

A K-6 Social Studies ADDENDUM

FOR
THE NEW HAMPSHIRE
K-12 SOCIAL STUDIES CURRICULUM FRAMEWORK

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
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Table of Contents

Introduction To This Addendum.....	5
State Assessment.....	8
Aligning District Curricula with the State Framework.....	13
School Curriculum Mapping Grid.....	15
Sample Scope and Sequence Outlines.....	16
More of/Less of: Recommendations for Changing Practice.....	20
Civics and Government	
Standards and Proficiencies.....	22
Lesson and Activity Ideas.....	24
Resources.....	28
Economics	
Standards and Proficiencies.....	31
Lesson and Activity Ideas.....	33
Resources.....	38
Geography	
Standards and Proficiencies.....	41
Lesson and Activity Ideas.....	44
Resources.....	50
History	
Standards and Proficiencies.....	54
Lesson and Activity Ideas.....	57
Resources.....	60
Cross-Disciplinary Ideas.....	66
More Resources.....	68
The New Hampshire K-6 Social Studies Addendum Committee.....	74

Introduction To This Addendum

This addendum is designed as a companion guide to the *New Hampshire K-12 Social Studies Curriculum Framework* published in 1995. In accordance with the 1993 state legislation (RSA 193-C) that established the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of the social studies framework is to serve: (a) as the basis for developing statewide social studies assessment instruments to be administered annually at the end-of-grades six and ten and, (b) as a guide for making local decisions about curriculum development and delivery. (Please note that math and language arts, but not social studies or science, are assessed at the end of grade three.) With these purposes in mind, *this companion guide or addendum for grades K-6 is intended to help school districts:*

- * understand and more effectively prepare students for the end-of-grade six social studies assessment and,
- * develop units of study, instructional activities, and broader curricular reorganization strategies that will facilitate alignment with the state social studies framework.

Using a question-and-answer format, a brief review of the *New Hampshire K-12 Social Studies Curriculum Framework* is provided below.

Who wrote the *New Hampshire K-12 Social Studies Curriculum Framework*?

The 19-member framework team included elementary school teachers, middle and high school social studies teachers, academics, legislators, and citizens. (See the framework document for a list of actual participants.) The team met throughout the 1993-94 academic year to review numerous state and national curriculum documents and then write the *New Hampshire K-12 Social Studies Curriculum Framework*.

How is the *New Hampshire K-12 Social Studies Curriculum Framework* organized?

The framework identifies six "vital themes" and ten "broad goals" and draws upon four subject areas (civics/government, economics, geography, and history) to establish 18 standards and 253 proficiencies. The framework identifies 113 proficiencies to be achieved by the end-of-grade six and an additional 131 by the end-of-grade ten for a total of 244 proficiencies. Another nine proficiencies are identified at the end-of-grade twelve (from Standard 17 regarding twentieth-century U.S. History), but these do not appear on the tenth-grade assessment.

The New Hampshire K-12 Social Studies Framework

6 Vital Themes, 10 Broad Goals

18 Standards and 253 Proficiencies drawn from 4 subject areas:

- civics & government (4 standards, 51 proficiencies)
- economics (5 standards, 55 proficiencies)
- geography (6 standards, 73 proficiencies)
- history (3 standards, 74 proficiencies)

113 Proficiencies by the end-of-grade 6, 244 Proficiencies by the end-of-grade 10

9 additional proficiencies in 20th Century U.S. History by the end of grade 12

How does the *New Hampshire K-12 Curriculum Framework* define social studies education?

The framework defines social studies education as:

...the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including economics, political science, sociology, archaeology, anthropology, psychology, geography, and philosophy. Social studies education provides students with opportunities to acquire facts and concepts drawn from the chronology of our nation's heritage and the heritage of New Hampshire; the powerful ideas and experiences found in the history of the world; the disciplined perspectives of the historian, geographer, economist, and other social scientists; and the complexities of contemporary life. It also provides students with an understanding of the democratic principles and ideals upon which good citizenship is founded; familiarity and facility with the processes of inquiry and application used by social scientists; and the ability to use the knowledge, skills, principles, and ideals they have learned to make informed and reasoned decisions both as individuals and as citizens of the community, state, nation, and the world...social studies education encompasses instruction in the privileges, duties, and responsibilities of citizenship and instruction in the history, government, and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county, and state government and of the federal government. (*N.H. Framework*, 5)

Is the framework consistent with the above definition of social studies education?

Although the framework emphasizes geography, history, political science (civics and government), and economics, most of the other fields of study mentioned in the definition of social studies do appear in the standards. For example, one of the end-of-grade-six proficiencies in Standard 17 emphasizes the humanities:

- ◆ 17.6.13. Explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.

As a second example, philosophy and religion easily find their way into one of the end-of-grade-six proficiencies in Standard 13:

- ◆ 13.6.5. Define the major components of culture and write a description of their culture.

As a final example, insights from the field of anthropology can be applied to the study of the third proficiency in Standard 14:

- ◆ 14.6.3. Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.

While it may appear that contemporary issues and problems are not emphasized in the framework, teachers are strongly encouraged to draw consistently upon current issues and problems when addressing the various proficiencies.

Does the K-12 framework establish a state curriculum?

As provided in RSA 193-C, the curriculum framework does not establish a state curriculum since specific course offerings, course sequences, teaching methods, and instructional materials have not been mandated by the state. Local school districts retain control of the organization and delivery of the social studies curriculum. The framework's standards and proficiencies, however, do identify "what New Hampshire students should know and be able to do in the social studies" (*N.H. Framework*, 5) and what will be tested each spring at the sixth-grade and tenth-grade levels.

How can additional information on the *New Hampshire K-12 Social Studies Curriculum Framework* be obtained?

All of the state's curriculum frameworks are available from the New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301 (telephone 603-271-3494). The frameworks can also be accessed via the Internet at <http://www.state.nh.us/doe/socst.htm>. You may also contact Christy Hammer, Ph.D., Social Studies Consultant, at 271-6151 or chammer@ed.state.nh.us.

How does this addendum supplement the framework?

The addendum begins with a section on the state assessment process. Here the reader will gain a better understanding of how the exam is structured, who develops it, how it is linked to the K-12 framework, how districts can better prepare their students for the exam, and so on. In the next section we offer a variety of suggestions for districts interested in aligning their K-12 social studies curriculum more closely with the state's K-12 framework. Included here are a few sample scope and sequence models used by districts in the state. Next, readers will find all 253 of the Framework's proficiencies and a number of model lessons demonstrating how proficiencies can be pursued with students in ways that are both engaging and challenging. The final section offers teachers a wide selection of outstanding source materials from publishers and on the Internet that can be used when addressing the framework's proficiency standards.

The addendum committee hopes social studies educators find the pages that follow helpful and motivating. Teachers of the social studies help students understand the past, present and future. Teachers of the social studies significantly influence students' development, both as private individuals and as informed citizens of their community, state, nation, and world. We acknowledge and commend New Hampshire teachers for their commitment to this endeavor.

Who paid for the development, publishing, and distribution of this addendum to the state social studies framework?

The addendum was funded by the federal Eisenhower program and Goals 2000 program through New Hampshire Department of Education grants. A generous contribution from the New Hampshire Council for the Social Studies funded an additional six hundred copies of this addendum.

The Sixth-Grade State Assessment: Questions & Answers

To what extent is the New Hampshire Grade Six Social Studies Assessment linked to the standards framework?

A tight linkage exists between the standards and the sixth-grade exam. Each test item is based on one or more of the framework's proficiency standards and is administered each spring in all public schools throughout New Hampshire.

Why has a state exam been created?

As consistent with the authorizing legislation for the New Hampshire Education Improvement and Assessment Program (NHEIAP), the primary purpose of the statewide exam is to assess the degree to which local curricula are providing learning experiences that result in the student proficiencies defined in the state's curriculum frameworks. School and district-wide assessment scores can be very helpful in identifying which of the proficiency standards students are learning. In addition, the exam is designed to challenge students of all academic abilities. In this way, the exam serves as an impetus for change in New Hampshire schools. Test results direct districts to areas of needed improvement. Test results also allow districts to compare the performance of their students to other groups of students in demographically similar communities, in dissimilar communities, or in the entire state.

Interpreting individual student performance is different from looking at groups. Individual student scores reflect the learning of that individual relative to criterion-referenced performance standards defined by the assessment framework (i.e., advanced, proficient, basic, and novice). A student receiving high academic grades in a given district might, therefore, score at the advanced level, while a student with similar academic grades in another district (where curricula are less challenging, standards of performance are lower, and/or the K-12 curriculum is less aligned with the state framework) might score at the basic level. The education community and broader public can now chart student learning relative to both benchmark standards and a statewide peer group.

In what ways, if any, is the current state exam different from other standardized tests?

The state's current standards-based assessment exam is different from other standardized assessment instruments in at least three important ways. First, it is a criterion-referenced test (CRT) as opposed to a norm-referenced test (NRT). CRTs yield scores that identify the level of a student's achievement in a domain of learning. Domains are defined by two characteristics, specified content and progressive levels of difficulty that individuals encounter as they learn. These progressive levels are defined by predetermined standards of performance. Levels typically do not change throughout the life of the test; they are much like a set of progressively higher hurdles, the heights of which never change and are, therefore, the same for everyone. CRTs are composed of items that range widely in difficulty so that students at a specific score level clearly demonstrate achievement that is different from that of students at other score levels.

NRTs, on the other hand, yield scores in percentiles that identify a student's performance relative to a norming sample of similar students. In an NRT, items tend to be moderate in difficulty so that the scores fall into or create a bell-shaped curve, and fine comparisons between individuals can be made. Theoretically, all students in New Hampshire could score in the novice category one year, be evenly distributed across the four categories the next, and so on. On NRTs, this is impossible since the test items are selected in such a way that 50% of the students in the norming sample will score above the mean and 50% will score below the mean.

A second difference between CRTs and NRTs will become evident as school districts tighten the alignment between their curricula and the state frameworks. The validity of students' scores, as indicators of what they have actually learned and achieved, will significantly exceed that of other standardized exams. Too often NRT's do not assess students on the specific subject matter they learned in their school. The state exam, a CRT, contains a much greater percentage of test items that address material students have actually studied--assuming, of course, that New Hampshire school districts have aligned their curricula with the state framework.

Finally, unlike previously used standardized tests, the current statewide assessment includes open-response items. Here, students are given an opportunity to demonstrate their understandings in greater depth and in a less structured format. These items are not scored as either right or wrong, but are scored instead on a continuum of point values awarded depending on the sophistication of the responses. For each item, differences between a 4, 3, 2, 1, and 0-point response are specifically defined in a scoring guide (e.g., a rubric) to ensure uniformity in grading or inter-rater reliability.

To study the test format in greater detail, teachers can obtain a copy of the previous test's released items and scoring rubrics from their school principal or the New Hampshire Department of Education.

Who constructs the sixth-grade exam?

With support from New Hampshire Department of Education personnel and consultants from the assessment contractor, Advanced Systems in Measurement and Evaluation, located in Dover, NH, a Test-Item Development Committee (composed of elementary and middle school teachers, school administrators, university professors, and citizen representatives) constructs test items that are keyed to the standards framework document. Each item is field-tested, reviewed and selected by the Test Development Committee and the Department of Education, and then approved by the State Board of Education.

What is the format of the exam?

Both the 1998 and 1999 exams contained two kinds of assessment items: multiple choice and open response. Of each student's score, 59% is based on the multiple choice items and the remaining 41% on the open response questions.

Who grades the exam?

Currently, Advanced Systems is contracted to grade the exams and aggregate the scores. Multiple-choice items are scanned and scored using automated equipment. For open-response items, scoring rubrics are created. Advanced Systems evaluators are trained to use these rubrics to ensure objectivity and inter-rater reliability.

What are “proficiency levels” and, overall, how difficult is the sixth-grade exam?

Student performance is categorized into four proficiency levels, each of which is summarized below:

Advanced - Students at this level demonstrate a thorough understanding of information, concepts, and skills in history, geography, economics, and civics and government. They integrate the use of tools such as maps, globes, graphs, and charts as well as an understanding of chronology, in defining and addressing problems. They interrelate their knowledge of the social studies and apply it to the examination of relevant issues. They communicate their conclusions and problem-solving strategies clearly and concisely.

Proficient - Students at this level demonstrate an overall understanding of information, concepts, and skills in history, geography, economics, and civics and government. They can explain important ideas such as the rights and responsibilities of citizenship or how supply, demand, and competition affect prices. They obtain information from maps, globes, graphs, charts, narratives, artifacts, and timelines and form conclusions based on data. They apply their knowledge of the social studies to relevant tasks and clearly communicate and explain their findings.

Basic - Students at this level demonstrate a rudimentary understanding of information, concepts, and skills in history, geography, economics, and civics and government. They can describe people, places, and events as well as important ideas such as the relationship between geography and the development of population centers. They obtain information from maps, globes, graphs, charts, narratives, artifacts, and timelines and make obvious conclusions based on data. They use their knowledge of the social to address straight-forward tasks and adequately communicate their findings.

Novice - Students at this level demonstrate some understanding of information, concepts, and skills in history, geography, economics, and civics and government. For example, they recognize the importance of documents such as the Declaration of Independence, the New Hampshire Constitution, and the United States Constitution, are familiar with a number of specific facts, and are aware that the social studies are interrelated. Their ability to address straight-forward social studies tasks and communicate their findings is uneven and limited by the extent of their knowledge.

The "advanced" and "proficient" performance levels are difficult to achieve. In 1998 and 1999, 5% of New Hampshire sixth-grade students scored at the "advanced" level and 10% scored at the "proficient" level on the social studies portion of the exam. Likewise, in both 1998 and 1999 about one half of students, 49%, scored at the "novice" level while one third of students, 34%, scored at the "basic" level. (Approximately 2% of New Hampshire sixth graders in both 1998 and 1999 were not included in the above totals.)

How does the state report the results of student performance on the exam?

In the fall, each school district is given performance data at the individual, school, and district levels of analysis. Findings at the school and district levels are then reported to the public at community meetings and in most local newspapers throughout the state. District administrators receive other data to help them identify relative strengths and weaknesses and plan instructional improvements. For example, each school and district is given data that allow staff to compare specific subtopic performance for each content area at one school (i.e., civics & government, economics, geography, and history) to the subtopic performance obtained at the district and/or state level. These data can be quite instructive. We recommend that teachers review them with school administrators and their colleagues.

Should sixth-grade teachers assume primary responsibility for student performance on the state assessment?

Absolutely not. Test results reflect the district's curriculum design and instructional efforts over a six or seven-year period (i.e., 1-6 or K-6). The state assessment is a test of cumulative learning, not just that occurring in the sixth grade, so elementary and lower middle school teachers must work together to design and deliver articulated curricula, engaging instructional practices, and varied assessment procedures.

What can teachers do to improve student learning and performance, both in class and on the state exam?

Numerous possibilities exist here. A wide rather than a narrow array of assessment strategies can more accurately measure the academic development of a wide range of students. To improve student performance on the state exam, teachers might expose students to a variety of assessment formats throughout the school year. When handing back quiz and test results, teachers can also remind students what each format is asking them to do.

While formal tests provide useful information, they should not be the sole means of evaluating student learning. A simple checklist indicating which students participated in class discussion, which students contributed on a small group task, and anecdotal comments on other aspects of students' work can be implemented regardless of students' prior levels of achievement. Teachers might also consider sharing with students in advance the understandings, skills, and dispositions that are pursued in a given lesson and that will be used to evaluate student performance. These lesson and performance objectives can be specified in greater detail by constructing scoring guides (e.g., rubrics) similar to those used on the state assessment. Rubrics serve to clarify for students the difference between excellent, above average, and satisfactory performance on a given task (e.g., a position paper, class presentation, or other student project).

Teachers can engage students frequently in open response writing tasks, with or without a scoring guide. The state assessment clearly emphasizes written expression, as approximately 40% of the exam is devoted to open-response items. In addition, teachers can share exemplary student work from earlier years to increase motivation, clarify expectations and possibilities, and, one hopes, to enhance the quality of students' work.

Finally, the construction of assessment tasks that are both challenging and interesting to students are more likely to maximize student learning. The lesson activities described in a later section of this addendum serve as examples.

Do the four subject areas of the framework (civics & government, economics, geography, and history) receive equal emphasis on the sixth grade exam?

Yes, one-quarter of the exam is devoted to each area. For example, if there are thirty-two multiple-choice items on the exam, eight items will be devoted to each of the four subject areas. It is important to note that because U.S., world, and New Hampshire history are all subsumed under the history category, only four items (or one-eighth of the test) are devoted to U.S. and New Hampshire history, and four items (or one-eighth of the test) to world history.

Aligning District Curricula with The New Hampshire Social Studies Framework

Many school districts have begun the process of modifying the content and sequence of their current social studies courses to ensure proper and timely coverage of the framework's proficiencies. To help in this effort, the addendum committee recommends the following:

* Due to the cumulative nature of the sixth and tenth-grade state assessments and the substantial breadth of content involved, it is essential that districts conduct a system-wide (rather than an elementary, middle, or high school) review of their current social studies curriculum.

* Districts committed to enhancing the alignment of their curricula to the state framework will need to consider the following questions:

- What social studies disciplines and specific topics are currently taught at each grade in your district? In other words, what is the "delivered" rather than "official" social studies scope and sequence in the district?
- At which grade or grades, if any, are each of the 253 social studies proficiency standards being addressed?
- Of the proficiencies not addressed at any grade level, can any be incorporated into the district's current scope and sequence model? If not, what alternative or additional courses are needed and at what grade levels are they to be offered?
- Are some proficiencies beyond the scope of what you believe your program can or should provide? If so, how will you justify their exclusion to colleagues and the local community?
- In your professional judgment, would the newly aligned K-12 social studies curriculum plan be an improvement over the old district model?

* Units of study at any grade level should continue to be structured around important themes, issues, questions, and topics. This committee does not recommend a simplistic and fragmented lockstep march through a set of proficiency standards masquerading as a series of units or a course! Stated another way, any worthwhile alignment effort will still require teachers to design creative learning experiences that are engaging, challenging, cohesive, and personally meaningful to students.

* Ideally, grades K-12 should be included in an alignment effort. Inclusion of the early grades (K-3) in a curriculum review is imperative. In these grades, social studies tend, like science disciplines, to get lost in the pursuit of literacy and numeracy. Both social studies and science are important ends in themselves but they can also serve as excellent vehicles for teaching reading, writing, and mathematics. In the early grades, particular emphasis needs to be placed on grades four through six if school districts are to address the 113 social studies proficiency standards across four disciplines -- civics/government, geography, economics, and history -- by the end of grade six. That leaves grades seven through ten -- four years -- to address 144 new proficiencies and to revisit some of the initial 113 proficiencies prior to the tenth-grade exam.

- * Include one or more teacher representatives from each grade and from each school to identify more effectively what is currently being taught and to gain a better sense of what teachers can and are willing to deliver in a revised plan. Teacher commitment to the process and ownership of the revised curriculum cannot occur without significant teacher involvement.
- * Treat all participants at each grade level as valued and equal members of the realignment team.
- * Because a system-wide curriculum realignment process is very time-consuming and potentially contentious, it is essential that school principals, district administrators, and the school board are in full support of the effort.
- * If a sizable curriculum realignment is needed, solicit district administration support for teacher release time during the school year and/or summer compensation to (a) identify what is currently being taught across the grade levels, (b) determine the degree of correspondence between what is currently taught and the framework's proficiency standards, and (c) create a revised district social studies curriculum that ensures more effective and timely coverage of the state framework's proficiency standards.
- * If it is apparent that many of the state's proficiency standards are not currently addressed at any grade in the district (or are being addressed too early or too late relative to the sixth and tenth-grade assessments), solicit district administration support and commitment to purchase needed textbooks and other grade-appropriate resource materials.
- * Designate a team leader to facilitate discussions and direct the team's realignment effort. To maximize legitimacy and commitment, the leader needs to be respected by the team and by other teachers in the district. In some instances, group effort and cohesion may require the use of an outside facilitator.
- * Full agreement is unlikely to be reached regarding many of the proposed curriculum modifications. We, therefore, recommend that a decision-making process be agreed upon by the team at the beginning of the effort (e.g., at least a 2/3-vote required for any proposed modification to be accepted).
- * Following the realignment effort and during the implementation phase, promote teacher dialogue and collaboration by regularly having teachers share daily lessons, unit plans, course outlines, and various instructional activities and methods. Sharing could occur at grade level, in team or department meetings, or at half-day or full-day teacher in-service sessions. This staff development work might also include teacher sharing of classroom assessment activities that are used to prepare students for the range of item types that appear on the state exams.

Sample Scope and Sequence Outlines

A wide variety of K-12 scope and sequence models can, in theory, be created to align with the state's social studies framework. In addition, the unique circumstances of each district will lead to a variety of district models. Below are provided two sample scope and sequence outlines. This committee would like to emphasize that these are provided as sample illustrations, not as recommended models that school districts should appropriate and use.

Grade K-12 Social Studies Scope and Sequence Portsmouth School District

Kindergarten – Second Grade: Although emphasis is placed on literacy and mathematics in these grades, many thematic units involve students in the exploration of self, the child's family and neighborhood, and communities near and far.

Third Grade: Community, Government, and Geography

Introduction to the concepts of rules, laws, and government officials and other workers at school and in the community, state and nation; different types of maps (including scales and projections) and their application at the school and in the community; land use and the categories of rural, suburban, and urban; the effect of weather and climate on communities; and, the history and significance of our major holidays.

Fourth Grade: Focus on New Hampshire

Begins with the early migration of peoples to North America and the eventual exploration and colonization of the "new world" by Europeans. The study of New Hampshire past and present incorporates history, economics, government/civics, physical and cultural geography, and current events and issues.

Fifth Grade: U.S. History: Colonies to 1865

History of the U.S. from colonization through the Civil War; the geography of the U.S. in relation to the world (i.e., continents and nations, latitude & longitude, major landforms and water systems); transportation and communication systems; and government structures and procedures at the state and national levels.

Sixth Grade: World History, Geography and Cultures

The study of various regions in the Eastern Hemisphere—past and present—including Africa, Asia, Europe, and the Middle East. Using a case study approach, units address and explore historical, cultural, geographic, economic, and political aspects of a particular group living in a region (e.g., French, Japanese, Quechua, and Bedouin). Current events and issues are emphasized throughout the course.

Seventh Grade: Western Civilization: A Comparative Approach

The study of western civilization in relation to the world. Units on the Middle Ages, Renaissance, Reformation, Enlightenment, and New World Exploration are explored and analyzed in relation to units on Islamic culture, Sub-Saharan Africa societies, Asian civilizations, and Native American cultures. Current events and issues are linked to each unit of study.

Eighth Grade: U.S. History: Reconstruction to the Present

Unit topics include the growth of industry, urban America, the Progressive Era, Expansion and Imperialism, WWI, the 1920's, the Great Depression, WWII, The Cold War, the Civil Rights Movement, the Vietnam War, and the U.S. since Vietnam. Each unit contains one or more “central questions” and incorporates the study of physical and political geography, economics, and government/civics—especially the development and expansion of democratic beliefs and practices.

Ninth Grade: Geography (1/2 credit)

Unit topics based on the 5 themes of geography (i.e., location, place, interaction of humans and the environment, movement, and regions), the regions of the U.S., and world geography organized by continents. Central questions include the following: What environments encourage large populations? How and why are the demographics of the U.S. changing? What are the economics and political problems facing Africa today?

Ninth Grade: Economics (proposed course, 1/2 credit)

To enhance student preparation for responsible citizenship and to better align the district's curriculum with the state framework, Portsmouth social studies teachers have recommended the addition of an economics course to supplement the study of geography in 9th grade.

Tenth Grade: American Studies I: Colonization through Reconstruction

Unity topics include Colonial Heritage, Causes & Justifications for the Revolution, The Constitution, Rise of Political Parties, Unresolved Problems with Britain, Expansion & Limits of Democratic Reform, Imperialism and Westward Expansion, The Civil War, and Reconstruction. One or more central questions help focus each unit topic, including: How did democracy grow, broaden, and develop from Jefferson to Jackson? The American West: What was myth and what was reality? Could the Civil War have been avoided? Economics, political and physical geography, and ideas from civics/government are infused into each unit of study.

Eleventh Grade: Twentieth-Century U.S. History

Students are required to take two, ½ credit courses from a long list of options that focus on various aspects of the United States during this century. Among the eighteen courses made available on a rotating basis are: Opposing Viewpoints—You and the Law; The Cold War; Unresolved Social Issues Facing the Millennium; America's Pastimes—Influence of Sports in America; American Involvement in Foreign Affairs; And the Winner is...Elections in America.

Twelfth Grade: Electives

Interested students can continue to choose from course options in twentieth-century U.S. history, or they can take a course in sociology, psychology, comparative world religions, modern European history, or advanced placement U.S. or European history

Sample Scope and Sequence Outlines

K-12 Social Studies Scope & Sequence N.H. SAU#9

(Albany, Bartlett, Chatham, Conway, Eaton, Hart's Location, Jackson)

Based on the New Hampshire Social Studies Curriculum Framework, this curriculum is divided into four strands: civics/government, history, economics, and geography. These strands form the core of social studies instruction. The major curricular emphases of each grade level are listed below.

Kindergarten: Self, Family, School and Community

The Kindergarten curriculum will focus on the students' world and immediate community. Students will build on their concepts of self, family, school and community.

First Grade: Communities

The first grade curriculum focuses on expanding students' understandings of school, local, national, and global communities.

Second Grade: Cultures, Regions and Government

The second grade curriculum focuses on awareness of national and global cultures and regions. Students develop an understanding of the settlement of our nation, its culture, its history, and its democratic processes.

Third Grade: Cultural Diversity in the Americas

The third grade curriculum focuses on a broad spectrum of contemporary cultures of North, Central, and South America. Students continue to explore U.S. government and participate in their school and local communities.

Fourth Grade: New Hampshire History and United States History through 1800

The fourth grade curriculum emphasizes New Hampshire history up to 1800 while integrating United States History of that same time period.

Fifth Grade: United States History and New Hampshire History 1800 to the Present

The fifth grade curriculum emphasizes the history of the United States from 1800 to the present while integrating New Hampshire history of the same time period.

Sixth Grade: World Cultures

The sixth grade curriculum surveys world cultures with an emphasis on the historical past and its influences on the modern world.

Seventh Grade: World Geography and United States History to 1850

The first semester of the seventh grade is devoted to world geography. In addition to the traditional themes of geography, students are involved in practical applications such as interpreting trail maps, orienteering and studying local geologic formations. The second semester is a survey course study of United States history beginning with the age of exploration to independence, the formation of a government, and concluding with the Jacksonian era.

Eighth Grade: United States History, 1850 to the Present

The eighth grade curriculum focuses on United States history from 1850 to the present. This is a survey course of the social and political events in American history. Students are involved in a variety of classroom activities and projects that enhance their knowledge of our country through Manifest Destiny, domestic strife, and the emergence of the United States as a world power. Current events are included to provide timely connections with domestic and global issues.

Ninth Grade: Civics

The ninth grade curriculum emphasizes the structure and role of government at the world, national, state and local levels. In addition the characteristics of good citizenship in the family, school and community are discussed. One unit is devoted to the American economy. This one credit course is required by the Conway School Board.

Tenth Grade: World History or Geography Electives

College preparatory students are encouraged to take World History in the tenth grade. This survey course traces the development of civilization from early human societies to the present. General education students are encouraged to take geography. This course stresses basic geographic concepts and skills as the seven continents of the world are examined.

Eleventh Grade: United States History

In accordance with the State of New Hampshire requirement of one credit of U.S. History students may select from several levels of a survey course encompassing the study of our country from the age of exploration to the present. Students may choose from Advanced Placement, college preparatory or general course levels.

Twelfth Grade: Economics and Electives

All seniors are required to take one-half credit of economics to meet the state requirement. The course is designed to provide students with a comprehensive study of the basic principles and practices of our economic system. Grade twelve students have two elective options. Contemporary World Issues uses periodicals (e.g., *Newsweek*), newspapers, and the internet to examine and discuss current events. The Psychology elective is an introductory course in the study of human behavior and mental processes examining what people think, feel and do.

More of/Less of: Recommendations for Changing Practice

Notions of best practices in the elementary classroom have changed over the past few decades. What follows is our attempt to summarize teachers' evolving notions of high quality instruction by creating a "more of /less of" list of teaching recommendations.

MORE OF THIS...

In planning

- Make learning objectives and expected performance standards clear to students.
- Integrate instruction in study, media, and library skills into each unit.
- Incorporate more literature, historical fiction, ballads, and other richly detailed source material into each unit of study.
- Use primary and secondary source material to enhance meaning and student engagement.
- Structure units around one or a few questions, issues, or problems to promote in-depth understanding and higher-order thinking.
- Help students see connections across lessons, units, and subject areas.
- Incorporate technology, particularly computer use, into daily lesson activities.
- Integrate subjects areas (e.g., reading and social studies or science and social studies) to create interdisciplinary learning.
- Use school specialists in art, music, reading, and physical education when planning units of study.
- Help students understand how knowledge is constructed (e.g., "How do historians know something to be true?").
- Study the social history of "regular people" and not just political leaders and other "movers and shakers."
- Incorporate writing activities across the curriculum.
- Include current events and issues in daily activities.

MORE OF THIS...

During Instructional Activities

- Have students explore ideas and events through role playing .
- Use timelines to help students organize information, ideas, and events.
- Involve students in community service activities.
- Create active, hands-on learning activities.
- Draw maps in freehand to promote internal visualization of the physical world.
- Use mock elections to promote civic awareness and responsibility.
- Take field trips to enhance the meaning and importance of topics under study.
- Invite outside experts to class to interact with (not lecture to) students about a topic or issue.
- Invite parents and community members to assist students in reading, writing, and other daily learning activities.
- Engage the class in authentic conversation about an idea, event, story, or person.
- Conduct class debates to promote public speaking skills and the respectful exchange of ideas.
- Develop small group activities to promote peer dialogue about ideas, teamwork, and cooperation.

- Create competitive/cooperative small group activities (e.g., groups compete against other groups to find solutions, answer questions, etc.).
- Use video and film as powerful forms of visual learning, but restrict viewing segments to 10-15 minutes in length and then discuss.

MORE OF THIS...

In Assessment

- Use multiple forms of assessment to accurately determine student achievement.
- Create and use grading and scoring rubrics to clarify levels of desired achievement.
- Familiarize your students with the assessment formats used on the state test.
- Use journal writing to assess and reinforce learning and to promote deeper levels of reflection.

LESS OF THIS...

In Planning

- Plan grade-level curricula without reference to the other grade levels.
- Plan mindless holiday parties that fail to inform students about the historical and/or political importance and background of the holiday.
- Use textbooks as the only or primary information source.
- Disconnect and fragment the study of school subjects.
- Select activities because "the kids like it" rather than because the activities are educational, relate to the unit, and kids like it.
- Race superficially through history in an attempt to "get it all covered" at the expense of real understanding and student engagement.

LESS OF THIS...

During Instructional Activities

- Assign busy work.
- Require lots of rote memorization.
- Study vocabulary words in a decontextualized manner.
- Show lengthy videos.
- Show videos without pausing to discuss important images, ideas, and comments.
- Show videos that do not effectively address important unit objectives or that are tangential to the unit.
- Use "cutesy" clip art and teacher-created bulletin boards about the Pilgrims, Indians, Lincoln, various holidays, and so on that lack rich information and input from students.
- Make the teacher the primary or exclusive source of knowledge.

LESS OF THIS...

In Assessment

- Use fill-in-the-blank, "guess-what-I'm-thinking" worksheets and other forms of busywork as assessment.
- Render grades without providing meaningful, substantive feedback to students.

Focus on Civics and Government

Reflecting the importance of an informed citizenry, children in the elementary grades need to understand basic concepts of Civics and Government according to the standards and proficiencies in the N.H. *Social Studies Curriculum Framework*.

Throughout their lives, but especially as future citizens in our democracy, students will be expected to understand and use much of the information and many of the ideas presented in the Civics & Government standards. Their direct and indirect participation in civic activity will affect not only their own lives but also the lives of others within and beyond their local communities. Informed citizens and responsible members of U.S. society need a general familiarity with the central concepts, issues, institutions, organizations, documents, artifacts, rules, and procedures of government and law within the field of Civics & Government. With that in mind, the following Civics and Government standards and proficiencies from the *Social Studies Curriculum Framework* have been identified.

The New Hampshire K-12 Social Studies Curriculum Framework Standards and Proficiencies CIVICS AND GOVERNMENT

Purpose. The major goal of civics and government education is to enable students to become responsible citizens who are committed to preserving and enhancing American constitutional democracy. Central to this objective is the development of students' knowledge relative to the purpose, structure, and functions of government at all levels as well as an understanding of the political process and the role of law. Equally important is the development of the skills and motivation necessary to apply their knowledge through civic participation.

Curriculum Standard 1. Students will demonstrate an understanding of the purpose of government and how government is established and organized.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 1.6.1. Describe the major things governments do in their school, community, state, and nation including making school rules; building and maintaining highways; establishing courts of law; and providing for the defense of the nation.
- ◆ 1.6.2. Describe, by using examples, government in terms of the people and institutions that make, apply, and enforce rules and laws including the resolution of disputes about rules and laws.
- ◆ 1.6.3. Identify and apply criteria for evaluating the effectiveness and fairness of rules and laws in the classroom, school, and community.
- ◆ 1.6.4. Explain that the basic purposes of government in the United States are to protect the inalienable rights of individuals and to promote the common good.

Curriculum Standard 2. Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 2.6.1. Discuss the importance of the following ideals and principles to American democracy--individual rights and responsibilities; concern for the well-being of the community; tolerance for others; minority rights; equality of opportunity and equal protection under the law; and the importance of education, work, and volunteerism.
- ◆ 2.6.2. Discuss the importance of the following to the creation and preservation of American constitutional democracy--the Declaration of Independence; the United States Constitution; the Bill of Rights; the Constitution of New Hampshire; and the Pledge of Allegiance.
- ◆ 2.6.3. Explain that, in the United States, constitutional democracy is founded on the conviction that Americans are united as a nation by the ideals and principles they share rather than the race, religion, or country of origin of the nation's people.
- ◆ 2.6.4. Explain that the United States Constitution, including the Bill of Rights and other amendments, and the New Hampshire Constitution, including its amendments, are written documents that set forth the purposes and organization of the federal and state government.
- ◆ 2.6.5. Describe and compare the primary functions of the three branches of government including the passing of laws by the legislative branch; the carrying out and enforcement of laws by the executive branch; and the interpretation of laws and the protection of rights by the judicial branch.
- ◆ 2.6.6. Identify, describe, and compare the structure and major responsibilities and services of government at the local, county, state, and federal levels.
- ◆ 2.6.7. Describe how public officials are chosen and how laws and/or policies are made at the local, county, state, and federal levels.
- ◆ 2.6.8. Identify and describe the roles and responsibilities of the major components of the New Hampshire judicial system including law enforcement and the courts.

Curriculum Standard 3. Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 3.6.1. Explain how the world is divided into different nations with their own governments.
- ◆ 3.6.2. Describe the major ways nations interact with one another including trade; diplomacy; international meetings and exchanges; treaties and agreements; and use of military force.
- ◆ 3.6.3. Explain why it is important for nations to work together to resolve problems.

Curriculum Standard 4. Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆4.6.1. Discuss why it is important to participate in community and government affairs.
- ◆4.6.2. Discuss what it means to be a citizen of the United States including the rights and responsibilities of citizenship.
- ◆4.6.3. Describe basic elements of the voting process including eligibility to vote and alternative methods of casting votes (for example, voice, show of hands, secret ballot).
- ◆4.6.4. Name the persons who represent them in Congress and the heads of the executive branch of their local, state, and federal governments.
- ◆4.6.5. Explain how they can contact their representatives and other government officials.

Activities: CIVICS & GOVERNMENT

Classroom Government

Standards Addressed: 1.6.2, 1.6.3, 1.6.4, 2.6.5, 2.6.7, 4.6.2, 4.6.3, 4.6.4

Grades: 3-6

Though many of the state's social studies proficiencies seem to target the upper elementary grades, primary grade children can explore many ideas contained in the proficiencies if the material is presented in a more concrete, closer-to-home format. For example, through a class election process create a classroom government, including a law-making group, an executive branch, and a judicial branch. Candidates write and/or give speeches, and elections are held. A newspaper and/or television group writes or presents on the elections and the activities of the other three groups. Laws are proposed, discussed, and voted upon. Role playing can be extended to other community roles, responsibilities, and issues; e.g., citizens want a new park built, adding a traffic light at a dangerous intersection, revising skateboarding regulations, or taking down the slide at the city pool for safety reasons.

The N.H. Bar Association has information available on their Web site (nhbar.org/) for conducting mock trials. Mock trials provide an interesting way of exploring the judicial system. In addition, mock trials can be based on the lives of characters from traditional children's literature and fairy tales. For example, Jack could be put on trial for stealing the giant's gold in Jack and the Beanstalk, the Three Little Pigs could be tried for murder in the untimely death of the Big Bad Wolf, and Snow White could be charged with trespassing or breaking and entering by the Seven Dwarfs.

For assessment, and archival purposes, videotapes can be made of the various role-playing activities. Students' writings and presentations resulting from these activities can be evaluated according to rubrics designed for the tasks.

Guest Speakers

Standards Addressed: 2.6.1, 2.6.2, 3.6.1

Grades: K-6

Guest speakers can bring a variety of experiences and points of view to students. For example, a Peace Corps worker might speak intimately about her experiences working with a foreign government. Immigrants might be able to explain their native countries' elections and forms of government. Talks by non-citizens about their efforts to seek American citizenship can lead students to a real appreciation of the value, meaning, rights, and responsibilities of American citizenship.

Some other possibilities include:

- a representative from the court system;
- a state senator;
- a local government official such as the mayor or selectmen;
- a candidate for office (You might even lure a presidential candidate to your school!);
- a lawyer to talk about the Bill of Rights and related state and local laws;
- a judge to speak about the N.H. Constitution; or
- a police officer or a county sheriff.

It may be helpful to talk with speakers beforehand and plan how to make presentations grade-appropriate and student active. For assessment, asking students to write letters both before and after a guest visits can provide teachers with important insight into what students know and have learned about the various branches of government and their respective roles.

Rights & Responsibilities

Standards Addressed: 1.6.4, 2.6.1, 4.6.2

Grades 4-6

By the middle grades, students are often aware of some of their rights—or at least what they think are their rights! Discuss the issue of balancing the rights of citizens with their responsibilities to others. Divide the class into two groups. Group A presents a right that students have in the school or the community. Group B responds with the accompanying responsibility that students have in exercising that right. For example, students have a right to play on the playground at recess but at the same time they have the responsibility to play safely. Following this brainstorming session, each student constructs a poster highlighting one of the rights or responsibilities for a class-wide bulletin board display. Extend this lesson by listing and comparing the rights and responsibilities of citizens in our country.

Mock Elections

Standards Addressed: 2.6.7, 4.6.1, 4.6.2, 4.6.3

Grades K-6

A mock election is a good way to teach students about elections, our core political process. To orchestrate a mock election, begin by asking the class to identify needs, concerns, and issues of theirs and/or members of their family, school, neighborhood or the larger world. Identify at least some issues in which students have a range of opinions so there is room for disagreement among candidates. Candidates are selected and platforms are formulated by taking positions on the identified class issues. During the mock election campaigns, include most of the activities that are part of real campaigns: i.e., rallies, town meetings, debates between the candidates--including student-voters asking the candidate(s) questions, talk shows, interviews, and advertisements such as posters or bumper stickers. As a class, visit the town clerk's office or invite the town clerk to class so students can learn about registration forms, procedures, and absentee ballots. Students then register to vote. At election time, designate some children to cast absentee ballots. The majority of children should cast an official-looking ballot in curtained-off stalls, similar to the ones used in their community. If voting machines are used in the town/city, arrange for students to see and learn about them through a quick demonstration. Some elementary and middle schools have a student council. Many voting activities can be connected to student council elections.

Several types of work might be examined to assess student learning. Students might write paragraphs or papers on the issues raised by the poll, stating their positions and building specific supporting arguments. For the town meeting, every student might be asked to formulate and present at least one question to elicit information not explicit in the candidates' platforms. The candidates' platforms can be assessed in terms of the students' understanding of what problems our system of government can and cannot solve. After the election, an exit poll assignment might ask student-voters to explain their reasons for selecting their candidate. Daily or weekly journal entries can also provide a wide variety of assessment information.

Rules and Laws

Standards Addressed: 1.6.1, 4.6.1

Grades: K-6

One focus of civics and government is how and why people make and change rules and laws. Young students can develop this concept by making their own rules for the classroom, the library corner, and the care of plants in the room. Students can try out the rules, then analyze and amend them as needed. Older students can research rules and laws about areas relevant to their own lives such as bike and pedestrian safety. They can make posters or conduct safety campaigns. Rules and laws for local, state, and national forests and parks can be compared. Speakers such as town planning board members and town supervisors can be invited to class to discuss how and why rules and laws change. Students then research, discuss, and debate proposed changes in their own communities.

Pen Pals & Buddies

Standards Addressed: 2.6.7, 3.6.1, 4.6.1

Grades: K-6

Setting up international pen pals or key pals via e-mail is another activity that can lead to civic learning. Pen pals can communicate via mail or, more frequently these days, by e-mail. Students might ask their pen pals to describe how leaders are chosen, local election campaigns, major issues and concerns of voters, and voting procedures, if there are any. Teachers might identify a set of questions for students to ask both their pen pals and themselves. Comparisons and sensitive analysis of the two sets of answers can lead to deeper understanding of different cultures and political systems. Care must be taken to insure sensitivity to the feelings and perceptions of pen pals and their cultures.

Media coverage of events that affect both countries could be used to compare and contrast how different countries interpret "the news." For example, the so-called drug "war" in Mexico may be seen very differently from the way it is portrayed in the United States. Pen pals can report how newspapers and television explain the events, allowing students to see why problems arise between nations and why it is important for nations to work together to understand alternate viewpoints and resolve problems.

A variation of the pen pal activity is to identify sister cities (within or beyond the U.S.) so that whole communities become involved. For instance, pen pals could help students explore the question of how city and town governments differ. Students may also wish to participate in a school-based Buddy Program where younger students in grades K-2 buddy up with students in grades 4-6 for a variety of volunteer/team activities. This work might include issues within the school and local community, work that provides insight into active citizenship and the ways in which individuals and groups can effect change.

Another variation, called World Wise Schools, is supported by the Peace Corps. The program pairs a Peace Corps volunteer with a classroom. The class and volunteer communicate during the year, sharing information about the culture, geography, government, history, or anything else the students want to know. The teacher and volunteer maintain a relationship for the entire three years that the volunteer is away in his/her host country. (See <http://www.peacecorps.gov/wws/>)

Volunteerism & Community Service

Standards Addressed: 2.6.1, 4.6.2

Grades: K-6

Many schools participate in community-based activities that rely on volunteers. Encouraging students to participate in these activities can help them better understand the rights and responsibilities of citizens and why it is important to participate in community and government affairs. Students become contributors to as well as recipients of volunteer work. Schools can participate in large scale volunteer efforts such as planting trees on Earth Day, adopting part of a local highway, or organizing a Community Service Day. Local volunteers for organizations such as the United Way, the Red Cross, soup kitchens, and Habitat for Humanity might agree to take students with them as they carry out their activities. Interviews by and reports from students who accompany these volunteers can serve both as teaching presentations to their peers and as assessment evidence of what they have learned. Most volunteer organizations also distribute brochures that explain the scope and purpose of their

activities. Students could compare and contrast brochures to learn more about the importance and impact of these activities and organizations on human (and animal) lives. On a smaller scale, school-based efforts such as an adopt-a-hallway or a peer tutoring program can address specific school needs and issues.

Resources: CIVICS AND GOVERNMENT

Print Materials:

Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord: N.H. Historical Society, Annotated. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Berry, Joy. *Every Kid's Guide to Understanding Human Rights*. Danbury, Conn.: Grolier Enterprises Inc., 1987.

Big Help Resource Kit. New York: Nickelodeon. Write to The Big Help, P.O. Box 929, New York, NY 10108. Kit includes VHS video, poster, and social studies and civic activities.
<http://www.teachers.nick.com>

Milord, Susan. *Hands Around the World, 365 Creative Ways to Build Cultural Awareness & Global Respect*. Charlotte, Vt.: Williamson Publishing, 1992.

Moyer, Judith. *N.H. History Curriculum, K-6. Book One*. N.H. Historical Society, 1998. Includes resources, learning outcomes, activity ideas, notes about the N.H. Social Studies Standards, and era summaries. Focus questions cover civics as well as other social studies disciplines. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Web Sites:

Center for Civic Education: <http://www.primenet.com/~cce/>

The Center is dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. It specializes in civic/citizenship education, law-related education, and international educational exchange programs for developing democracies. Programs focus on the U.S. Constitution and Bill of Rights; American political traditions and institutions at the federal, state, and local levels; constitutionalism; civic participation; and the rights and responsibilities of citizens. Contact: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467. The phone number is 818.591.9321. The fax number is 818.591.9321.

CIVITAS: <http://civnet.org/partners/center/exe.htm>

CIVITAS is a curriculum framework whose purpose is to revitalize civic education in schools throughout the nation. It sets forth a set of national goals to be achieved in a civic education curriculum, primarily for K-12 public and private schools, but with extended applications in communities and in higher education, specifying the knowledge and skills needed by citizens to perform their roles in American democracy. Thus, the framework states what, ideally, adults will know and be able to do as effective citizens.

U.S. Congress: <http://congress.org/>

This site contains the following links: Congressional Directory, Find Your Member, Communicating with Congress, House Committees, and Senate Committees.

Connections+: <http://mcrel.org/connect/plus/index.html>

Connections+ consists of Internet resources—lesson plans, activities, curriculum resources—linked with corresponding subject-area content standards from *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*. The sites and other resources chosen have been created, maintained, and/or recommended by educators.

The Electronic Emissary: www.tapr.org/emissary/

This project brings together students, teachers, and experts by e-mail.

Federal Bureau of Investigation: <http://www.fbi.gov/>

This site contains the following links: Main Menu, FBI's Most Wanted, Field Offices, What's New, History, FBI Publications, and Major Investigations.

Heinemann Keypal Lists: www.reedbooks.com.au/heinemann/global/global.html

Teachers and students can post information and Keypal requests worldwide.

Intercultural E-Mail Classroom Connections: www.stolaf.edu/network/iecc/

A free service from St. Olaf College to link up international pen pals and exchange projects.

KeyPals Service of the Educational Technology Support Center, Yakima, WA:

www.esd105.wednet.edu/kp.html

Teachers from different grades post classroom information and project requests. In return they receive comparable information so that they can contact those making corresponding requests.

Kids Voting USA Presidency: <http://kidsvotingusa.org/PollingResults.htm>

This site gives complete final tabulation results for children that “voted” in the last presidential election. It also contains information relative to a nationwide survey of 1,748 students and 1,300 adults that was commissioned by the nonprofit Kids Voting USA organization and conducted in mid-September, 1996.

Library of Congress: <http://www.loc.gov/>

This site contains full text access to current bills under consideration in the U.S. House of Representatives and Senate.

National Archives and Records Administration: <http://www.nara.gov/>

NARA is the government agency responsible for overseeing the management of the records of the federal government. NARA ensures, for the Citizen and the Public Servant, for the President and the Congress and the Courts, ready access to essential evidence that documents the rights of American citizens, the actions of federal officials, and the national experience.

National Public Radio: <http://www.npr.org:80/>

This site contains the following links: News Now, Programs, Inside NPR, Member Stations, Your Turn, and Search.

National Standards for Civics and Government: <http://civnet.org/teaching/national/toc.htm>

This site contains links a table of contents with links to the K–4 national standards, the 5–8 national standards, and the 9–12 national standards.

Presidents of the United States of America:

<http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html>

This site contains a chronological listing of the Presidents of the United States of America with their respective terms of office.

State and Local Governments: <http://www.loc.gov/global/state/stategov.html>

This site contains meta-indexes for state and local governments. There are links to state maps and state government information as well.

United States Federal Judiciary: <http://www.uscourts.gov/>

This page is maintained by the Administrative Office of the U.S. Courts on behalf of the U.S. Courts. The purpose of this site is to function as a clearinghouse for information from and about the Judicial Branch of the U.S. Government.

United States House of Representatives: <http://www.house.gov/>

The U.S. House of Representatives' World Wide Web service provides public access to legislative information as well as information about Members, Committees, and Organization of the House and to other U.S. government information resources.

United States Senate: <http://www.senate.gov/>

The U.S. Senate's World Wide Web service provides public access to legislative information as well as information about Members, Committees, and Organization of the Senate and to other U.S. government information resources.

Welcome to the White House: <http://www.whitehouse.gov/WH/Welcome.html>

This site contains links to the President and the Vice President, their accomplishments, their families, and how to send them electronic mail. There are also links regarding commonly requested federal services and an electronic guest book to leave your name in the annals of history.

A White House History: <http://www2.whitehouse.gov/WH/glimpse/tour/html/index.html>

A virtual tour of the White House.

Many local communities and institutions have their own Web sites with governmental information and links to people and organizations.

Focus on Economics

Economics permeates our lives, whether it be as concerned citizens in a democracy, as contributors to the work force, or as private consumers and savers. We make countless decisions in response to personal and societal issues that invariably include an economic dimension. Knowledge of economics and the ability to apply that knowledge to problems are essential elements of responsible citizenship--public and private. Citizens must be able to comprehend and use basic economic concepts in order to perform effectively as producers, self-sufficient consumers, investors, and voters in public elections. Children in the elementary grades benefit from early experience with basic economic concepts that are reflected in the following standards in the *Social Studies Curriculum Framework*.

The New Hampshire K-12 Social Studies Curriculum Framework Standards and Proficiencies ECONOMICS

Purpose. Economics is the study of the allocation and utilization of limited resources to meet society's needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of economic concepts; the economic system of the United States; other economic systems; the interactions between and among different types of economies; and patterns of world trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, and investors, and as citizens.

Curriculum Standard 5. Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 5.6.1. Distinguish between economic needs and wants.
- ◆ 5.6.2. Give examples that show how scarcity and choice govern economic decisions.
- ◆ 5.6.3. Explain, by using examples, that since few economic choices are all-or-nothing propositions they usually involve trade-offs.
- ◆ 5.6.4. Explain that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants.
- ◆ 5.6.5. Explain that making effective economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.

Curriculum Standard 6. Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 6.6.1. Explain, by using examples, that productivity is measured in terms of output (goods and services) produced per unit of input (productive resources) over some period of time.
- ◆ 6.6.2. Explain, by using examples, the difference between private and public goods and services.
- ◆ 6.6.3. Describe how economic systems depend upon workers with specialized jobs.
- ◆ 6.6.4. Demonstrate the use of barter and money in everyday settings.
- ◆ 6.6.5. Explain how barter and money are used in market economies to facilitate the exchange of resources, goods, and services.
- ◆ 6.6.6. Identify and discuss the roles played by banks, stock and commodity markets, and other financial institutions in market economies.
- ◆ 6.6.7. Describe how supply, demand, and competition affect prices in market economies.

Curriculum Standard 7. Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 7.6.1. Explain, by giving examples, the economic role played by various institutions including households, workers, banks, labor unions, government agencies, small and large businesses, and corporations.
- ◆ 7.6.2. Explain, by using examples, that the strategies employed to satisfy needs and wants vary in different economic systems.
- ◆ 7.6.3. Identify and compare basic economic systems--traditional, command, and market--according to who determines what goods and services are produced, distributed, exchanged, and consumed.

Curriculum Standard 8. Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 8.6.1. Explain how international trade links countries around the world and how such trade influences the economic welfare of nations.
- ◆ 8.6.2. Identify the major goods and services produced in New Hampshire and the United States including those goods and services that are exported to other nations.
- ◆ 8.6.3. Identify those goods and services that New Hampshire and the United States import from other nations.
- ◆ 8.6.4. Discuss how the exchange of goods and services around the world has created economic interdependence between and among people in different places.

Curriculum Standard 9. Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆9.6.1. Discuss how to use economic knowledge effectively in educational and everyday settings.
- ◆9.6.2. Describe, using a specific example such as a school-based yard sale, the application of economic concepts, including scarcity, supply and demand, prices, incentives, and profit, in deciding what items to sell; how much to ask for each item; how to advertise and conduct the sale; and how to evaluate its success.
- ◆9.6.3. Explain the relationships among spending, saving, investing, borrowing, and budgeting.

Activities: ECONOMICS

Colonial American Village Simulation

Standards Addressed: Economics 5.6.4, 6.6.3, 6.6.4, 8.6.1

History 16.6.7, 16.6.9

Grades: 4-6

Students each choose a specialized job from a list of colonial jobs and then conduct a library search to learn about the terms of their apprenticeship or "on-the-job-training" (i.e., the skills involved and duration of the apprenticeship). As a class, then create a description of your simulated colonial N.H. town, perhaps even building a model of the town out of blocks or drawing a map showing where people live and work. In the simulation, students are given trading cards representing services and goods in their possession. Each student creates a sign describing the services and/or goods he/she is offering to the community. Students then barter and trade what they have for what they need and/or want. For example, the miller needs a pair of shoes and goes to the cobbler who trades shoes for X amount of flour. Merchants sell goods from the mother country for food and labor. As students participate in the simulation they write a description of their needs and wants and what they did to obtain each. This helps them to understand the idea of worth. Understanding of international trade and barter is promoted by adding imported goods to the local village economy. Trade routes and scarcity affect prices. At some point the Stamp Act on goods is imposed, and students suddenly see the effects this tax had on the local economy and the growing movement toward revolution.

To add historical documentation, perhaps a colonial account book can be found at the local or New Hampshire historical societies. Copies of diaries, letters, and household accounts may also be helpful. Using photocopies, invite students to read the accounts. Once deciphered with the teacher's help, students learn how much people paid for particular items, which items were high-priced, which items were less dear, and which items were imposed an excise stamp. Using primary source material will enhance the real life quality of the simulation.

Several methods can be used to assess student learning. Students can demonstrate a knowledge and understanding of relevant terms such as: *barter, goods and services, trade triangle, Stamp Act, excise tax*. The sign/advertising activity can be evaluated for completeness, creativity, persuasiveness, and historical accuracy. Student success at acquiring their needs and wants in the bartering activity can also be used to assess student learning.

The above activity can be extended to the contemporary world by having students compare the cost of ordinary items (e.g., blue jeans, sneakers, food items) in local stores and in other parts of the country or world. This can be accomplished by collecting new ads from newspapers, corresponding with students in other schools, or finding information through the Internet.

Understanding Local Communities as Economic and Social Systems

Standards Addressed: 5.6.4, 6.6.2, 6.6.3, 9.6.1

Grades: 4-6

The following activities help students appreciate the idea that communities are, in part, economic systems. Students draw a map of their community and/or build a model using boxes. Each student chooses a job to role-play. Include both public employees (e.g., police, teachers, firefighters) and private occupations (e.g., doctors/nurses, computer technicians, factory workers, farmers). Students then interview a person currently working in their chosen occupation to learn more about the responsibilities and activities associated with the position. Students then hold a mock job fair to inform each other about the occupations they've researched. Students learn about specialized jobs, which occupations tend to be public or private, how much education is required, and so on.

To understand their community as an economic and social system, students can develop a web, as a participation activity or bulletin board, demonstrating: (1) public and private sector jobs, (2) interdependence of goods and services, and (3) flow of money through the economic web. Then, using a set of prepared questions, students interview adults to find out their knowledge and opinions about economic issues in their everyday lives: wages, prices, savings, taxes, cash versus credit, consumerism, and so on.

Origins

Standards Addressed: 8.6.4

Grades: 4-6

To help students understand global interdependence for goods and services, visit a local supermarket. Using small Post-its, students work in pairs in different parts of the store to record the origins of food and other products. Back in the classroom, have students stick their Post-its on world and U.S. maps. Have student observe the results and make generalizations about their findings. As an alternative to visiting a store, students can record the origins of foods and products found in their own homes.

America's Trading Partners, Then and Now

Standards Addressed: 8.6.1, 8.6.4

Grades: 4 - 6

Use world maps, both wall size and desk size, to visualize the British-American colonies' trade triangle of the eighteenth century. Research the goods and services that moved through this system, the British laws governing the system, the dependence upon slavery, and the role that this system played in the onset of the American Revolution. How did the American economy change during and after the Revolutionary War?

Compare the Trade Triangle to United States trade with world partners of today. Use the maps to locate our main trading partners. Determine what goods and services are being traded. Brainstorm and develop a list of questions to be asked and answered, such as:

- What are some laws of international trade?
- How are countries and regions interdependent?
- How does international trade benefit the US?
- What are some problems of international trade?
- What are the similarities and differences of trade in the 1700's and 1900's?

Determine a format and plan for researching the questions.

Home Budgeting

Standards Addressed: 6.6.1, 9.6.3

Grades: 4-6

With the help of parents, each student develops a "chore list" and an estimation of the time required to complete each chore. The parents and child then agree on an hourly work wage, perhaps the minimum wage. Based on these estimates, students calculate what they would earn for each chore performed. Parents could also "charge" students for goods and services: food, clothing, shelter, homework help, taxes for education, transportation, etc. Students begin to recognize that labor affects the cost of the products they want and need. Introducing students to monthly house bills (e.g., utilities, auto insurance, house insurance) can help them better understand the concept of and need for home budgeting. Some parents may want to issue their children "checks" and/or "credit cards" to illustrate how these quick purchase options can affect home budgets--both positively (e.g. as a detailed form of record keeping) and negatively (e.g., over spending).

Assembly Line

Standards Addressed: 6.6.1, 6.6.3, 7.6.2

Grade: K-6

Students are divided into two groups: those who work on an assembly line (each student doing one part of a project such as origami or making a birdhouse) and those who individually create a product from beginning to end (usually the same project). The two groups are timed while completing their projects, and then students debrief the exercise by discussing the positives and negatives of each production system.

Work-Based Learning Experiences

Standards Addressed: 6.6.4

Grades: 4-6

Students can spend afternoons in local businesses learning the relationship of prices to supply and demand. In class, students speculate on the relationship between pricing and supply & demand by drawing upon their own experience purchasing various items such as clothing, shoes, and hobby equipment. Students then go with a supervising adult to work in the school cafeteria, snack bar, or at a local business. The task is to discover how supply and demand affects prices in that particular setting. Staff at the businesses is alerted ahead of time to the age, abilities, and mission of the students. Our economic sleuths might try different tasks such as helping to wait on customers, ring up sales, and order and restock merchandise. If practical, students might ask the business manager or staff about pricing and how pricing affects sales (demand). Each student reports back to the class about their understanding of the relationship between supply and demand and pricing. In addition to learning an important principle of economics, students come to realize how school applies to the world of work. Elementary schools may also want to establish links with middle and high school "school-to-work programs" to develop additional activities in economic literacy.

Simulations

Standards Addressed: 5.6.1, 9.6.2, 6.6.4

Grades 4-6

Economic simulations are a very common way to help students understand and apply economic concepts in the resolution of problems in educational, occupational, civic, and everyday settings. A classroom store or school swap or auction can help students understand the mechanisms that set prices in the real world. For the school swap, each student brings in a toy or book to trade. Ideally, some students will bring in high-demand items, such as the student who brought a *Goosebumps* book (a popular paperback), while others will bring in less popular or "low-demand" books or toys. After the children engage in trading, they write in their journals about their experience. During the debriefing students learn the formal economic terms for what they experienced in the simulation; for example, supply, demand, trade, barter, goods and services.

In the auction simulation, tokens serve as money. Students earn blue tokens for positive behavior and academic work and red tokens for negative behavior, such as not turning in homework. Students are told ahead of time the cost or earning power of particular behaviors and products. Each student has a token ledger, which is a blue book, in which they calculate their weekly balance. Blue ink represents a credit and red ink represents a debit. A two-column page layout can be used to keep the debits and credits separate. Alternatively, there can be a classroom banking system where credits are deposits in the bank and debits are withdrawals. Students have "bankbooks" rather than ledgers. They write checks on their accounts to make purchases. Throughout the year, positive balances in the form of tokens or checks may be exchanged for prizes such as extra computer time. Twice a year there is an auction where students bid on more valuable items, including duffel bags and T-shirts. The auction items are donated by local businesses. Teachers who have done this activity report that students learn not only the classroom values that the token system reinforces, but also to save toward the auction event.

Fund Raising

Standards Addressed: 5.6.2, 6.6.4, 6.6.7, 9.6.2

Grades: K-6

Classes can organize and finance their regular field trips. Students research the cost of transportation (generally buses), admission to the places they wish to visit, and any other costs associated with a trip. They organize fund-raising activities to cover these costs. Popcorn sales and a white elephant sale are common fund-raisers. For the popcorn/snack sales, students determine their profits (after expenses) and evaluate the success of each item. Because popcorn and snack supplies are usually purchased in large quantities, students must set a price per bag or single item that will ensure a profit yet will be affordable enough for students to buy. Popcorn is especially good for these calculations since the class must decide how much popcorn to pop on any single sales day, and any remaining popped corn must be entered into their field-trip account as a loss. The activity is highly motivating as the more successful the sales, the less individual students must pay for their field trip.

Banking

Standards Addressed: 6.6.6, 9.6.3

Grades: K-6

Local banks can assist in teaching economic concepts. Some local banks may be willing to come in and set up a "branch" in the school. Students' newly created bank accounts can be used for lunch and snack money and school store supplies. Parents can make deposits into their child's bank account. Students are expected to maintain accurate bank statements by logging each expenditure and deposit and producing a monthly summary sheet.

Cost of Living

Standards Addressed: 9.6.3

Grades: 4-6

A comparison of cash register tapes can help students gain an accurate picture of the cost of living. Using the minimum wage as a base salary rate, students calculate how many hours of labor different items cost. Students log the amount of food they consume in one week and then translate this amount into dollars. The cost in dollars can then be translated into hours of labor at minimum wage.

Newspaper flyers and classified ads can also be used to simulate real-life budgeting. Students work in groups. Using newspapers and flyers, each group chooses a job and figures out what they will earn per week and per year. After deducting an amount (stipulated by the teacher) to cover food, electricity, heat, telephone, transportation, taxes, and any other essential expenditures, students then consider options for renting an apartment, buying furniture, starting a savings account, and perhaps purchasing discretionary items, all while staying within their weekly, monthly and annual budgets.

Resources: ECONOMICS

Print Materials:

Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord: N.H. Historical Society, 1994. Annotated. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Cobblestone Magazine. <http://cobblestonepub.com>

Back issues available for \$4.95 each plus shipping. Back issues that pertain to economics:

June 1982 - The Beaver Trade

March 1984 - The Great Depression

Sept. 1985 - The U.S. Mint

May 1989 - Entrepreneurs of the Past

Apr. 1990 - Taking Stock of Wall Street

Oct. 1992 - History of American Labor

Moyer, Judith. *N.H. History Curriculum*, K-6. Book One. N.H. Historical Society, 1998. Includes resources, learning outcomes, activity ideas, notes about the N.H. Social Studies Standards, and era summaries. Focus questions cover economics as well as other social studies disciplines. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Teaching with Primary Sources. Cobblestone Publishing. Classroom activities using an assortment of historical images and documents. Materials are bound in three-ring loose leaf binders and may be copied. topics include: Immigration, Child Labor. \$28.95 each.

Zillions. From the publishers of *Consumer Reports*. A colorful magazine that helps students learn about making wise consumer choices. Six issues/year, \$16. Available in most school and public libraries. www.consumerreports.org/Functions/More/prodserve.html

CD-ROM:

Virtual Economics is a free CD-ROM available from the Center for Economic Education. The disk was developed to give teachers assistance in teaching and understanding economic concepts and to provide them with a wide variety of instructional materials and lesson plans for use at all K–12 grade levels. It consists of two parts: a teacher tutorial on economic concepts and a 25,000-page library of more than 140 instructional resources and curriculum materials. The materials may be useful in a variety of disciplines such as history, geography, civics, and economics. The disk can be used on either a Macintosh or an IBM computer. For more information, contact the National Council on Economic Education in New York at 800-338-1192.

Videos:

Public TV Station Thirteen/WNET has developed *What's Up In Factories? Exploring the New World of Manufacturing*, an educational outreach initiative giving young people a first-hand look at the changing face of American manufacturing. This hands-on curriculum program includes a four-lesson teacher's resource guide with student worksheets, activity suggestions, and an instructional video. For more information, contact Kathryn Perry at 212-560-3026 or Gina DeAndrade at 212-560-3002.

Web Sites:

American Stock Exchange: <http://www.amex.com/>

The American Stock Exchange provides extraordinary visibility for over 700 companies. Serving financial markets worldwide, the AMEX—the world's second largest auction-marketplace—offers superior efficiency and fairness to investors via state-of-the-art trading technology and dedicated stock specialists.

Barron's: <http://www.barrons.com/>

Includes the entire editorial content of Barron's on the World Wide Web every week. You'll get the Web's most comprehensive market review plus commentary and forecasts that are unparalleled in the industry. You can even drill down to news and performance charts for companies and mutual funds mentioned in the pages of Barron's with just a simple click of your mouse.

Economics Statistics Briefing Room: <http://www2.whitehouse.gov/fsbr/esbr.html>

The purpose of this service is to provide easy access to current Federal economic indicators.

Federal Trade Commission: <http://www.ftc.gov/>

The Federal Trade Commission enforces a variety of federal antitrust and consumer protection laws.

Global Economic Links: <http://www.gslink.com/~arison/links.html>

This site contains a very extensive listing of sites containing economic information including information on the Legislative Branch, the Executive Branch, Independent Agencies, Money and Markets, Banking, International Economics and Trade, Think Tanks, Journals, General Economics Links, Professional Organizations, and Personal Finance.

Internal Revenue Service: <http://www.irs.ustreas.gov/prod/>

This site contains the following links: Tax Stats, Tax Info For You, Tax Info For Business, Electronic Services, Taxpayer Help & Ed, Tax Regs In English, IRS Newsstand, Forms & Pubs, What's Hot, Meet The Commissioner, Comments & Help, and Site Tree.

Lowell National Historic Park: http://lowellonline.org/local/Inhp_may98.html

Excellent information and lessons on the history of the Industrial Revolution.

The National Council on Economic Education: <http://www.nationalcouncil.org>

The National Council on Economic Education has published The Voluntary National Content Standards in Economics. A short free brochure describing the standards is available upon request. The complete standards document can be ordered from the Council for \$19.95. The Council's address is 1140 Avenue of the Americas, New York, New York 10036. The phone number is 800.338.1192 or 212.730.7007. The fax number is 212.730.1793. Their web site also provides other information concerning the Council and resources available to teachers.

New York Stock Exchange: <http://www.nyse.com/>

The 205-year history of the NYSE tells the history of capital-raising in the United States.

Securities and Exchange Commission: <http://www.sec.gov/>

The SEC is an independent, nonpartisan, quasi-judicial regulatory agency with responsibility for administering the federal securities laws.

United States Department of the Treasury: <http://www.ustreas.gov/>

The mission of the Department of the Treasury is to formulate and recommend economic, fiscal and tax policies; serve as financial agent of the United States Government; enforce the law; protect the President and other officials; and manufacture coins and currency.

The World Bank Group: <http://www.worldbank.org/>

The World Bank Group comprises five organizations: the International Bank for Reconstruction and Development (IBRD), the International Development Association (IDA), the International Finance Corporation (IFC), the Multilateral Investment Guarantee Agency (MIGA), and the International Centre for the Settlement of Investment Disputes (ICSID).

Focus on Geography

Knowing about where we live in relation to others and how our location affects the way we live is central to the study of Geography. Once we understand our own place, we can then begin to examine relationships between peoples, places, and natural environments near and far. Geography also has the power to help students make connections across the curriculum and bring their studies to life. Whether measuring the distances between cities, understanding causes and effects of natural disasters, mapping boundaries, pinpointing locations for current events, or comparing holiday celebrations within and across cultures, knowledge and skills from the field of geography are needed. The *N.H. Social Studies Curriculum Framework* has identified the following standards and proficiencies for study by the end of grade six.

The New Hampshire K-12 Social Studies Curriculum Framework Standards and Proficiencies GEOGRAPHY

Purpose. Geography is the study of Earth's surface and the processes that shape it; the relationships between people and the environment; and the connections among people and places. Students of geography seek answers to the following questions: *Where is something located? Why is it there? How did it get there? What is the significance of its location? and How is it related to other people, places, and environments?* To answer these questions, students need to acquire information from primary and secondary sources including maps and other graphic tools; learn the skills of observation and speculation; analyze, synthesize, and evaluate geographic information; employ statistical analysis; and develop and test geographic generalizations.

Curriculum Standard 10. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 10.6.1. Identify and use the major graphic elements of maps and globes and describe different types of map scales and map projections.
- ◆ 10.6.2. Locate on a grid system particular geographic features in their neighborhood and community.
- ◆ 10.6.3. Describe the absolute and relative location of their community and places within it.
- ◆ 10.6.4. Locate on a map or globe the continents; major nations; smaller political entities (for example, provinces, states, cities); and major oceans, rivers, and mountain ranges.
- ◆ 10.6.5. Sketch and label maps from memory of New Hampshire, the United States, and North America that show the relative location, size, and shape of important geographic features.
- ◆ 10.6.6. Describe basic spatial units of measurement and use them to calculate area and estimate and calculate distances between locations on a map in miles, kilometers, time, and cost.
- ◆ 10.6.7. Employ coordinates, including latitude and longitude, to construct maps and plot locations.

- ◆ 10.6.8. Employ photographs to classify areas as rural, suburban, and urban, and to identify similarities and differences in land use in those areas.

Curriculum Standard 11. Students will demonstrate an understanding of the physical and human geographic features that define places and regions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 11.6.1. Employ observation, maps, and other tools to identify and compare the physical features of particular places including, soils, landforms, vegetation, wildlife, and climate.
- ◆ 11.6.2. Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.
- ◆ 11.6.3. Identify and discuss similarities and differences in cultural landscapes found in different places in the world.
- ◆ 11.6.4. Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.
- ◆ 11.6.5. Discuss how people define regions in terms of physical and cultural criteria and how they use the concept of regions in their study of Earth.
- ◆ 11.6.6. Identify and compare landform, climate, and natural vegetation regions.

Curriculum Standard 12. Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 12.6.1. Identify and describe the major landforms and water systems found on Earth's surface.
- ◆ 12.6.2. Describe the roles of water, wind, ice, temperature, and slope in shaping the physical features of Earth's major landforms and discuss how glaciers, wind, and water have shaped the physical landscape of New Hampshire.
- ◆ 12.6.3. Discuss how changing Earth-Sun and Earth-Moon relationships influence seasons, length of day, weather and climate, the water cycle, and tides.
- ◆ 12.6.4. Discuss potential outcomes of the continued movement of Earth's crust or tectonic plates including continental drift, earthquakes, and volcanic activity.
- ◆ 12.6.5. Describe the components of Earth's physical systems--the atmosphere, lithosphere, hydrosphere, and biosphere.
- ◆ 12.6.6. Define a local ecosystem and explain how its components are interrelated.
- ◆ 12.6.7. Describe cycles of succession in a variety of ecosystems (for example, forest, lake, grassland).
- ◆ 12.6.8. Describe the characteristics of various biomes (for example, tropical rain forest, major desert), and discuss the groups of plants and animals associated with these large-scale ecosystems.

Curriculum Standard 13. Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 13.6.1. Describe Earth's human systems including the urban, agricultural, political, economic, communication, and transportation systems.
- ◆ 13.6.2. Discuss the relationship between physical features and the location of human systems including the distribution of population in coastal areas, river valleys, and mountain ranges.
- ◆ 13.6.3. Employ demographic and cultural characteristics, including age, gender, ethnicity, and language, to describe populations.
- ◆ 13.6.4. Describe and compare housing and land use patterns in rural, urban, and suburban areas in the United States and other regions of the world.
- ◆ 13.6.5. Define the major components of culture and write a description of their culture.
- ◆ 13.6.6. Describe the location and boundaries of various economic activities, including agriculture, mining, manufacturing, fishing, forestry, and tourism, and discuss the relative importance of these activities in New Hampshire and the United States.
- ◆ 13.6.7. Identify and explain the importance of the nature and location of transportation and communication networks to economic activity.

Curriculum Standard 14. Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 14.6.1. Identify and discuss ways people depend upon, use, and alter the physical environment.
- ◆ 14.6.2. Identify and discuss the relationship between habitat and the increase, decrease, or stability of populations of species of plants and animals.
- ◆ 14.6.3. Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.
- ◆ 14.6.4. Evaluate the effects of weather and climate on agricultural activities, types of housing, fuel consumption, and other activities in their community and state.
- ◆ 14.6.5. Explain how natural hazards and disasters affect the way people live and discuss what types of natural disasters may occur in their community, region, state, nation, and the world.
- ◆ 14.6.6. Explain what a resource is, describe the characteristics of resources, and discuss the use of renewable and non-renewable resources in various parts of the world.

- ◆ 14.6.7. Identify and discuss, using historical and contemporary examples, connections between the location of human systems and natural resources.

Curriculum Standard 15. Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 15.6.1. Identify, using maps, illustrations, photographs, and documents from different time periods, how land use in their community has changed and discuss reasons for these changes.
- ◆ 15.6.2. Describe changes in the ways people have earned their living in New Hampshire from the pre-colonial time to the present and identify and discuss corresponding changes that have occurred in physical and human systems.
- ◆ 15.6.3. Use maps and narratives to place historic and contemporary events in a spatial context.
- ◆ 15.6.4. Discuss the relationships among population growth, technology, and resource use.

Activities: GEOGRAPHY

Mapping Familiar Places

Standards Addressed: 10.6.1, 10.6.2, 10.6.6, 10.6.7, 13.6.2

Grades: K-6

Making maps of students' classrooms, school buildings, playgrounds, or homes can help children learn important map skills. Students first identify the size of the map itself. As a group they measure distances using footsteps, a yardstick, a tape measure, or trundle wheel. (This step can lead to an interesting discussion on the need for a standard unit of measurement.) After mapping their school building, for example, students make a map of their route to school. Bus drivers and/or parents who drive the children to school can be enlisted to help students create their maps. Using a published map of the community, students can then relate their map to the community as a whole. Property tax maps, available from most town offices, can often be used as a reference for these activities.

Creating a map that shows what the community looked like at some specific time in the past provides interesting geographic insights. Students interview senior citizens, look at old photographs and films, or go on a walking tour to ascertain what has changed. Often the town clerk or the historical society has old maps of the community. Interesting historical changes can involve roads, buildings and land use. Much of southern New Hampshire that is now wooded and residential was open farmland decades ago. Looking at deeds of their own homes can provide students with a historical look at how the land was used in the past. Fire insurance maps of urban areas from earlier in the century give very detailed information. Tax maps, water district maps, and planning board or zoning maps give excellent information. Many kinds of comparisons can be made. For instance, stone walls often do not parallel present property lines. Students can draw where the stone walls occur on a property and note where they parallel or diverge from the present property lines. A surveyor can visit the class to show his instruments and explain how property lines get made and changed.

Topographical or relief maps can also be used to examine the distances students travel to school. For example, while on a flat map, one student's home looks closer to the school than another, it may be more miles to the first because of hills or other topographical features. Students can measure those distances on a relief map. Examining the topographical map, students identify geographic features that influence making roads. For example, they may find that inclines or hills affect the "curves" of a road. By setting pins up between the school and their homes they can see the differences between "crow flies" routes and the roads.

Landforms also affect the placement of wells and septic systems in many rural areas. Students can create maps of the property where they live and locate the well and the septic tank. Where the well is placed and how deep it is are usually affected by the type of land on which the house is placed.

Students can also create a photographic map of their town, including points of interest. The pictures can be placed next to their town map using colored yarn or paper to point out locations on the map. Discuss the geographic differences in various parts of town and classify areas as rural, suburban, or urban.

Boundaries

Standards Addressed: 11.6.5, 13.6.1, 13.6.6, 14.6.7

Grades: K-6

Looking at familiar boundaries can help students learn about geographic concepts. Review the related concepts of natural and man-made boundaries in the classroom. Walk the boundaries of the playground and have students create a map that highlights these two concepts. Next, have students draw a map of their home showing property boundaries. Ask students: Do you have any other boundaries at home? How far are you allowed to walk or ride your bike on your own? Does that change as you get older? Why? What other boundaries do you know about in your town, the state, or our nation? How are boundaries marked (possible answers: stonewalls, fences, rivers, surveyed lines)? How do you know when you have reached a town or state boundary (e.g., Welcome to NH)? Have students design a boundary marker for their desk or bedroom.

Many boundaries are defined by water, either by running water (rivers and streams) or bodies of water (lakes and oceans). Students can examine the property boundaries in their town and see which ones are defined by water. Many states are divided by a river. Starting with New Hampshire, students can identify the rivers that define boundaries of states. Identifying rivers that divide states will help students learn about the geography of the United States. Only 4 of the 50 states do not define at least one boundary with water (Wyoming, Utah, Colorado, Montana). Students should discuss why water makes a good boundary. Issues such as control of waterways, shifting watercourses, and historical precedent can be linked to specific examples such as the controversy around the Piscataqua River and whether the Portsmouth Naval Ship Yard is in New Hampshire or Maine. Detailed maps may be needed to reveal small rivers that define boundaries in some states. Aerial photos and satellite images can be used alongside maps to help students visualize the areas being discussed.

Finally, students can explore the boundaries of New Hampshire. Are all of the boundaries that define our state natural boundaries? If not, what are the man-made boundaries? Have conflicts arisen over some of these boundaries? Students should identify the boundaries that separate New Hampshire from other states and from Canada. Students should be able to discuss the differences and similarities between state boundaries and international boundaries.

Tear-a-tories

Standards Addressed: 10.6.5

Grades: 4-6

To help students practice mental mapping, encourage activities that require mapping from memory.

- (a) Students draw a map of the boundaries of their personal worlds.
- (b) Students rip a piece of paper to resemble the shape of new Hampshire.
- (c) Students rip pieces of paper to resemble the shapes and relative sizes of the continents, and so on.

Creating Relief Maps

Standards Addressed: 10.6.3, 11.6.1, 11.6.6, 12.6.1

Grades: K-6

Using plasticine clay, salt ceramic dough or homemade play dough (recipes given below), students can create different landforms in a pie plate, including mountains, valleys, plateaus and ridges. Have students draw a map to scale of the surface using rulers. Once the surface is drawn, they can “purchase” a plot to build homes, a shopping area, a park, or roads or other transportation systems. Add ½ cup of blue-tinted water to the pie plate landforms and discuss the impact on the various plots that students have purchased. Add an additional cup of water. See where islands, lakes, bays, etc. are created. Discuss and document how a change in climate (rain) affects the land. Looking at mountains and ridges can illustrate one way in which islands are formed. This activity can also be linked to the issue of predictions of global warming and its potential impact. Students can add imaginary vegetation and wildlife to their plots and research how the climate, as it changes, might affect different plants and animals.

Salt Ceramic Dough

- 1 cup of salt
- 2 cups of corn starch
- ¾ cup of water

Mix together in a pan. Stir continuously over low heat. When a complete ball forms, remove and let cool. Knead and keep in an airtight container until ready to use. Make model, let dry 1-2 days, then paint.

Homemade Play Dough

- ½ cup of corn starch
- 2 cups of water
- 1 cup of salt
- 2 cups of flour
- 2-tsp. cream of tartar
- 1 tbsp. vegetable oil

Mix together in a pan. Cook, cool, and store as above. Food coloring may also be used. Shape and let dry.

Salt Dough Map

Standards Addressed: 10.6.3, 11.6.1, 11.6.6, 12.6.1

Grades: K-6

Mix 2 c. flour, 1/2 c. salt and 1/2 - 1 c. water to kneading consistency. This makes enough for 2-3 students to make a map of NH that is 12-18 inches long on a stiff piece of cardboard or plywood. Using a flat map for reference, students form lakes, rivers and mountains. Maps are then painted green, tan or brown to show variations in elevation. Blue is used for lakes, rivers and other bodies of water. Maps can also be made to show counties, cities and towns. Labeling can be done by connecting yarn or string to sticky labels. The same can be done for a 3-D model of the students' own town or region.

Topographical Maps

Standards Addressed: 10.6.3, 11.6.1, 11.6.6, 12.6.1

Grades: K-6

Topographical maps can help students understand how a two-dimensional map can represent a three-dimensional surface. Have students select a hill or other prominent feature on the map. Trace the shapes formed by contour lines on thin paper; transfer the lines to layers of light weight cardboard. Cut out the shapes formed by the contour lines. Glue and assemble the layers to form a three-dimensional representation of the hill.

Create a New Country

Standards Addressed: 10.6.7, 12.6.6

Grades 4-6

This small group activity begins with students randomly choosing a set of teacher created activity cards listing geographic features such as: latitude, longitude, terrain, etc. The group then creates their own country/state with the appropriate characteristics for that location. They must describe the natural environment and how humans can live there, including places for homes, possible crops and other foods, industry, and recreation. Students then compare and contrast their responses with other teams. Are the ideas feasible, given the environment? For example, to surf, the environment must include beaches and a fairly active ocean.

Once students have established their new country, they can play a game with teacher-made cards that describe geographic changes on Earth. Some can be realistic -- "A powerful earthquake has hit the area" or "The Weather Bureau is predicting an unusual year ahead with 1 inch of rain every day" -- and others can be fantastic -- "The Earth has shifted on its axis X degrees." They should analyze and predict the effects of these changes on their country.

Understanding Regions

Standards Addressed: 11.6.5, 12.6.6

Grades: 4-6

A region can be defined in many ways. Looking at the various definitions of a region can help students understand many geographic concepts. First, in small groups, have students make a map and identify "regions" of the classroom or school building. On the map, they color-code the regions they have identified. They then compare and contrast the various regions and the reasons the groups

differentiated them. A city or town map can extend the activity. Is there an industrial region, a shopping region, regions dominated by single family homes or apartment complexes? If a wild animal were going to define the town by region, what regions might be identified? Students can create activity cards that list single characteristics of different regions of the map and then play a game to correctly identify the regions from the cards. This will allow students to see that multiple characteristics can be used to define a region. Creating the cards might include field trips to photograph different landforms and/or landmarks.

Regions can be defined demographically. Using a current demographic map, discuss population patterns. If a demographic map isn't available, have students create one using the most recent census data (available on the Internet at www.census.gov, in some libraries, and in print form and on CD at government document depositories). Once a demographic map is created, compare regions defined primarily by population density to regions that are defined by landforms. Are there similarities in the two sets of regions? If so, what are they?

Are there other characteristics that can define regions? Introduce and discuss a variety of "regional" maps, including Senatorial, Congressional, recreational, physical, etc. Encourage students to identify different ways that regions might be defined and create new maps based on these characteristics. How are the new maps similar to and different from regions identified in earlier map activities?

Artifact Collection

Standards Addressed: Geography: 11.6.1, 11.6.2, 11.6.3, 11.6.6; History: 16.6.7, 16.6.9

Grades: 4-6

Students collect objects and information about their own state, including post cards, products manufactured, natural resources, geographic features, climate/weather information, landforms, etc. This collection is sent to a cooperating school from another state (e.g., from New Hampshire to Arizona) and the cooperating state sends a similar box about their state to your school. The location and identity of the participating schools are to be a secret. Students must determine the name of the state by examining the clues inside the box. This will provide students with plenty of opportunities to debate and discuss the location of the cooperating school.

Walk to the West Coast

Standards Addressed: 10.6.3, 10.6.4, 10.6.6, 11.6.3

Grades: K-6

Turn physical exercise into geography lessons. Hang a map of the United States on the classroom wall. The class marks the location of their school. The class measures the distance around the school playground or a playing field. During recess, physical education class, or outdoor time, groups or individual students and teachers count the number of times they walk around the playground or playing field and report back to the class. Students calculate how far in miles the class has walked and mark the distance on the map along a route they have chosen to the West Coast. The goal is to make it across the continent by the end of the year. As the class moves across the continent, collect travel information and study the geography of the regions they visit.

Design a Trip to Another State

Standards Addressed: Geography: 10.6.6, 10.6.8

Grades: 4-6

Students write a business letter to a travel bureau or commerce department in the state of their choice to request maps and brochures to help them plan a trip to that state. Once the materials arrive, students are given a budget and a list of average travel expenses (e.g., gas, food, rooms, camping, etc.) as well as the number of miles they will need to cover in “their” state. Using the resource materials, students map out their state tour, stopping at places that interest them.

Students then write a trip diary that describes what they see. The diary may be illustrated with their own drawings and/or pictures cut from magazines and brochures. Students can also draw a map of their state, create a collage with pictures of state products and points of interest, and design and write postcards to their friends back home.

Geography Everyday

Standards Addressed: all

Grades: K-6

Make geography a part of your daily routine in the classroom. Place maps throughout the classroom. The state and towns have a variety of maps (e.g., topographical, wetlands, highway, tax maps, zoning and planning board map,, etc.) available through different planning agencies.

Begin the day with a geography jumpstart. List questions on an overhead that review map skills using maps, globes, and atlases. Concepts that could be covered include longitude/latitude, boundaries, population, landforms/topography, grid systems, and vegetation. Questions can easily be created to review geography concepts related to the present course of study. If children must complete the map questions in complete sentences and proofread them, you have integrated language arts and social studies.

Make geography a component of each unit taught by locating places mentioned in books, lectures, and current events.

Create a New Hampshire Town

Standards Addressed: 11.6.1, 11.6.2, 11.6.5, 11.6.6, 12.6.6, 13.6.1, 13.6.2, 13.6.4, 13.6.7, 14.6.3, 14.6.7

Grades: 4-6

The colonial New Hampshire and Vermont historical activity collection called *Perspectives '76* (see citation below) has a wonderful activity that can be adapted. Students are given a blank outline of an actual town in New Hampshire. They are then asked to lay out a town within the blank. After they have arranged the essentials for a town, the students are given a topographical map of the same region. They then must redesign their town. They are asked if any other information would be helpful in deciding where to locate transportation systems, water and sewerage systems, communication systems, houses, farms, industrial areas, and so on. The next overlay is a map including water sources. The final overlay shows where roads were actually built in the town.

Environmental Planning

Standards Addressed: 14.6.1 – 14.6.7

Grades: 4-6

Many activities can be adapted to show how environmental planning, land use, and geography go hand-in-hand. Students can:

- create an environmentally safe business on a specific piece of property, based on topographical and demographic information;
- prepare a defense using geographical information to explain why a particular business should not be built in a given area;
- plan zoning for a real or imaginary town and use geographical information to explain the plan;
- create two versions of a theme park on a piece of property, one version that takes the geography of the area into account and one that does not; and
- use a series of historical and present-day maps to see, describe, and explain how an urban area developed over time.

Construct A Geography Handbook

Standards Addressed: 10.6.1, 10.6.6, 10.6.7, 12.6.1 - 12.6.7

Grades: K-6

Geography vocabulary terms and concepts are easier for students to understand and remember if they develop their own geography reference books. As information is introduced in geography units, members of the class use resource books to locate information about the new terms and concepts and then brainstorm definitions and descriptions suitable for their own books. Each student then records the information and makes an appropriate illustration for his/her handbook. If each term or concept is done on a separate piece of paper, the pages can be three-hole punched and assembled alphabetically in individual students' loose-leaf binders. By the end of the unit, each student will have assembled a personal geography reference book.

Resources: GEOGRAPHY

Print Materials:

Bell, Neill. *The Book of Where, or How to Be Naturally Geographic*. Boston: Little, Brown and Company, 1982.

Benjamin, Cynthia. *Literature-Based Map Skills, Northeast United States*. 1994. Order from Sniffen Court Books, P.O. Box 953, Kent, CT 06757,

Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord: N.H. Historical Society, Annotated. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Fromboluti, Carol Sue. *Helping Your Child Learn Geography*. Washington, D.C.: U.S. Department of the Interior, U.S. Department of Education, and the Office of Educational Research and Improvement, 1990. To order copies send your name, address and 50 cents to: Geography, Consumer Information Center, Pueblo, CO 81009.

Kenda, Margaret, and Phyllis S. Williams. *Geography Wizardry for Kids*. New York: Scholastic Inc., 1997. Over 150 fun projects, maps, games, crafts, and experiments for junior explorers.

Moyer, Judith. *N.H. History Curriculum, K-6. Book One*. N.H. Historical Society, 1998. Includes resources, learning outcomes, activity ideas, notes about the N.H. Social Studies Standards, and era summaries. Focus questions cover geography as well as other social studies disciplines. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Regional Center for Educational Training. *Perspectives '76: A Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire*. Hanover, New Hampshire, 1975.

Schell, Karen D. *Social Studies Notes, Maps & Geography Series: Pioneers*. Torrance, Calif.: Frank Schaffer Publications, Inc., 1995.

Sobel, Davud. *MapMaking With Children: Sense of Place Education for the Elementary Years*. Portsmouth, N.H.: Heinemann, 1998.

Stein, Sara. *The Evolution Book*. New York, NY: Workman Publishing, 1986. Includes a great chapter on the ice age.

Mitchell, Lucy Sprague. *Young Geographers*. Bank Street College of Education, 1991. This book, originally published in 1934, is interesting for both historical reasons and for substantive reasons. It is an early example of a thoughtful approach to the social education of children. Even today it is an excellent model of social studies education adaptable to any age of childhood. It is appropriate for grades K-6.

Videos:

Discovery Channel. *Earth's Catastrophic Past*. Discovery Communications, Inc., 1997. Telephone: 1-888-892-3484.

Franconia Notch State Park. Kiley, Richard, narrator. Distributed by N.H. Movies, Great Bay Road, Greenland, NH 03840. Tel: 1-800-66-MOVIE. The official film of Franconia Notch State Park. This is a great introduction to glaciers and how they shaped NH.

Web Sites:

CityNet: <http://www.city.net/>

This site contains interfaceable maps of Africa, Antarctica/Antarctic, Asia, Australia/Oceania, the Caribbean, Central America, Europe, the Middle East, North America, and South America. By clicking on a single continent from the world map, you are then brought to a map of the continent itself where you can click on individual countries and retrieve the pertinent demographic information on that country.

Color Landform Atlas of the United States: <http://fermi.jhuapl.edu/states/states.html>

This site contains links to all fifty states as well as the continental United States. There are also links to US Yahoo (a search engine), US CityNet, and US Virtual Tourist.

Discovery Channel: <http://www.discoveryschool.com>

MapQuest: <http://www.mapquest.com/>

This site contains links to TripQuest, driving directions for the United States; Interactive Atlas, find any place using worldwide maps; and Personalized Maps.

National Aeronautics and Space Administration: <http://www.nasa.gov/>

Check out the User Tips page to find the helper applications you will need to get the most out of what NASA has to offer. If you're looking for something specific, there's a search engine for the top-level NASA pages.

National Geographic Society: <http://www.nationalgeographic.com/>

National Geographic Magazine (1888 to date) includes features (Earth Almanac, Behind the Scenes, map supplements, On Assignment, Geographica, On Television, Editor's Page). The magazine of the National Geographic Society is dedicated to the diffusion of geographic knowledge through education and research. National Geographic highlights the diversity of the world's lands and its inhabitants in spectacular photography, personal narratives, and illustrative maps. Titles include: "Egypt: Quest for Eternity" (\$14.95)51625M; "History's Greatest Shipwrecks Collection" (\$59.80) 51690M; "In the Shadow of Vesuvius" (\$19.95) 51353M; ** "In the Shadow of Vesuvius" (\$19.95) 51353M; "Inside The White House" (\$19.95) 51802M; "Lost Kingdoms of the Maya" (\$19.95) 51554M; "Love Those Trains" (\$19.95)51382M; "Mysteries of Mankind" (\$19.95) 51374M; "Quest for Treasure" (\$14.95) 51624M; and "Russia's Last Tsar" (\$19.95)50890M.

National Geography Standards: <http://www.tapr.org/~ird/Nordick/Standards.html>

The National Geography Standards were established to form a framework that provides guidelines on what students should know about geography. The 18 standards listed have been categorized into six essential elements.

National Park Service: <http://www.cr.nps.gov/>

On August 25, 1916, President Woodrow Wilson signed the act creating the National Park Service, a new federal bureau in the Department of the Interior responsible for protecting the 40 national parks and monuments then in existence and those yet to be established. The National Park Service still strives to meet those original goals, while filling many other roles as well: guardian of our diverse cultural and recreational resources; environmental advocate; world leader in the parks and preservation community; and pioneer in the drive to protect America's open space.

Travelocity: <http://www.travelocity.com/>

This site contains interfaceable maps of the world. By clicking on a particular area, you can retrieve information relative to the countries' business services, festivals and events, local trips and tours, museums, music performances, nightlife, recreational sports, restaurants, shopping, sights, and sports events.

Virtual Tourist: <http://www.vtourist.com/webmap/usa.htm>

This site contains interfaceable maps of the different states in the U.S. Each state map leads you to a list of the various WWW servers that are available in that state.

Web66: <http://web66.coled.umn.edu/schools.html>

This site contains interfaceable maps of North America. By clicking on a single state from the country map, you are brought to a list of schools on the web from that particular state. To retrieve New Hampshire's listing, type <http://web66.coled.umn.edu/schools/US/NewHampshire.html>.

Focus on History

As the Bradley Commission on History in Schools states, “History offers a wide range of materials to delight and engage the young learner.” History in the elementary grades allows each student to connect with his or her own past, and through the imaginative use of biographies, legends, myths, stories, diaries, letters, family records, local newspapers, and other source material, teachers can bring the instruction of history alive. Historical thinking and understanding are necessary to understand one’s community, the nation, and the world. These principles are reflected in the following history standards and proficiencies from the *N.H. Social Studies Curriculum Framework*.

HISTORY¹

Purpose. America is bound together by a democratic vision of liberty, equality, and justice. In order to preserve that vision and bring it into daily practice, all citizens need to understand American history to tell us who we are and who we are becoming; the history of Western civilization to illuminate our democratic political heritage; and world history to comprehend the interactions among the world’s nations and people. To be effective, the study of history must focus on broad, significant themes and questions that provide students with context for the acquisition and understanding of facts and other useful information. These themes, together with the proficiency standards identified below, support local curriculum planners in the organization and design of programs of study. They also provide teachers with a means to convey the excitement, complexity, and relevance of the past. Furthermore, the study of history must provide students with training in the use of primary and secondary sources to analyze events, evaluate information, and solve problems; and opportunities for students to cultivate the perspective that comes from the development of a chronological view of the past down to the present day. In sum, historical knowledge and patterns of thought are indispensable to the education of citizens in a participatory democracy.

Curriculum Standard 16. Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 16.6.1. Locate events in time--past, present, and future--by using basic chronological concepts including calendars, elapsed time, and story sequence (beginning, middle, end).

¹From the many relevant resources listed in the reference section of this framework, two works were used as the primary basis for the organization and development of New Hampshire’s history standards. These publications are *Building a History Curriculum: Guidelines for Teaching History in Schools* prepared by the Bradley Commission on History in Schools and *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* prepared by the National Center for History in the Schools.

- ◆ 16.6.2. Construct time lines of significant historical events in their community, state, and nation.
- ◆ 16.6.3. Interpret data presented in time lines in order to determine when events took place.
- ◆ 16.6.4. Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed.
- ◆ 16.6.5. Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect.
- ◆ 16.6.6. Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.
- ◆ 16.6.7. Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data.
- ◆ 16.6.8. Understand the significance of the past to themselves and to society.
- ◆ 16.6.9. Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts.
- ◆ 16.6.10. Discuss the importance of individuals and groups that have made a difference in history, and the significance of character and actions for both good and ill.
- ◆ 16.6.11. Recognize the difference between fact and conjecture and between evidence and assertion.
- ◆ 16.6.12. Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information.
- ◆ 16.6.13. Use basic research skills to investigate and prepare a report on a historical person or event.

Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 17.6.1. Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 [of the original framework document] to gain an understanding of local, New Hampshire, and United States history.
- ◆ 17.6.2. Outline the chronology of major events in local, New Hampshire, and United States history from the first arrival of humans to the present.
- ◆ 17.6.3. Describe the migration of large groups of people into and throughout the United States from the first arrival of humans to the present.
- ◆ 17.6.4. Discuss the on-going story of their community, state, and nation in terms of the contributions of countless individuals.
- ◆ 17.6.5. Identify and describe the contributions to the development of the United States and New Hampshire of key women and men involved with the founding of our state and nation; government and politics; business and economics; science and technology; and the arts.
- ◆ 17.6.6. Discuss the reasons why various groups of people came to America; why and how they became Americans; and how they contributed to the development of our country.
- ◆ 17.6.7. Explain the derivations of the name of our state, the names of its counties and major geographic features, and the name of their community.

- ◆ 17.6.8. Discuss the origin, functions, and development of New Hampshire town meetings from the seventeenth century to the present.
- ◆ 17.6.9. Compare a student's day in a New Hampshire school from the seventeenth century to the present.
- ◆ 17.6.10. Describe the history, use, and significance to New Hampshire of the state seal and flag, the Old Man of the Mountain, The Granite State, and *Live Free or Die*.
- ◆ 17.6.11. Describe the history, use, and significance to America of the Liberty Bell; George Washington as the *father of our country*; national flag; graphic representations of *Liberty* and *Justice*; Uncle Sam; Great Seal; White House; Lincoln Memorial; Statue of Liberty; veterans' memorials; Pledge of Allegiance; National Anthem; and *E Pluribus Unum*.
- ◆ 17.6.12. Describe the history and significance of Civil Rights Day, Washington's Birthday or Presidents' Day, Patriots' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans' Day, and Thanksgiving.
- ◆ 17.6.13. Explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.

Curriculum Standard 18. Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- ◆ 18.6.1. Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 [of the original framework document] to gain an understanding of significant developments in world history including Western civilization.
- ◆ 18.6.2. Demonstrate a basic understanding of the origin, development, and distinctive characteristics of major ancient, classical, and agrarian civilizations including the Mesopotamian, Ancient Hebrew, Egyptian, Nubian (Kush), Greek, Roman, Gupta Indian, Han Chinese, Islamic, Byzantine, Olmec, Mayan, Aztec, and Incan Civilizations.
- ◆ 18.6.3. Discuss the connections among civilizations from earliest times as well as the continuing growth in interaction among the world's people including the impact of changes in transportation and communication.
- ◆ 18.6.4. Demonstrate an understanding of major landmarks in the human use of the environment from Paleolithic times to the present including the agricultural transformation at the beginning; the industrial transformation in recent centuries; and the current technological revolution.
- ◆ 18.6.5. Demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East.

Activities: HISTORY

Constructing Personal Time Lines

Standards Addressed: 16.6.1, 16.6.2, 16.6.3, 16.6.5

Grades: K-6

Students construct a time-line based on major events in their personal lives and the larger world. Birth dates of great-grandparents, grandparents, parents, uncles, aunts, and siblings as well as family weddings and anniversaries (illustrated with family photographs) can serve as the personal dimension of the time-line. Headlines and articles from newspapers and news magazines can serve as the “historical” dimension. Newspapers may be located through the archives department of various newspaper publishers or the Microform section of the University of New Hampshire Library. Once the time-line has been constructed, students can ask their parents or grandparents about specific events in the past. Many will remember WW II, the assassination of President Kennedy, the landing on the moon, the end of the Vietnam War, and the Challenger disaster, to name just a few.

Running Time Line

Standards Addressed: 16.6.1, 16.6.2, 16.6.3, 16.6.5, 16.6.6, 16.6.8, 16.6.9, 16.6.13, 17.6.2, 18.6.1.

Grades: K-6

Students construct and maintain a running time line based on major historical events from their studies. Fastened to the classroom wall, the timeline begins with century and decade markings based upon the periods of history the children will be studying in that given year. Each child’s birth date is added. As major historical events are discussed in class, they are added to the timeline. Major current events are also added as they occur. In addition to providing a visual, linear representation of a period of time through words and small drawings, the timeline can be used to suggest cause-and-effect relationships.

Many activities could relate to the timeline. The children could create a personal time line of major events in their own lives. They could interview elders about specific events in the past to add to the timeline. Library archives could be utilized to research the events more fully. Collected information could be reported to the class before being added to the timeline.

An Introduction to Primary Sources

Standards Addressed: 16.6.6, 16.6.7, 16.6.9

Grades: K-6

Primary sources give us direct connections to the past. They are the historian’s clues and evidence. Some primary source materials answer questions, others raise questions for us to consider, while others correct what we thought we knew. Investigating primary sources is a valuable way to help students think about the people and events from the past.

The *New Hampshire Artifacts Packet*, which accompanies the New Hampshire Historical Society’s *New Hampshire History Curriculum*, contains photographs of twelve historically significant objects and a set of inquiry questions about each photograph. Using this packet as a model, teachers can then obtain and use other primary sources. Primary sources do not need to be centuries-old or museum-quality artifacts. For each unit you study, develop a network of local people and institutions that are willing to lend objects to your class. Think beyond the obvious maps and photographs; look for

letters, kitchen utensils, farm and manufacturing tools, toys, furniture, magazines, scrap books, and textbooks, to name a few.

School Yearbooks as Primary Documents: An Exercise in Interpretation

Standards Addressed: 16.6.6, 16.6.7, 17.6.9

Grades: K-6

Children can learn about primary sources by examining high school yearbooks from past decades. Many parents may still own theirs, and some high school libraries keep an archive of such yearbooks. Looking at yearbooks from the 1940's to the 1990's, students can make many observations about fashion, activities, and sports in their community over time. By comparing and contrasting they can identify what changed over the years and what remained the same. Some yearbooks also include ads from businesses. What businesses are still vital? Which are not? Why? Finally, the yearbooks present a picture of life for high school students in the past. What do students think a yearbook in the future might feature? The same activity can be conducted using newspapers or magazines.

Historical Geography

Standards Addressed: 14.6.3, 14.6.7, 15.6.3, 16.6.1, 17.6.2

Grades: 4-6

Look at maps of New Hampshire made during each half-century, beginning with the seventeenth century: 1600-1650, 1650-1700, 1700-1750, 1750-1800, 1800-1850, 1850-1900, 1900-1950 and 1950-today. Compare two maps, one very early and one very recent. What is similar and different about these maps? What was the purpose of each map? What kinds of information does each show? What kinds of information does each not show?

When were the local town and other communities nearby settled? Make a map showing the first permanent European towns in what we now call New Hampshire: Pannaway, Strawberry Banke, Hampton, Dover, Exeter. Discuss when and where they were located and speculate why. Locate and label towns settled in early 1700's along the Merrimack and Connecticut Rivers. Discuss reasons for early regions of settlement. Follow the changing locations of N.H.'s state capital (i.e., Portsmouth, Exeter, and Concord) and discuss the reasons for changes in the site. Why was Concord the final choice? What other historical information can be shown on a map?

Start a class collection of New Hampshire maps. Students bring in any they find such as those in newspapers, in fliers, on tourist information stands, and in government publications. If any old or valuable maps are brought in, handle them very carefully and consult a librarian or archivist to find out how to preserve them. Create an exhibit of the different maps and print out exhibit labels explaining what historical information can be found in them.

Community Town Buildings

Standards Addressed: 16.6.8, 16.6.9, 17.6.1, 17.6.4

Grades: K-6

Students form groups to learn about buildings in their town or community. They visit buildings and interview people who are knowledgeable about the buildings' histories and functions. Students make models of the buildings from blocks and other materials. Discussion of private and public purposes for the buildings (e.g., Town Hall or country store) takes place. Soon students are discussing "Who pays for this road going by my house?" and "Who owns the town hall?"

Historical Town Building

Standards Addressed: 16.6.6, 16.6.7, 17.6.1, 17.6.4

Grades: K-6

Students create an imaginary town of a particular period and place it in New Hampshire (e.g., a seaport town of early the 1700's). Geographical, economic and historical research should be conducted by the students to give authenticity to their creation. Decisions about roads, who is in charge, and other community questions can begin discussion of why we need government. Students discover that one person may be able to construct chimneys very well while other people do other jobs well. This starts a discussion of jobs and trades and specialization rather than everyone doing all types of work. Trade, bartering, and eventually a monetary system soon follow as discussion topics. This is an excellent end-of-the-year culminating activity, particularly in grades that study New Hampshire and colonial history.

Time Capsule

Standards Addressed: 16.6.6, 16.6.12

Grades: K-6

Assemble one or more time capsules that represent the past and appear to have been damaged while in storage. A capsule should represent a particular time and place in history. Parts of documents and objects can be missing and/or look as if they have suffered fire or water damage. Be sure the capsule contains enough objects so that each student (or team) can conduct an investigation.

If parts and information are missing from an object because of the "damage," members of the class responsible for the analysis need to develop a set of questions and strategies for locating answers. As a class, students work cooperatively to develop a profile about what life was like at that time and place by sharing and combining their work.

“Hello”

Standards Addressed: 17.6.3, 17.6.4, 17.6.6

Grades: K-3

This game is a good way for students to understand how immigrants coming from another country felt when moving to a strange unfamiliar city. Students divide into four groups- one in each corner of the room. Each group has learned one phrase- "welcome" or "hello" in a different language. One student plays the immigrant and wanders from group to group saying hello in his or her own language until s/he is welcomed to the group speaking the same language. The joyous welcome makes the new immigrant want to stay with the group. Children take turns being the immigrant. Later, groups can teach each other additional words from their language.

History Valentines For Veterans

Standards Addressed: 16.6.8, 16.6.10, 17.6.4, 17.6.5, 17.6.13

Grades: K-6

Each Valentines Day, many N.H. students create handmade valentines and deliver them to VA hospitals all over N.H. Not only does this allow for the opportunity to discuss the historical significance of veterans, but it enhances the children's awareness of the sacrifices a single person can make. Teachers may contact their local V.A. hospital for more information.

Star Spangled Banner

Standards Addressed: 17.6.11

Grades: 4-6

Working in cooperative groups of 3-5 ,students will, after discussing the War of 1812 and the origins of the Star Spangled Banner, rewrite the song, using a variety of dictionaries, thesauruses, and brainstorming. Students present their revisions orally, and then work together to create posters to display their own creations.

Resources: HISTORY

Print Materials:

Avi. *The Fighting Ground*. New York, N.Y.: Harper Collins, 1987. Fiction. Effective in describing the horror of the Revolutionary War as experienced by a young boy who wanted to be a soldier.

Brenner, Barbara. *Wagon Wheels*. U.S.A.: Harper Trophy, 1993. Good for a pioneer unit.

Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord: N.H. Historical Society, 1994. Annotated. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Cohlene, Terri. *Clamshell Boy: A Makah Legend*. Vera Beach, Fla.: Troll Associates, 1991. Useful for a Native American Unit. It includes a legend, and in the back of the book there is a detailed description of the tribe of origination. Other books in this series include legends from Eskimo, Cheyenne, and Navajo tribes.

Cherry, Lynne. *A River Ran Wild: The Nashua River Valley, An Environmental History*. New York: Harcourt Brace & Company, 1992. This book traces life along the Nashua, New Hampshire River for six centuries (then and now).

Dear America. Series. New York: Scholastic, Inc.

Child Labor in America, vol. 3 of *Teaching with Primary Sources*. Peterborough, NH: Cobblestone Publishing, Inc., 1996.

Fier, Harriet, and Stephen Mantell. *All About America: A Fun Way for Your Children to Learn About Our Great Country!* New Castle Communications, Inc., 1996. Order from Goodtimes, 16 East 40th Street, New York, New York 10016.

Hakim, Joy. *From Colonies to Country*. New York: Oxford University Press, 1993. Enjoyable description of the Revolutionary War. Good resource or text for fifth grade and up. Part of a historical series.

Harvey, Brett. *My Prairie Year*. New York: Holiday House, 1988. Based on an actual diary. Good for a third-grade pioneer unit.

Hurst, Carol Otis, & Rebecca Otis. *In Times Past*. New York: SRA/McGraw Hill. This book is divided into four sections to allow flexibility in organizing your teaching approach. Sections include how to teach history using literature, information on literature by historical topics, literature developed for teaching history in specific time periods, and detailed units focusing on specific books. Selected historical photos are included in a pocket in the back. 318 pages. It is appropriate for grades 4–6. This book can be ordered from for \$69.00 (#J2820). Tel: 1-800-843-8855.

Johnson, Frances Ann. *New Hampshire for Young Folks*, Concord, N.H.: The Sugar Ball Press, 1951.

Kinsey-Warnock, Natalie, et. al. *The Bear Who Heard Crying*. New York: Cobblehill, 1993. Fiction. Use this with Elizabeth Yates' *Sarah Witcher's Story*. (See below.) Both of these stories are based on a New Hampshire tale about a child who is lost in the woods and is befriended by a bear. Useful in studying N.H. folktales. Great for a New Hampshire history unit.

Knight, Margy Burns. *Who Belongs Here? An American Story*. Gardiner, Me.: Tilbury House, 1993. This book discusses the difficulties experienced by people from different cultures when living in mainstream America. (See also Meyer, and Yep.)

Meyer, Carolyn. *Gideon's People*. New York: Harcourt Brace and Company, 1996. This book discusses the difficulties experienced by people from different cultures when living in mainstream America. (See also Knight and Yep.)

Mofford, Juliet H., ed. *Cry "Witch": The Salem Witchcraft Trials*. Carlisle, Mass.: Discovery Enterprises, Ltd., 1995. This book is a part of a good series. Other titles deal with Lowell Mill Girls, the Underground Railroad, coming to America. They include actual letters and documents pertaining to the subjects, plus other descriptions.

Moyer, Judith. *N.H. History Curriculum*, K-6. Book One. N.H. Historical Society, 1998. Includes resources, learning outcomes, activity ideas, and era summaries. Focus questions cover history as well as other social studies disciplines. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

My Name is America. Series. New York: Scholastic, Inc.

New Hampshire Division of Parks and Recreation, *Along the New Hampshire Way*. A free teacher's guide focusing on our state's heritage from the. Listings of all state parks and a map of the state accompany glossy illustrated handouts on each of the following: New Hampshire History and Historic Sites, Leaders in History, Mt. Washington, Mt. Monadnock, the Robert Frost Farm, New Hampshire Parklands, New Hampshire Natural Areas and the New Hampshire Seacoast. All the handouts include information concerning the history of the site/area and field-trip contact information. Order from Division of Parks and Recreation, P.O. Box 856, Concord, NH 03302-3254. Tel: 603-271-3254.

Patchett, Lynne. *Glaciers*. U.S.A.: Troll, 1994.

Paterson, Katherine. *Lyddie*. New York: Puffin Books, 1991. Fiction. Describes a young woman's life in the Lowell Mills during the Industrial Revolution.

Provensen, Alice. *The Buck Stops Here*. New York: Harper & Row, 1990. This is a reference on past presidents. It is appropriate for grades K-6.

Provensen, Alice. *My Fellow Americans: A Family Album*. New York: Broudeur Press/Harcourt, 1995. This book provides a fascinating pictorial history of hundreds of Americans who made unique contributions in words and deeds, and who continue to have an impact on individual lives in American society. This is a comprehensive reference tool. Author's Note. Bibliography. Notes. It is appropriate for grades K-6.

Ray, Delia. *A Nation Torn*. New York: Puffin Books, 1996. Describes the causes of the Civil War.

Simonds, Christopher. *Samuel Slater's Mill and the Industrial Revolution*. Englewood Cliffs, N.J.: Silver Burdett Press, Inc., 1991. Excellent description of the changes forced by developing technology. Explains supply and demand.

Wilbur, C. Keith. *Pirates & Patriots of the Revolution: An Illustrated Encyclopedia of Colonial Seamanship*. The Illustrated Living History Series. Old Saybrook, Conn.: The Globe Pequot Press, 1984.

The editors of *The World Almanac & Book of Facts. The Little Red, White, and Blue Book*. Pharos Books, New York: World Almanac Publications, 1987.

Yates, Elizabeth. *Sarah Witcher's Story*. Bob Jones University Press, 1989. Fiction. Use with Natalie Kinsey-Warnock, et. al., *The Bear who Heard Crying*. (See above.) Both of these stories are based on a New Hampshire tale about a child who is lost in the woods and is befriended by a bear. Great for a New Hampshire history unit.

Yep, Laurence. *The Star Fisher*. New York: Puffin Books, 1991. This book discusses the difficulties experienced by people from different cultures when living in mainstream America. (See also Knight and Meyer.)

Videos & Films:

Films for the Humanities, P.O. 2053, Princeton, NJ 08543. Tel: 1-800-257-5126.

100% Educational Videos, Inc., P.O. Box 775, Orangevale, CA 95662.

Web Sites:

1492 Exhibit: <http://sunsite.unc.edu/expo/1492.exhibit/Intro.html>

The exhibition examines the first sustained contacts between American people and European explorers, conquerors and settlers from 1492 to 1600. The dramatic events following 1492 set the stage for numerous cultural interactions in the Americas, which are still in progress—a complex and ongoing voyage.

The American Civil War: <http://funnelweb.utcc.utk.edu/~hoemann/cwarhp.html>

The American Civil War Homepage gathers together in one place hypertext links to the most useful identified electronic files about the American Civil War (1861–1865). The page opens a gateway to the Internet's multi-formatted resources about what is arguably the seminal event in American history. Not only was the war the occasion for the abolition of slavery, but by conflict's end the United States had emerged as a modern, industrialized power.

American Memory from the Library of Congress: <http://rs6.loc.gov/amhome.html>

American Memory consists of primary source and archival materials relating to American culture and history. Most of these offerings are from the Library's unparalleled special collections.

Atomic Bomb Decision: <http://www.peak.org/~danneng/decision/decision.html>

On August 6 and 9, 1945, the cities of Hiroshima and Nagasaki were destroyed by the first atomic bombs used in warfare. Documents on the decision to use the atomic bomb are reproduced here in full-text form.

Great War in the Air: <http://www.nasm.edu/GALLERIES/GAL206/gal206.html>

This exhibit places aircraft and air power in proper perspective and examines the contradictions between the myths and realities of World War I combat. The aircraft exhibited here took to the skies during the Great War in the air—World War I.

The History Channel: <http://www.historychannel.com/>

This site contains a link to “This Day in History” which enables the user to type in the day in history that he or she wants information on, which will in turn bring them to a page listing all relevant historical events.

K–12 History on the Internet Resource Guide: <http://www.xs4all.nl/~swanson/history/>

This site contains links to existing projects and a number of Internet-based resources (World Wide Web sites and Listserv discussions).

Lowell National Historic Park: http://lowellonline.org/local/Inhp_may98.html

Excellent information and lessons on the history of the Industrial Revolution.

Selected Civil War Photographs: <http://rs6.loc.gov/cwphome.html>

The Selected Civil War Photographs Collection contains 1,118 photographs. Most of the images were made under the supervision of Mathew B. Brady, and include scenes of military personnel, preparations for battle, and battle after-effects. The collection also includes portraits of both Confederate and Union officers, and a selection of enlisted men. This site also contains a timeline for the Civil War and selected bibliographies.

The Smithsonian Institution: <http://www.si.edu/newstart.htm>

This site is a gateway to many of the servers from the Smithsonian, including the National Air & Space Museum, National History Web, and the Photo Servers, which offer a tremendous library of GIF images from museum collections.

United States Holocaust Memorial Museum: <http://www.ushmm.org/index.html>

The United States Holocaust Memorial Museum is America’s national institution for the documentation, study, and interpretation of Holocaust history, and serves as this country’s memorial to the millions of people murdered during the Holocaust. The Museum’s primary mission is to advance and disseminate knowledge about this unprecedented tragedy; to preserve the memory of those who suffered; and to encourage its visitors to reflect upon the moral and spiritual questions raised by the events of the Holocaust as well as their own responsibilities as citizens of a democracy.

The World of Benjamin Franklin: <http://sln.fi.edu/franklin/>

This quick glimpse at the long life (1706–1790) of a complex man is meant to help you learn about Ben Franklin and also to let you see how Ben’s ideas are still alive in our world today.

World War I—Trenches on the Web: <http://www.worldwar1.com/>

These pages contain information on the people, places, and events that comprised one of the worst calamities of modern history. Entire kingdoms were to vanish in the clash. The mapmakers of the world would be busy indeed!

World War II Commemoration: http://www.grolier.com/wwii/wwii_mainpage.html

World War II ended on September 2, 1945 with the formal surrender of Japan aboard the U.S. battleship Missouri in Tokyo Bay. This site was designed to commemorate the 50th anniversary of the end of the war.

Cross-Disciplinary Ideas

Reach Out

Standards Addressed: Civics 1.6.1, 1.6.2, 3.6.1, 3.6.2,3.6.3; Economics 7.6.2, 7.6.3, 8.6.1; Geography 10.6.3, 11.6.4; History 18.6.5
Grades: K-6

Communication technology now allows us to contact people with ideas and experiences different from our own. This can be used to advantage in the classroom. Thanks to technology, there can be an ongoing exploration and partnership between local students and students in other parts of the world. A teacher beginning this program might want to start closer to home by contacting another school within the state of New Hampshire or another New England state. With more experience, s/he might locate or have students locate a class in a distant U.S. state for an exchange of information and ideas, and then finally coordinate with students in another country.

Students can correspond via e-mail and receive almost immediate feedback. The local media provider might even be persuaded to connect the two sites so students can actually see each other and communicate face-to-face via teleconferencing. Videos and photographs can also be exchanged.

For background research, the Internet provides a wealth of current information on states and countries, including maps, weather, population statistics, art and music, political figures, sports, and almost anything else one can imagine. As with any use of the Internet, students must be assisted in evaluating information by determining authorship and purposes of sources and integrating what they find with what they already know.

From a social studies perspective, students can learn about our national, state, and local systems of government and compare these to the government structures operating in the countries of the students they contact. They can study globes and maps, study similarities and differences in economic systems, and focus on the histories of the two regions at a particular point in time.

There are a variety of language arts activities associated with this unit: writing letters to pen pals in other states or countries, reading letters sent by the pen pals, reading about the people and cultures of other regions, and making oral and written presentations about interesting places and customs. Math activities might include planning a trip to that state or country and calculating the costs of different types of travel, food, and lodging arrangements. Foreign language study can be enhanced by direct contact with people speaking that language. If there are students in class who speak non-English languages, perhaps connections can be made with people speaking similar languages. Comparing the content of lessons in the two classrooms is a way to bring in other subjects and is likely to be illuminating.

The Story of the Titanic

Standards Addressed: Civics 5.6.1; Economics 6.6.3, 8.6.4; Geography 10.6.4, 10.6.7, 12.6.2, 14.6.5; History 16.6.1, 16.6.4, 16.6.5, 16.6.6, 16.6.7, 16.6.9, 17.6.3, 17.6.6

Grades: 4-6

One way to integrate cross-disciplinary skills and content is to study one topic from many angles. Time spent can be anywhere from part of a class period to a year. An individual, a group, a class, or an entire school can take part. Such an exploration shows how different school subjects, math and history for instance, can overlap while still looking at the world and approaching problems differently. Thorough planning and integration into the curriculum help ensure that the desired skills and content are addressed.

For example, an examination of the Titanic can take several weeks and involves numerous activities in most of the content areas. During language arts and social studies, students first read about the sinking of the Titanic from a variety of sources, including *The Story of the Titanic* and *Titanic: Lost and Found*, old newspaper accounts of the disaster, and letters and diaries belonging to survivors. After some practice in constructing good interview questions and techniques for conducting interviews, students interview elders in town about their memories of the tragedy. Another resource to explore is the Internet. About 100 documents appeared in response to the search query “sinking of the Titanic.” A listing called Titanic Resources (<http://www.ilap.com/~garnold/other.htm>) provides a wide variety of information: daily reports on the current salvage operation of the Titanic, a list of passengers, pictures of the ship, detailed blueprints, information on the builders of the Titanic and White Star Line, and descriptions of Titanic’s sister ships the Britannic and the Olympic.

After reading and gathering a wealth of information, students might discuss what they have learned and do some role-playing to recreate what happened. They can draw pictures of the iceberg, the ship and her passengers as an art lesson and calculate the distances traveled by the ship and the cost of the trip during math class. Students also learn about the cost to build the ship and the losses incurred in its sinking. The students might also conduct an iceberg experiment during science class to learn how an “unsinkable” ship can sink and how gigantic icebergs can float.

Students learn about the cost of the ship’s construction, social class, and relative wealth of the passengers. The Titanic presents a very interesting reflection on the socio-economic structure of the time by comparing the life-styles and relative wealth of first class passengers with those who traveled in steerage.

Finally, there are many opportunities for writing activities. Students might choose to: write a newspaper article or editorial about the disaster; write letters, telegrams, or journal entries from the point of view of a passenger; prepare a report on some aspect of the event; or, write a fictionalized account of what happens to one of the survivors after he or she is rescued.

More Resources

Field Trip Sites:

The following examples of field trip sites present educational activities that support the social studies curriculum framework.

American Independence Museum, Exeter, 1 Governor's Lane, is housed in the restored 1721 home of John Taylor Gilman, a Colonial governor of New Hampshire. Tel: 603-772-2622.

Americana Museum, Wolfeboro, across from Huggins Hospital on Main Street, features the Pleasant Valley School, an 1868 one-room schoolhouse. Tel: 603-569-4997.

Belknap Mill, Mill Plaza, Laconia. Restoration of a knitting mill. Student tours by reservation. Tel: 603-524-8813.

Black Heritage Trail, Portsmouth. A brochure describing the PBHT self-guided walking tour is available for \$2.00 plus postage from Portsmouth black heritage Trail, POB 5094, Portsmouth, NH 03802. E-mail pbhtrail@aol.com.

Canterbury Shaker Village, Canterbury, off Interstate 93, exit 18 following signs, is one of New England's few remaining Shaker communities. Established in 1792, the village is now a museum and historic site. Members of this religious colony farmed and created fine tools, textiles, utensils, and the graceful furniture for which they are known. Tours. Tel: 603-783-951.

Daniel Webster Birthplace, Franklin, is off State Route 127, 3 ½ miles south via US Route 3. Webster was born in the two-room house in 1782. Now restored, it contains period antiques and relics. Tel: 603-934-5057 or 271-3254 after Columbus Day until late June.

Hood Museum of Art, Dartmouth College, Hanover. Connected to the Hopkins Center and Wilson Hall on the south side of the Green. Ninth oldest in the nation and northernmost of the eight Ivy League institutions was founded in 1769. Tel: 603-646-2900 or 603-646-2808.

Fort Number Four, Living History Museum, Charlestown., State Route 11, 1 mile east of Interstate 91, exit 7. This reconstruction of the 1744 fortified village of Charlestown follows detailed drawings made in 1746 and includes the Great Hall, stockade, watchtower, two barns and 10 other buildings. Furnishings and craft demonstrations depict 18th century frontier life. Tel: 603-826-7751.

Franklin Pierce Homestead, Hillsboro, northwest near junction State Route 9 and 331, was the boyhood home of the 14th president of the United States. Tel: 603-464-4260 or 478-3165.

Frost Farm, Derry, on State Route 28, 1 ½ miles south of junction State Route 102, is where renowned poet Robert Frost lived from 1900-11. The farm was the source of inspiration for a substantial part of his published works. Tel: 603-432-3091 or 271-3254 off-season.

Heritage New Hampshire, Glen, ½ mil north of US Route 302 on State Route 16, uses audiovisual techniques to trace more than 300 years of New Hampshire history. Tel: 603-383-9776.

Isles of Shoals Steamship Company, Portsmouth, Baker Wharf at 315 Market Street, offers trips to historical Isles of Shoals and around Portsmouth Harbor aboard late 19th-century steamship replicas. Tel: 603-431-5500 or 800-441-4620.

Kimball-Jenkins Estate, Concord, 1 block north of Interstate 393 at 266 North Main St., is a preserved High Victorian Gothic mansion, occupied for more than 200 years by members of the locally prominent Kimball family. Tel: 603-225-3932.

Libby Museum, Wolfeboro, is 3 3/4 mile northwest on State Route 109. Natural history and early life in Wolfeboro and the Lakes Region are depicted through collections of mounted animals and Abenaki Indian artifacts. Tel: 603- 569-1035.

Manchester Historic Association, 129 Amherst St., Manchester, showcases local history with displays of fine and decorative arts, historic relics and American Indian artifacts. Tel: 603-622-7531.

Mt. Kearsarge Indian Museum, Warner, off Interstate 89 Exit 9, 1 mile east on State Route 103, then 1 mile north on Troy Hill Road, to Kearsarge Mtn Rd. Depicts the culture and heritage of American Indians. Tel: 603-456-3808.

Museum of New Hampshire History, Concord, 30 Park Street and 6 Eagle Square. Offers changing exhibits of New Hampshire history, decorative arts, books, manuscripts, maps, photographs and other artifacts, including an original Concord Coach. Education programs and student tours by reservation. Tel: 603-225-3381.

New Hampshire Farm Museum, Milton, is off Spaulding Turnpike. Take Exit 18, then 3/4 mile south on State Route 125. The museum, housed on Jones Farm, reflects New Hampshire's agricultural past through displays of antique farm implements. Tel: 603-652-7840.

New Hampshire Statehouse, Concord, North Main Street, is said to be the country's oldest statehouse where the legislature continues to meet in the original chambers. Tel: 603-271-2154.

Pierce Manse, Concord, 14 Penacook Street, was the 1842-48 home of President Franklin Pierce. The restored house is furnished in mid 19th-century style. Tel: 603-225-2068 or 224-7668.

Portsmouth Trail, Portsmouth, offers a glimpse into six of the city's historic houses: Governor John Langdon House, John Paul Jones House, Moffatt-Ladd House, Rundlet-May House, Warner House, Wentworth-Gardner House. Tel: 603-436-1118.

Saint-Gaudens National Historic Site, Cornish, is off State Route 12A. The 1855-1907 home and studios of sculptor Augustus Saint-Gaudens originally was a country tavern built in the early 1800s. Tel: 603-675-2175.

Sandwich Historical Museum, Center Sandwich, Junction State Routes 109 and 113, house 18th and 20th century Americana. An 1849 house is furnished with antiques; a wing contains changing exhibits, archives and a library. Replicas of a country store and post office, a dugout canoe, farm implements and tools are displayed in the Quimby Barn Museum. Allow one-hour minimum. Tel: 603-284-6269.

Strawberry Banke Museum, Portsmouth. 10 acres preserves the historic waterfront neighborhood that was the site of the original settlement. Tel: 603-433-1100.

Tsongas Industrial History Center, Boott Cotton Mills, 400 Foot of John Street, Lowell, MA 01852. Tours and educational programs for teachers and students. Tel: 978-970-5080. Website: <http://www.uml.edu/tsongas>.

USS Albacore, Portsmouth, off Interstate 95, Exit 7, then ½ mile east off Market Street. USS Albacore was built in 1952 and served as an experimental prototype for modern submarines. Tel: 603-436-3680.

Wentworth-Coolidge Mansion, Portsmouth, off Sagamore Road, on Little Harbor Road. Official residence of Benning Wentworth, first royal governor 1741-1766. Tel: 603-436-6607.

Wright Museum, P.O. Box 1212, Wolfeboro, NH 03894. Features a WWII Museum. Tel: 603-569-1212.

Also explore your town historical society and town library.

Print Materials:

Aten, Jerry. *Women in History*. Carthage, Ill.: Good Apple, Inc., 1986.

Burdick, Linda Betts, ed. *New Hampshire History Resources for Teachers*. Concord: N.H. Historical Society, 1994. Annotated. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Canon, Jill. *Civil War Heroines*. National Women's History Project. Santa Barbara, Cal.: Bellerophon Books, 1996.

Cordeiro, Pat, ed. *Endless Possibilities: Generating Curriculum in Social Studies and Literacy*. Portsmouth, N.H.: Heinemann, 1995.

Cunningham, Valerie, and Mark Sammons. *Portsmouth Black Heritage Trail*. Portsmouth, N.H.: 1998. Copies available from Portsmouth black heritage Trail, POB 5094, Portsmouth, NH 03802. E-mail pbhtrail@aol.com. Sections may be photocopied for students. \$45 plus \$4 shipping and handling.

Fritz, Jean. *Will You Sign Here, John Hancock?* New York: Scholastic, 1976. Fritz has written many other very engaging trade books, including: *Shh! We're Writing the Constitution*, *And Then What Happened Paul Revere?* and *Can't You Make Them Behave, King George?*

Fredericks, Anthony. *Social Studies Through Children's Literature: An Integrated Approach*. Englewood, Calif.: Teacher Ideas Press, 1991.\

Freedman, Russell. *Immigrant Kids*. New York: Scholastic, 1980. Excellent narrative and powerful photographs.

Jorgensen, Karen. *History Workshop: Reconstructing the Past with Elementary Students*. Portsmouth, N.H.: Heinemann, 1993.

Kachaturoff, Grace. *Highlights in American History: Its Beginnings to 1850*. Torrance, Cal.: Frank Schaffer Pub., 1994.

Lindquist, Tarry. *Seeing the Whole Through Social Studies*. Portsmouth, N.H.: Heinemann, 1995.

Manning, Manning, & Long. *The Theme Immersion Compendium for Social Studies Teaching*. Portsmouth, NH: Heinemann, 1997. Instructional and curricular suggestions are provided for the following four themes: conflict, settlement, global awareness, and diversity.

McCarthy, Tara. *Literature-Based Geography Activities: An Integrated K-3 Approach*. New York: Scholastic, 1992.

Moyer, Judith. *N.H. History Curriculum, K-6. Book One*. N.H. Historical Society, 1998. Includes resources, learning outcomes, activity ideas, and era summaries. Focus questions cover history as well as other social studies disciplines. Available from the museum store at the Museum of N.H. History, 6 Eagle Square, Concord, N.H. 03301.

Murphy, Jim. *The Boys' War: Confederate and Union Soldiers Talk About the Civil War*. New York: Scholastic, 1990. Excellent narrative and powerful photographs.

Schwartz, David. *If You Made a Million*. New York: Mulberry Press, 1989. Engaging fiction that connects economics with mathematics.

Tom Snyder Productions. *Software for Teachers Who Love to Teach*. See their Web site at: www.tomsnyder.com.

Tunnell, M. & Ammon, R. *The Story of Ourselves: Teaching History Through Children's Literature*. Portsmouth, N.H.: Heinemann, 1993.

Winston, Linda. *Keepsakes: Using Family Stories in Elementary Classrooms*. Portsmouth, N.H.: Heinemann, 1997.

Web Sites:

Community of Learners Network Teacher Resources:

<http://www.col.k12.me.us/curriculum/history.html>

This site contains links to the Kids' Web Geography Page, the Kids' Web Government Page, the Kids' Web History Page, and many others.

ERIC Clearinghouse for Social Studies/Social Science Education:

<http://www.indiana.edu/~ssdc/eric-chess.html>

The ERIC Clearinghouse for Social Studies and Social Science Education (ERIC/ChESS) is located at the Social Studies Development Center of Indiana University. The Clearinghouse maintains a site on the World Wide Web. This site includes a listing of services provided by the Clearinghouse and links to other ERIC services and Social Studies Resources on the Internet. There is a list of all the ERIC Digests that the Clearinghouse has produced since 1990 (each is \$1.00, including shipping and handling). For more information, contact ERIC/ChESS is 2805 East Tenth Street, Suite 120, Bloomington, Indiana 47408-2698. The phone number is 800.266.3815 or 812.855.3838. The fax number is 812.855.0455.

History/Social Studies Web Site for K–12 Teachers:

<http://www.execpc.com/~dboals/boals.html>

The major purpose of this home page is to begin the task of making the use of the Internet for busy social studies teachers and to encourage the use of the World Wide Web as a tool for learning and teaching. The documents, links, and text files listed in the various categories below should provide some help for classroom teachers in locating and using the resources of the Internet in the classroom.

Museum of New Hampshire History

<http://www.NHHistory.org>

National Council for the Social Studies: <http://www.ncss.org/online/>

The National Council for the Social Studies is the largest association in the country devoted solely to Social Studies education. It is an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. The NCSS maintains a web-site that includes information on television programming of special interest to social studies teachers, the activities of local affiliated councils, and the Draft Teacher Education Standards. For more information, contact NCSS, 3501 Newark Street, NW, Washington, DC 20016. The phone number is 202-966-7840.

NativeWeb: <http://www.maxwell.syr.edu/nativeweb/>

NativeWeb is devoted to the cultures of indigenous peoples including those from the Americas, from the Arctic to Amazonia. As access to the Web grows, as native peoples of other continents reach out through cyberspace, NativeWeb will grow also. Already there are links to the Sami of Northern Europe, the Maori of New Zealand, and Aboriginal Peoples of Australia. Indigenous peoples have much in common amidst great diversity: spiritual practices celebrating inter-relatedness of all Life on Earth; and historical suffering at the hands of industrialized nations and corporate entities. NativeWeb is concerned with all this: indigenous literature and art, legal and economic issues, land claims and new ventures in self-determination.

New Hampshire Council for the Social Studies: <http://www.nhptv.org/nhcss.htm>
This site contains links to the NHCSS Officers and Executive Board, Projects and Events, Membership Services, Membership Application, and Feedback among others.

Odyssey of the Mind: <http://www.odyssey.org/odyssey/>
Odyssey of the Mind is a worldwide, nonprofit organization that promotes creative team-based problem solving in a school program for students from kindergarten through college. The program helps students learn divergent thinking and problem solving skills while participating in a series of challenging and motivating activities, both inside and outside their regular classroom curriculum. New Hampshire's OM Association can be found at <http://www.nhom.org>.

Reassessing Social Studies: <http://www.nyu.edu/pages/ngc/millard/reassess.html>
This site contains a multitude of web sites and reading materials to use as social studies resources.

Social Studies Page: <http://howwww.ncook.k12.il.us/docs/socstd.html>
This site contains links to information on Economics, Geography, Government, History, and People.

Social Studies Resources:
<http://www.iowa-city.k12.ia.us/Teacher/SocStudies/AboutSocStudies.html>
This site contains links to information on economics, geography, government, history, and United States Presidential campaigns.

Social Studies School Service: <http://socialstudies.com/index.html>
Social Studies School Service has been a leader in educational resources since 1965, searching out the highest quality supplementary learning materials, including books, CD-ROMs, videos, laserdiscs, software, charts, and posters. For more information, contact Social Studies School Service, 10200 Jefferson Blvd., Box 802, Culver City, California 90232. The phone number is 800-421-4246.

New Hampshire Public Television (www.nhptv.org) offers a wide range of videos with teachers' guides covering all of the social studies. Example titles include "The U.S. Constitution" [civics]; "Econ and Me" [economics]; "Landmarks of Westward Expansion" [geography]; and "Our New Hampshire" [history]. For more information, contact NHPTV, Box 1100, Durham, NH 03824. The toll-free telephone number is 1-800-639-3415. The fax number is 603-868-7552.

New Hampshire social studies listserve, available to all interested educators as a forum to ask questions and discuss issues and share resources with your colleagues. For information and subscription directions please contact N.H. Department of Education, 603-271-6151.

New Hampshire Department of Education, 101 Pleasant Street, Concord NH 03301.
Tel: 603-271-6151. Fax: 603-271-1953.

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