



## Standards Alignment

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

Standard 1 -- Students should understand family life now and in the recent past; family life in various places long ago.

Standard 2 -- Students should understand the history of their own local community and how communities in North America varied long ago.

Standard 3 -- Students should understand the people, events, problems, and ideas that were significant in creating the history of their state.

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

Standard 2 – Time, Continuity and Change

Standard 4 – Individual Development and Identity

Standard 6 – Production, Distribution and Consumption

Standard 7 – Power, Authority and Governance

### **REVIEW OF FOURTH GRADE UNIT LESSON PLAN – THE GREAT DEPRESSION** by Dr. M. Gail Hickey, Professor of Education

The National Council for the Social Studies (1994) identifies ten curriculum themes for social studies instruction:

Culture

People, Places, and Environments

Time, Continuity, and Change

Individual Development and Identity

Individuals, Groups, and Institutions

Production, Distribution, and Consumption

Power, Authority, and Governance

Science, Technology, and Society



## Global Connections Civic Ideals and Practices

Four of these 10 themes are present in the lesson collection: Time, Continuity, and Change (Activities 1 and 7); Individual Development and Identity (Activities 2, 3, 7, and Music Class Corollary 1); Production, Distribution, and Consumption (Activities 5, 6, 9, and Music Class Corollary 2 and 3); and Power, Authority, and Governance (Activities 10 and 11). It is not clear to this evaluator which NCSS curriculum themes are correlated with the remaining Activities.

Recommendation: Consider inclusion of at least some of the remaining 6 NCSS curriculum themes through additional Activities and/or Corollaries, for example, through the use of children's books or computer software.

The National Center for History in the Schools identifies 8 standards for teaching children in grades K-4:

1. Students should understand family life now and in the recent past; family life in various places long ago.
2. Students should understand the history of their own local community and how communities in North America varied long ago.
3. Students should understand the people, events, problems, and ideas that were significant in creating the history of their state.
4. Students should understand how democratic values came to be and how they have been exemplified by people, events, and symbols.
5. Students should understand the causes and nature of various movements of large groups of people into the United States now and long ago.
6. Students should understand folklore and other cultural contributions from various regions of the United States and how they help form a national heritage.
7. Students should understand selected attributes and historical developments of societies in such places as Africa, the Americas, Asia, and Europe.
8. Students should understand discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them.

Standards 1, 2, and 3 are well represented throughout the Lessons Collection. The National Center for History in the Schools also developed a list of history-related



skills for students in primary grades:

1. Chronological thinking: distinguish past, present, and future time; establish temporal order when constructing own historical narratives; measure and calculate calendar time; make and interpret timelines; explain continuity and change over time.
2. Historical comprehension: reconstruct the literal meaning of a historical passage; identify important questions in historical narratives; identify historical perspectives; use historical maps; find information in illustrations; understand data in charts and graphs.
3. Historical analysis and interpretation: formulate questions for inquiry; compare and contrast different ideas; distinguish fact and fiction; compare different versions of the same event; explain causes in historical events; hypothesize how the past has influenced the present.
4. Historical research capabilities: state historical questions; locate historical data; interpret data; use historical knowledge to write a story, explanation, or narrative.
5. Historical issues: Analysis and decision making: identify issues in the past; compare interests and values of various people; suggest alternative choices for solving a historical problem; prepare a position on an issue; evaluate the consequences of a decision.

A case can be made for inclusion of each of the above five skills in the Lessons Collection evaluated here. For example, the unit introduction asks students to focus on chronological thinking; Activity 1 asks students to exhibit historical analysis; Activity 2 exposes students to the study of historical issues. This evaluator feels certain teachers who have access to the secondary sources mentioned in the Pre-Unit Preparation will develop and implement learning experiences which require students to demonstrate historical comprehension of these sources.

The unit developers are to be commended on the use of a consistent, standard format (Centerpiece, Content, Process, Product) for each of the lessons included.