



Standards Alignment

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

Standard 8A – Students understand the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.

Standard 8B – Students understand changes in transportation and their effects.

Standard 8C – Students understand changes in communication and their effects.

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

Standard 2 -- Time, Continuity and Change

Standard 3 -- People, Places, and Environment

Standard 7 -- Production, Distribution, and Consumption

Standard 8 -- Science, Technology, and Society

REVIEW OF THIRD GRADE UNIT – INDUSTRIAL REVOLUTION by Dr. M. Gail Hickey, Professor of Education

The Third Grade History Unit "Industrial Revolution" represents a strategy for introducing young students to an era of United States history marked by rapid advances in technology. While traditionally United States history is not introduced prior to fifth grade, recent research on children's comprehension of social studies concepts and content reveals young children develop historical understandings earlier than expected. Therefore, the unit is based upon appropriate pedagogical foundations. Levstik and Barton (1994) and Downey (1994), for example, found even early elementary grades children are capable of more historical understanding than educators originally thought. Young students' historical knowledge prior to fifth



grade, however, is limited primarily to information about popular culture and everyday life.

The "Industrial Revolution" instructional unit also draws upon curriculum standards identified by national educational organizations. The National Center for History in the Schools National Standards for History (1996) articulates what children kindergarten through fourth grade can know and do. "Family life now and in the recent past; family life in various places long ago", for example, is the history standard related to students' study of how farms changed over time, as is "Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them". The same document lists history-related skills appropriate for teaching young students, such as "Historical comprehension: draw on data in historical maps; draw on visual and mathematical data represented in graphs; draw on the visual data presented in photographs, paintings, cartoons, and architectural drawings". Each of these content standards and historical skills is a focus of one or more lessons in the third grade unit "Industrial Revolution."