

# Connections to National Standards

***History in the Making* Lessons 1 and 2 connect with the following national standards:**

## Curriculum Standards for Social Studies

### **II: Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Human beings seek to understand their historical roots and to locate themselves in time.... Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: How am I connected to those in the past? Why does our personal sense of relatedness to the past change?... How has the world changed and how might it change in the future? How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

Source: National Council for the Social Studies, [www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

## Historical Thinking Standards, Grades 5-12

### **Standard 2: Historical Comprehension**

**D.** Differentiate between historical facts and historical interpretations.

### **Standard 3: Historical Analysis and Interpretation**

**A.** Compare and contrast differing sets of ideas.

**B.** Consider multiple perspectives.

**E.** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

### **Standard 4: Historical Research Capabilities**

**A.** Formulate historical questions.

**B.** Obtain historical data from a variety of sources.

Source: National Center for History in the Schools, UCLA, <http://nchs.ucla.edu/standards>

## History's Habits of Mind

**Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own active learning to:**

- Understand the significance of the past to their own lives, both private and public, and to their society.
- Perceive past events as they were experienced by people at the time.

Source: Bradley Commission on History in Schools. *Building a History Curriculum: Guidelines for Teaching History in Schools*. Westlake, OH: National Council for History Education, 1995, p. 9. [www.nche.net/docs/NCHE\\_BAHC.pdf](http://www.nche.net/docs/NCHE_BAHC.pdf)