Chronological and Spatial Thinking 1.

Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

Grade Three—
Continuity and Change

Although third graders are not ready for a formal study of history, they can begin to think about continuity and change in their own locality and nation. By exploring their locality and locating some of the features that were built by people who lived long ago, children can make contact with times past and with the people whose activities have left their mark on the land.

Through studies of continuity and change in their locality, children can begin to think about chronological relationships and to analyze how some things change and others remain the same. To understand changes occurring today, children should explore the ways in which their locality continues to evolve. Finally, teachers should introduce children to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of peoplehood for all of us.

Our Local History: Discovering Our Past and Our Traditions

Standard 3.1.

Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

Children who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. Children might recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. They might wonder whether the people who came to this place long ago made a difference, too. Discovering who these people were, when they lived here, and how they used the land gives children a focus for this first unit.

Because throughout California the geographic setting has had important effects on where and how localities developed, children should begin their third-grade studies with the natural landscape. A field trip into the immediate environment will establish familiarity with the major natural features and landforms of this region. Field trips are especially important if children have not had an opportunity before this to explore, observe, and study firsthand their local environment. Field trips may be augmented by use of videotapes and photographs of the landscapes. Teachers must evaluate carefully whether the children have a clear understanding of the mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes, and other natural features of the region. One cannot assume that the children have a knowledge of these features simply because they live near them. Experience has shown that many children have never visited these places, even when these places are not far from their homes.

An important activity for children in grade three is to learn the topography of the local region. In doing the research for this activity, children will develop an understanding of the physical setting in which their region's history has unfolded. They will learn to differentiate between major landforms in the

landscape. Once the research is completed, children can consider who the first people were who lived here, how they used the resources of this region, and in what ways they modified the natural environment.

American Indians who lived in the region should be authentically presented, including their tribal identity; their social organization and customs; the location of their villages and why they were located here; the structures they built and the relationship of these structures to the climate in this place; the methods they used to get their food, clothing, tools, and utensils and whether they traded with others for any of these things; and their art and folklore. Museums that specialize in California Indian cultures are a rich source of publications, pictures, and artifacts that can help children appreciate the daily lives and the adaptation of these cultures to the environment of the geographic region.

Children are now ready to consider those who came into this region and the impact each new group had on those who came before. To organize this sequence of events, children should develop a classroom time line by illustrating events and placing those illustrations in sequence with a caption under each. Depending on the local history, this sequence will include the explorers who visited here; the newcomers who settled here; the economy they established; their impact on the American Indians of this region; and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today; the people who have continued to come to this region; and the rich legacy of cultural traditions that newcomers brought with them.

Children should observe how their community has changed over time and also why certain features have remained the same. They should compare the kinds of transportation people used long ago, the ways in which people provided water for their growing community and farmlands, the sources of power long ago, and the kinds of work people engaged in years ago. They should discover that the changing history of their locality was, at all stages, closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. Children should analyze how successive groups of settlers made different uses of the land, depending on their skills, technology, and values. Children should observe how each period of settlement in their locality left its mark on the land, and they should analyze how decisions being made today also will leave their effects, good or bad, for those who will come after.

To bring earlier times alive for children, teachers should provide opportunities for them to study historical photos and to observe the changes in the ways families lived, worked, played, dressed, and traveled. Children should have opportunities to role play being an immigrant today and long ago; discover how newcomers, including children, have earned their living, now and long ago; and analyze why such occupations have changed over time. They

Grade Three

Standard 3.2.

Students describe the American Indian nations in their local region long ago and in the recent past.

Standard 3.3.

Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

Standard 3.5.

Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Research, Evidence, and Point of View 1.

Students differentiate between primary and secondary sources.

Grade Three

Research, Evidence, and Point of View 2.

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Chronological and Spatial Thinking 3.

Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

should observe how a given place, such as Main Street, looked long ago and how it looks today. Children can compare changes in their community with picture displays provided by the teacher.

The local community newspaper, the historical society, or other community organizations often can provide photos and articles on earlier events in the region—stories and pictures that capture for children a sense of what it was really like the day the town celebrated its new school, turned out for the grand opening of its new railroad station, expanded its harbor, or celebrated a town hero. Children should have opportunities to interview "old-timers" in their community or to invite them to speak to the class to build appreciation of events as seen through the eyes of those who were there. When available, old maps can be a source of wonderful discoveries: where the early rancho that once occupied this land was located; how streets were laid out in an earlier day and how many of them and their names survive today; how boundaries have changed over the years and how settlements have grown; how once-open fields have changed to dense urban development; how a river or coastline has changed in location or size because of a dam constructed upstream, a great earthquake in the past, or breakwaters that have been built to change the action of the sea.

Throughout these studies children should have continuing opportunities to enjoy the literature that brings to life the people of an earlier time. The literary selections, though not specifically written about their community, should illustrate how people lived in the past and convey the way of life of those earlier times.

Finally, in each of these studies, children should be helped to compare the past to changes under way today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in this community work to influence public policy, elect their city government, and participate in resolving local issues that are important to children and their families, such as the fate of a local park earmarked for commercial use? Children can identify some issues that are important in their immediate community. Informed volunteers in community service or elected officials can be invited to explain why people volunteer and to describe some of the arguments on different sides of an important issue facing the community.

Standard 3.4.

Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

Standard 3.4.6.

Describe the lives of American heroes who took risks to secure our freedoms . . .

To understand the common memories that create a sense of community and continuity among people, children should learn about the classic legends, folktales, tall tales, and hero stories of their community and nation. Stories such as Ingri and Edgar D'Aulaire's *Christopher Columbus,* Joan Sandin's *The Long Road to a New Land,* Thomas P. Lewis's *Clipper Ship,* Barbara Brenner's *Wagon Wheels,* Elizabeth Shub's *The White Stallion,* F. N. Monjo's *The Drinking*

Gourd, and Barbara Cohne's *Molly's Pilgrim* help students to appreciate those who dared to move into unknown regions. Children should listen to biographies of the nation's heroes and of those who took the risk of new and controversial ideas and opened new opportunities for many. Such stories convey to the children valuable insights into the history of their nation and its people; they also help children to understand today's great movement of immigrants into California as a part of the continuing history of their nation.

Through stories and the celebration of national holidays, children should learn the meaning of the nation's holidays and the symbols that provide continuity and a sense of community across time; for example, the flag, the eagle, Uncle Sam, and the Statue of Liberty. They should learn the Pledge of Allegiance to the flag and the national songs that express American ideals, such as "America the Beautiful," the "Star Spangled Banner," and "America."

Standard 3.4.3.

Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals.