

Hoopoe California History and Social Science Connection

The following are ideas for incorporating Hoopoe Teaching Stories into the California history and social science classroom. The Hoopoe curriculum can be used as a supplemental material in grades K, 1, 3, 6 and 7 and will meet the following California History and Social Science content standards. (CA History and Social Science content standards for grades 2, 5 and 8 are not applicable to Hoopoe curricula.)

The California Content Standards and Framework states that in Kindergarten through Grade Five, *students are to learn intellectual, reasoning, reflection, and research skills in conjunction with the California Content Standards. Students should be able to:*

- Place key events and people of the historical era they are studying in chronological sequence and within a spatial context; they interpret time lines.
- Correctly apply terms related to time, including *past, present, future, decade, century, and generation.*
- 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.
- Use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
- Differentiate between primary and secondary sources.
- Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Hoopoe Teaching-Stories can help students to meet these intellectual skills as well as their content standard requirements in the following curriculum areas and grade levels:

Grades Six through Eight

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

- Students explain how major events are related to one another in time.
- Students construct various time lines of key events, people, and periods of the historical era they are studying.
- Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

- Students frame questions that can be answered by historical study and research.
- Students distinguish fact from opinion in historical narratives and stories.
- Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
- Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- Students recognize the role of chance, oversight, and error in history.
- Students recognize that interpretations of history are subject to change as new information is uncovered.
- Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Grade Six - World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

- Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

Hoopoe Connection:

- Have students study the location of Afghanistan. What region is Afghanistan located in? How did the people of that region adapt to the environment over time?

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

- Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

Hoopoe Connection:

- Discuss with students the amount of time it took Alexander the Great to conquer Ancient Afghanistan. After learning about the ancient people and looking at the region's difficult terrain, reflect on possible reasons it took Alexander so long to conquer that part of the ancient world.
- Alexander the Great it has been said, wrote in a letter to his mother that, *"I am involved in the land of a 'Leonine' (lion-like) and brave people, where every Foot of the ground is like a well of steel, confronting my soldier. You have brought only one son into the world, but Everyone in this land can be called an Alexander."* Have students reflect on what Alexander meant in this statement. What does it tell us about the people of that ancient region? Can they find any lion-like characteristics in the characters they read about in the Hoopoe Teaching-Stories?

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

- Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
- Discuss the significance of the Aryan invasions.

Hoopoe Connection:

- Locate and describe the major river systems of ancient Afghanistan. Discuss how the physical setting lead to the migration of the Aryan people into ancient India. Discuss the significance of the Aryan invasions for both ancient India and ancient Afghanistan.
- Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

Hoopoe Connection:

- Ancient Afghanistan was considered one of the "cross roads" of the ancient world meaning that many different peoples traversed through the country on their journey across the famous "Chinese Silk Roads". Discuss how location helped Buddhism to spread through Afghanistan focusing specifically on the time period when Emperor Asoka ruled India.

Grade Seven - World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

- Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

Hoopoe Connection:

- Buddhists, Hindus, Jews, Kafirs, as well as others occupied the ancient Afghanistan region. Evaluate what made Afghanistan a country of religious tolerance during the ancient years.
 - Discuss the rise of the Islamic faith during the 8th and 9th centuries.
 - Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings and the connections between Judaism and Christianity.
- Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

Hoopoe Connection:

- Discuss the growth of cities and the establishments of trade routes in Afghanistan.
- Afghanistan was a cross roads of the ancient world. Why? How did Afghanistan's location play a major part in trade?
- Map the Chinese "Silk Road". Add the location of Afghanistan on the trade route.
- Use the internet to research what goods may have been traded in Afghanistan? Consider spices, textiles, paper, steel, new crops.

Grade Eight - United States History and Geography: Growth and Conflict: Not applicable to Hoopoe Teaching-Stories