



## Standards Alignment

### **The National Center for History in the Schools National Standards for History (1996)**

Standard 5A – Students understand the movements of large groups of people into his or her own and other states in the United States now and long ago.

### **National Council for the Social Studies Curriculum for Social Studies (1994)**

Standard 1 – Culture

Standard 2 – Time, Continuity and Change

Standard 9 – Global Connections

### **REVIEW OF SECOND GRADE UNIT "IMMIGRATION HISTORY" by Dr. M. Gail Hickey, Professor of Education**

The Second Grade History Unit "Immigration" represents a strategy for introducing young students to the history of the early settlement of the U.S. Students are involved in meaningful, active learning experiences supplemented by film, historical photographs, and timelines. The unit is based upon appropriate pedagogical foundations. Dulberg (1998), for example, found engaging young students in instruction based on inquiry, explanation, and interaction with rich content is essential to their construction of historical perspectives. Sunal and Haas (2002, p. 280) recommend young children be encouraged to distinguish between "fact, fiction, artistic license, and the need to create a story that sustains the viewers' interest" when film and/or video are used in the classroom. Photographs represent primary sources of data, which help make history come to life for young children (Hickey, 1999).

The "Immigration" instructional unit also draws upon curriculum standards identified by national educational organizations. The National Standards for History (1996) recommends skills and conceptual understandings related to history to which students in grades K-4 should be exposed. Standards related to the "Immigration"



unit include "The causes and nature of various movements of large groups of people into and within the United States, now and long ago". Standards related to the "Immigration" unit also include the historical skills Chronological Thinking (distinguish between past, present, and future time; interpret data presented in timelines; create timelines); Historical Comprehension (identify the central question(s) the historical narrative addresses; draw on the visual data presented in photographs, paintings, cartoons, and architectural drawings); Historical Analysis and Interpretation (formulate questions to focus their inquiry or analysis; distinguish between fact and fiction; analyze illustrations in historical stories); Historical Research Capabilities (formulate historical questions). Each of these content standards and historical skills is present in one or more lessons in the second grade unit "Immigration."