve problems of fair ways to make things right?--Corrective justice). Unit 4 asks, "Como resolver problemas sobre lo que es justo hacer para saber algo que ha pasado y para tomar decisiones?" (How can you solve problems of fair ways to find out things and make decisions?--Procedural justice.) Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

ERIC_NO: EJ368156

TITLE: Rules and Responsibilities.

AUTHOR: Henderson, Meredith

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Update on Law-Related Education; v12 n1 p14 Win 1988

ABSTRACT: Presents two lessons for grades 1-4 which help students understand responsibility by considering situations from children's literature; in this case, THE PIED PIPER OF HAMELIN by Browning and FANTASTIC MR. FOX by Dahl. Provides discussion questions, suggestions for role playing, and a mock trial activity which involves students with visiting attorneys. (GEA)

ERIC_NO: ED349214

TITLE: Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.

PUBLICATION_DATE: 1991

ABSTRACT: This social studies curriculum guide for grade 2 in the Metropolitan School District of Warren Township, Indiana, contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social

studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Much of the guide is devoted to section nine, the strategies for classroom use. Seven strategies are outlined and discussed: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the grade 2 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time required. A course of study time frame describes, in sequence for the social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

ERIC_NO: ED313275

TITLE: Social Studies Grades 1-3: Teacher Resource Manual.

PUBLICATION_DATE: 1989

ABSTRACT: This teacher resource manual focuses on the Alberta, Canada social studies curriculum for grades one through three. The manual has five main sections. (1) "Introduction to the Program" discusses the program goals and objectives. The importance of problem solving and decision making skills are stressed, and strategies are discussed for teaching these skills with in the social studies context. Content of the social studies curriculum is also covered in this section. (2) "Planning for Instruction" provides a developmental framework, discusses learning styles, and includes many charts to assist the teacher in yearly and unit planning. (3) "Strategies and Activities" offers ideas that might be utilized by teachers for planning and teaching. Examples of the activities covered are group work, learning centers, role playing, interviews and field studies. (4) "Evaluation" discusses various ways to evaluate how well the teaching objectives are being met. Sample checklists, student self-evaluation forms, questionnaires, and tests are provided. (5) "Sample Units" contains a sequential series of lessons, exemplifying one way to teach a topic. A sample unit is provided for each of three topics in grades one through three. Grade one topics are my school, my family, and other Canadian families. Grade two topics are people nearby, people in Canada, and people in the world. Grade three topics are Alberta's geography and people, Alberta's people in history, and a comparative study between Alberta and Quebec. An appendix provides the policy of the Alberta Department of Education on controversial issues in the classroom. (CT)

ERIC_NO: EJ574497

TITLE: Learning About Community: What Second Graders Can Teach Us.

AUTHOR: Curtiss, Kerry; Curtiss, Pamela

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Teaching and Change; v5 n2 p154-68 Win 1998

ABSTRACT: Depicts efforts by a second-grade teacher and her students to understand the complex issues of and interact within a community that they conceptualized, built, and lived in. The study examined how students gained civic competence and made informed decisions. The results show how students struggled to understand, cope with, and solve problems that they encountered along the way. (SM)

ERIC_NO: ED462332

TITLE: Making and Carrying Out Laws. Grade 2 Model Lesson for Standard 3. California History-Social Science Course Models.

AUTHOR: Reems, Kimberly; Porter, Priscilla

PUBLICATION_DATE: 2001

ABSTRACT: During kindergarten students learn that being a good citizen involves acting in certain ways. In grade 1 students study about making rules by direct democracy and by representative democracy. This concept is developed further in grade 2 as students learn about electing the people who make the laws, carry out the laws, and enforce the laws. This unit is designed as a simulation to introduce students to the institutions and practices of the U.S. government. It is divided into three major parts that correspond to the three branches of the U.S. government. Four weeks is suggested for unit implementation with the recommendation that the teacher coordinate the unit with a national, state, or local election. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for

the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. Lists extensive resources for the sample topic. Appended are sample worksheets. (BT) AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED348301

TITLE: A Resource File for Social Studies in Utah. Level 2: Community Relationships.

PUBLICATION_DATE: 1991

ABSTRACT: This resource file contains information for Utah elementary school teachers to help their level 2 students meet the state's instructional objectives in the social studies. This particular student level emphasizes community relationships. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include listing and discussing jobs of people in the community who produce goods (economics) and describing and illustrating contributions of different cultures which are evident in every community (anthropology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

CHAPTER SIX

Teaching History for Citizenship Learning in the Third Grade

Focus Questions:

- *What expectations do West Virginia and Arizona have for third graders' history for citizenship learning?*
- *How can teachers help third graders achieve these expectations?*
- *What materials and resources are available to support third grade history for citizenship lessons?*

Third Grade History for Citizenship Expectations of West Virginia and Arizona

Many states provide their teachers with social studies learning goals that support history for citizenship learning in the third grade. West Virginia¹, for example, focuses its third grade social studies curriculum on the study of communities. History is employed to show how communities change over time. Students are supposed to “make historical inferences by analyzing artifacts and pictures,” “research and report on major inventions (e.g., printing press, steam engine, cotton gin, reaper) and indicate their impact upon society,” “explain the historical significance of major events, people, and their contributions,” “investigate ways the present culture is similar to and different from the culture of Native Americans and people of other historical time periods,” “explain how diversity in the heritage, culture, ideas, and opinions of others is important,” “explain the impact that railroads and other forms of transportation had on

¹ <http://wvde.state.wv.us/igos/menuss.html>

western expansion,” and “recognize portions of famous speeches and writings (e.g., John F. Kennedy- inaugural address, Martin Luther King- ‘I Have a Dream’ speech).” Third grade students are also expected to “analyze and construct timelines, charts, and graphs to interpret historical data,” “sequence a series of pictures that reflect historic change (e.g., transportation, technology, agriculture).” In the area of civics, they are expected to “compare and contrast the lawmaking function of government to the legislative branch at local, state, and national levels,” “compare and contrast leaders and their length of terms and qualifications in the executive branch of government at local, state, and national levels,” “research and identify laws passed for public safety (e.g., bicycle helmets, speed limits, handicapped access, fire regulations),” and “resolve classroom dilemmas by using the democratic process of majority rule.” Students are supposed to “explain the significance of patriotic symbols, holidays, celebrations, and famous people (e.g., American flag, national anthem, Pledge of Allegiance, and Capitol),” “identify people in the community who volunteer for public service,” “give examples of rules and laws that protect our health, our safety, our property, and make our lives more pleasant,” “develop rules for cooperative group work and attainment of group goals,” “set criteria for ‘fair’ rules and identify characteristics of unfair rules,” and “cite examples to show how groups and individuals can make a difference in the community.” They are also supposed to “identify functions of government and which officials are charged with various responsibilities,” “know what majority rule means and give examples of that concept in democracy,” “explain the concept of owning property and the rights and responsibilities of property ownership,” “explain the primary functions of county commission, city council, school board, branches of state legislature, and branches of Congress,” “list the qualifications at the federal level for being a member of the House of Representatives, the Senate, the President, and the lengths of their terms in office,” and “identify and explain the similarities and differences of various public officials (e.g., president of United States, mayor, governor).”

Arizona², by contrast, offers fewer objectives, but still offers a focus that encourages history for citizenship. In the area of history, Arizona recommends that students be engaged in “using primary source materials, including photographs, artifacts, interviews, and documents” and that they learn about the “symbols, customs, and oral traditions of an Indian community of Arizona, including the significance of the Eagle Feather, trade networks, decorative arts, housing, songs, and dances.” Furthermore, it expects that students will learn “how past cultural exchanges influence present-day life, including food, art, shelter, and language,” and know “examples of individual action, character, and values.” Arizona also wants students to be able to “describe the stories of important American heroes and their contributions to our society, with emphasis on those who secured our freedom, including George Washington, Benjamin Franklin, and Thomas Jefferson,” and “those who fought for the rights and freedoms of others, including Chief Joseph, Chief Manuelito (Navajo, the Long Walk), Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., and Cesar Chávez.”

In the area of citizenship, Arizona wants its third graders to learn about “the varied backgrounds of people living in the United States and the ways they have become members of one nation, with emphasis on our shared principles, goals, customs, and traditions [and] the diversity in one’s school and community and the benefits and challenges of a diverse population.” It expects that students will be able to “identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time, with emphasis on the Pledge of Allegiance, and the songs that express American ideals, including the National Anthem and America the Beautiful.” By the end of the third grade students are supposed to know “the significance of the national holidays and the heroism and achievements of the people associated with them, including Thanksgiving, Presidents’ Day, Martin

² <http://www.ade.state.az.us/standards/sstudies/default.asp>

Luther King, Jr. Day, the Fourth of July, Labor Day, and Veterans' Day," and "the American symbols, landmarks, and essential documents, including the Declaration of Independence, the flag, the bald eagle, and the Statue of Liberty." Furthermore, they should be able to "describe the rights and responsibilities of citizenship, with emphasis on the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, the importance of participation and cooperation in a classroom and community, why we have rules and the consequences for violating them, [and] the responsibility of voting.

Finally, Arizona's third graders should be able to "describe the basic structure and concepts of the United States government, with emphasis on making of rules by direct democracy and by representative democracy, the three branches of government as represented by the president, Congress, and the Supreme Court, how Arizona and the other states combine to make a nation, [and] the levels of government, including the role of local, tribal, state, and national governments."

Reflection On Themes in National Standards

The K-4 National Center for History in the Schools (NCHS) standards³ coincide well with the learning recommended by West Virginia and Arizona. For example, the NCHS standards expect that "The student understands the history of indigenous peoples who first lived in his or her state or region," and that they will "develop a timeline on their state or region and identify the first inhabitants who lived there, each successive group of arrivals, and significant changes that developed over the history of their state or region." They also specify that students be able to "Explain the importance of the basic principles of American democracy that unify us as a nation: our individual rights to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power

³ <http://www.sscnet.ucla.edu/nchs/standards/>

held by the people and delegated by them to their elected officials who are responsible to those who elected them to office.”

The National Standards for Citizenship and Government⁴ (NSCG) also support the goals recommended by West Virginia and Arizona. They present the expectation that third grade students be able to “identify fundamental values and principles as they are expressed in the Declaration of Independence, Preamble to the United States Constitution, the Bill of Rights, Pledge of Allegiance, speeches, songs, and stories,” and that students know their “personal responsibilities, e.g., taking care of themselves, accepting responsibility for the consequences of their actions, taking advantage of the opportunity to be educated, supporting their families,” and their “civic responsibilities, e.g., obeying the law, respecting the rights of others, being informed and attentive to the needs of their community, paying attention to how well their elected leaders are doing their jobs, communicating with their representatives in their school, local, state, and national governments, voting, paying taxes, serving on juries, serving in the armed forces.”

The third grade curriculum generally assumes that students possess basic reading, writing, and math skills. While individual children often invalidate this assumption, third graders are clearly at a point in their education where much can be gained from good history-for citizenship instruction. The West Virginia and Arizona standards are typical of those of many other states. More important, they suggest many history for citizenship learning experiences that third grade teachers should provide if we wish to continue our nation’s experiment in self-government. The material that follows provides a variety of resources to support this important part of the third grade school curriculum. Finely detailed, fully scripted lesson plans that teach the standards are provided as models of high quality history for citizenship instruction. These are followed by a group of activity ideas that also match various state and national standards. The chapter closes with a list of journal articles and documents from the ERIC database that address third grade history for citizenship. Web site resources are provided in the last chapter.

⁴ <http://www.civiced.org/k4erica.htm>

SAMPLE LESSON PLANS

Lesson Plan #1: Parks, Playgrounds, & Programs: Changes In City Recreation

Overview: Cities offer a variety of recreational facilities and opportunities that often reflect elements of the social and political environment. Public parks, theaters, parades, and recreation programs all contribute to the quality of life, but as a public service and expense they often reflect elements of public controversy. Examining the history of these services can help us understand much about the social history of a city. This lesson plan uses a variety of resources to help students investigate the history of recreation in their city.

Concepts/Vocabulary: recreation, public versus private park facility, history, oral history, historical document, primary source, secondary source, civil rights legislation, city government

Main Ideas:

- Our city's public parks, playgrounds, and programs have changed (often growing) over time.
- Changes result from a variety of factors such as changes in leadership, finances, law, technology, and population movements.
- City recreation programs are paid for by taxes and are targeted to specific areas and populations
- Wealthy citizens often take advantage of private recreation facilities.

Objectives: As a result of this lesson, students will:

- gain an understanding of the importance of public recreation to a community
- become familiar with the history of their city's public recreation program and be able to describe significant changes that have taken place over time in the recreational facilities and opportunities of their community
- map the locations of parks, public swimming pools, and other recreational facilities as the city grew
- investigate the ways in which older community members spent their free time when they were third graders.

Time Required: Approximately ten 30-minute class sessions

Materials/Resources Required: present day and historic maps of your city, newspaper articles on recreation topics, senior community members willing to serve as oral history resources; information and resource people from city planning and recreation departments

Preparation Before Teaching: Enlist the help of your media center librarian and/or local newspaper to identify newspaper articles about recreation in your community. Contact the recreation department and explain that you are interested in its history. Get the names, addresses, and phone numbers of resource people who work in recreation and call them on the phone to explain your project. Make arrangements for guest presentations.

Note: If you can trace your city's recreation program back to the early 1930s, then you may have an opportunity to show the effect that the Civil Rights Movement had on public recreation facilities.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. Begin this lesson by asking your students if they know what the word "recreation" means. After discussing the term and looking up the definition, take a brief survey of the types of recreation activities in which the students, their friends, and their families engage. List the students' responses on the board and note the frequency of each type of activity and determine whether it requires or is aided by the presence of a city.

Note: Recreation opportunities and facilities differ from region to region. For example, rural areas may support pursuits such as fishing, camping, hunting, and skiing while large cities may offer large public concerts, museums, and ice-skating rinks. Phenomena such as YMCA's, Boys' and Girls' Clubs, amusement parks, pedestrian parks, swimming pools, bike paths, and other facilities tend to be located in and around cities. In addition, certain activities such as automobile or boat shows and professional sporting events such as baseball and basketball are found in cities.)

2. Tell the students that some of what they like to do for recreation could not have been done years ago (for example: video games, television, and movies). State that the way in which people recreate has changed over time and that the types of leisure activities which city life supports also have changed. Announce that they are going to investigate the way in which recreation has changed over time in their city and that the first step is for them to realize how the city supports their recreation opportunities.

Developing the Lesson...

3. Using a recent map of the city, have the students locate city parks, swimming pools, and other places used for recreation. (You may wish to divide the class into groups, letting each group locate a different type of facility.) Repeat this exercise with older maps of the city. Compare and discuss the meaning of the results.

4. Invite in one or more senior citizens to talk about what they did for recreation when they were nine or ten years old. Show the resource person the maps and the data about what the students do today. See if the resource person can identify when some of the parks and other facilities were added. Decide which activities could not have been done when the resource person was in the third grade.

5. Bring in information and resource presenters from the city planning and recreation departments. Ask these individuals to describe the growth of recreation facilities in and around the city. Ask them to share information and any special purpose maps they may have on future recreation development.

6. Ask your recreation resource person about funding for department programs and decisions that have to be made regarding services. Ask about the relationship between private and public recreation facilities. In particular, ask if private recreation facilities compete with or lessen the support for public facilities. For example, should your city build a public golf course if it already has one or more private courses?

Closing the Lesson...

7. Take a sack lunch field trip to one of your city's parks. Pack Frisbees and other outdoor equipment. Before leaving to return to school, gather everyone

around and discuss the benefits of having such places and how important they are to the quality of life in your city.

Evaluating the Lesson:

Ask your students to write answers to the following questions:

1. What are some ways in which the recreational opportunities of our city have changed over time?
2. What things caused our recreational facilities and opportunities to change?
3. Who pays for public recreation?
4. Why is public recreation important?

Ideas for Enrichment, Extension, and Adaptation:

- Invite a retired zoo director or some other person who planned and managed one or more of your city's recreational facilities into the classroom. Have him or her bring in photographs and talk about how things have changed.
- Survey parents and grandparents regarding their recreation experiences years ago. Ask them how things have changed.
- Imagine a city without a single recreational opportunity. Describe what would be missing and what life would be like without such recreation.
- Contact local recreation groups such as those for skateboarders, cyclists, hikers, bird watchers, and rock climbers to come in and share their enthusiasm and knowledge.

Lesson Analysis:

This lesson plan engages students in historical research that is targeted on an important quality of life aspect of city government. The plan has the potential to build insights into complex and contested areas of a city government's decision-making and problems that spring from race and social class discrimination.

Lesson Plan #2: Writing A Mini History Of Your City

Overview: This lesson challenges students to keep track of news about their city and make decisions about what people, events, and places will be included in a month's history. The activity uses a bulletin board, the local newspaper, and a

current events format as vehicles to motivate the data collection phase of the history project. Students are asked to group, interpret, and interrelate the news items as the bulletin board fills. The teacher holds discussions concerning which items seem to be the most important and helps the students write and publish a history of the month.

Concepts/Vocabulary: history, historical narrative, historical document, primary source, secondary source, news

Main Ideas:

- Our city's newspaper reports many, if not most, of the historic happenings in our city.
- The news over a month can be organized, condensed, and re-written as a history.
- Deciding what goes into a history and how it is represented to the reader is serious and hard work.
- No two histories of the same place and time will read the same despite that fact that they refer to the same reality.
- A good part of a city's history will be composed of items that relate to the operation of government and citizens' involvement with government actions

OBJECTIVES: As a result of this lesson, students will:

- study, sequence, and write a brief history of a month of events in their community
- experience the process of doing history
- describe what makes an event worthy of being included in history
- better appreciate the nature of history

Time Required: Twenty 30-minute class periods

Materials/Resources Required: several daily copies of the local newspaper; bulletin board space; guest appearances from a local newspaper editor, a reporter, and a city official; computer with projector display; multicolored yarn; thumbtacks

Preparation Before Teaching: Send a note home to parents explaining this project. Ask several parents to donate their newspapers or ask if the local paper will supply your need.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. Begin this lesson on the first of the month by bringing in a copy of the local newspaper. Clip all of the local news items, including obituaries, and distribute them to the class for silent reading.
2. Ask the students to write their names and the newspaper's date on the top of their article. Share the news items. (Some students may want to read their news items, but others might just want to tell the topic of their item and what it says.) As the students share the items, post them on a bulletin board. (You may pre-select likely headings or let them develop based on class discussion.) Inform the students that with your help they are going to track the history of the community for a whole month, using the newspaper as their source of information. (Tell students who don't get the newspaper at home that you will bring in the newspaper so they can take part in the assignment.)

Developing the Lesson...

3. Read the newspaper and share the news daily or every other day. As more items are posted on the bulletin board, spend increasing amounts of time asking the students to categorize and interrelate them. Make sure that dates are written on every article so that correct chronology can be maintained. As categories and interrelationships are formed, ask the students to begin to make judgments concerning which items are most important, focusing on what makes a news item important for their purpose of writing a history of a month for their community. For example, consider the number of people affected by the event, the number of things that will have to change as a result of the event or the irreversibility of the event. More concretely, compare the probable influence of the completion of a newly completed bypass versus simple road repairs or the murder of the mayor versus the murder of a teen gang member.

4. Near the end of the first week, attempt to write a history of the events that have been clipped and posted. Let the students dictate sentences while you write on the board or, preferably, a computer with projector. Make additions and revisions as needed, demonstrating the writing process. Stress the need for a chronologically correct narrative that is as accurate as possible. Post the history you write near the bulletin board and run colored yarn or string to the news items that were included. Note for the students that this makes a nice visual representation of the way in which history must select only certain items from among many.

5. Continue the project for the remaining weeks, repeating the processes and making any adjustments needed or suggested by the students. Don't hesitate to move clippings when new relationships emerge. You may also have to begin stacking or overlaying news items of a similar type, such as obituaries.

Closing the Lesson...

6. Toward the end of the month place more effort on producing a written history of the month. Review the weekly histories as well as the individual news items on the bulletin board. Ask the students to identify which items seem to have the greatest potential for making a long-term impact on the welfare of the city. Suggest that these items should be covered more thoroughly than items with less importance that might have received a greater amount of newspaper space, such as automobile wrecks.

7. Copy the history of the month and distribute it to parents, teachers, and other interested people. Invite the mayor, a city council member, or the newspaper editor to class and have him/her react to the history project. See if there are items that he/she might add which either were not mentioned in the paper or were omitted by the students.

Evaluating the Lesson:

Ask the students to write answers to the following questions:

1. What were some of the major events that happened in our city during the past month? In what order did the events happen?
2. What types of news items tend to be the ones that get included in a local history? Why?

3. What have you learned about history from this project?

Ideas For Enrichment, Extension, and Adaptation

- Have another class perform this same activity while you do. Compare the results of their work with yours. How similar were the histories? How similar were the bulletin boards? Which history is more accurate? Which is more interesting? Why?
- Invite a professional historian to help supervise this activity.
- Use another bulletin board to collect news items about cities in other areas of the country. Is the type of information that gets reported about these cities different from what is reported about your local community? Do the stories about other cities seem more likely to be those that would get noted in history? Why or why not?

Lesson Analysis:

This lesson plan directly engages students in the act of writing an historical narrative for their city. In writing this history, students confront the issues of selectivity and bias in history and they learn about important relationships between citizens and their government.

Additional Activity Ideas

1. Take a tour of old buildings in your city. Note their original use and trace their history and different uses to the present. Try to discover the reasons for changes in use. Talk with previous and present tenants to discover any unique or little-known stories about the building. Write a building history and illustrate it on a time line. Share this product with the present tenants and the local historical society.
2. Take part in an historic preservation effort. Raise funds, participate in renovating some portion of the project, or help investigate and tell the history of the structure.
3. Work in small groups to investigate and compare the histories of several American cities such as San Francisco, New Orleans, New York, and Miami. Illustrate the way the cities looked in different time periods. Find out why people came to these cities, what problems they experienced, and what roles these cities played in the development of the United States.
4. Contact the city planning department, the library, the newspaper, and the local historical society to locate resources to support an investigation of the recent history of your own city. Look for resources such as photographs, written histories, newspaper files, and resource people.
5. As a long-term project, engage the students in researching and writing "invention histories" for a variety of objects such as the toothbrush, the light bulb, the telephone, the music CD, computer printers, computer monitors, the CD player, and the cruise control feature on automobiles. For each of these histories, include information about the effects of the changes on society and common people. Also consider how these invention changes either aided, inhibited, or changed the nature of citizenship in our democracy. For example, the cell phone has had an impact on 911 calls, email has increased citizen feedback to legislators, and government Web sites have greatly increased access to government information and services.
6. Take a field trip to a ghost city. Visit the cemetery and try to determine when the city was thriving. Hypothesize about what might have caused the city to die.

Upon returning, locate information about the city and share it with the class. Try to identify a resource person who once lived in the city (or had a relative who lived in the city). Share the results of your investigation with this person and find out how he/she viewed the city's history.

7. Research in depth a single historical culture of Native Americans. Write a report on their traditional culture that includes their conceptions of citizenship and government. Further investigate and report on this same culture's views of their contemporary citizenship and government.

8. As a year long project, work with the local historical society to learn about the leading citizens of your community. Read and discuss biographies if they exist and then have students write their own biographical sketches of these local heroes. Compile the biographical sketches along with copies of photographs and place them in a scrapbook binder.

9. Investigate the early history of your community, paying particular attention to the development of its government, infrastructure, and civic events.

10. Explore your community's reaction to any tragedy in its past such as a flood, fire, explosion, tornado, hurricane, civil unrest, or riot. Use old newspapers to gain an overview of the event, but include in your research eyewitness accounts and other sources of information.

**RESOURCES ON THIRD GRADE
HISTORY FOR CITIZENSHIP INSTRUCTION
FROM THE ERIC DATABASE**

The following resources were identified by searching the ERIC database of education-related literature using ERIC Descriptors such as "Grade 3," "History Instruction," and "Citizenship."

Journal articles listed in the ERIC database (identified by an "EJ" ERIC number such as EJ404290) can be obtained in libraries, through interlibrary loan services, from the originating journal publisher, or for a fee from article reproduction vendors such as INFOTRIEVE (e-mail: <service@infotrieve.com>, toll-free telephone:1-800-422-4633, URL: <<http://www4.infotrieve.com>>) or INGENTA (e-mail: <ushelp@ingenta.com>, telephone: (617) 395-4046, toll-free telephone :800-296-2221, URL: <<http://www.ingenta.com/>>.) Please refer to citations for other specific availability information

Documents listed in the ERIC database (identified by an "ED" ERIC number such as ED460067) can be obtained in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide. To identify your local ERIC Resource Collection, point your Web browser to: <http://wdcrobcol02.ed.gov/Programs/EROD/eric_search.cfm>. In addition, many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Documents are also available selectively in a variety of formats (including microfiche, paper, and electronic) from the ERIC Document Reproduction Service for a fee (telephone: (800) 443-ERIC, email: <service@edrs.com>, online order form: <<http://edrs.com/Webstore/Express.cfm>>). Please refer to citations for other specific availability information

ERIC_NO: EJ426403

TITLE: Using Children's Literature to Teach about the American Revolution.

AUTHOR: Drake, Janet J.; Drake, Frederick D.

PUBLICATION_DATE: 1990

JOURNAL_CITATION: Social Studies and the Young Learner; v3 n2 p6-8 Nov-Dec 1990

ABSTRACT: Reports on an ethnographic study in which the teacher of a combined third and fourth grade class reads historical literature from the U.S. Revolutionary period to students daily for nine weeks. Finds that study of historical content through literature is appropriate at these grade levels. Reports student enthusiasm for this activity. (SLM)

ERIC_NO: EJ515415

TITLE: Bread Baking Contest.

AUTHOR: Blanchette, Amy; And Others

PUBLICATION_DATE: 1995

JOURNAL_CITATION: Canadian Social Studies; v29 n4 p24-27 Sum 1995

ABSTRACT: Describes a classroom project in which elementary students bake homemade bread to learn about the settlement period in Canadian history and the early history of the students' community. Maintains that students learn to compare the lifestyle of the past with the present. (CFR)

ERIC_NO: EJ487701

TITLE: Third Graders as Historians.

AUTHOR: Swayne, Renee

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy; v16 n2-3 p8-9,35 Spr-Sum 1994

ABSTRACT: Describes the use of "idea books" (journals) with third graders as part of their history/social studies instruction. Discusses entries from units on Christopher Columbus and on George Washington. (SR)

ERIC_NO: EJ436542

TITLE: "They Thought We Were Better than Recess."

AUTHOR: Lewis, Becky; And Others

PUBLICATION_DATE: 1991

JOURNAL_CITATION: Hands On; n39 p39-43 Spr 1991

ABSTRACT: Describes a project in which high school seniors in the second semester of a local history class learned teaching strategies and the Foxfire core practices and then taught local history to third graders. Includes comments from seniors and letters from third graders. (SV)

ERIC_NO: ED462338

TITLE: Symbols and Landmarks--National and Local. Grade 3 Model Lesson for Standard 4. California History-Social Science Course Models.

AUTHOR: Keir, Wendi

PUBLICATION_DATE: 1999

ABSTRACT: Students study U.S. national holidays, symbols, songs, and landmarks to understand and appreciate the meaning and significance of the nation's ideals of liberty, justice, and equality. Through lessons, discussions, discovery activities, and cooperative group work, students understand how and when various U.S. traditions represent and convey the country's ideals. The U.S. flag is a unifying theme for the unit. Students analyze its symbolism, learn patriotic songs about the flag, seek information about monuments associated with the flag, and look for ways the flag is used to observe and celebrate national holidays. Students acquire an understanding about the nation's traditions and a sense of pride in the country. Students realize the emotional power of the nation's symbols and songs and appreciate the citizens and events honored on national holidays or with national monuments and landmarks. Suggested time for unit

implementation is 4 weeks. The lesson plan discusses the significance of the topic; lists focus questions; offers literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities, explains assessment methods, offers extended/correlated activities, and lists resources for the sample topic. Appended are song lyrics, poems, flag facts, the Pledge of Allegiance, additional information, and sample worksheets. (BT) AVAILABILITY: For full text: <http://www.history.ctaponline.org/center/>

ERIC_NO: EJ568031

TITLE: Hot on the Campaign Trail! Teaching Social Studies through Drama.

AUTHOR: Barnes, Mary Kathleen

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Social Education; v62 n4 p218-21 Apr-May 1998

ABSTRACT: Profiles the activities of a third-grade class that used role playing to understand the functions and components of the federal government. Describes learning activities simulating (1) representatives of the people, (2) the legislative branch, (3) the judicial branch, (4) the executive branch, (5) political parties, and (6) political campaigns. (MJP)

ERIC_NO: ED299193

TITLE: Elementary Citizenship: A Study of Civic Values Via R. Freeman Butts' Decalogue.

AUTHOR: Hodge, R. Lewis

PUBLICATION_DATE: 1988

ABSTRACT: Recent concern about citizenship education has resulted in the examination of how civic values are presented in the classroom. Using the 10 civic values from R. Freeman Butts' "The Revival of Civic Learning," two third grade classrooms and their teachers are observed, and the textbooks for reading, social studies, and health are examined to determine how Butts' civic values are taught at this grade level. The 10 values are justice, freedom, equality, diversity, authority, privacy, due process, participation, personal obligation for the public good, and international human rights. From the classroom observations, the civic values of justice, freedom, equality, and authority occur through teacher-student interaction, and all the values except international human rights appear throughout the daily lessons. From the textbook examinations, all the values except privacy are presented through statements, photos, or actions, and these values occur more frequently in textbooks where the civic value played a larger role. For example, participation appeared eight times in the social studies' textbook compared to only once in the health textbook. While the civic values are spoken of or are practiced in the classrooms, they are not prevalent. The conclusion is that Butts' decalogue is not commonly understood or taught by teachers if these two third grade teachers and classrooms are representative of others. (DJC)

ERIC_NO: ED348302

TITLE: A Resource File for Social Studies in Utah. Level 3: Comparative Communities and Environments.

PUBLICATION_DATE: 1991

ABSTRACT: This resource file contains information for Utah elementary school teachers to help their level 3 students meet the state's instructional objectives in the social studies. This particular student level emphasizes comparative communities and environments. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing how groups utilize the environment to secure their basic needs (geography) and explaining how an invention influences change in human society (history). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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ERIC_NO: EJ492070

TITLE: Civic Participation in Third Grade Social Studies Textbooks.

AUTHOR: Wade, Rahima C.; Everett, Susan

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Social Education; v58 n5 p308-11 Sep 1994

ABSTRACT: Asserts that, although active citizenship is heralded as the goal of social studies, few textbook studies have attempted to define or examine civic participation. Reports on a study of the treatment of citizenship in four widely used third-grade textbooks. Finds that, although the texts are largely supportive of mainstream political values, they encourage students to see themselves as active participants in their communities. (CFR)

ERIC_NO: EJ420701

TITLE: The We-Search Process: Using the Whole Language Model of Writing to Learn Social Studies Content and Civic Competence.

AUTHOR: Heacock, Grace Anne

PUBLICATION_DATE: 1990

JOURNAL_CITATION: Social Studies and the Young Learner; v2 n3 p9-11 Jan-Feb 1990

ABSTRACT: Demonstrates teaching citizenship through student involvement in current issues. Presents We-Search--a process using the whole-language approach for group research projects in a Fairbanks, Alaska, third grade class. Highlights class projects, including one concerning transportation of plutonium across international borders. Emphasizes how We-Search fosters civic competence. (CH)

ERIC_NO: EJ407814

TITLE: In Training to Be a Citizen: The Elementary Student and the Public Interest.

AUTHOR: Bragaw, Donald H.

PUBLICATION_DATE: 1989

JOURNAL_CITATION: Social Science Record; v26 n2 p27-29 Fall 1989

ABSTRACT: Encourages educators to use participation projects to develop active, socially concerned citizens. Views school as a place where students learn to negotiate problems and issues of society. Provides examples of projects where students and teachers plan integrated units using social studies as the basis for teaching. (NL)

ERIC_NO: ED366530

TITLE: Integrating Thinking Skills into the Third Grade Social Studies Curriculum.

AUTHOR: Westwood, Geraldine E.

PUBLICATION_DATE: 1993

ABSTRACT: This practicum was designed to help third grade students develop critical thinking skills of application, analysis, and synthesis in social studies activities. Teachers were unhappy with the teaching of social studies as it existed. Among the contributing causes were the lack of a critical thinking program, an over-dependence on commercially prepared worksheets, and the lack of student opportunities to explore their environment. Specific strategies were developed that addressed the integrating of thinking skills into the third grade social studies curriculum. The solution was to stress thinking skills through the teaching of three to five thinking skill strategies, problem solving techniques, the use of cooperative learning, wait time, and high level questioning techniques. Teachers also wrote and published six social studies units that were shared with other teachers. Although not all objectives were met, significant growth in thinking skills did occur. Most children showed improvement in application, synthesis, and analysis skills. Creative thinking was fostered by participation in an invention fair. Teacher in-service training sessions were another component of this practicum that was well received. (Author/SG)

ERIC_NO: EJ433706

TITLE: Integrating Geography Skills and Local History: A Third Grade Case Study.

AUTHOR: Whitlow, Fay R.; Sidelnick, Daniel J.

PUBLICATION_DATE: 1991

JOURNAL_CITATION: Social Studies Journal; v20 p33-36 Spr 1991

ABSTRACT: Discusses a study unit that integrated geography skills, language arts, and local history. Identifies the objectives of the lesson. Explains that students gathered information through interviews, letter writing, newspaper articles, and other research. Reports that students ultimately constructed a three-dimensional model of their community. (CH)

ERIC_NO: ED378077

TITLE: The Development of Racial Stereotypes in Children and Education's Response: A Review of the Research and Literature.

AUTHOR: Strech, Lorie L.

PUBLICATION_DATE: 1994

ABSTRACT: This paper discusses stereotypical racial beliefs among the second and third grade Hispanic children. The study developed after several students displayed stereotypical beliefs in discussions about other ethnic groups and interactions with members of other ethnic groups. The paper examines research from the 1930s to the present. This examination serves as a basis for the question: How can educators dispel racial stereotypes held by students? Using research as a point of departure, educational literature and curriculum aimed at dispelling stereotypes is described and analyzed. Several terms essential for understanding the research involving stereotypes and curriculum for dispelling stereotypes are defined including: stereotype, prejudice, racism, multicultural education, and anti-bias. Literature and curriculum that arose as a result of the earlier research is reviewed. Major issues, controversies, and contributors to the field of research of stereotypes are outlined. A synthesis and analysis of research and literature concluded that dispelling stereotypes is a crucial part of social studies instruction, but that teaching about and dispelling stereotypes can feel risky to teachers because of the sensitive issues involved. An additional conclusion was that objectives in the affective domain should be included in all social studies instruction. (Contains 50 references.) (DK)

ERIC_NO: ED467841

TITLE: The Greatest Educational Change America Has Ever Seen, 2001: Lesson Plans for Grades 2-3.

PUBLICATION_DATE: 2001

ABSTRACT: This teacher's guide on the 50 state quarters produced by the United States Mint includes six lesson plans that fit easily into the social studies curriculum for grades 2-3. The lesson plans include reproducible student work pages that coincide with each lesson; state facts and information about the 2001 states quarter designs (New York, North Carolina, Rhode Island, Vermont, and Kentucky); U.S. map template with state outlines, names, and capitals; and 50 State Quarters Program 1999-2001 reproducible coin art. Each of the six lessons provides the teacher with educational objectives, curriculum connections, groupings, and class time needed for implementation. (BT) AVAILABILITY

http://www.usmint.gov/mint_programs/index.cfm?action=educational_initiative

ERIC_ISSUE: RIEMAR2003

ERIC_NO: ED462336

TITLE: American Indians of the Local Region. Grade 3 Model Lesson for Unit 2, Standard 2. California History-Social Science Course Models.

AUTHOR: Mastin, Susan

PUBLICATION_DATE: 1999

ABSTRACT: The indigenous people of the Los Angeles, California, region were called Gabrielino Indians by the first Spanish explorers. They were possibly the richest, largest, and most powerful tribe in southern California. In 1770 there were about 5,000 Gabrielino (or Tongva) Indians in the area, but smallpox, introduced by the explorers, killed most of them. Terrible wars with the Aleuts, Russian fur traders, and others over the resource rich area killed many more. Gabrielino villages became part of the rancho and the tribe's history became part of Los Angeles regional history. Students identify the American Indians of the local region (Los Angeles) and explain how their way of life was influenced by their environment. They also summarize information learned about the tribe's system of government and their economic structure.

Suggested time for unit implementation is 3 weeks. The lesson plan provides teacher background; lists focus questions; and gives information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. Contains an extensive list of resources. Appended are sample worksheets, maps, stories, and additional information on the Gabrielino Indians. It is noted that the unit is tribe-specific and should be adapted for the American Indian nation relevant to a particular California area. (BT)

AVAILABILITY: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED369708

TITLE: Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.

AUTHOR: Laughlin, Mildred Knight; Kardaleff, Patricia Payne

PUBLICATION_DATE: 1991

ABSTRACT: Ideas for using children's literature suggest ways to extend and enrich the elementary school social studies curriculum beyond the adopted textbook or scope and sequence developed in a local school district or at the state level. The focus of kindergarten through grade three is the study of family and communities and the acquisition of individual and group participation skills. Units for grades four and five emphasize U.S. history from its beginning to the present. Employing a similar organizational pattern the units for each grade level offer: (1) identified objectives to be accomplished using suggested trade books; (2) written objectives for use by teachers as behavioral outcomes for students; (3) activities for introducing the unit topic; (4) follow-up activities for teachers and students; and (5) a bibliography of recommended readings. Chapter 1 provides units for kindergarten, transition, and first grade with activities directed by the teacher. In chapter 2, second and third grade units suggest self-directed activities for various abilities. Chapter 3 presents units for fourth and fifth grade with more self-directed work. As progress is made through the grade levels, the higher cognitive levels of application, analysis, synthesis, and evaluation are used. (CK)

ERIC_NO: ED462337

TITLE: Explorers of the Local Region. Grade 3 Model Lesson for Unit 3, Standard 3. California History-Social Science Course Models.

AUTHOR: Smith, Denise

PUBLICATION_DATE: 1999

ABSTRACT: Three Spanish explorers who visited the southern California region were Juan Cabrillo, Sebastian Vizcaino, and Gaspar de Portola. In the 1500s, the king of Spain sent explorers from Mexico to Baja and Alta, California, (most of today's California) looking for new wealth, gold, and a waterway to the Strait of Anian. Europeans thought that California was an island. Stories were told that the supposed Strait of Anian would connect the Pacific and the Atlantic Oceans. Students learn the reasons why the Spanish explored the coast of California, why the early settlers came to the area, and why people continue to come today. Suggested unit implementation time is 3 weeks. The content is specific to southern California. An asterisk in the text indicates where resources from other regional areas can be inserted. The lesson provides teacher background; lists focus questions; and presents additional information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." Assessment opportunities are embedded in the curriculum and occur throughout the unit, while focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested in the lesson. Contains resources for the sample topic. Appended are sample worksheets, as well as additional information sheets on various Spanish explorers and maps. (BT)

AVAILABILITY: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED461598

TITLE: The Rancho Period (Rancho San Pedro). Grade 3 Model Lesson for Unit 4, Standard 3. California History-Social Science Course Models.

AUTHOR: Bourgeois, Mark; Porter, Priscilla; Grenier, Judd

PUBLICATION_DATE: 1999

ABSTRACT: Prior to the beginning of the Mexican War of Independence in 1810, California was under Spanish rule. Mexico controlled California in 1822, beginning the Rancho period. The Mexican governors distributed large tracts of land to people of influence. Ranching conditions were almost perfect because the climate was mild enough to allow animals to live throughout the year with little shelter. In this unit, students will describe how the Rancho period of settlement left its mark on the development of the local community. Suggested time for unit implementation is 3 weeks. The content is rancho-specific to Rancho San Pedro, and an asterisk in the text indicates areas where resources for a different rancho or community needs to be inserted. The lesson plan provides teacher background; lists focus questions; and gives additional information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested in the lesson. Listed are resources for the sample topic. Additional information, maps, and sample worksheets are appended. (BT)

AVAILABILITY: <http://www.history.ctaponline.org/center/>

ERIC_NO: ED410579

TITLE: The Underground Railroad: Developing a Literary Track to Slave Narrative.

AUTHOR: Goncalves, Wande Knox

PUBLICATION_DATE: 1997

ABSTRACT: This paper offers a method of bringing to third-grade students an understanding of African-American contributions to the United States, the experience of slavery, and the struggle for freedom on the secretive Underground Railroad. The paper contains a list of eight primary sources to be used. Its lessons focus specifically on the skills necessary for a slave to successfully run to freedom, the inner workings of the Underground Railroad, the specialized knowledge of the runaways, and the major conductors along the line. The paper suggests 7 days as the number of class periods for the lessons. It gives a brief description of the activities, day by day, which include outside homework projects, the reading of specific stories, and student research and written recording of narratives collected. The paper also suggests extended enrichment activities. Contains 11 references. (CR)

CHAPTER SEVEN

Teaching History for Citizenship Learning in the Fourth Grade

Focus Questions:

- *What expectations do North Carolina and New Mexico have for fourth graders' history for citizenship learning?*
- *How can teachers help fourth graders achieve these expectations?*
- *What materials and resources are available to support fourth grade history for citizenship lessons?*

Fourth Grade History for Citizenship Expectations of North Carolina and New Mexico

The social studies curriculum standards for North Carolina¹ offer students substantial history for citizenship learning opportunities. For example, in the area of history, students are supposed to: “assess changes in ways of living over time and investigate why and how these changes occurred.” Furthermore, they must be able to “evaluate the effects of change on the lives of the people of North Carolina.” Students are also supposed to “identify people, symbols, and events associated with North Carolina's heritage,” and “assess the influence of an important event from North Carolina's past on life today.” North Carolina students must also “identify, locate, and describe ways of living of the major Native-American groups in North Carolina, past and present,” and “describe the origins and characteristics of major groups that settled in North Carolina and assess their influence on North Carolina customs.”

In the area of citizenship, North Carolina's fourth graders are supposed to “analyze the effectiveness of government agencies and political institutions.” They are also expected to “identify important services provided by state

¹ <http://www.ncpublicschools.org/curriculum/socialstudies/grade4.html>

government in North Carolina,” and “explain how state government services are financed.” Students also “examine ways North Carolinians govern themselves,” “demonstrate an understanding of the importance of responsible citizenship” and “explain ways North Carolinians can participate as citizens.” Finally, the standards recommend that students “analyze ways North Carolinians deal with questions of justice,” and understand the “relationships among local, state, and national governments.”

New Mexico’s standards specify that its fourth grade students should be able to “identify important issues, events, and individuals from New Mexico pre-history to the present,” and understand “their connections and relationships to national history.” They are supposed to be able to “explain how historical events, people, and culture influence present day Canada, Mexico, and the United States,” and “describe and explain how historians and archaeologists provide information about people in different time periods.”

In citizenship, students must be able to “explain how the organization of New Mexico’s government changed during its early history,” and “compare how the State of New Mexico serves national interests and the interests of New Mexicans.” New Mexico also wants fourth graders to be able to “explain the difference between making laws, carrying out the laws, and determining if the laws have been broken, and identify the government bodies that perform these functions at the local, state, tribal, and national levels.” Students are supposed to “compare and contrast how the various governments have applied rules/laws, majority rule, ‘public good,’ and protections of the minority in different periods of New Mexico’s history.” and “evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time.” Finally, New Mexico’s fourth graders are supposed to “examine issues of human rights,” and “explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.”

Reflection on Themes in National Standards

The K-4 National Center for History in the Schools (NCHS) standards² support the history for citizenship learning recommended by North Carolina and New Mexico. For example, the NCHS standards say that students should be able to: “compare and contrast how Native American life today differs from the life of these same groups over 100 years ago,” and “develop a timeline on their state or region and identify the first inhabitants who lived there, each successive group of arrivals, and significant changes that developed over the history of their state or region.” Students are also supposed to “describe the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced in housing, the workplace, and the community.” Fourth grade history is supposed to include lessons that help students “explain the importance of the basic principles of American democracy that unify us as a nation,” and know why “important buildings, statues, and monuments are associated with state and national history, such as the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials.”

The National Standards for Citizenship and Government³ (NSCG) also support the efforts of North Carolina and New Mexico. For example, they state that “students should be able to give examples of ways the national government protects individual rights and promotes the common good,” and “explain the most important responsibilities of their state government.” Furthermore, by the fourth grade, students should be able to “explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin,” and “identify basic documents that set forth shared values, principles, and beliefs, e.g., Declaration of Independence, United States Constitution and Bill of Rights, Pledge of Allegiance.”

As substantially skilled learners, fourth graders are clearly at a point in their education where more complex history for citizenship instruction may be

² <http://www.sscnet.ucla.edu/nchs/standards/>

³ <http://www.civiced.org/k4erica.htm>

offered. The North Carolina and New Mexico standards are typical in many respects to those of other states, and they suggest many history for citizenship learning experiences that teachers should provide. The material that follows provides a variety of resources to support this important part of the school curriculum. Fully scripted lesson plans that teach the standards are provided as models of high quality history for citizenship instruction. These are followed by a group of activity ideas that also match various state and national standards. The chapter closes with a list of journal articles and documents from the ERIC database that address third grade history for citizenship. Web site resources are provided in the last chapter.

SAMPLE LESSON PLANS

Lesson Plan #1: State History In Place Names

Overview: The popular practice of naming public places after local leaders and heroes opens a window on the connection between history and citizenship. This lesson plan directs students' research into the history surrounding these individuals and the places that are named after them.

Concepts/Vocabulary: public facilities, history, historical document, local government, state government, cultural hegemony, commemoration, public controversy

Main Ideas:

- Our state's cities, parks, highways, libraries, and other government facilities are often named for individuals who made significant contributions to the public good.
- Often other individuals' names were also considered and these people also made significant contributions to the public good.
- The naming of public facilities can be controversial.

Objectives: As a result of this lesson, students will:

- gain an understanding of the significance of the names given to public facilities
- practice historical research skills (e.g., document analysis, questioning)
- develop an understanding of the potential controversies associated with naming public facilities

Time Required: Approximately ten 40-minute class sessions

Materials/Resources Required: access to old local and state newspapers; brochures from many public facilities (for including brief histories of these); Internet access for research (for including bookmarks to appropriate sites); materials for displaying reports; several copies of state and local maps

Preparation Before Teaching: Enlist the help of parent volunteers, the state history society, and your media center librarian to begin tracking down the newspaper reports and brochures that will help to initially document the history and naming of public facilities around your state.

Note: It is not necessary to have everything on hand before starting this project. Students, with the aid of parents, can often secure these or additional resources. Allowing some of this to happen will heighten the historical research experience for the students.

Suggestions For Teaching The Lesson:

Opening the Lesson...

1. Stimulate interest in the origins of place names by brainstorming a list of all the places in the state that students have visited or heard about. If your students have difficulty with this, prompt them by asking questions such as “Does anyone know whose name is on the civic center?” “Who is our high school named after?” “What do we know about these people?”
2. Pass out several copies of state and local maps and ask the students to notice the names that they see on them. Have them write down names that they think may have belonged to a person. Share some of these names and tell the students that over the next two weeks they will be learning more about these people and the places that were named after them.

Developing the Lesson...

3. Distribute copies of the newspaper articles and brochures that you have collected and allow the students to read them for a few minutes in order to see if they can answer some of following initial research questions that you display:
 - What kind of place is this? (e.g., park, library, school, roadway, lake)
 - Who was this place named after? (Write the full name.)
 - When did this person live?
 - What did this person do that made him or her important or famous?
 - What else is known about this person’s life?
 - When did this place received his or her name?
 - How was it decided to name this place after this person?
4. Form the students into two- or three-person history detective teams and help them decide which place name they would like to learn more about. Have the students write whatever answers they may already have to the initial research questions.

5. In the following days, use print resources from your media center and local libraries to read about your famous persons. Search the Internet by keying the full name of a person (e.g., “Iris Faircloth Blich”) into one or more search engines. If that doesn’t work, a large number of Web sites will result if you enter “Famous (your state’s name),” or “Famous Americans”.

6. Encourage your students to use multiple sources to build their biographical sketches and place histories. Tell them that the more they know about a person the more interested they will become in that person’s life. Here are some additional questions (displayed under the initial research questions) that they should ask and try to answer:

- What kind of place is this?
 - Why is it located here and not some place else?
 - Who was intended to use this place? Who might not use it? Why?
 - What else could our government have built or done with our taxes?
- Who was this place named after?
 - What was this person’s ethnicity, gender, and social class?
 - Why wasn’t this place named for someone else?
- When did this person live?
 - What was my state and/or city like at that time?
 - What was life like for people at that time?
- What did this person do that made him or her important or famous?
 - What is the story behind this person’s success?
 - Who helped this person become successful?
- What else is known about this person’s life?
 - What did this person look like when young, middle aged, and old?
 - What character traits were strongest in this person?
 - What is known about this person’s childhood?
 - How did this person get along with others?
 - How well educated was this person?
 - Did he or she come from a wealthy family?
 - Did this person suffer any defeats, losses, or troubles?

- How did he or she die?
- When did this place receive his or her name?
 - Why was it named for him or her at this time?
- How was it decided to name this place after this person?
 - Who suggested naming this place after a person?
 - Who were the other people it might have been named for?
 - Why was it not named for one of them?

Closing the Lesson...

7. Have your children make tri-fold presentation displays or computer slide shows that exhibit their work. Working cooperatively with the students, develop specifications for their displays along with a rubric for judging the quality of their work. Also consider setting limits on the amount of assistance they can get from parents or other helpers.

Evaluating The Lesson:

Evaluate the students' presentation displays using the rubric you developed. In addition, ask the students to complete "I learned..." statements for each of the following categories:

- What I learned about the process of doing historical research.
- What I learned about how and why places get named for people.
- What I learned about my state's public places and its history.

Ideas For Enrichment, Extension, and Adaptation

- Extend your historical research of place names to include interviews of or email correspondence with the famous person or his/her descendants.
- Do genealogical research to determine what other family names are associated with the famous person. Check the local phonebook for these names and make calls to see if these people acknowledge their relationships to the famous person.
- Visit local cemeteries to collect the names and dates of deceased relatives. Note the headstone size, symbolism, and epitaph. Take rubbings and bring these back to class for sharing and display.

- Discuss whether it is a good practice to name public places after important citizens. Discuss whether a public place such as a school should be renamed if the ethnicity of the area changes.
- Change the focus of this lesson to an investigation of sites that are protected for the purpose of historic preservation.

Lesson Analysis:

This lesson plan engages students in historical research that is tied to important people in their state's history. Because students may often visit the places they research in this lesson, learning about the people the places are named for adds meaning to the students' experience. Recognizing the contributions made by famous citizens and seeing how our society commemorates these accomplishments helps students set high standards and goals for their own lives.

Lesson Plan #2: Our State And Education Discrimination

Overview: This lesson plan engages students in an examination of their state's role in and/or reaction to the civil rights legislation that curtailed discriminatory practices by the state in the provision of education. The lesson begins with students enumerating what they know about their education rights. They then explore their state's public education history focusing specifically on its response to civil rights legislation that ended discriminatory practices.

Concepts/Vocabulary: discrimination, civil rights, minority rights, state constitution, United States Constitution, Supreme Court Decisions, the 13th, 14th and 15th Amendments, Brown vs. Board of Education

Main Ideas:

- Important civil rights cases have played a major role in extending the full benefits of citizenship to all citizens of the United States.
- State constitutions, laws, and officials may not take away rights that are granted by the U.S. Constitution.
- Education is a responsibility of the individual states, however, individual states must follow federal laws and regulations.

- The right to a tax supported, appropriate, and equal education for all children now exists in every state.

Objectives: As a result of this lesson, students will:

- learn about their state's attempts to secure equal and appropriate tax supported-education for all of its children
- understand the roles that citizens and the courts played in securing equal education rights

Time Required: Approximately ten 40-minute class sessions

Materials/Resources Required: school board minutes, newspaper articles, and resource persons needed to document their system's response to citizens' demands for equal education rights; books and magazine articles about school desegregation; Internet access for research

Preparation Before Teaching: Work with a parent volunteer, aide, or librarian to secure books, magazine articles, school board minutes, and Web sites that reveal our nation's and your state's struggles to secure equal education for all of its citizens. Look especially for information and resource people who know about your local community's and state's responses to the expansion of education rights.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. After securing a good portion of the needed resources, open this lesson by asking your students what they know about their education rights and responsibilities. With your local school system in mind, ask the following questions:

- Are all children required to go to school?
 - When must a child start school?
 - At what age can a student stop going to school?
 - How many days out of a year can a child be absent?
- Can a family ever refuse to send its children to school?
 - What must a family do if it wants to home school its children? Is it fair to require these things?

- Can a family send its children to any school it wants? What are the district's attendance and transportation policies?
 - Is it fair to bus students from one neighborhood to another in order to balance or equalize the distribution of minority students (or students from wealthy homes, or students of high academic ability)?
 - Do all of our community's schools have the same resources? When (if ever) might it be fair for them to have differences?
 - Is our community obligated to have equal quality schools for all of its children? What would be evidence of equal quality?
2. Tell your students that not too long ago in our nation there were states where it was perfectly legal to have separate schools for black and white children. Also, prior to the Civil War it was against the law to educate a slave.

Tell the students that many of the questions they have just attempted to answer were the subject of lawsuits brought by parents' attorneys that were aimed at securing equal education rights for their children.

Developing the Lesson...

3. Distribute the resources that you have gathered and allow the students to peruse them for several minutes. Then work with the students to frame a set of questions that will direct their initial historical research. Here are some sample questions that might be generated:
- What changes in education policy have been made in our state that are a result of citizens' lawsuits or other pressures directed toward securing equal education for all children?
 - How has our own community reacted to these changes? For example, did citizens riot, move to other places, put their children in private schools, or take other steps to protest the changes?
 - How did our parents or grandparents feel about these changes when they happened?
4. Once the class has developed some background and understanding of this topic, bring in school board members and other resource people to talk about the

district's education policies and how they have changed to accommodate changes in federal and state laws.

Closing the Lesson...

5. Bring this historical research experience to a close by writing, in groups of four or five, a narrative history of the quest for equal education opportunities for all citizens in your state. Once these narratives are written, compare them to see how they are similar and different. Critique them for historical accuracy. Combine best features from all of the narratives to form a grand synthesis that can be duplicated and sent home or posted on the school's website. Send copies of this document along with thank you notes to everyone who helped out with the project.

Evaluating The Lesson:

One or two weeks after completing this lesson, use the students' grand synthesis narrative as the basis for writing a ten-item test of the main ideas and facts the narrative covered.

Ideas For Enrichment, Extension, and Adaptation

- Investigate how other areas of civil rights advances such as housing and employment discrimination affected your community.
- Attend a school board meeting to see how they resolve policy questions.
- Interview local parents who have been involved in attempts to secure better education for all students.
- Investigate attempts to equalize funding for all schools within a state. What arguments can be made against this? What arguments can be made for it? How are public schools getting around the law and is this right?

Lesson Analysis:

This lesson involves students in issue-oriented historical research centered on one of the most important contacts between citizens and their government, the operation of their public schools. By beginning the research with students' own knowledge and opinions about their education, the history of school desegregation is firmly grounded in personal referents.

Additional Activity Ideas

1. Use the Internet and other resources to investigate the histories of cities and towns around your state. Establish email contact with fourth grade students in the selected city's schools and use them as a resource for local history.
2. Collect several different versions of your state's history and compare them for similarities and differences. What events, people, places, and sectors of society seem to get the most (or least) coverage? Why?
3. Every state has its rogue politicians. After identifying these individuals, investigate how they got into trouble. Focus on the roles that citizens, law enforcement, and the courts played in bringing these individuals to justice. Create a rogues hall of infamy.
4. Identify the largest revenue sectors of your state's economy. Trace the history of this industry back to its origin. Then examine how government actions and regulations influenced this industry's development. For example, was the industry dependent upon cheap labor, tax incentives, or union busting practices? Assess the influence this industry has on your state's way of life.
5. Trace the histories of your state's symbols. When were they officially designated and who supported this designation? What other symbols might also have been considered?
6. Examine the histories of the best and worst areas of your state. Analyze why these areas are considered best and worst and what factors government has played in these designations.
7. Write a history of your state's environmental actions and conditions. Consider, for example, the history of mining and logging or the development of smokestack industries. Pay particular attention to the role of government in the development of these industries.
8. Investigate the role your state has played in receiving immigrants. Select one or more groups and use newspaper articles and other sources to write the history of those groups in your state. Focus particularly on the way in which other citizens and your state's government reacted to this group.

9. Examine the history of your state's Native Americans. How has your state government helped or hindered the lives of these citizens? Make a list of treaties and other actions that show the relationship of your state's government with your state's Native Americans. Attempt to characterize these from the Native American point of view.

10. Examine the lives of your state's most famous politicians. Given that there were other politicians that never became famous, what happened or how do you account for the popularity of your most famous politicians?

**RESOURCES ON FOURTH GRADE
HISTORY FOR CITIZENSHIP INSTRUCTION
FROM THE ERIC DATABASE**

The following resources were identified by searching the ERIC database of education-related literature using ERIC Descriptors such as “Grade 4,” “History Instruction,” and “Citizenship.”

Journal articles listed in the ERIC database (identified by an “EJ” ERIC number such as EJ404290) can be obtained in libraries, through interlibrary loan services, from the originating journal publisher, or for a fee from article reproduction vendors such as INFOTRIEVE (e-mail: <service@infotrieve.com>, toll-free telephone:1-800-422-4633, URL: <<http://www4.infotrieve.com>>) or INGENTA (e-mail: <ushelp@ingenta.com>, telephone: (617) 395-4046, toll-free telephone :800-296-2221, URL: <<http://www.ingenta.com/>>.) Please refer to citations for other specific availability information

Documents listed in the ERIC database (identified by an “ED” ERIC number such as ED460067) can be obtained in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide. To identify your local ERIC Resource Collection, point your Web browser to: <http://wdcrobcol02.ed.gov/Programs/EROD/eric_search.cfm>. In addition, many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Documents are also available selectively in a variety of formats (including microfiche, paper, and electronic) from the ERIC Document Reproduction Service for a fee (telephone: (800) 443-ERIC, email: <service@edrs.com>, online order form: <<http://edrs.com/Webstore/Express.cfm>>). Please refer to citations for other specific availability information

ERIC_NO: ED329460

TITLE: The Shakers.

AUTHOR: Howell, Penny, Comp.

PUBLICATION_DATE: 1991

ABSTRACT: This document provides lesson plans designed for teaching fourth-grade students about the religious group known as the Shakers. Preceding each of the five lessons is a list of objectives, time required, background, materials needed, classroom procedures, and suggested follow-up activities. In Lesson A, a story is read and students are asked to place the events of the story in the appropriate sequence. Lesson B discusses Shaker inventions. Lesson C exposes students to the Shakers' contributions to the arts. Lesson D focuses on Shaker music. Lesson E contains quotations that students are asked to rewrite with correct punctuation. A number of maps, photographs, and drawings appear throughout these lessons. A 13-item bibliography also is included. (DB)

ERIC_NO: EJ460522

TITLE: Storytelling, Imagination, and Fanciful Elaboration in Children's Historical Reconstructions.

AUTHOR: VanSledright, Bruce; Brophy, Jere

PUBLICATION_DATE: 1992

JOURNAL_CITATION: American Educational Research Journal; v29 n4 p837-59 Win 1992

ABSTRACT: Historical accounts by fourth graders at the beginning stage of learning history show that these young students lack an experience-based framework for grounding and connecting historical teaching. Implications for teaching history to elementary school students and aspects of children's reliance on imagination in constructing historical narratives are discussed. (SLD)

ERIC_NO: ED389198

TITLE: The Gold Rush--A Fully Integrated Instructional Unit.

AUTHOR: Caldwell, Natalie R.; Downs, Mary Ann

PUBLICATION_DATE: 1995

ABSTRACT: This instructional unit is aimed at Grade 4, limited-English-proficient (LEP) students in language arts, mathematics, social studies, science, music, art, physical education, and drama. It uses the California "Gold Rush" historical time period to teach students English language, concentrating on pre-production, early production, speech emergence, and intermediate fluency. The lesson plan includes a description of the theme and rationale of the unit, content outline, instructional objectives, and description of assessment. The unit is to be taught over 1 week, in 40-minute lessons, and includes a day-by-day lesson content, with vocabulary building lists. Homework assignments and parent/community involvement are suggested. Instructional components include English language development, primary language instructions, especially designed academic content in English, cross-cultural/self-esteem building, and parent/community involvement. (NAV)

ERIC_NO: EJ461824

TITLE: Barter Town: A Grade 4 Game.

AUTHOR: Krawchuk, Trevor; And Others

PUBLICATION_DATE: 1992

JOURNAL_CITATION: Canadian Social Studies; v27 n1 p31-33 Fall 1992

ABSTRACT: Presents a board game in which students pretend to be American Indians, settlers, or traders. Explains that students learn about people and life in Canada in the nineteenth century. Suggests that players will learn vocabulary, a sense of value, and bartering methods. Includes designs for the gameboard, commodity cards, and score cards. (DK)

ERIC_NO: EJ551250

TITLE: It's More than Teaching History...

AUTHOR: Hawkins, Doris L.

PUBLICATION_DATE: 1997

JOURNAL_CITATION: Social Studies; v88 n3 p108-12 May-Jun 1997

ABSTRACT: Recounts a student teacher's first experiences in the classroom and provides helpful commentary and suggestions from a more experienced teacher. Briefly discusses classroom management, learning styles, individual needs, time constraints, assessment, and instructional materials. Includes a list of activities that help promote an atmosphere of learning. (MJP)

ERIC_NO: EJ582512

TITLE: Keepers of the Fire. Core Practices in Action.

AUTHOR: Cross, Debbie

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Active Learner: A Foxfire Journal for Teachers; v3 n1 p7-9 Win 1998

ABSTRACT: Fourth-grade students went to Foxfire Center (Mountain City, Georgia) to learn through experience how pioneers of the 1800s lived a typical day. Their school, Isaac Dickson Elementary in Asheville, North Carolina, has implemented the Foxfire Core Practices. Students learned survival skills, edible-plants identification, crafts, and cooking, and later presented their new knowledge during school Heritage Day. (CDS)

ERIC_NO: ED389664

TITLE: NAEP Assessment in U.S. History, 1994.

AUTHOR: White, Sheida; Akhtar, Sahar

PUBLICATION_DATE: 1995

JOURNAL_CITATION: Focus on NAEP; v1 n3 Oct 1995

ABSTRACT: This newsletter introduces the 1994 NAEP U.S. history assessment, which tested a representative sample of 22,000 4th-, 8th-, and 12th-grade students across the United States. This issue presents a context for understanding the U.S. history assessment. The newsletter is divided into the following sections: (1) "The NAEP U.S. History Framework"; (2) "Key Features"; (3) "Dimensions"; (4) "Historical Themes"; (5) "Major Periods"; and (6) "Ways of Knowing and Thinking." Sample questions for each grade level are provided. (EH)

ERIC_NO: ED439054

TITLE: Tumacacori National Historical Park: Making History Come Alive. "Encounters" Fourth Grade Teachers' Guide.

PUBLICATION_DATE: 1999

ABSTRACT: This 9-unit curriculum guide for 4th grade includes activities relating to the cultural and environmental history of southern Arizona, specifically the area known as the Pimeria Alta. The guide was designed by a group of teachers to be thematic and sequential, and to deal with the encounters of various cultures that are the history of the Santa Cruz Valley. The thematic skills included are: Arizona history; social studies; environmental science; multicultural education; art; critical thinking; mathematics computation; and drama. The units can be taught individually, but if used sequentially they will give the students a solid background on the cultural and environmental impacts the various cultures had on each other and on the Santa Cruz Valley. Each unit is composed of three sections: historical (covers the people, their history and culture); environmental (pertains to the natural environment, biological and natural sciences); and tying it together (deals with how the environment affected the people and how the people affected the environment). Each of the three sections contains one or more activities, resources, references, background information, and a vocabulary list. Extra materials such as readings, worksheets, or visual aids are given at the end of each section and are to be used in the actual teaching of the lesson. (BT)

AVAILABILITY: For full text: <http://www.nps.gov/tuma/eeintro.html>

BEST COPY AVAILABLE

ERIC_NO: EJ420681

TITLE: Teaching Timelines to Fourth, Fifth, and Sixth Graders.

AUTHOR: Hoone, Claudia J.

PUBLICATION_DATE: 1989

JOURNAL_CITATION: Social Studies and the Young Learner; v2 n2 p13-15 Nov-Dec 1989

ABSTRACT: Argues the usefulness of timelines for fourth, fifth, and sixth grade history instruction, contending that timelines reveal history's unfolding better than fact-recall techniques. Presents ways to use timelines, including autobiographical, large display, and manipulative timelines, and combining timelines with biographies. Suggests timelines help explain cause-effect relationships and have integrated curriculum applicability. (CH)

ERIC_NO: ED379192

TITLE: Everything You Need To Know about American History Homework. A Desk Reference for Students and Parents. Scholastic Homework Reference Series.

AUTHOR: Zeman, Anne; Kelly, Kate

PUBLICATION_DATE: 1994

ABSTRACT: A volume in the Scholastic Homework Reference Series, this document provides fourth to sixth grade students and their parents with the information they need to complete U.S. history assignments. With the help of Dial-A-Teacher, which has operated a telephone helpline since 1979, this American history reference guide presents easy-to-understand answers to students' most frequently asked questions. This source offers a full range of information directly related to the fourth through sixth grade U.S. History curriculum. Divided into nine parts, part 1 looks at North America before 1775. Part 2 covers the American Revolution (1775-1783). Part 3 provides information about the birth of a new nation (1783-1800). Part 4 outlines the expansion west (1800-1900). Part 5 covers the divided nation (1820-1865). Part 6 deals with the Civil War (1861-1865). Part 7 provides material about Reconstruction and the birth of Civil Rights (1865-1877). Part 8 outlines the era of industrialization (1850-1900). Part 9 covers the 20th century and the United States as a world leader. The volume concludes with two appendices. Appendix A contains a time line of events since World War II. Appendix B has information about the American government, copies of the Amendments to the Constitution and the Declaration of Independence, and a list of U.S. Presidents. The Scholastic Homework Reference Series is a set of unique reference resources that provide ready information to answer commonly asked homework questions in a variety of subjects. (ML)

ERIC_NO: EJ572626

TITLE: The Best Museum for Kids?--The One They Build Themselves!

AUTHOR: Passe, Jeff; Whitley, Ingela

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Social Studies; v89 n4 p183-85 Jul-Aug 1998

ABSTRACT: Relates the creation of the "Tarheel Museum," created by fourth-grade students in a North Carolina school. Used the creation of a museum to engage students in studying about state history; to incorporate art, music, and physical education into social studies; and to engage special education students. (DSK)

ERIC_NO: ED444928

TITLE: U.S. History Framework for the 1994 and 2001 National Assessment of Educational Progress. NAEP U.S. History Consensus Project.

PUBLICATION_DATE: 2000

ABSTRACT: The National Assessment Governing Board (NAGB) was created by Congress to formulate policy for the National Assessment of Educational Progress (NAEP). Among the Board's responsibilities are developing objectives and test specifications and designing the assessment methodology for NAEP. This document provides the framework to guide the development of the assessment instruments for the 1994 and 2001 NAEP in U.S. History. Altogether, four documents will be designed to guide the U.S. History assessment, and this

Assessment Framework is the first. The others are Assessment and Exercise Specifications Report, Student Background Variables Report, and Reporting Format Recommendations. This document contains: "Introduction" (Background on the National Assessment of Educational Progress; Developing the Framework for the 1994 and 2001 NAEP U.S. History Assessment; Content Framework; Framework Development; Achievement Levels; Assessment Methodology); "U.S. History in Elementary, Middle, and High Schools" (Nature of U.S. History; Context of the NAEP U.S. History Assessment); "The Framework for the 1994 and 2001 NAEP U.S. History Assessment" (Elements of the Framework; Content Matrix Outline; Themes of U.S. History; Periods of U.S. History; Ways of Knowing and Thinking About U.S. History); "Desired Attributes of the Assessment and Its Exercises and Items" (Achievement Levels in U.S. History); and "Special Studies and Research." The appendices "NAEP U.S. History Consensus Project"; and "Illustrative Examples of Content" conclude the document. (BB)

ERIC_NO: ED384564

TITLE: History Is about People: Elementary Students' Understanding of History.

AUTHOR: Barton, Keith C.

PUBLICATION_DATE: 1994

ABSTRACT: This study examines the historical understanding of 22 fourth-graders and 11 fifth-grade students in two classrooms in a suburban community near Cincinnati (Ohio). The classes were homogeneous racially, with no students of Hispanic, African-American, Asian, or Pacific Island descent in either class. The school reflects primarily middle and upper-middle income families. Data were collected through participant observation, open-ended interviews with 29 different students, and analysis of 278 written compositions. The classrooms studied were innovative with activity-oriented instruction. A consistent feature of students' historical thinking was their tendency to explain all historical events and trends in terms of the attitudes and intentions of individuals. Consistent with research on children's understanding of economics and politics, these students did not understand the roles of political or economic institutions in history. This research suggests that exposing elementary students to increased historical content is unlikely to be effective unless instruction also focuses on helping students understand societal institutions and forces. (EH)

ERIC_NO: EJ386360

TITLE: "My Grandfather's Middletown."

AUTHOR: Hoover, Dwight W.

PUBLICATION_DATE: 1988

JOURNAL_CITATION: History Teacher; v21 n4 p469-77 Aug 1988

ABSTRACT: Describes the process of creating a slide-tape show which outlines the culture of Middletown (Muncie, Indiana) during the 1920's and 1930's. Presents the program developed by the Center for Middletown Studies (Ball State University) for use in elementary schools and retirement or nursing homes. Urges the completion of similar projects in other small towns. (KO)

ERIC_NO: EJ487700

TITLE: Writing History through News Publication and Oral History.

AUTHOR: Lee, Kathy

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy; v16 n2-3 p7-8 Spr-Sum 1994

ABSTRACT: Describes teaching history to fourth graders using novels and reference books. Notes that students also publish a newspaper and complete an oral history project. (SR)

ERIC_NO: EJ426403

TITLE: Using Children's Literature to Teach about the American Revolution.

AUTHOR: Drake, Janet J.; Drake, Frederick D.

PUBLICATION_DATE: 1990

JOURNAL_CITATION: Social Studies and the Young Learner; v3 n2 p6-8 Nov-Dec 1990

ABSTRACT: Reports on an ethnographic study in which the teacher of a combined third and fourth grade class reads historical literature from the U.S. Revolutionary period to students daily for nine weeks. Finds that study of historical content through literature is appropriate at these grade levels. Reports student enthusiasm for this activity. (SLM)

ERIC_NO: EJ392890

TITLE: Computing across the Curriculum.

AUTHOR: Ferguson, Jim

PUBLICATION_DATE: 1989

JOURNAL_CITATION: Social Studies; v80 n2 p69-72 Mar-Apr 1989

ABSTRACT: Describes a project undertaken by a fourth grade class (Columbus, Indiana) to develop a computer game about Indiana history. Advocates using computing across the curriculum in a manner similar to the writing across the curriculum project. Provides a step by step guide to the development of the game. (KO)

ERIC_NO: EJ371150

TITLE: A Walk Back.

AUTHOR: Greenslade, Cleo B.

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Social Studies; v79 n2 p47-50 Mar-Apr 1988

ABSTRACT: Discusses a walking trip through Elfers, Florida, which gives intermediate level students a basis for a real understanding of the state's history, climate, economy, and natural resources. Describes how students prepare for the outing by examining maps and interviewing their parents and grandparents about life when they were in school. (GEA)

ERIC_NO: ED401203

TITLE: Did the Devil Just Run Out of Juice? Historical Perspective-Taking among Elementary Students.

AUTHOR: Barton, Keith C.

PUBLICATION_DATE: 1996

ABSTRACT: This study examines the ability of students to develop empathy for peoples of the past and to avoid the belief that people in the past were no different than today. The paper reports the results of a year-long qualitative investigation of fourth and fifth graders' attempts to understand the values, attitudes, and beliefs of people in the past. The study was conducted in two classrooms in a suburban community near Cincinnati (Ohio). Although some students initially attributed past behavior to deficiencies of intelligence or education, most came to understand that people in the past had different outlooks than people of today. The paper concludes that the active attempts by students to make sense of the different behaviors and attitudes they encountered in history should suggest that meaningful historical perspective-taking is not beyond the ability of fourth- and fifth-graders, and that they benefit from sustained attention to the topic. Contains 27 references. (EH)

ERIC_NO: EJ491668

TITLE: A Fourth Grade's Architectural Journey.

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Teaching Pre K-8; v25 n2 p46-47 Oct 1994

ABSTRACT: Describes a local history project undertaken by fourth graders at Trumansburg Elementary School in Trumansburg, New York. Students studied the architecture of the village by visiting historical structures, sketching buildings, constructing three-dimensional models, and visiting a living history village. (MDM)

ERIC_NO: EJ382951

TITLE: Museums and Schools Uniting: A Local History Project.

AUTHOR: Giffin, Sarah

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Heritage Education Quarterly; v3 n2 p6-7 Sum 1988

ABSTRACT: Discusses a local history project sponsored by The Brick Store Museum in Kennebunk, Maine. States that studying a local community focuses students' attention on how people and historical events have shaped their own lives. Describes how the program helped a fourth grade class explore and understand the past and present, as well as prospects for the future. (GEA)

ERIC_NO: ED337407

TITLE: Storytelling, Imagination, and Fanciful Elaboration in Children's Historical Reconstructions. Elementary Subjects Center Series No. 38.

AUTHOR: VanSledright, Bruce A.; Brophy, Jere

PUBLICATION_DATE: 1991

ABSTRACT: Interviews with fourth graders who had not yet received systematic instruction in U.S. history revealed that these students are interested in the past, concerned about human intentionality and cause-effect relationships, and able to construct coherent narrative accounts of historical events as they understand them. However, they lack an experience-based schematic framework capable of grounding and connecting their historical thinking, so that their accounts often mix accurate information with conflation, naive conceptions, and imaginative elaborations. This is demonstrated in the historical accounts given by children at this beginning stage of learning about history. The children's accounts can be explained with reference to Kieran Egan's developmental notions and to issues involved in teaching history to elementary grade students and assessing their historical understandings (including both accurate knowledge and misconceptions). Nineteen references are included; one appendix is attached. (DB)

ERIC_NO: EJ442142

TITLE: Fourth Graders Use Historical Documents and Learn Citizenship and Global Awareness.

AUTHOR: Jones, Dianne

PUBLICATION_DATE: 1991

JOURNAL_CITATION: Social Studies; v82 n4 p136-38 Jul-Aug 1991

ABSTRACT: Describes teaching children about historical documents as a way of illustrating the reasons behind U.S. government. Explains that the course examines the U.S. Constitution, Magna Carta, Mayflower Compact, and Bill of Rights. Argues that children have firm opinions about fairness and justice. Describes a project comparing U.S. government with that of the Soviet Union. (DK)

ERIC_NO: EJ467886

TITLE: Elementary School Review. Eureka! There's Gold in Thematic Instruction.

AUTHOR: Idemoto, Aggie

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Social Studies Review; v32 n2 p68-71 Win 1993

ABSTRACT: Presents Gold Rush Day, an annual eight-week project emphasizing an interdisciplinary approach for fourth graders. Describes the preparation and implementation of the project. Includes a description of interdisciplinary learning achievements. (CFR)

ERIC_NO: EJ618741

TITLE: Living the Past at Oak Hill School.

AUTHOR: Clark, Amy D.

PUBLICATION_DATE: 2000

JOURNAL_CITATION: Now & Then; v17 n3 p13-17 Win 2000

ABSTRACT: Oak Hill School served elementary students in the 10th district of Washington County, Tennessee, from 1886 to 1952. After extensive restoration and a move to Historic Jonesborough, the one-room school now functions as a living history museum. Fourth-grade students spend a day following the 1892 curriculum for grade 4. A teacher's resource and curriculum guide outlines activities. (SV)

ERIC_NO: ED332891

TITLE: Indians in Oregon Today. A 4th Grade Social Studies Supplement.

AUTHOR: Pepper, Floy

PUBLICATION_DATE: 1990

ABSTRACT: Designed to provide current, accurate information to teachers and students about the American Indian people living in the state of Oregon, this publication focuses on 10 learning concepts: (1) Indian tribes in Oregon today; (2) Indian people's special relationship with the United States government; (3) the change and impact brought by newcomers to Oregon Indians; (4) Indian roles in Oregon's culture and economy and the world; (5) differences in Indian tribes' languages, customs, and ways of life from each other and other ethnic groups; (6) the changes reservations caused for Indian people; (7) how termination affected Indian tribes of Oregon (some tribes are working for restoration); (8) different forms of government for Indian people: tribal councils, city, state, and U.S. government; (9) Indian people's respect for the environment (preservation efforts toward the environment continue today); (10) the importance of Indian hunting, gathering, and fishing rights. Student activities, maps, and charts are used to develop the concepts. Two appendices are included: (1) American Indian/Alaskan Native United States Historical Timeline; and (2) Glossary. (DB)

ERIC_NO: ED369679

TITLE: Linking Culture and Environment: What Can the Anasazi Tell Us?

AUTHOR: Sunal, Cynthia Szymanski; Vinson, Beth McCulloch

PUBLICATION_DATE: 1993

ABSTRACT: This document presents a series of eight lesson plans (or "learning cycles") for teaching fourth, fifth, and sixth grade students about the Anasazi Indians of the southwestern United States. Each lesson sets forth intended grade level, background information on the key idea and goal, time needed, prerequisite skills and concepts, a lesson outline, and references. Within each lesson is an exploration phase, setting out the overall objective and material needed; an introduction, setting out the procedure to follow and the manner of evaluation; an invention phase, also detailing objectives, materials, and procedures; and an expansion phase, containing similar components. Lessons include: (1) "Anasazi Indians: Pottery & Chemistry"; (2) "Anasazi Environmental Architecture"; (3) "The Land of the Anasazi: Their Natural Resources, Environment, and Climate"; (4) "Geography of the Anasazi Civilization"; (5) "Land Use and Erosion in the Anasazi Civilization"; (6) "Erosion of the Anasazi Land"; (7) "Anasazi's Use of Resources"; and (8) "Relating Anasazi Customs and Sky Patterns." (SG)

ERIC_NO: EJ582512

TITLE: Keepers of the Fire. Core Practices in Action.

AUTHOR: Cross, Debbie

PUBLICATION_DATE: 1998

JOURNAL_CITATION: Active Learner: A Foxfire Journal for Teachers; v3 n1 p7-9 Win 1998

ABSTRACT: Fourth-grade students went to Foxfire Center (Mountain City, Georgia) to learn through experience how pioneers of the 1800s lived a typical day. Their school, Isaac Dickson Elementary in Asheville, North Carolina, has implemented the Foxfire Core Practices. Students learned survival skills, edible-plants identification, crafts, and cooking, and later presented their new knowledge during school Heritage Day. (CDS)

ERIC_NO: ED355067

TITLE: An American Indian Perspective on Columbus. An Indian Education Curriculum Unit.

AUTHOR: Stutzman, Esther

PUBLICATION_DATE: 1992

ABSTRACT: This guide attempts to show educators a perspective on Columbus that is historically accurate and sensitive to American Indian history. The 500-year anniversary of the voyage of Columbus is not a time for rejoicing among the Indian population. Although exploration of the New World was inevitable, Columbus and his successors treated the Indian people badly and brought about rapid change that gave the Indian people no alternative to historical events. This

guide discusses the misuse of the word "discovery" with regard to Columbus's voyages, the details of the life and voyages of Columbus, and the subsequent glorification and romanticization of his part in history. Common textbook inaccuracies and omissions are examined. Also included are a historical timeline featuring both European/Asian and American Indian developments, instructions for using the timeline, a list of American Indian stereotypes to "unlearn," an explanation of American Indian beliefs about the origins of various tribes, and several classroom activities aimed at the grade 4 level. (SV)

ERIC_NO: EJ448386

TITLE: Expectations and Evocations: Encountering Columbus through Literature.

AUTHOR: West, Jane; And Others

PUBLICATION_DATE: 1992

JOURNAL_CITATION: New Advocate; v5 n4 p247-63 Fall 1992

ABSTRACT: Explores the reactions of fourth and seventh grade students to two picture books about Columbus written from two different perspectives (white European explorer and Native American). Notes that the fourth graders saw Columbus as either all good or all bad after reading the books but that seventh graders were able to recognize the complexities of Columbus. (RS)

ERIC_NO: ED424166

TITLE: Adventures in Law and History. Volume I: Native Americans, the Spanish Frontier, and the Gold Rush. A Law and Civic Education Curriculum for Upper Elementary Grades with Units on Rules and Laws, Property, and Authority.

AUTHOR: Croddy, Marshall; Degelman, Charles; Doggett, Keri; Hayes, Bill

PUBLICATION_DATE: 1997

ABSTRACT: This is volume one of a two-volume civics curriculum on law and effective citizenship for upper-elementary students. The lessons, set in American historical eras, engage students in cooperative-learning activities, role plays, simulations, readers theater, stories, and guided discussions, which introduce and reinforce law-related and civic education concepts and skills. Designed to meet the needs of a multi-centered student population, this curriculum features step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content to the present, and service-learning opportunities. This volume contains 3 units and 18 lessons in total. In unit 1, "Rules and Laws," students visit a Native American Chumash village and discover how rules and laws derived from myth and tradition help the Indians govern tribal life and resolve conflict. In unit 2, "Property," students meet Luisa, a girl living in a pueblo on the California Spanish frontier in the early 19th century. Students explore the concept of property and how law helps resolve conflicts over property. In unit 3, "Authority," students experience a hypothetical mining camp in California's Gold Rush era and discover what life might be like without effective authority. Students also examine executive, legislature, and judiciary roles. (EH)

ERIC_NO: EJ442142

TITLE: Fourth Graders Use Historical Documents and Learn Citizenship and Global Awareness.

AUTHOR: Jones, Dianne

PUBLICATION_DATE: 1991

JOURNAL_CITATION: Social Studies; v82 n4 p136-38 Jul-Aug 1991

ABSTRACT: Describes teaching children about historical documents as a way of illustrating the reasons behind U.S. government. Explains that the course examines the U.S. Constitution, Magna Carta, Mayflower Compact, and Bill of Rights. Argues that children have firm opinions about fairness and justice. Describes a project comparing U.S. government with that of the Soviet Union. (DK)

ERIC_NO: EJ633975

TITLE: Civics: What Do Fourth-Graders Know, and What Can They Do?

AUTHOR: Johnson, Carol; Vanneman, Alan

PUBLICATION_DATE: 2001

JOURNAL_CITATION: Education Statistics Quarterly; v3 n2 p25-28 Sum 2001

ABSTRACT: Describes fourth graders' performance on 30 questions from the National Assessment of Educational Progress 1998 Civics Assessment, showing questions answered correctly by at least 75%, more than 50%, more than 25%, and fewer than 25%. Includes samples of students' written responses. (Author/SLD)

ERIC_NO: ED319673

TITLE: Foods of the Pioneer Family.

AUTHOR: Shelton, Lois G.

PUBLICATION_DATE: 1989

ABSTRACT: As fourth and fifth grade students study this unit in conjunction with their Indiana or U.S. history texts, they see how the Indiana pioneers ate and survived. Indians in one of the Americas ate many of the foods taken for granted today thousands of years ago. Students learn that the Native Americans had developed agricultural civilizations and that they freely shared their knowledge with the white man. For many of the early colonists, starvation would surely have come if Indians had not taught them what to eat and how to prepare it. Students also learn that many foods they are familiar with were brought over by the colonists from their home countries. Many plants now considered weeds were brought as herbs by the colonists. Students also discuss the difference between winter and summer meals due to the degree of availability of various foods. They see that although pioneer life may sound exciting, it was a very harsh and difficult life. Nine student worksheets are included as well as an answer sheet. Additional projects or activities are suggested and an 8-item bibliography is included. (JB)

ERIC_NO: ED461603

TITLE: Exploration and Colonial History. Grade 4 Model Lesson for Unit 3, Standard 4.3. California History-Social Science Course Models.

AUTHOR: Wendling, Laura

PUBLICATION_DATE: 2001

ABSTRACT: California was considered a special prize by the United States years before its acquisition. Its harbors opened to East Asian trade, and its fertile valleys beckoned settlers to make the great trek west. In 1845, Captain John C. Fremont took a surveying party into Mexican-held California. Following a war of skirmishes and battles with Mexico, the Treaty of Guadalupe Hidalgo ended the war in 1848, with Mexico turning over California and New Mexico to the United States and accepting the Rio Grande as the western boundary of the state of Texas. The war's end brought settlers west, and the discovery of gold, which set off the California Gold Rush, enticed thousands of people to move to California. Students learn about the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood. Suggested implementation for the lesson is 7 class periods. The lesson plan presents teachers with adaptations for their classrooms; discusses the significance of the topic; lists focus questions; features literacy links; covers suggested materials for the lesson; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic. The lesson assessment is integrated with the instruction and occurs throughout the lesson. The focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested. Resources are listed for the sample topic and for other topics. Additional information is appended. (BT)

AVAILABILITY: <http://www.history.ctaponline.org/center/>

ERIC_NO: EJ533357

TITLE: Using Culturally Relevant Approaches to Teaching Social Studies.

AUTHOR: Gibson, Susan

PUBLICATION_DATE: 1996

JOURNAL_CITATION: Canadian Social Studies; v30 n4 p183-85,191 Sum 1996

ABSTRACT: Describes classroom activities designed to make an elementary class' study of people's contributions to Alberta's (Canada) history more culturally relevant for both the native

and non-native students. The activities centered on student research of famous local people of the past. The projects included writing assignments, interviews, and artworks. (MJP)

CHAPTER EIGHT

Teaching History for Citizenship Learning in the Fifth Grade

Focus Questions:

- *What expectations do Tennessee and Oregon have for fifth graders' history for citizenship learning?*
- *How can teachers help fifth graders achieve these expectations?*
- *What materials and resources are available to support fifth grade history for citizenship lessons?*

Fifth Grade History for Citizenship Expectations Of Tennessee and Oregon

Tennessee's fifth grade social studies curriculum seeks to have students "learn about the history of the United States from the Civil War period into the twentieth century," focusing especially on the involvement of Tennessee and its people. In this study, among other things, Tennessee's students are supposed to "understand the causes, course, and consequences of the Civil War," including "the plans and policies for Reconstruction." Moving on, they study "development of the Industrial United States," including "the rise of the American labor movement." In their study of the emergence of modern America they "discuss how various groups addressed the problems of industrial capitalism, urbanization, and political corruption." Tennessee's fifth graders then study the Spanish American War and World War I. Students are supposed to be able to explain "the significance of the Harlem Renaissance," and "Tennessee's role in the women's suffrage movement." Moving chronologically, students next encounter The Great Depression and World War II. This study includes, among other things, an analysis of the political and economic events that led to World War II and the "Japanese American internment and its conflict with American ideals." Moving

on, their post World War II era study includes, among other things, “the role [of the] United Nations in international affairs,” U.S. wars in Korea and Vietnam, and “the Soviet and American relationship during the Cold War.” Students also examine domestic developments such as “the struggle for racial and gender equality,” “Brown vs. Board of Education and its importance to the Civil Rights Movement,” “the contributions of Civil Rights leaders such as Martin Luther King, Jr. and Caesar Chavez,” and “Tennessee’s involvement during the Civil Rights movement.” In their study of more recent history, from 1968 to the present, students learn about such things as the foreign and domestic policies of the Nixon and Clinton presidencies, “how Watergate impacted the Nixon administration and Americans,” and “the significance of the Iran crisis.”

Following, in part, the NCSS curriculum strands, Tennessee includes a focus on “Individuals, Groups, and Interactions” that requires students to “recognize the impact of individual and group decisions on citizens and communities in a democratic republic,” “identify and describe examples of tension between an individual’s beliefs, government policies, and laws,” recognize “the accomplishments of notables who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics,” and “identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.”

Tennessee’s Governance and Civics strand requires students to, among other things, “describe important individual rights including freedom of religion, speech, and press and the rights to assemble and petition the government,” and “identify and compare leadership qualities of national leaders, past and present.” Students are also supposed to be able to “describe the Constitution of the United States and the Tennessee State Constitution in principle and practice,” “summarize the reasons for the creation of the Bill of Rights,” and “summarize selected amendments to the Constitution such as those extending voting rights of United States citizens.” Students are also expected to “understand the rights, responsibilities, and privileges of citizens living in a democratic republic,” and “recognize how Americans incorporate the principles of the Constitution into their

lives.” Students are also directed to “recognize and interpret how the ‘common good’ can be strengthened through various forms of citizen action,” and “use knowledge of facts and concepts drawn from history, along with elements of historical inquiry to inform decision making about and action taking on public issues.”

Oregon restricts the focus of their fifth grade history instruction to the period between prehistory and the American Revolution. Oregon also takes a more concise approach to its fifth grade history for citizenship standards, urging its students to “identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed,” “understand the impact of early European exploration on native Americans and on the land,” “understand the impact of individuals through the period of the American Revolution, on ideas, ways of life or the course of events in U.S. history,” “understand the colonial experience and how it led to the American Revolution,” and recognize “the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.” Students are also supposed to know, among other things, the “issues and events that led to the Declaration of Independence,” “how the American Revolution was fought and won,” and the “impact of the American Revolution.”

Oregon’s civics and government strand specifies that its fifth graders must be able to “identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution,” “identify the primary functions of federal, state, and local governments,” and “understand the roles and responsibilities of the three branches of government.” Fifth graders are also supposed to be able to “identify the rights of U.S. citizens,” “understand how citizens can learn about public issues,” and “identify and give examples of how individuals can influence the actions of government.” Finally, they must “recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements,” and “understand that there are different ways for governments to be organized.”

Reflection On Themes in National Standards

The National Center for History in the Schools (NCHS) standards¹ closely match those of Tennessee in that they specify the same ten-era structure and promote many of the same learning goals for fifth grade US history instruction. The NCHS standards, however, specify grade spans such as 5-12, 7-12 and 9-12 rather than giving a set of benchmarks for fifth graders by themselves. For example, under the fifth era, which centers on the Civil War, the NCHS standards state “the student understands how the North and South differed and how politics and ideologies led to the Civil War.” And in the tenth era on contemporary history, they state, “the student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.”

The National Standards for Citizenship and Government² (NSCG) also support the efforts of Tennessee and Oregon. For example, the NSCG state that fifth graders should “be able to identify personal rights, such as freedom of conscience, freedom to marry whom one chooses, to have children, to associate with whomever one pleases, to live where one chooses, to travel freely, and to emigrate.” They also must be able to “identify the major documentary sources of personal rights, such as the Declaration of Independence, United States Constitution, including the Bill of Rights, and their state constitutions.” Students must also “be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.”

Fifth graders’ prior exposure to history lessons and their increased learning capacity render them ready for rather sophisticated history for citizenship lessons. The Tennessee and Oregon standards, like those of other states, suggest many important history-for-citizenship learning experiences that teachers should provide for their fifth grade students. The material that follows presents a variety of resources to support this important part of the school curriculum. Fully

¹ <http://www.sscnet.ucla.edu/nchs/standards/>

² <http://www.civiced.org/k4erica.htm>

scripted lesson plans that teach the standards are provided as models of high quality history for citizenship instruction. These are followed by a group of activity ideas that also match various state and national standards. The chapter closes with a list of journal articles and documents from the ERIC database that address fifth grade history for citizenship. Web sites are provided in the last chapter.

SAMPLE LESSON PLANS

Lesson Plan #1: Investigating the Lives of Recognized Leaders

Overview: Fifth graders are naturally interested in biographies and they are also well into the "hero worship" stage. In this lesson plan, students analyze their simultaneous biography reading by constructing and comparing time lines.

Concepts/Vocabulary: biography, autobiography, politics, government, turning points, accomplishments, recognitions, role models

Main Ideas:

- Many of our political, governmental, and military leaders share common experiences in their public service backgrounds.
- Many of our most famous social activists and humanitarians share similar experiences in their backgrounds.
- By focusing our biography reading and sharing our findings, we can increase our learning about what is important in life.

Objectives: As a result of this lesson, students will

- identify the common life events, tests, and difficulties that all leaders experience
- recognize in themselves and others qualities that characterize service-oriented leadership
- Understand the chronological order of important events, decisions, and accomplishments in a public-service leader's biography

Time Required: Two 40-minute class sessions plus several 20-minute discussions

Materials/Resources Required: biographies of recognized leaders; Timeliner® or some other software capable of creating, storing, displaying, and printing biographical time lines; either computers or light-colored string cut into 36-inch segments and marked with bright ink at ten three-inch intervals, each representing a decade in time (one per student); paper strips for recording events; tape for attaching strips to string

Note: What is important is that the time lines be of the same unit length so that one person's 50-year lifespan doesn't appear larger than someone else's 50-year lifespan. Note, too, that if you use string you will still have to mount it on paper or find some other way of designating whose time line it is.

Preparation Before Teaching: You must have read a biography or autobiography of the required type and have completed a time line to show your students. A week prior to starting this lesson plan, ask your media center to locate all of its available biographies and autobiographies of political, governmental, and military figures; social activists; and humanitarians, focusing mostly, if possible, on Americans.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. Gather the students and show them the biography you have just finished and the time line that you made for the biography subject's life. For example, if you have read former president Jimmy Carter's autobiographical account of his early life and first election to the Georgia legislature, *Turning Point: A Candidate, a State, and a Nation Come of Age*, your time line might show such events as Mr. Carter's service in the U.S. Navy as a submarine officer, his service as a school board member, his fight for fair elections, and his refusal to join the white citizens' councils despite the financial damage this did to his peanut seed business.
2. Explain that over the next two weeks each student will be asked to participate in a project that will analyze the common themes and incidents in the lives of Americans who had political, governmental, military, social activist or humanitarian careers. Show your students a collection of biographies, categorize them (political, governmental, military, social activism, humanitarian), and see if your students know about these individuals.
3. Brainstorm a list of other names that might fit into one or more of the categories, attempting to find leaders that match the same backgrounds as your students if possible. One of the easiest ways to find biographies is to go to the

<biography.com> Web site and enter a category name such as “social activists” or your state’s name. Other biography Web sites are listed in the last chapter. Print biographies can be located through Internet vendors such as <Amazon.com>.

4. Teachers might allow students to work in pairs on a single biography since doing this will naturally generate some additional thinking and decision-making in the construction of the time line.

Developing the Lesson...

5. Now that the students understand how to make their time lines, show them where the necessary supplies and/or software are located and make a note of who is reading which biography. Help students who may be having trouble deciding which biography to read.

6. Give the students pacing expectations for reading their books and allow students to take the books home if they wish. Meet daily or every other day for 10 to 15 minutes to answer students’ questions and make entries on their time lines.

7. As the time lines begin to fill with information, post them and help the students notice similarities. For example, the students may find that all or most of the politicians lost their first election, or that religious training played a role in all or most of the social activists.

Closing the Lesson...

8. When the biographies and time lines are completed, hold a discussion to summarize what students have learned about this group of famous Americans.

Ask the students to share the ways in which their own lives and those of their heroes are alike and different. Discuss the types and frequency of persons chosen, the commonalities in their traits and contributions, and characteristics of the times that helped determine their greatness.

9. Display your time lines for others to see.

Evaluating The Lesson:

Ask your students to write a one-to-two page summary of their biography persons’ lives, including their person’s most important accomplishment and the story behind that accomplishment. The summary should also include a statement

about what we can learn from this person's life and achievements and share what each would most like to be remembered for if they were to be recognized in history books and biographies in the future.

Ideas For Enrichment, Extension, and Adaptation

- Have students brainstorm answers to the "What if...?" question for each of their leaders. For example, what might have happened if President Carter had been more like his racist neighbors?
- Arrange the students' biography time lines on a master time line that notes many of the things that were going on in the United States and the world at points on the time line. Challenge students to find connections between these events and the lives of the leaders whose biographies the students have read.
- Develop skits that illustrate the key turning points in your leaders' lives.
- Make a mural showing these people saying some of their most powerful and well-known quotations.

Lesson Analysis:

This lesson plan simultaneously addresses several important goals of history for citizenship instruction. For example, it engages students in richly textured, authentic historical accounts and encourages critical thinking about these accounts. By focusing on individuals who had careers in the military, government, or politics or who achieved fame as social activists or humanitarians, it helps students appreciate important aspects of the relationship between citizenship and government. Because the biography reading explores many individuals rather than a single person, it is more likely that students will be able to identify with one or more of these famous people. For the concluding evaluation, ask students to reflect on their own lives and aspirations in response to their critical assessment of the career of the person whose biography they read.

Lesson Plan #2: Seeing History from Different Perspectives

Overview: We are so immersed in our own culture that we often fail to realize that ours is not the only way of viewing specific historical events. This lesson plan involves students in searching for alternative views of history in order to

further strengthen their commitment to seeing historical events from more than a single perspective:

Concepts/Vocabulary: historical fact, corroboration, historical interpretation, point of view

Main Ideas:

- Historical narratives may contain disputed facts and tenuous conclusions.
- History is always written from a point of view.
- All histories are selective accounts of the past; they can't tell everything, so some things don't get mentioned.
- Hearing and debating multiple perspectives on historical events is interesting.

OBJECTIVES: As a result of this lesson, students will

- collect, organize, compare, and evaluate recent and older historical views of a single event
- collect, organize, compare, and evaluate different cultural views of the same historical event.
- draw conclusions about the limitations of an historical account

Time Required: Four or five 40-minute class sessions plus several 20-minute discussion meetings

Materials/Resources Required: Access to Internet resources about other cultures; access to old newspapers, textbooks, and other accounts of events in U.S. history

Preparation Before Teaching: Prior to teaching this lesson it would be a good idea to contact teachers in two or three other nations and arrange to facilitate e-mail contact between your students and theirs. You will also want to locate older and more recent accounts of one or more important events in U.S. history. Working with a local historian may be helpful.

Suggestions for Teaching the Lesson:

Opening the Lesson...

1. The key to starting this lesson is to present students with two or more accounts of the same event (or person or era) so that they can see firsthand how these different histories vary in fact and tone. There are many sources of material for

this type of introduction. One way to identify differing accounts of the same event, person, or era is to compare passages about the same subject from different publisher's textbooks or to locate passages from very old textbooks and compare them with contemporary textbook accounts.

Note: Since textbooks by the same author and publisher may not change much over several decades, teachers may need to compare different publisher's accounts over several decades to see noticeable differences. Also, there may be greater differences in accounts of certain events or people. For example, an account of the internment of Japanese Americans at the start of World War II from a 1950s textbook may vary widely from an account of the same even from a textbook marketed today.

2. Another way to start this lesson is to make use of the increasing number of Web sites that provide opportunities to compare differing views of history. For example, the National History Day Web site³ offers conflicting accounts of China's entry into the Korean War. There are also conflicting accounts of the start of the Korean War, one which holds that Syngman Ree started it, and another that says that Kim Il Sung invaded South Korea. A complete book on these conflicting accounts, *The Truth about Cheju 4.3*⁴ by General Kim Ik Ruhl, is available on the Internet. Hundreds of other sites can be identified by searching the Internet for the phrase "conflicting histories."

3. A third way of opening this lesson is to engage students in an e-mail exchange about passages from their textbooks that treat events that have involved the United States and other nations of the world. For example, you could use the Kids' Space Connection⁵ to easily identify and safely communicate with teachers and children from many other nations. You might ask children from several countries to share passages from their textbooks that describe U.S. involvement in

³ http://nationalhistoryday.org/03_educators/2001-2002curbook/new_page_17.htm

⁴ <http://www.kimsoft.com/1997/43kim0.htm>

⁵ <http://www.ks-connection.org/home.cfm>

World War II and then compare these with corresponding passages from your students' textbook .

Developing the Lesson...

4. Once you have begun to expose differences in accounts of the same history, it is time to dig deeper for an understanding of how this might happen. Engage your students in hypothesizing about possible causes, among them the use of different primary and secondary sources, the recent discovery of new primary or secondary sources, changing understanding about related events, histories intended for different purposes and audiences, and bias that stems from the author's affiliations. You should challenge your students to read and compare additional histories of the same event and push them to be critical of all accounts. Students should be engaged in assessing how well purported facts are known.

Closing the Lesson...

5. Close this experience by having the students write their own narratives of the events you have studied. You can do this by having the students work in small groups, each of which produces its own narrative. Then compare these narratives and try to reconcile them into common language.

Evaluating the Lesson:

Ask your students to write a one-to-two page paper describing what they have learned about history and historical narratives. Check to see if these statements include elements of the main ideas for this lesson experience.

Ideas For Enrichment, Extension, and Adaptation

- Work in small research teams to apply these same strategies to other history topics throughout the school year.
- Interview historians to discover the evidentiary difficulties that accompany their own areas of history.
- Compare Northern and Southern accounts of the same civil war battles.

Lesson Analysis:

This lesson engages students in the critical analysis of their traditional history textbook's account of events. Students gain a multi-generational and international view of the same events and work to understand the basis of these views. By

fostering a critical and multifaceted view of history, this lesson helps prepare students for many of the tasks they will face as future citizens.

Additional Activity Ideas

1. Ask the students to imagine that they are historians of the future and are attempting to write the history of some momentous event such as a stock market collapse, a modern-day Crusade, or Civil War. What information would they want to have? Who would they interview? Where would they travel to do their research? Finally, have the students reflect on the importance of these data sources and their work for the preservation of our democracy.
2. Construct an oral history of local citizens' memories of an important event in United States history. Compare these oral histories with written accounts of the same event.
3. Visit a museum to investigate a particular aspect or period of history. Ask the curator about the decisions he or she made about what to display and problems that he or she sees with the present display.
4. As a long-term project, develop a deep understanding of a famous American. Read newspaper and magazine articles as well as biographies of this person. Either role-play the person reacting to some modern day phenomenon or event or write a "letter to the editor" from the person about the phenomenon or event.
5. Make a life-size drawing of a famous person the class is studying. Use an opaque or overhead projector to blow up photographs. Display this portrait on the wall along with a short biography or list of major accomplishments and life events.
6. Write a play or skit about a period of history. Collect and use as many real props as possible. Share your play with other classes and parents.
7. Compare a book such as *Roots* or *The Diary of Anne Frank* with its film version. Describe how the two accounts differed and speculate about why this happened and what effect it has on people's view of the subject.
8. Investigate in-depth our nation's history in a specific area such as immigration, environmental protection, or labor relations.
9. Develop deep knowledge about the Boston Massacre using print and Web-based resources. Conduct a mock trial of the Redcoat soldiers.

10. Read and discuss *1984* after you have completed an in-depth history research project.

**RESOURCES ON FIFTH GRADE
HISTORY FOR CITIZENSHIP INSTRUCTION
FROM THE ERIC DATABASE**

The following resources were identified by searching the ERIC database of education-related literature using ERIC Descriptors such as "Grade 5," "History Instruction," and "Citizenship."

Journal articles listed in the ERIC database (identified by an "EJ" ERIC number such as EJ404290) can be obtained in libraries, through interlibrary loan services, from the originating journal publisher, or for a fee from article reproduction vendors such as INFOTRIEVE (e-mail: <service@infotrieve.com>, toll-free telephone:1-800-422-4633, URL: <<http://www4.infotrieve.com>>) or INGENTA (e-mail: <ushelp@ingenta.com>, telephone: (617) 395-4046, toll-free telephone :800-296-2221, URL: <<http://www.ingenta.com/>>.) Please refer to citations for other specific availability information

Documents listed in the ERIC database (identified by an "ED" ERIC number such as ED460067) can be obtained in microfiche form at libraries or other institutions housing ERIC Resource Collections worldwide. To identify your local ERIC Resource Collection, point your Web browser to: <http://wdcrobcol02.ed.gov/Programs/EROD/eric_search.cfm>. In addition, many libraries now offer E*Subscribe, which grants their patrons free electronic access to some ERIC documents. Documents are also available selectively in a variety of formats (including microfiche, paper, and electronic) from the ERIC Document Reproduction Service for a fee (telephone: (800) 443-ERIC, email: <service@edrs.com>, online order form: <<http://edrs.com/Webstore/Express.cfm>>). Please refer to citations for other specific availability information

ERIC_NO: EJ471692

TITLE: Investigating Ghost Towns: Activities for Upper Elementary and Middle School Students.

AUTHOR: Van Cleaf, David W.; Sesow, F. William

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Social Studies; v84 n1 p37-41 Jan-Feb 1993

ABSTRACT: Describes an instructional activity in which fifth graders identified geographic and economic factors that caused a town to become a ghost town. Discusses instructional procedures and materials used in the activity. Includes extension activities, maps, and suggestions for adapting the activity to other geographic regions. (CFR)

ERIC_NO: EJ466114

TITLE: Computer Programs for Grade 5. Software Review.

AUTHOR: Porter, Priscilla

PUBLICATION_DATE: 1992

JOURNAL_CITATION: Social Studies Review; v32 n1 p74-82 Fall 1992

ABSTRACT: Presents an annotated bibliography of 23 computer software programs selected for their applicability to the fifth-grade curriculum outlined in California History Social Science Framework. Categorizes the recommended software programs by eight chronological units in the course. Includes the current price for each program and a list of sources for the software. (CFR)

ERIC_NO: EJ379471

TITLE: Toward Meaningful Accounts in History Texts for Young Learners.

AUTHOR: Beck, Isabel L.; McKeown, Margaret G.

PUBLICATION_DATE: 1988

JOURNAL_CITATION: Educational Researcher; v17 n6 p31-9 Aug-Sep 1988

ABSTRACT: Focuses on the content and presentation of instructional sequences on the American Revolution in four commercial fifth-grade social studies textbook series. Discusses problems with content, learning objectives, background, and explanation. (FMW)

ERIC_NO: ED392735

TITLE: Longitudinal Analysis of Fifth-Graders' History Learning.

AUTHOR: Brophy, Jere; VanSledright, Bruce

PUBLICATION_DATE: 1995

ABSTRACT: This paper summarizes and discusses the findings from interviews of 10 fifth graders conducted before and after each of their six U.S. history units. Special reference is made to potential curricular and instructional implications from the findings. The 10 students began the year with little historical knowledge and they displayed numerous mistaken assumptions, naive conceptions, and (in some cases) fanciful imaginations in their efforts to construct understandings. Many of these, especially about factual specifics, were replaced with more valid conceptions as the year progressed. However, certain confusions and misconceptions persisted and distorted most students' learning, especially those rooted in vague understanding of the time lines involved or in conflation of learning from historical and from literary (fictional) sources. Higher achieving students generally began with more (and more accurate) prior knowledge and learned more key ideas, but individual differences in interest in history created noteworthy qualifications on the generalization. (Contains 14 references.) (EH)

ERIC_NO: ED340649

TITLE: What Do Entering Fifth Graders Know about American History? Elementary Subjects Center Series No. 37.

AUTHOR: Brophy, Jere; And Others

PUBLICATION_DATE: 1991

ABSTRACT: In most elementary schools in the United States, students get their first systematic introduction to history as a discipline and to chronological treatment of U.S. history as subject matter in fifth-grade U.S. history courses. To develop information about the knowledge and misconceptions concerning U.S. history that fifth-grade teachers can expect to see in their incoming students, the study interviewed students who were nearing completion of the fourth grade about U.S. history topics that they would be taught in the fifth grade. The students' responses revealed that they possessed generally accurate knowledge about history and the work of historians or about the founding and development of the United States as a nation. They had

picked up bits and pieces of information in holiday or state history units in earlier grades or through reading, television, or other out-of-school experiences, but these were not yet subsumed within a systematic network of knowledge. Furthermore, accurate information items often were connected in the students' minds with various types of inaccurate beliefs (naive misconceptions, confluents, and imaginative elaborations). The students' answers to 23 questions are described and illustrated through excerpts from their interview responses, and these findings then are discussed with emphasis on their implications for establishing a context for learning U.S. history and developing certain key ideas so as to promote understanding and clear up misconceptions. (Author/DB)

ERIC_NO: EJ526681

TITLE: Extraordinary People.

AUTHOR: Green, Vicki A.

PUBLICATION_DATE: 1996

JOURNAL_CITATION: Social Studies and the Young Learner; v8 n3 p4-6 Jan-Feb 1996

ABSTRACT: Recalls a week-long field study trip to a reconstructed historic site, Barkerville, British Columbia. Ten years later the participants remembered the experience. The students overwhelmingly agreed that the experience sparked their imagination and created a real connection to the historical past. Includes brief excerpts from the interviews. (MJP)

ERIC_NO: EJ467869

TITLE: Literature and Social Studies: A Spicy Mix for Fifth Graders.

AUTHOR: Tomasino, Kathy

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Social Studies and the Young Learner; v5 n4 p7-10 Mar-Apr 1993

ABSTRACT: Presents an interdisciplinary unit designed for fifth-grade students that focuses on Puerto Rico and Puerto Rican-American culture. Explains that poetry and the novel, "Felita," are used to provide a sense of Puerto Rican culture. Describes activities such as journal writing, geography webs, and exploring culture through food. (CFR)

ERIC_NO: EJ463363

TITLE: Comparison of Elementary Students' History Textbooks and Trade Books.

AUTHOR: Richgels, Donald J.; And Others

PUBLICATION_DATE: 1993

JOURNAL_CITATION: Journal of Educational Research; v86 n3 p161-71 Jan-Feb 1993

ABSTRACT: Researchers examined whether there were differences in the way elementary history textbook and trade book passages were structured. Analyses of text structure in topic-similar passages from both types of books indicated trade books were more comprehensible than history textbooks by being better structured and more coherent. (SM)

ERIC_NO: EJ456510

TITLE: Fifth-Grade U.S. History: How One Teacher Arranged to Focus on Key Ideas in Depth.

AUTHOR: Brophy, Jere

PUBLICATION_DATE: 1992

JOURNAL_CITATION: Theory and Research in Social Education; v20 n2 p141-55 Spr 1992

ABSTRACT: Describes one fifth grade teacher's approach to the teaching of U.S. history. Reveals that the teacher limited breadth of coverage in favor of an approach that sought to connect themes and facts. Explains that the teacher incorporated language arts teaching, storytelling, writing assignments, and cooperative learning activities. (SG)

ERIC_NO: ED358028

TITLE: Fifth-Graders' Ideas about the American Revolution Expressed before and after Studying It within a U.S. History Course. Elementary Subjects Center Series No. 81.

AUTHOR: VanSledright, Bruce A.; And Others

PUBLICATION_DATE: 1993

ABSTRACT: This report is one of a series on how curriculum unit experiences in U.S. history influenced the learning of fifth-grade students. This report focuses on the American Revolution period. Before the unit began, three classes of fifth graders stated what they knew (or thought they knew) about the events leading up to the Revolutionary War, the War itself, and what occurred in the new nation as it began the process of governing itself. In general, students knew very little about this period as they approached their study of it. After the unit, most of the students were much better informed and seemed to have a reasonably good understanding of the events and the historical context in question. They also demonstrated some understanding of circumstances that may have contributed to the Revolutionary War. However, most students appeared to lack an appreciation of different interpretive positions on the issues that surrounded the birth of the United States. They also were limited in their understanding of how the new nation began the process of self-government. (Author)

ERIC_NO: EJ635751

TITLE: Publishing Biographies To Learn about History, Writing, and Research.

AUTHOR: Wyatt, Flora R.

PUBLICATION_DATE: 2001

JOURNAL_CITATION: Middle School Journal; v32 n5 p7-12 May 2001

ABSTRACT: Describes a project whereby preservice teachers and young adolescents collaborate to interview local citizens who experienced life during World War II. Details the project stages including learning through oral history, preparing, interviewing, writing, celebrating, and evaluating. Notes how the project increased student interest in history and engagement in learning. (SD)

ERIC_NO: ED341621

TITLE: Fifth Graders' Ideas about History Expressed before and after Their Introduction to the Subject. Elementary Subjects Center Series No. 50.

AUTHOR: Brophy, Jere; And Others

PUBLICATION_DATE: 1991

ABSTRACT: Prior to their first curriculum unit (on history and the work of historians) in an American history course, three classes of fifth graders stated what they knew (or thought was true) about history and what they wanted to learn about it. After the unit, they reported what they had learned. In addition, a stratified sample of 10 students was interviewed concerning the details of their thinking about several key subtopics. The data indicated that most of the students entered fifth grade knowing that history has to do with the past, although many of them harbored the misconceptions that history was limited to the exploits of famous or important people or to events that occurred long ago. The students did not know much about how historians work, tending to confuse them with archeologists. They also did not appreciate the degree to which history is an interpretive discipline. Most were at a loss when asked why they study history or how history might help them in their lives outside school. Following the unit, the students' knowledge of and thinking about history had become notably more sophisticated. Even so, certain misconceptions still persisted in some of the students and all of them still had difficulty understanding how they might use historical knowledge in their lives outside of school. (Author)

ERIC_NO: ED376096

TITLE: Three Worlds Meet: The Columbian Encounter and Its Legacy. A Unit of Study for Grades 5-9.

AUTHOR: Drake, James; Palumbo, Joseph

PUBLICATION_DATE: 1992

ABSTRACT: This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. Columbus's momentous arrival in 1492 in the Caribbean ended the mutual isolation of two regions of the globe. From this moment on, the future of the Americas has been inextricably linked to those of Europe, Asia, and Africa. The watershed encounter between Columbus and Native Americans signalled the beginning of an ever increasing global interdependence that has had monumental effects, both positive and negative, for world

history. Only by studying the historical context in which Columbus sailed can one hope to arrive at an accurate and balanced understanding of this pivotal event. The lessons included in this unit present the Columbian encounter from a variety of perspectives. This unit begins by comparing and contrasting American and European cultures before 1492. It then examines the changes in European society leading to the wave of maritime exploration at the end of the fifteenth century, resulting in the famed contact between Europeans and Native Americans. Finally, it explores the dramatic changes wrought by the interaction between two previously isolated regions. Students should learn from this unit that the actions of historically prominent figures such as Columbus often reflect the general trends and values of their time. This knowledge, however, should not lead them to see history as a string of inevitable events; rather individual choices and contingency shape history. Contains 11 references. (Author/DK)

ERIC_NO: ED376109

TITLE: Early Jamestown: A Unit of Study for Grades 5-8.

AUTHOR: Pearson, Jim; Watkins, Bryna

PUBLICATION_DATE: 1991

ABSTRACT: This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning point in history students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. Through primary sources, this unit explores the founding and early development of Jamestown and the relationship between the colonists and the indigenous people. Although the colony was established by the Virginia Company of London in the hope of making a profit by finding gold, locating a trade route to Asia, or harnessing the labor of the natives, only the discovery that tobacco could be raised profitably permitted the colony's survival. The colonists' first years were marked by disease, disaster, and death brought about largely by inappropriate expectations, poor planning, and an inability to adapt to the unfamiliar world in which they found themselves. During this same period, the foundations of Anglo-Indian relations in Virginia also were being laid. Students need to understand how very tenuous England's early efforts at colonization actually were. They need to learn how the haphazard and ill-considered decisions of the first English colonists had a profound impact on Anglo-Indian relations. Finally, this unit allows students to experience history in a way that lets them see the past not as a series of inevitable events, but as the meandering record of human choices. (Author/DK)

ERIC_NO: ED376108

TITLE: A Society Knit as One: The Puritans, Algonkians, and Roger Williams. A Unit of Study for Grades 5-8.

AUTHOR: Pearson, Jim

PUBLICATION_DATE: 1992

ABSTRACT: This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By relying on primary sources, this unit explores the Puritans' attempt to create a utopian community in New England, the Massachusetts Bay Colony. The unit is built around 7 objectives: (1) to study historical documents in order to experience history as a dynamic discipline which studies, interprets, and debates the meaning of human artifacts and, through those, humanity's collective past; (2) to understand the Puritan's concept of covenant and explore how this abstract idea shaped their daily lives; (3) to examine the way Puritan children were treated from a variety of perspectives and from this study of children to imagine the way ordinary Puritans lived; (4) to study the different approach Algonkians had to the environment; (5) to appreciate the rich culture of the Algonkians and the way the culture was modified by its contact with Europeans; (6) to investigate the nature of Puritan local government and citizenship; and (7) to consider the way Puritan forms of government anticipated later more democratic practices and yet differed from these practices in certain fundamental ways. The unit consists of four lessons, and includes teacher background materials, lesson plans, and student resources. Contains 11 references. (Author/DK)

ERIC_NO: ED376103

TITLE: William Penn's Peaceable Kingdom: A Unit of Study for Grades 5-8.

AUTHOR: Pearson, Jim; Ingersoll, Tom

PUBLICATION_DATE: 1991

ABSTRACT: Using primary sources, this unit explores the founding of the 12th and most successful of the English colonies in North America, Pennsylvania. Established by the Quaker civil libertarian William Penn, Pennsylvania was intended to demonstrate that a society founded on mutual respect, tolerance, and individual responsibility could flourish. The first 50 years of this province demonstrate that European-Indian relations need not have been based on violence and the destruction of native cultures. In a crucial departure from the past, religious tolerance also was legally guaranteed. Penn understood that separate religious groups might share common interests. The government of Pennsylvania explicitly derived its authority from the people it was intended to govern. The unit embodies five objectives: (1) to study historical documents in order to experience history as a dynamic discipline that studies, interprets, and debates the meaning of human artifacts and through those, humanity's collective past; (2) to examine the effect that the Quakers' respect for life and abhorrence of violence had on establishing relations with Indians based on trust and honesty; (3) to study two of the founding principles of Pennsylvania, namely religious toleration, and faith in the people's capacity to govern, and to consider the extent to which those values remain valid in today's world; (4) to speculate on how treating women as the spiritual equals of men, rather than their inferiors, affected women and altered Quaker society; and (5) to appreciate the ethnic diversity of Pennsylvania and to experiment with the methods historians use to investigate people from the past. (Author/DK)

ERIC_NO: ED376094

TITLE: Slavery in the 19th Century: A Unit of Study for Grades 5-8.

AUTHOR: Pearson, Jim; Robertson, John

PUBLICATION_DATE: 1991

ABSTRACT: This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. The lessons included in this unit attempt to make slavery comprehensible to students, showing its oppressiveness and yet explaining how white Southern culture rationalized and sustained it. The unit also explains how blacks resisted the dehumanizing aspects of slavery and in the process created a distinct African American culture. Finally these lessons present the abolitionists, black and white, male and female, and develop appreciation for their courage, conviction, and understanding. Students should be exposed to people whose foresight and principles, while putting them at odds with the prevailing beliefs of their contemporaries, helped to shape the attitudes of future Americans. This unit should help students see the importance of being active and thoughtful members of society. white Southerners were ordinary people not very different from contemporary Americans. Students should be taught that unless people are educated to reflect actively on the values that shape society, they are likely to accept those values uncritically. With the aid of this unit, students should see racism as a disease that threatens all people's freedom while crippling the judgement of those infected. This unit contains six lesson plans: (1) the justification of slavery and its effect on whites; (2) slave labor; (3) African-American culture forged in bondage; (4) slave resistance; (5) abolition, the leaders and their ideas; and (6) abolition and women's rights. Contains 16 references. (DK)

ERIC_NO: ED374057

TITLE: Women of the American Revolution. A Unit of Study for Grades 5-8.

AUTHOR: Pearson, Jim

PUBLICATION_DATE: 1991

ABSTRACT: This document is a unit that introduces students to the American Revolution by relying on primary sources. The lessons divide the conflict into 3 periods: (1) the friction leading to the War; (2) the struggle for independence; and (3) the expectations that shaped people's participation. The feature that distinguishes this treatment of the Revolution from other lessons is a focus on the conflict from the perspective of women. Although women always have comprised more than half of the population, their presence in recorded history has been marginal. Until recent

decades, most historians focused their interest on political, military, or commercial leaders. With few exceptions, women traditionally had been excluded from these careers of public power. As the study of history has changed, historians have come to recognize the important roles that ordinary people, male and female, have had in shaping the nation. A more inclusive picture of the past that considers the contributions of people previously neglected in historical writing not only more accurately describes the past, but also will help students appreciate that they too have a role in history's pageant. An accurate account of the past can partially explain some of the enduring social inequalities that are the consequence of culture, not biology. During the Revolutionary Era, women comprised half of colonial society. Their contributions were crucial to the final victory. Although most women were noncombatants, they were subjected to the consequences of war, including suffering, violence, and death. (Author/DK)

ERIC_NO: ED366518

TITLE: Emphasis on the Instruction on the Documents of Virginia and United States History and Government. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 3.

PUBLICATION_DATE: 1993

ABSTRACT: This document from the Virginia Department of Education reports on a project to enable public schools to meet requirements of two laws. The first law required public schools to emphasize instruction on the documents of Virginia and United States history and government. The second requested that all public schools be urged to display copies of the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification. The Board of Education was directed to ensure that students be thoroughly knowledgeable about the significance of documents of history, with an emphasis on instructing students on the inherent rights included in these documents; the most significant of The Federalist Papers; the historical, political and cultural shaping of such documents, and their application to daily living. Virginia Standards of Learning objectives for social studies provide a focus on instruction of historical documents at grades five, seven, and eleven. This report discusses two documents developed to further assist school divisions in implementing these objectives. The first, "Documents and Symbols of Democracy" is an instructional book for Virginia students on the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, the Constitutions of the United States and Virginia, and national and state symbols. The second publication was written to assist teachers as they prepared instructional and assessment activities to help students understand the documents of Virginia and U.S. history. Appendices which comprise about three quarters of the document include: (1) a copy of Senate Joint Resolution No. 187; (2) a copy of House Joint Resolution 288; (3) a copy of Superintendent's Memorandum No. 168; (4) "Documents and Symbols of Democracy" (because of length not physically included); (5) "Lessons on Documents and Symbols of Democracy" (because of length not physically included); and (6) a 23-item ERIC bibliography on the use of historic documents in classroom instruction. (DK)

ERIC_NO: ED384564

TITLE: History Is about People: Elementary Students' Understanding of History.

AUTHOR: Barton, Keith C.

PUBLICATION_DATE: 1994

ABSTRACT: This study examines the historical understanding of 22 fourth-graders and 11 fifth-grade students in two classrooms in a suburban community near Cincinnati (Ohio). The classes were homogeneous racially, with no students of Hispanic, African-American, Asian, or Pacific Island descent in either class. The school reflects primarily middle and upper-middle income families. Data were collected through participant observation, open-ended interviews with 29 different students, and analysis of 278 written compositions. The classrooms studied were innovative with activity-oriented instruction. A consistent feature of students' historical thinking was their tendency to explain all historical events and trends in terms of the attitudes and intentions of individuals. Consistent with research on children's understanding of economics and politics, these students did not understand the roles of political or economic institutions in history.

This research suggests that exposing elementary students to increased historical content is unlikely to be effective unless instruction also focuses on helping students understand societal institutions and forces. (EH)

ERIC_NO: EJ442141

TITLE: The Senior Citizens' Tea: A Connecting Point for Oral History in the Elementary School.

AUTHOR: Sears, Alan; Bidlake, George

PUBLICATION_DATE: 1991

JOURNAL_CITATION: Social Studies; v82 n4 p133-35 Jul-Aug 1991

ABSTRACT: Presents a program for making oral history real to elementary children by sponsoring a senior citizens' tea. Describes the experiences of the children in preparing and giving the tea. Discusses the program's benefits of enhancing the store of information about community history and oral history and promoting student use of language in many forms. (DK)

ERIC_NO: ED360229

TITLE: Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88.

AUTHOR: Hasbach, Corinna; And Others

PUBLICATION_DATE: 1993

ABSTRACT: This report examines cases of students learning from their experiences in a fifth grade classroom as they studied a U.S. history curriculum organized around concepts that would not only help students understand history but also be powerful in their lives, concepts that planners hoped would make students more human. The teacher-researchers also considered themselves as learners through the collaborative work done within the Literacy in Science and Social Science Project. This report explores how social studies in this particular context was powerful or not for these particular fifth grade students, powerful in understanding U.S. history, powerful in text analysis, and powerful in analyzing their own lives. The report is not an attempt to show exemplary practice. Instead, it is an attempt to open up dialogue surrounding the teaching and learning of social issues and social justice in the context of social studies. The study seeks to address such questions as: What is powerful social studies? Whose history is being taught in the schools? For whom is it powerful, those who dominate or those who are dominated? For what purposes is it powerful? and Powerful to dominate or to liberate? Contains 57 references and 4 appendices.) (Author/SG)

ERIC_NO: ED400525

TITLE: Reading American History: How Do Multiple Text Sources Influence Historical Learning in Fifth Grade? Reading Research Report No. 68.

AUTHOR: VanSledright, Bruce A.; Kelly, Christine

PUBLICATION_DATE: 1996

ABSTRACT: Over the past 10 years, traditional elementary history textbooks have been criticized by a number of reviewers. In part as a result, some fifth-grade teachers, many of whom have students who are learning chronological U.S. history for the first time, have begun to augment these textbooks with biographies, historical fiction, literature-based historical accounts, and other alternative history texts, providing multiple sources to their students for learning about that history. A study assessed the history reading opportunities provided in a fifth-grade classroom, and then (1) questioned six students from that class about their reading interests with respect to the various texts; (2) explored how the six distinguished among the texts as sources of historical context; and (3) studied the ways in which the multiple sources influenced the development of their critical reading capacities and historical understanding. Six major themes emerged from the data. These themes are discussed in relationship to their implications for learning to become engaged, critical readers of U.S. history and for what they might say about developing enhanced levels of historical understanding. Contains 38 references, 7 notes, and a figure. A 16-item sample of history texts available to students and think-aloud protocol texts are attached. (Author/RS)

ERIC_NO: ED367562

TITLE: History Is More than Story: Expanding the Boundaries of Elementary Learning.

AUTHOR: Barton, Keith C.

PUBLICATION_DATE: 1993

ABSTRACT: Because students should not only know stories about the past, but also understand the interpretive nature of historians' work, this study sought to discover whether instruction can develop elementary students' ability to engage in some aspects of historical interpretation. The study focused on fifth grade students. The research consisted of direct observation of classroom instruction over the course of a 5-week unit, informal conversations with teacher and students, analysis of 24 student compositions produced during instruction, and 4 open ended interviews with focus groups of 4 students each. After participating in activities in which they took the perspectives of different groups of people in the past, students were able to explain how these groups understood events differently, as well as the way in which present day perspectives affect the way stories about the past are told. The ability of students in the class to engage in historical interpretation cannot be understood apart from the teacher's instructional activities. The instructor frequently presented information through short lectures, in which discussion was encouraged by asking students to draw inferences or conclusions about the motivations of groups or individuals. When presenting information, the teacher frequently mentioned the way in which opinions and perceptions differed. The students were highly skeptical toward the reliability of present day historical accounts, and demonstrated their understanding that there is no single story with a straightforward and unproblematic meaning. Students had little understanding, however, of the way in which historians use and evaluate primary sources in order to construct stories. (DK)

ERIC_NO: ED334111

TITLE: Mary Lake: A Case Study of Fifth Grade Social Studies (American History) Teaching. Elementary Subjects Center Series No. 26.

AUTHOR: Brophy, Jere

PUBLICATION_DATE: 1990

ABSTRACT: A case study of the methods of teaching U.S. history that have been developed by an exemplary fifth-grade teacher is presented. It includes description, rationale, and examples of the instructor's overall approach, along with detailed recording of everything done during a month-long unit on the English colonies. The teacher's approach is notable for its limits imposed on breadth of coverage in order to focus on connected main themes and related basic facts; its use of teacher story telling, rather than relying on the textbook, as the major source of information to students; its frequent integration of history content with language arts teaching; and its emphasis on significant writing assignments and cooperative learning activities (instead of more typical worksheets and tests). (Author/DB)

ERIC_NO: EJ504216

TITLE: Learning Comes Together: The Creation of a Play.

AUTHOR: Smart, Jim; And Others

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Kamehameha Journal of Education; v5 p33-46 Fall 1994

ABSTRACT: Each year, fifth graders at Kamehameha Elementary School produce a play about American history. Students do research, write scripts and songs, design costumes and the stage sets, act, and promote the event. The article explains how the students accomplished this over several months and notes how the activity tied into their schoolwork. (SM)

ERIC_NO: EJ463468

TITLE: "A History of Us." An Excerpt.

AUTHOR: Hakim, Joy; And Others

PUBLICATION_DATE: 1993

JOURNAL_CITATION: American Educator: The Professional Journal of the American Federation of Teachers; v17 n1 p6-19 Spr 1993

ABSTRACT: Introduces a new series of U.S. history textbooks geared to grade five (or grades four, five, and six). The 10-volume series, divided into short, manageable chapters, aims to make history come alive. An excerpt from Book 6 ("War, Terrible War") about the Civil War is presented. (SLD)

ERIC_NO: ED354202

TITLE: United States History and Geography: Making a New Nation. Course Models for the History-Social Science Framework. Grade 5.

PUBLICATION_DATE: 1991

ABSTRACT: This publication is a response to teachers' requests for practical assistance in implementing the history and social science framework for California's public schools. The document sets out resources that are useful in teaching U.S. history and geography for fifth grade students. Participants in a summer institute worked in grade level groups to identify instructional materials and develop content appropriate teaching strategies; their findings gave rise to the document. Resources and strategies that the participants identified were field tested and refined by teachers and other scholars. The historical period primarily covered by the guide begins with the original inhabitants, prior to European exploration and concludes with the mid-19th century. The document includes eight units entitled: (1) "The Land and People before Columbus"; (2) "Age of Exploration"; (3) "Settling the Colonies"; (4) "Settling the Trans-Appalachian West"; (5) "The War for Independence"; (6) "Life in the Young Republic"; (7) "The New Nation's Westward Expansion"; and (8) "Linking Past to Present: The American People, Then and Now." (LBG)

ERIC_NO: EJ520930

TITLE: Why and How I Use Historical Fiction.

AUTHOR: Lindquist, Tarry

PUBLICATION_DATE: 1995

JOURNAL_CITATION: Instructor; v105 n3 p46-50,52,80 Oct 1995

ABSTRACT: A fifth-grade teacher discusses why she teaches with historical fiction, presenting tips on choosing good historical fiction, reviewing her favorite new historical fiction books, and highlighting how to use historical fiction to teach by discussing Pocahontas to help students differentiate between make-believe and history. (SM)

ERIC_NO: EJ496950

TITLE: The History Fair: Multiple Resources and Activities Create Understanding and Enthusiasm.

AUTHOR: Nelson, Lynn R.; Nelson, Trudy A.

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Social Studies and the Young Learner; v7 n2 p12-17 Nov-Dec 1994

ABSTRACT: Describes a history fair for a fifth-grade class in U.S. history. Contends that the fair provided students with opportunities to integrate their understanding of history from historical fiction, nonfiction, and textbooks. (CFR)

ERIC_NO: EJ487191

TITLE: Reflecting on American History through Poetry. Classroom Teacher's Idea Notebook.

AUTHOR: Carney-Dalton, Pat

PUBLICATION_DATE: 1994

JOURNAL_CITATION: Social Education; v58 n4 p238-39 Apr-May 1994

ABSTRACT: Describes the use of poetry in U.S. history instruction. Contends that using simulations, historical documents, and literature help make students keenly aware of conflicts and the human impact of historical events. Recommends that students write poetry related to historical topics and includes five examples of student-written poetry. (CFR)

ERIC_NO: EJ483186

TITLE: Historical Literacy: A Journey of Discovery.

AUTHOR: Nelson, Cynthia Stearns
PUBLICATION_DATE: 1994
JOURNAL_CITATION: Reading Teacher; v47 n7 p552-56 Apr 1994
ABSTRACT: Describes an interdisciplinary instructional approach that links historical content and literature to develop historical literacy in fifth-grade students, fostering understanding and encouraging interpretation of stories told through the voices of the past. (SR)

ERIC_NO: EJ563909
TITLE: For All the Children Who Were Thrown Away.
AUTHOR: Brown, Daniel A.
PUBLICATION_DATE: 1998
JOURNAL_CITATION: Educational Leadership; v55 n7 p72-75 Apr 1998
ABSTRACT: Appalled by a report stating that most Americans were unaware of the Nazi's decimation of European Jewry during World War II, a fifth-grade teacher began teaching a lesson about the Holocaust. Her students were astounded to learn that the Nazis had murdered 1.5 million children. Presenting the Holocaust to elementary-age children requires a delicate balance between honesty and concern for children's sense of personal safety. (MLH)

ERIC_NO: EJ464715
TITLE: Fifth Graders' Ideas about History Expressed before and after Their Introduction to the Subject.
AUTHOR: Brophy, Jere; And Others
PUBLICATION_DATE: 1992
JOURNAL_CITATION: Theory and Research in Social Education; v20 n4 p440-89 Fall 1992
ABSTRACT: Presents study results of fifth graders' attitudes toward history. Includes interviews with the student subjects concerning what they know about history, what they want to know, and reasons to study history. Concludes that fifth graders are interested in history and familiar with the past but vague on the interpretive nature of history. (DK)

ERIC_NO: EJ420680
TITLE: Walking in Their Footsteps: Writing Letters to Learn about the American Revolution.
AUTHOR: LoBaugh, Glenda; Tompkins, Gail E.
PUBLICATION_DATE: 1989
JOURNAL_CITATION: Social Studies and the Young Learner; v2 n2 p9-11 Nov-Dec 1989
ABSTRACT: Outlines letter writing exercises for fifth grade social studies units on the U.S. Revolutionary War period. Students write letters as fictional and nonfictional historical characters from trade books described in article. Objectives include understanding viewpoints and historical events, writing to persuade, and share or seek information. Includes examples of students' letters. (CH)

ERIC_NO: EJ464766
TITLE: A Missing Piece of Heart: Children's Perceptions of the Persian Gulf War of 1991.
AUTHOR: Knowles, Trudy
PUBLICATION_DATE: 1993
JOURNAL_CITATION: Social Education; v57 n1 p19-22 Jan 1993
ABSTRACT: Describes a study of 14 fifth graders concerning their understanding and attitudes toward the Persian Gulf War. Finds that the public school served as a significant socialization agent during the war, although television was even more important. Concludes that patriotic issues and activities overshadowed any attempts to have students think critically about the war. (CFR)

ERIC_NO: EJ453792
TITLE: A Longitudinal Characterization of Young Students' Knowledge of Their Country's Government.
AUTHOR: Sinatra, Gale M.; And Others
PUBLICATION_DATE: 1992

JOURNAL_CITATION: American Educational Research Journal; v29 n3 p633-61 Fall 1992

ABSTRACT: Ideas young students have about their government and the effects of instruction and development on the formation of these ideas were studied for 26 students interviewed 4 times (before and after U.S. history instruction in grades 5 and 8). Why students' conceptions showed more consistency than growth is discussed. (SLD)

CHAPTER NINE

Reflections and Resources

The very idea of teaching history for citizenship as a central focus of elementary school history instruction will no doubt raise a series of objections and fears. Some will object to the utilitarianism of that undertaking, preferring to leave the purpose of history instruction open to other ends. Indeed, Crabtree, Nash, Gagnon, and Waugh (1992) in their NCHS book, *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*, recognized three fundamental uses for history instruction: (a) “to prepare the individual for a career of work, to sustain life;” (b) “for active citizenship, to safeguard liberty and justice;” (c) “for the private pursuit of happiness,” (p. 2) and they considered the last use to be of utmost importance. Stearns, Seixas, and Wineburg (2000) note that newest scholarship views history teaching as “... a cultural act that teaches students about warrant, about the nature of understanding, and about their own role in making historical knowledge” (3). This perspective, they report, conceives of elementary and secondary history instruction “as the first steps toward a critical, disciplinary practice of history” (2) rather than as a “site for the construction of collective memory in contemporary society” (2). Of course, these are utilitarian ends of another sort. The first focuses on a kind of enculturation and apprenticeship process as the outcome of history instruction and the second focuses only on the communication of mass-produced historical memory products. One may develop technical skill in historical scholarship without concern for the subject matter focus of that scholarship, and the other may encourage students to thoughtlessly embrace the content they are being taught. Of course, the study of history for the private pursuit of happiness, the intrinsic glory of the experience, or for the fulfillment of deeply set antiquarian urges comes closest to the “no practical end is necessary” pursuit of the past.

Considering all of these purposes as discrete and mutually exclusive, however, is incorrect. Practicing the methods of history can only reinforce our understandings of the products of history. In fact, for history to be believable, it

must be subjected to rigorous inspection and debate. The process for making meaning and arriving at conclusions must be transparent. The real questions are related to the issues of when to begin creating an awareness of this, how to go about it, and how much of it to do.

In writing *Teaching History for Citizenship in the Elementary School* I sought to accomplish several goals. First, I wanted to present the rationale behind teaching history for citizenship and demonstrate that this utilitarian end has been endorsed by a variety of organizations and individuals, both liberal and conservative. Second, I reviewed recent research and scholarship on the teaching and learning of history and presented this work in the form of generalizations about what children are capable of learning from history lessons. My desire was to inform and empower elementary teachers, so I found it necessary to supplement the research findings with additional common sense understandings about what teachers must do to achieve a potent history-for-citizenship curriculum in their schools.

Third, I wanted to demonstrate selected states' history for citizenship expectations for grades K-5 and relate these to national standards for history and citizenship. This task was important because some states' curriculum guidelines provide more guidance than others and I felt it was important to feature selected states so that teachers in other states could compare their own history for citizenship expectations with those models. The task of selecting model states was complicated by my desire to have some representation from different sections of the United States, to mainly feature states that had recently revised their standards, and to represent some of our larger and more heavily populated states. Readers should recognize that in many cases I have used only a portion of each state's history and citizenship standards. In addition, virtually all states have standards that address other subject and content areas such as geography, economics, and culture. History for citizenship is just a portion of each state's social studies curriculum.

Fourth, I sought to offer teachers and teacher-in-training model lesson plans and activity ideas that clearly addressed the featured history for citizenship

expectations at each grade level. The lesson plans attempt to show that history lessons can be focused on important citizenship content understandings yet simultaneously move safely beyond indoctrination. Wherever possible the featured lesson plans and additional activity ideas are designed to help students understand the methods and limitations of history in addition to recognizing multiple perspectives. For example, the kindergarten lesson plan in chapter 3, *A Picture History Of Our School Day*, easily demonstrates the idea that history is an incomplete account of the past while also showing the children citizenship aspects of their behavior expectations and daily routines. Chapter 5 offers a second grade lesson plan, *Constructing Our School's History*, that engages students in exploring and documenting their school's history. Students are guided to use multiple data sources, to note cause and effect relationships, and to seek corroboration of facts. The citizenship education aspect of this lesson is represented by a variety of activities that help students understand that "our school has changed over time but it has always had rules and rituals," and that "our school has played a role in educating many of the citizens in our community." Third grade lesson plans teach several main ideas: "*no two histories of the same place and time will read the same despite the fact that they refer to the same reality,*" "*a good part of a city's history will be comprised of items that relate to the operation of government and citizens' involvement with government actions,*" "*city recreation programs are paid for by taxes and they are targeted to specific areas and populations,*" and "*wealthy citizens often take advantage of private recreation facilities.*" These main ideas communicate the fact that these lesson plans encourage multiple perspectives and critical thinking about history and citizenship. The role that state government plays in naming public facilities is examined in the fourth grade as students investigate the lives of citizens whose names are affixed to public parks, buildings, and bridges. The concepts of public controversy and cultural hegemony are broached in the first lesson plan and the state's history in education discrimination is examined in the second lesson plan. Both plans develop a critical but responsible analysis of history and government. Finally, fifth graders are treated to two lesson plans, *Investigating The Lives of*

Recognized Leaders and Seeing History From Different Perspectives. The first plan encourages a detailed and comparative analysis of the lives of political, governmental, military, social activists, and humanitarian leaders, while the second engages students in examining conflicting histories.

My fifth and final goal for this book was to offer teachers grade-level appropriate resources that they could use to teach history for citizenship. Many searches of the ERIC database were conducted to identify curriculum units, journal articles, and research published since 1988, the year *Teaching History in the Elementary School* was published. The results of these searches are appended to the ends of chapters 3 through 8.

Web sites now offer impressive resources that further support history for citizenship instruction; many of the most useful sites are listed below. I have visited each Web site and attempted to describe the content of each in brief annotations. Sites that offer broader or more in-depth information have longer annotations. All of the links were active at presstime.

The presence of so many useful Web sites is a testament to the predictions I made in 1988. I wrote, "As schools mature into the information age it is likely that present trends toward the increased use of technology will supplement existing didactic practices in the teaching of history to a greater extent." (p. 121) It seemed clear that history would become increasingly seductive as we gained easy access to hundreds of thousands of documents, photographs, soundtracks, and videos. Of course, these resources greatly enhance the potential of doing independent historical research. In 1988 I wrote that "History, more than most subjects, benefits from such individualization. The success and rapid growth of History Day are a testimony to the power of the individualized study of history.... For many students, their History Day project is the first time they deeply researched the past in a quest of meaning and understanding. We should be deeply appreciative of the fact that such experiences are almost always positive and reflect on the message such success conveys." (p. 121)

As *Teaching History in the Elementary School* was published in 1988, word of the development of national history standards was just beginning to

spread. I wrote the following paragraph as a closing statement for that book and it still seems like an appropriate end to the this book. So, I offer these concluding thoughts about a desirable future for history education in schools.

The future of history instruction in the United States may include renewed attempts to define a national curriculum of orthodox content. The discipline of history is surely endangered by the complacent attitude of those who insist that they have the right content and correct perspective on the past. Attempts to freeze our knowledge with an orthodox content and interpretations of the past run contrary to the nature of the discipline and the task of history scholarship. Ultimately, the school curriculum must suffer along with the discipline; both must endure a degree of ambiguity and change in order to stay vibrantly alive. Presenting the past as a foregone conclusion, devoid of all mystery and controversy presents a false image of the past and drains the vitality from its study. Any detailing of universal content, any attempt to define what everyone should know, must be accompanied by statements endorsing the fundamental right to advance alternative interpretations, to select certain content for deeper treatment, and to supplement the core with freely-chosen alternative material. Anything less is to shackle the historian, history teacher, and pupil. In this country, history, like our democracy, must go about the business of creating shared memories of the past and consensus on the meaning of the present while demonstrating sufficient tolerance for diversity and difference of opinion to ensure the welfare of all citizens.

Useful History-for-Citizenship Web Sites

<http://www.history.org/nche/>

The National Council for History Education Web site features "History Links," a collection of links to a vast array of history-related Web sites.

<http://www.50states.com/>

Though commercial, this site provides links to every state and includes historical and geographical facts, biographies of famous people from each state, and county profiles.

<http://www.sscnet.ucla.edu/nchs/>

The Web site of the National Center for History in the Schools, Department of History, UCLA, has sample lessons from its 60+ teaching units that are the fruits of collaborations between history professors and experienced teachers of both United States and world history.

<http://www.indiana.edu/%7Essdc/stand.htm>

The ERIC Clearinghouse for Social Studies/Social Science Education links to national and state social studies, art, and music standards, curriculum frameworks information, and related materials.

<http://www.epa.gov/kids/>

The Web site of the Environmental Protection Agency offers a collection of fact sheets, brochures, and links that teachers can use to explain environmental issues. Topics include air, water, garbage and recycling, plants and animals, games, science, and art.

<http://bensguide.gpo.gov/>

Ben's Guide to U.S. Government for Kids is a service of the Superintendent of Documents, U.S. Government Printing Office (GPO). Ben's Guide serves as the

educational component of *GPO Access*, GPO's service to provide the official online version of legislative and regulatory information.

http://www.access.gpo.gov/su_docs/whatis.html

GPO Access is a service of the U.S. Government Printing Office that provides free electronic access to a wealth of important information products produced by the federal government. The information provided on this site is the official, published version and the information retrieved from *GPOAccess* can be used without restriction, unless specifically noted.

<http://www.nationalhistoryday.org/>

This site provides a year long education program that makes history come alive through educator professional development and active student learning.

<http://www.criticalthinking.org/K12/k12class/trc.html>

The Center for Critical Thinking site includes instructional guides and lesson plans to help educators incorporate critical thinking into every aspect of their teaching.

<http://www.sjsu.edu/depts/itl/index.html>

Mission: Critical, a project and Web site of San Jose State University's Institute for Teaching and Learning, features a "virtual lab" that familiarizes users with the basic concepts of critical thinking in a self-paced, interactive environment.

<http://www.philosophy.unimelb.edu.au/reason/critical/>

The Web site of The University of Melbourne links to many critical thinking resources. Links are loosely organized into alphabetized categories.

<http://teacherlink.org/social/cufa/sslinks.htm>

This page from the College and University Faculty Assembly (CUFA), an affiliate of the National Council for the Social Studies provides links to exemplary sites

for lesson plans and instruction resources.

<http://www.factmonster.com/index.html>

Fact Monster, a Web site of the Family Education Network, Inc. (which also produces the Information Please Web site) contains all sorts of information and facts related to U.S. history, culture, and people.

<http://www.history.ctaponline.org/center/>

This Web site, created and maintained by the Butte County Office of Education Center for Distributed Learning in collaboration with the California Department of Education, assists teachers in implementing the State Board of Education adopted History-Social Science Content Standards and Framework.

<http://homeworkspot.com/>

This Web site of StartSpot Mediaworks Inc. features a free homework information portal to K-12 homework-related sites.

<http://www.ourdocuments.gov/>

The Web site of the National Initiative on American History, Civics, and Service, provides access to many documents for use by teachers and students. The Teachers Toolbox includes lesson ideas for all grades on integrating <OurDocuments.gov> into social studies classrooms, a downloadable teachers sourcebook, and many other items. Images of the original documents, transcripts, and histories of the documents are provided.

<http://www.gpo.gov/index.html>

This official Web site of the United States Government Printing Office provides access to the publications of that office and many links to other government services.

<http://learning.loc.gov/learn/>

This gateway provides access to over one hundred Library of Congress American Memory collections (7 million historical documents, photographs, maps, films and audio recordings) in addition to lesson plans and activities.

<http://www.wethepeople.gov/>

Essay questions and previous winning essays written by students are available on the Web site of *We the People*, the new initiative of the National Endowment for the Humanities that seeks to help Americans make sense of their history and the world around them.

<http://www.thehistorynet.com/>

TheHistoryNet, a Web site of the Primedia History Group, the world's largest publisher of history magazines, provides the "deepest and broadest collection" of articles on history from leading writers and historians, accessible to novices and students as well as experts.

<http://www.whitehousehistory.org/>

The Web site of the White House Historical Association features a Learning Center with lesson plans and text for both teachers and students, primary document activities, time lines, a history of musical performances at the White House, a tour featuring the White House and its renovations, music by the Marine Band, and much more.

<http://www.si.edu/teachers/>

The Smithsonian Institute's Web site for teachers features The Smithsonian Center for Education and Museum Studies, a gateway to the Smithsonian's educational resources where you can search lesson plans, a resource bank, media catalog, field trips, and Museum Education, which links to the following: African Art Museum; Air and Space Museum; American Art Museum and its Renwick

Gallery; American History Museum; American Indian Museum; Arts and Industries Building (changing exhibitions); Cooper-Hewitt National Design Museum; Freer and Sackler Galleries (Asian art); Hirshhorn Museum and Sculpture Garden (modern and contemporary art); National Zoo; Natural History Museum; and Portrait Gallery

http://www.archives.gov/digital_classroom/index.html

The National Archives and Records Administration digital classroom Web site features lesson plans, links, and information on how to teach with documents, conduct research on documents, and locate publications.

<http://www.historychannel.com/classroom/>

The History Channel Web site offers many resources for teachers, including a monthly programming guide and accompanying study guide materials that can be downloaded and copied for classroom use.

<http://historictraveler.com/index.html>

Though a commercial site for planning travel to historic locations, Historic Traveler provides some good materials and images of historic places, arts and architecture, military history, and historic transportation.

<http://www.history.org/index.cfm>

The Web site of The Colonial Williamsburg Foundation features “Explore and Learn,” which includes teacher resources, electronic field trips, clothing, gardens, and much more on Colonial Williamsburg.

<http://edsitement.neh.gov/>

This Web site of the National Endowment for the Humanities, in partnership with the National Trust for the Humanities and the Marco Polo Education Foundation, contains links to many great lesson plans in history and social studies. The calendar links to specific lesson plans for each day of the week and a lesson plan

archive.

<http://www.abanet.org/publiced/home.html>

The American Bar Association's Division for Public Education Web site focuses on law-related education. Lesson plans for grades K-12 are available on this page of the site: <<http://www.abanet.org/publiced/lawday/schools/lessons/home.html>>. In addition, the site includes the sections “How Courts Work,” “Supreme Court Preview” and “Law Day.”

<http://www.c-span.org/classroom/index.asp>

The C-SPAN in the Classroom site features classroom teaching resources in civics, history, current events, economics, and government. Teachers and students can send questions and comments to C-SPAN guests via the site.

<http://www.census.gov/>

The US Census Bureau site provides access to many types of census data.

<http://www.civiced.org/>

The Web site of the Center for Civic Education features curricular materials including standards for civic education, sample lessons, and curricular frameworks, all which can be printed and downloaded for classroom use.

<http://www.crfc.org/>

The Constitutional Rights Foundation Web site seeks to help schools foster critical thinking skills and responsible civic action in students. Lessons for grades 5 through 12 are located at: <<http://www.crfc.org/lesson.html>>.

<http://oyezoyez.org/>

The Northwestern University OYEZ site offers a virtual tour of the Supreme Court Building; a case search link; information on Supreme Court justices; current cases on the docket; and the OYEZ Baseball game, a fun way to learn

about the Supreme Court (though the game requires knowledge of baseball trivia).

<http://www.streetlaw.com/>

This Web site is a companion to the *Street Law* text (available from Street Law) for students and teachers. "Cases & Resources" contains links to hundreds of sites organized to coordinate with the contents of the *Street Law* text. "Supersites" links to some of the best all-around law-related sites on the Web.

<http://www.yale.edu/lawweb/avalon/avalon.htm>

The Web site of the Avalon Project at Yale Law School contains the text of pre-eighteenth-century through twenty-first century documents.

<http://www.farmers.com/FarmComm/AmericanPromise/>

The American Promise Web site is devoted to helping teachers, professors and educators bring democracy to life in their classrooms. A supplement to the videos and teaching guide produced for the original public television series, the site contains both a teaching guide and activities.

<http://www.closeup.org/resource.htm>

The Close Up Foundation Web site links to Congressional and other legislative branch Web sites as well as those of media organizations focusing on the U.S. Congress. Also features quizzes on the U.S. constitution, US history the law, and politics.

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa>

America's Story from America's Library features stories of famous Americans from the Library of Congress.

<http://www.educationalsynthesis.org/famamer/>

Mrs. P's Famous Americans Web site, sponsored by Educational Synthesis, a Division of Enabling Support Foundation, and maintained by Anne Pemberton,

features images and text about famous people for grades K-5.

<http://odur.let.rug.nl/~usa/B/>

From Revolution to Reconstruction ... and What Happened Afterward features biographies of many famous historical figures from American history assembled by the Department of Humanities Computing of the University of Groningen in the Netherlands.

<http://www.iusb.edu/~civilrts/>

The Web site of the Civil Rights Heritage Center at Indiana University South Bend provides links to a large number of civil rights sites and includes: a time line of the movement, photographs, key events, and teaching tools. This is a great source of student project materials and teacher resources.

<http://www.theaha.org/teaching/>

This Web page of the American Historical Association Links to national history standards; guidelines for the preparation, evaluation, and selection of history textbooks; criteria for standards in history/social studies/social sciences; and other related sites.

<http://bioguide.congress.gov/congresswomen/chrono.asp>

The U.S. Congress Web site features biographies of every woman who served or is currently serving in the House of Representatives.

<http://www.usdoj.gov/dea/pubs/straight/cover.htm>

This area of the U.S. Drug Enforcement Administration Web site is dedicated to information for parents, teachers, and students.

<http://www.usdoj.gov/kidspage/>

This Department of Justice Web site for kids and youth, teachers, and parents contains downloadable files on many subjects. It also provides information on the FBI, civil rights, the "FBI's 10 Most Wanted Fugitives", crime prevention, courtrooms, and cyberethics for youth.

<http://www.fbi.gov/kids/k5th/kidsk5th.htm>

This children's page of the FBI Web site features a tour of the FBI and information safety, games, and working dogs.

<http://politicalgraveyard.com/index.html>

A comprehensive source of U.S. political biography, this Web site is composed of facts about deceased politicians, including where they are buried, circumstances of birth (in log cabin or hospital), circumstances of death (in wars, from smallpox, etc.), and much more.

<http://odur.let.rug.nl/~usa/GEO/homepage.htm>

An abridged, electronic version of *Regional Landscapes of the United States and Canada* (4th edition, by Stephen S. Birdsall and John Florin, published in 1992 by John Wiley & Sons, Inc.), the site features maps and geographic detail about the U.S.

<http://www.ks-connection.org/home.cfm>

The Kids' Space Connection, sponsored by Interport Communications, is a child-friendly Web site that provides a way for students to communicate as pen pals (over 150 countries participate) and for schools to collaborate on projects. The site offers many creative activities, help section for using the site and teaching about technology. Totally commercial free.

<http://www.aetv.com/class/>

The Arts and Entertainment Television Network's (AETV) classroom site features many resources for teachers, including teaching materials, specific biography teaching ideas, classroom tips, and contests.

<http://biography.com>

The Biography Channel Web site contains brief biographical sketches of over 25,000 famous inventors, authors, legislators, and others, in addition to programming notes on the Biography Channel[®], books, videos, and other material.

<http://www.historychannel.com/>

The History Channel Web site offers classroom resources, speeches, history quizzes, History Channel[®] programming, and much more.

http://www.genealogy.com/index_n.html

This Web site may be the easiest place to begin researching family history.

<http://www.teachwithmovies.org/>

Developed by parents, this Web site offers ideas on teaching about more than 230 films. The films are categorized by topics with recommended minimum ages for viewing indicated. Teaching guides can be purchased, though the site alone provides much information for teachers on films.

<http://thegateway.org/>

The Gateway to Educational MaterialsSM is a consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites.

<http://school.discovery.com/lessonplans/k-5.html>

The lesson plan library of DiscoverySchool.com, a subsidiary of Discovery Communication, Inc., this site provides innovative teaching materials for teachers,

useful and enjoyable resources for students, and smart advice for parents about how to help their kids enjoy learning and excel in school.

http://www.askeric.org/cgi-bin/lessons.cgi/Social_Studies

This site features lessons plans for K-12 in all the areas of social studies: anthropology, archaeology, civics, comparative political systems, current events, economics, gender studies, geography, history, holidays, multicultural education, process skills, psychology, sociology, state history, U.S. government, U.S. history, and world history.

<http://www.teach-nology.com/>

This site links to 19,000 lesson plans, 5,600 printable worksheets, over 200,000 reviewed Web sites, rubrics, educational games, teaching tips, advice from expert teachers, current education news, teacher downloads, Web quests, and teacher tools for creating exciting classroom instruction.

<http://www.theteachersguide.com/>

The Teacher's Guide is a teacher-created guide to resources of lesson plans, thematic units, book activities, teacher freebies, children's songs, virtual field trips, and more.

<http://www.theteachersguide.com/ChildrensSongs.htm>

The Teacher's Guide Children's Songs page provides lyrics and many MIDI (Musical Instrument Digital Interface) files (an electronic audio rendering of a piece of music) for many well-known children's songs, plus links to other lyrics sites.

http://www.sitesforteachers.com/resources_sharp/socialstudies.html

Sponsored by <Learning page.net>, this site contains a vast list of links to lesson plans, teaching strategies, and more.

<http://www.usflag.org/>

This Web site provides information on the history of the U.S. flag and the Pledge of Allegiance. It also includes patriotic songs, speeches, and essays.

http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfc_pledge.html

This Web site offers another history of the Pledge of Allegiance, including a plain language translation of the Pledge for young students. Many other pages and features related to the U.S. are offered on this Web site.

References

Crabtree, Charlotte, and Others (Eds.) 1992. *Lessons from history. Essential understandings and historical perspectives students should acquire.* Los Angeles: National Center for History in the Schools.

Stearns, Peter N., Peter Seixas, and Sam Wineburg (Eds.) 2000. *Knowing, teaching, and learning history: national and international perspectives.* New York: New York University Press.





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