



## Standards Alignment

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

Standard 1B – Students understand the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.

Standard 4A – Students understand how the United States government was formed and the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.

Standard 4B – Students understand ordinary people who have exemplified values and principles of American democracy.

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

Standard 5 -- Individuals, Groups, and Institutions

Standard 6 -- Power, Authority, and Governance

Standard 7 -- Production, Distribution, and Consumption

Standard 10 – Civic Ideals and Practices

### **REVIEW OF FOURTH GRADE UNIT – PROGRESSIVE ERA by Dr. M. Gail Hickey, Professor of Education**

The Fourth Grade History Unit "Progressive Era" represents a strategy for introducing young students to an era of United States history marked by a growing sense of post-industrialism social consciousness. 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 "Progressive Era" 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. "The people, events, problems, and ideas that created the history of their state", for example, is the history standard related to students' study of the evolution of post-industrialism social consciousness.

The same document lists history-related skills appropriate for teaching young students, such as "Historical issues analysis and decision making" (identify problems and dilemmas in the past; analyze the interests and values of the various people involved; identify causes of the problem or dilemma; evaluate the consequences of a decision). Each of these content standards and historical skills is a focus of one or more lessons in the fourth grade unit "Progressive Era."