

**C U R R I C U L U M A N D
T R A N S F O R M A T I V E
T E A C H I N G O F
S O C I A L S C I E N C E**

PROFESSOR:

JOSHUA (JOSH) NOTHOM

○ History in the Elementary Grades

- What do we teach?
 - In many cases, your department head and/or principal will require you to follow the state learning standards.
 - Almost all states have adopted the CCSS.
 - In addition, California has its own history standards.
 - Each grade, K-12, has its own particular focus.
 - In early grades the focus is on how society works and what it means to be a citizen.
 - The later grades focus on specific content, usually following a timeline.

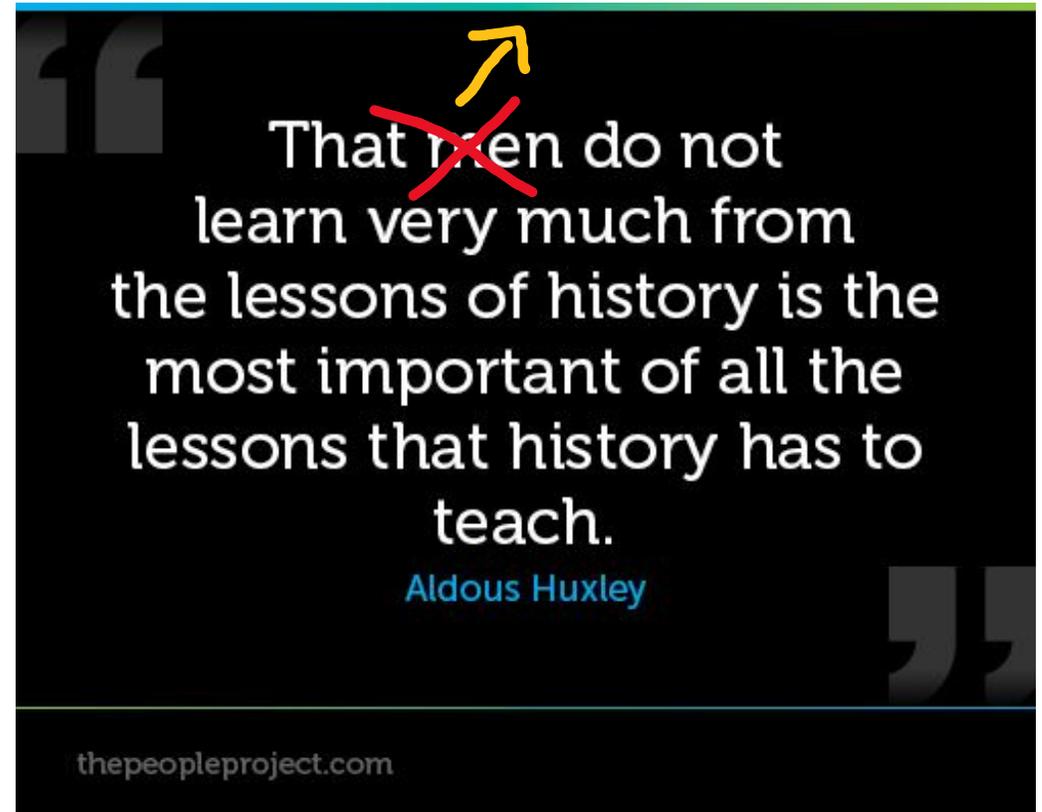


“Those who don’t study history are doomed to repeat it. Yet those who *do* study history are doomed to stand by helplessly while everyone else repeats it.”



○ History in the Elementary Grades

- Am I really supposed to know all this content?
 - This is a question many new teachers have.
 - The official answer is, “Yes”.
 - The unofficial answer is, “No”.
 - There is a very small chance that any teacher knows every standard by rote memory.
 - That’s one reason why standards were created!
 - However, you are responsible to know the grade specific content you are teaching.
 - Plus, you passed the CSET – you know this stuff better than you think!



○ History in Elementary Grades

- How do you plan a lesson that focus's on history?
 - First you need to know what you are teaching.
 - The content should be challenging, factually based, but still age appropriate.
 - You will have many different students in your classroom with a wide variety of experience.
 - Think of siblings:
 - If you have the older sibling in your class, they may not have the experiences others in your class do.
 - If you have the younger sibling in your class, they may have been exposed to more mature themes through their older sibling.
- For example:
 - My son is an only child. Both of his parents taught at the preschool he attended. He led a very sheltered life. On the first day of kindergarten he came home very excited. He had a great day and learned to play a new game. The new game was shooting people with a machine gun. He had no idea what a machine gun was or what shooting people with a gun meant. Nevertheless, he ran around the house making machine gun sounds while holding an imaginary weapon. Some of your students will know exactly what a machine gun is used for, while some of them will never have heard the term before.



○ History in Elementary Grades

- Using children's literature is a great method for teaching history to younger students.
 - Many books written for young children focus on a specific narrative, making a nebulous and abstract concept easier to grasp.
 - You can connect the course text (your dept. head and/or principal may require it) with children's literature to provide context for younger learners.
- As you teach older grades, you can substitute some the children's books for primary sources.
 - I suggest you always use children's literature in the classroom, I've used children's books with high school students!



○ History in Elementary Grades

- When engaging in critical and transformative education, perspectives matter.
- There is a saying that goes something like this:
 - “To the victors, belong the spoils.”
 - Basically, whoever wins gets to write their version of history.
- Be sure to include the other side of the story.
 - If it helps, think of your lessons this way:
 - “There are three sides to every story: yours, mine, and the truth.”
- Sometimes the “truth” is hard to come by.
 - When teaching about Columbus, for example, teachers will have an abundance of secondary sources to choose from.
 - However, most of our knowledge about Columbus comes from these two diaries:
 - Columbus’ personal diary
 - The diary of Bartolome de las Casas
 - For younger grades, a teacher should pick and choose which entries to use before sharing with the class.



○ History in Elementary Grades

- Earlier this year, you made a pledge to make time for social studies learning in your classroom.
- As you've learned so far, you can integrate social studies into all your lessons, and you can incorporate other content areas into social studies.
- Think about larger themes of ELA, Math and Science. Can those themes re-occur throughout your social studies instruction?
- Think about the larger themes of Social Studies. Can those themes re-occur in the instruction of other content areas?
- For example, when studying continuity and change, is there a chapter book you can bring to the classroom?
 - A book that centers on migration of a person or people from Latin America, or maybe the struggle of an indigenous person or group?
 - This could cover most of the standards for grade 3 history while addressing ELA standards as well.
 - Plus think of the science projects you could create , the math concerning number of travelers, heat, mileage, food, units of measure.



○ History in Elementary Grades

- How can teachers create a coherent learning experience?
 - First and foremost, a teacher needs a logical plan.
 - Your plan should be linked to a desired outcome.
 - In many cases your department head and/or principal would want this desired outcome linked to a learning standard.
 - A coherent learning experience starts by tapping into previous knowledge or experience of the student and ends with the student creating new knowledge.



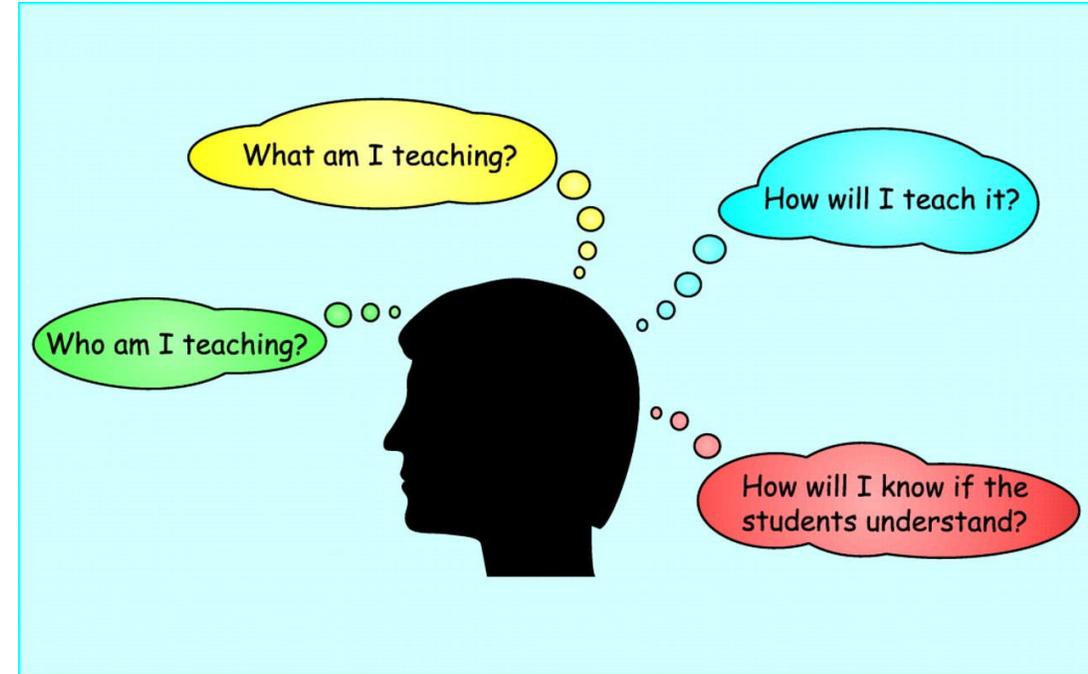
○ History in Elementary Grades

- Learning targets
 - Learning targets are specific topics that you want your students to understand.
 - Learning targets are set by the lesson.
 - It is possible for a learning target to carry over from day to day, but the target should be something you want your students be able to comprehend at the end of a lesson, not a unit.
 - The learning target must be demonstrable by the student.
 - They must be able to prove to you they understand the lesson.
 - Learning targets can be assessed through basic comprehension check activities.
 - Try: fist to five, pair share, exit ticket, verbal quiz, drawing.



○ History in Elementary Grades

- Learning targets
 - Learning targets can be sub-goals of a content standard.
 - Learning targets should be written as an “I” statement.
 - Instead of, “student will understand the significance of the geographic maps”, it should read, “I can understand and explain the significance of geographic maps.”
 - By writing targets in the form of “I” statements, students will be able to identify within themselves that they have met the learning target for the lesson.
 - By using learning targets and coherent lesson plans, you will be able to integrate content areas and teach history with a clear understanding of what your students will be learning.



○ Teaching Social Science

- Watch: The Dangers of Whitewashing Black History
- <https://www.youtube.com/watch?v=bb04xj7LS34>
 - Should white people care about the whitewashing of black history? Most people will likely answer yes to this question, if only because it sounds politically correct to do so. What will hopefully become clear is that whites have as much to lose by whitewashing black history as their African American peers. David Ikard is a Professor of African American and Diaspora Studies at Vanderbilt University. His research and teaching interests include African American Literature, black feminist criticism, hip-hop culture, black masculinity and whiteness studies.



○ Teaching Social Science

- Readings on Canvas:
 - “A Polar Explorer, A Pilot, and a Pitcher – Black History in African American Children’s Literature” by: Jonda C. McNair
 - “George Washington and Slavery: Going Beyond Picture Books to Teach about Our Flawed Founders” by: Ebony Elizabeth Thomas, James Joshua Coleman, and Lindsay R. Cicchino



○ Teaching Social Science

- Chapter 10: History
 - Go to Canvas and answer these discussion questions:
- Which of the National History Standards found on pages 255-256 are you most excited to teach? How will you teach that standard?
- Which part of the learning processes listed on pages 256-257 will you focus on most? Why?
- Search the Zinn Education Project website. What teaching resources are available there for young learners? Were you able to find any free resources? If so, please share.



○ Teaching Social Science

- Assignment
- Children's Literature Annotated Bibliography
- Due by 3/20 11:59 pm PST
- 15 points (Up to 5 points possible for each book)
 - Children's literature is a powerful medium. Through fictional stories and non-fiction texts we can explore controversial issues, a diversity of cultures, and a multitude of historical perspectives. Because of the critical role that children's literature plays in the elementary classroom, it's imperative that works in your classroom library are selected with foresight and care.
 - You will need to review children's books that focus on history, culture, or other social science areas as they relate to your preferred grade level.
 - You will choose at least 3 books related to your grade level standards.
 - At least one must be a chapter book (even for early grades to be read aloud by the teacher), at least one must be fiction and at least one must be non-fiction.
 - See the assignment on Canvas for the correct format.

