

NATIONAL STANDARDS FOR HISTORY

DWIGHT D. EISENHOWER: *Dreams of a Barefoot Boy* addresses the following national standards for history through its background material, primary sources, learning activities, and readings from *At Ease: Stories I Tell to Friends*. It is particularly supportive in developing an understanding of historical thinking.

National Standards for History (K-4):

Standards in Historical Thinking:

Standard 1. Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing students' own historical narratives.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Create time lines.
- G. Explain change and continuity over time.

Standard 2. Historical Comprehension

- A. Identify the author or source of the historical document or narrative.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Read historical narratives imaginatively.
- E. Appreciate historical perspectives
- F. Draw upon data in historical maps.
- H. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

- A. Formulate questions to focus their inquiry or analysis
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- E. Compare different stories about a historical figure, era, or event.
- F. Analyze illustrations in historical stories.
- G. Consider multiple perspectives.
- H. Explain causes I analyzing historical actions.
- I. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

- A. Identify problems and dilemmas in the past.
- B. Analyze the interests and values of the various people involved.
- C. Identify causes of the problem or dilemma.
- D. Propose alternative choices for addressing the problem.
- E. Formulate a position or course of action on an issue.
- F. Identify the solution chosen.
- G. Evaluate the consequences of a decision.

Standards in History for Grades K-4:

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family life now and in the recent past; family life in various places long ago.

1A: The student understands family life now and in the recent past; family life in various places long ago.

Standard 2: The history of students' own local community and how communities in North America varied long ago.

2A: The student understands the history of his or her local community.

Topic 2: The History of Students' Own State or Region

Standard 3: The people, events, problems, and ideas that created the history of their state.

3B: The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.

Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4B: The students understands ordinary people who have exemplified values and principles of American democracy.

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now, and long ago.

5A: The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.