

Understanding the Curriculum

Welcome to *Living History Weavings*, a history and geography curriculum for grades five and six. *Living History Weavings* follows *Living History Threads* which is taught in grades one through four. *Weavings* focuses on world regions not heavily explored in *Threads*. In addition to history, students learn about geography, culture, and the story of Christianity in each region. Students also read two biographies each year. Through their studies, students will become acquainted with and develop a love of peoples around the globe. In addition, *Living History Weavings* prepares upper elementary students for further historical studies by developing important historical knowledge and skills.

OVERVIEW AND OBJECTIVES

The Need

As Christian educators we desire that our students learn about the world, its peoples, and its past in a context that recognizes a Creator who directs the course of history. We aim to raise up a generation who understands its place in history and is inspired to be productive citizens in the Kingdom of God and in its particular nations. *Living History Weavings* was developed to fill a need for elementary history curriculum that would meet these objectives in a manner consistent with the educational and life values of Anabaptists.

We envisioned an academically rigorous history curriculum that would fit the situations of many small Anabaptist schools. Such a curriculum would provide high quality instruction and rich content while being teacher-friendly. While this curriculum is written in such a way that it can be taught by a first-year teacher, its design allows the veteran teacher to flourish.

The Content

Living History Weavings is unique in the amount of time spent studying non-Western regions of the world. With this additional time comes a depth of learning about these places rarely offered even to high school students. This content reflects the realities of the world in which we live and the values we hope to develop in students.

- ◆ Reality: More people live in the regions taught in *Weavings* than live in the Western world. Students should learn the story of these people who have had and will continue to have a significant influence on the story of the world and the church.
- ◆ Reality: In an increasingly interconnected world, our students will likely develop global relationships in their neighborhoods and through travel, business, and missions. Knowledge of others helps break down barriers.

- ◆ Reality: The task of making disciples of all nations, and the fact that many unreached people are in the regions students will be studying make this content strategic in nurturing students who are interested in and knowledgeable about these parts of the world.
- ◆ Value: We desire to develop students who see their citizenship in God's Kingdom as primary before their citizenship in an earthly nation. Devoting a disproportionate amount of time to our own nation's story as opposed to others' stories compromises the transnational focus we want to foster.

Our Philosophy

We believe with confidence that God holds the ultimate power in history. This informs our study of history in the following ways:

- ◆ God is in control of all peoples, authorities, and events. However, we recognize our limitations in understanding His work since most of the past is hidden and what we do know is open to interpretation.
- ◆ Our identity is built around being servants of God. We owe primary allegiance to His Kingdom rather than to earthly political powers.
- ◆ We place our trust in God to achieve His goals in the world.

We believe the stories of the past repeated in many history texts have wrongly glorified those who conquered with political power while neglecting to tell of those who lived and died for God's heavenly Kingdom.

- ◆ Value: We seek to grow students who exhibit the character of Christ who had awareness of and compassion for people and their needs. Studying people different from themselves helps students develop awareness of and appreciation for other people and cultures.

The content of *Living History Weavings* is also unique in devoting one quarter each year to biography. During that quarter students will read two biographies or memoirs to give a deeper exposure to people, time periods, or geographical regions around the world.

We believe a proper understanding of history helps students develop a view of themselves as world Christians, persons who are interested in what God is doing around the globe. This understanding and interest ignite a desire to participate in fulfilling the Great Commission.

We believe the teaching of history in the upper elementary grades should not only focus on the actors and events of history but should also develop skills. These include geography skills, skills of historical investigation and understanding, literacy skills, and the skill of publishing their own work.

We believe history presented in a story form serves as a powerful tool in developing identity, values, and vision in students. In addition, the plot, conflict, and resolution in stories help capture students' interest and imagination.

Distinctive Characteristics

1. **Portfolio**—Each unit is anchored by a portfolio in which students interact with and keep their course materials.
2. **Living books and stories** are an important form of content. Students read and hear informative and formative stories (stories that build values consistent with the Christian worldview).
3. **Multiple strands of content**—History, geography, culture, missions, and church history are taught.
4. **Key content** guides student learning by providing clearly defined knowledge for mastery.
5. **Critical thinking**—Upper elementary students begin reflecting on questions of cause and effect, change over time, culture, and Christian responsibility.
6. **Unit project**—Each unit incorporates a project which broadens or deepens student learning.
7. **Picture-rich content** provided through PowerPoint slides engages students and deepens understanding.
8. **Map and timeline** activities provide spatial and chronological context and develop students' skills.
9. **Church history**, including **Anabaptist history**, receives emphasis.
10. **Primary documents** develop historical analysis and enrich student learning.
11. **Multi-grade classrooms** and **various learning styles** are served.

Student Goals and Objectives: *The students will be able to...*

Content Objectives

- ◆ Identify the major events, people, terms, and dates from world history.
- ◆ Recall stories related to the beginning and growth of the Christian church (including Anabaptist churches) throughout the world regions being studied.
- ◆ Recall basic geographical terms and locations.
- ◆ Describe major world religions and contrast those to Christianity.
- ◆ Establish connections between events of the past and their own lives.
- ◆ Describe the major features of a variety of world cultures.

Character Objectives

- ◆ Humbly love and appreciate people who are different from themselves both in the past and present.
- ◆ Enjoy the study of history and be enriched by heroes of the past who served God.
- ◆ Grow in excitement over the work of God in the world.
- ◆ Trust God in His sovereign control of the world.

Skills Objectives

- ◆ Analyze primary sources to learn about the past and to note differences and similarities between life in the past and life in the present.
- ◆ Listen to and read history stories and discuss how the events in those stories impacted the characters.
- ◆ Locate the major countries, key cities, and geographical features of the regions being studied.
- ◆ Analyze information on maps to learn about people and places.

SCOPE AND SEQUENCE

Understanding the Levels

Curriculum Title	Pronunciation	Grade Level
<i>Living History Threads 12</i>	Level one-two	Grades 1 and 2
<i>Living History Threads 21</i>	Level two-one	Grades 2 and 1
<i>Living History Threads 34</i>	Level three-four	Grades 3 and 4
<i>Living History Threads 43</i>	Level four-three	Grades 4 and 3
<i>Living History Weavings 56</i>	Level five-six	Grades 5 and 6
<i>Living History Weavings 65</i>	Level six-five	Grades 6 and 5

Rigor

There is no difference in difficulty between levels 12 and 21, levels 34 and 43, or levels 56 and 65. The levels are designed this way to accommodate multi-grade classrooms.

In addition, it does not matter which year a student begins the program (e.g. either 56 or 65).

Units

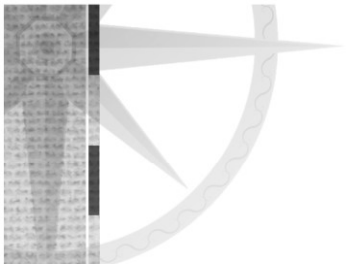
Level 56 (lessons)	Weeks	Lessons	Level 65 (lessons)	Weeks	Lessons
China <ul style="list-style-type: none"> ◆ Geography and Culture (4) ◆ History (12) ◆ Culture (4) ◆ Christianity (8) ◆ Unit Project (4) 	8	32	Russia and Eastern Europe	8	32
Japan, Korea, and Southeast Asia <ul style="list-style-type: none"> ◆ Intro (1) ◆ Japan (5) ◆ Korea (4) ◆ Mainland SE Asia (12) ◆ Maritime SE Asia (10) 	8	32	Africa	8	32
Biography: Patrick of Ireland	4	16	Biography: Seeing Fingers	3	12
India <ul style="list-style-type: none"> ◆ Intro and Geography (4) ◆ History (12) ◆ Culture (4) ◆ Christianity (8) ◆ Unit Project (4) 	8	32	The Middle East	8	32
Biography: Ida Scudder (16)	4	16	Biography: The Boy Who Harnessed the Wind (20)	5	20
Total	32	128	Total	32	128

Each year of *Weavings* is divided into four quarter-long units.

There are three types of units:

1. In-depth study of a country or focused region—China, India, Russia, the Middle East
2. Survey of a continent or world region—Japan, Korea, and Southeast Asia; Africa
3. Biography—Ida Scudder and Patrick of Ireland; Louis Braille and William Kamkwamba

The units may be switched from the order in which they are presented in the chart, as there is no content that is carried from one unit to the next. However, we have designed China to be the lead unit in Level 56 and Russia and Eastern Europe to lead in Level 65. We have included more detailed instruction in these lead units about the atlases, the portfolio, and teaching methodologies to help in beginning the course. In addition, we would recommend that you consider splitting the biography unit and reading the two books at two different spots in the year.



Using this Curriculum

Planning for the Year

Living History Weavings is designed to be taught four days a week for forty-five minutes each class day. As you lay out your course for the year, consider taking these four steps:

1. Determine if you wish to follow the suggested order for the units or if you would like to rearrange them. Remember that China and Russia have been developed as the lead units for each level.
2. All units have a project that extends or deepens student learning. Some Unit Projects are designed for the last few days of the unit. Decide which project you would like for those units. One project is fully developed for each unit and additional projects are suggested. Each unit has a different project developed;
- however, it is possible to swap the projects from unit to unit if you are willing to customize. In choosing the project, consider when your heavier preparation times are, if your school has a program, when you are planning projects in other subjects, and other factors for your classroom.
3. Familiarize yourself with the books used in *Living History Weavings*. Two atlases will be used throughout the year: the *Student Atlas* and the *Where on Earth? Atlas*. During the summer you may also want to read through the books used in the biography unit.
4. Read the "Teaching this Unit" section for some information specific to the first unit you will be teaching.

Curriculum Overview

Teacher's Guide

The Teacher's Guide binder is the hub of the curriculum. The lessons in the Teacher's Guide are one of three main types:

- **Direct Instruction**—often taught with PowerPoints and may involve map work or the use of primary source documents. Students are guided in developing discussion and note-taking skills.
- **Student Text**—Students receive a book or article to use as a text, gaining knowledge and developing skills in reading and learning from non-fiction material.
- **Read-aloud**—Students learn to interact with information as the teacher reads aloud.

PowerPoint Slides

PowerPoint is a key component of the curriculum with picture, text, and instructional activity slides. Symbols throughout this Teacher's Guide (7) and (S) indicate the appropriate slide to display in a given context and indicate when to click to display hidden content on a slide.

PowerPoint files can be accessed at livinghistory.school/portal. When prompted, enter the password *teachlht*. If you do not have internet access, contact Christian Learning Resource for alternate delivery options.

Books

- Atlases: Each student will have his own copy of the *Student Atlas* and the *Where on Earth? Atlas*.
- Read-alouds: Books that teachers read to the students.
- Student texts: Books and articles that each student will have.

Portfolio

The portfolio anchors the student experience. Here, the students interact with and keep their course materials. In addition, the portfolio serves as a backbone to the unit, linking together the variety of lessons.

Unit Project

Each unit project serves to extend or deepen the students' engagement in that unit. For some units, the teacher selects a four-day project as a culminating and integrative learning experience. In other units, the project is worked on throughout the unit.

Assessments

Two tests are provided. The teacher should also select a number of portfolio sheets for assessment. The unit projects are designed to be assessed too.

How to Think about Teaching History

Viewing People in the Past

In history, we study people—people whom God has called us to love and respect. People who lived in the past were people like us with joys and sorrows, strengths and weaknesses, high ideals and character flaws. They made good choices and poor choices. Our view, however, of people in the past is incomplete. Knowledge of their actions and their motivations is sometimes unknown or disputed. Because of this, we tend to teach about people's lives in a way that supports our own beliefs and practices. We start to portray them as we wish they were rather than how they were.

People and events are more complex than we often acknowledge. As children mature, they more easily appreciate how situations and people are complex. Beware of teaching history in terms of heroes and villains, saints and heretics, or good guys and bad. We are studying humans who have some good characteristics and some sinful characteristics, even though some are remembered for either the good or the ugly that is outstanding in their lives. Even our Christian heroes are not perfect.

It is possible to whitewash history and then lose students' trust in later years as they realize that not all was as we taught it. History is messy. Does this mean that

young students need to be exposed to all the imperfections and ungodliness of some of the people studied? Of course not. Does this mean we need to find all the noble attributes we can in a wicked person? No, but we can challenge students with the idea that Jesus died for each person, and that our choices determine our destiny. We are confronted with our own sinful natures as we teach. We teachers need to consider our own biases as we discern what information is appropriate for this age level. We should evaluate characters based on God's Word.

In teaching about others, follow the Golden Rule. Treat them in the way that you would like to be treated now and after your death.

Viewing People Who Believe Differently Than You

Our ability to interact with other religions and cultures rests, in part, on our understanding of those religions and cultures. As Christians, we should have at least a general knowledge of major religions. In witnessing and in mission work, attempting to understand the viewpoint and beliefs of the person with whom you are interacting can help to avoid misunderstandings and lead to a more effective witness. For example, knowing a Muslim's view of Jesus sometimes is key to opening his understanding to who Jesus really is.

An attempt to understand the beliefs and practices of others enables us to exercise more effective and genuine love toward them. As followers of Christ, we must strive for compassion without condescension. While we are called to love and respect others, it is critical that we draw conclusions about the validity of Christianity in compari-

son to other religions. Following Jesus is the true way. At the same time, modeling a lack of scorn is an important part of the teacher's role as your students study world religions. The challenge is to conduct this study in a way that is truth-honoring but that does not degrade people who disagree with us.

Lesson Structure and Components

Each lesson is divided into three parts: Overview, Preparing to Teach, and Presenting the Lesson.

Overview

- **Lesson Summary:** a one to two sentence summary of the lesson
- **Objectives:** the intended learning outcomes of the lesson. These objectives correspond with the Key Content, which are the terms, people, and ideas the student will learn throughout the unit. The Key Content forms the core of the test assessment.
- **Materials:** list of items needed for today's lesson

Preparing to Teach

- **Background:** historical and geographical context for the lesson. This background information is not for the students, but teachers may draw from it to enrich, extend, and explain aspects of the lessons.
- **Suggestions for Teaching:** advice to streamline and enable your preparation and presentation

Presenting the Lesson

- **Pronunciation Key:** pronunciation for key words
- **Review:** Time is allotted for review in almost every lesson. Occasionally, review is planned, but most of the time teachers will plan review based on student needs. A PowerPoint review package is provided.
- **Opening:** pulls the students into the subject content for the day
- **Instruction:** a detailed content and teaching plan. Enough detail is given to allow the teacher to navigate the PowerPoint, books, and portfolio. Discussion ideas are offered. Titles within the instruction section assist in moving from one topic to another. Time frames help in moving through the lessons expeditiously.
- **Wrap-up:** the close of the lesson recapitulating and reviewing what has been taught. At times, there is an assignment or a reflection question.
- **Teaching Outline:** a one-sheet, condensed version of the Opening, Instruction, and Wrap-up. A teacher who has taught the content before may prefer teaching from this streamlined outline.

Teaching Weavings Successfully

Using Books

Read-Aloud Books

In *Living History Threads*, reading books orally was the heart of the curriculum. In

Living History Weavings, we introduce a shift. Some lessons still contain text read-aloud. The reading, however, is broken up as the students work with the text they are hearing. They may take notes or write summary sen-

tences. Other times they are viewing a PowerPoint with pictures relating to the read-aloud.

Having students gather around on the floor during reading will likely feel less comfortable with older students as well as impede the ability to take notes and do writing as the book is being read. You may want to make the read-aloud book available to students after the lesson so they can reread parts or look at the details of pictures.

The books chosen for *Living History Weavings* have been selected for historical accuracy and age-appropriateness. However, be aware of your community's sensitivities. If you sense a picture might not be appropriate, simply avoid showing that page to students or cover up the picture with a piece of paper.

Some books will need to be abridged so they can be read in one class period. Suggestions for how to do this are given in the lesson. To create a smooth, effective reading experience, place a sticky note with reminders of your plan at each place where you are not reading the whole page. At times you will need to summarize information. Think through and write down the important information to ensure that time is actually shortened. Again, these summary sentences can go on sticky notes on the pages they cover.

Student Texts

Several books in each unit are considered student texts. Each student needs a copy of the book. The books are not consumable, nor are they for the students to keep. The Portfolio also contains articles or stories used as student texts.

Using the Portfolio

In the portfolio, students interact with and keep their course materials. Students will be using their portfolios most days. Decide where students will keep their portfolios, in their desks or at another location.

Preparing the Portfolio for Use

Either the teacher or the student can prepare the portfolio. Each student needs a binder and the package of pages. The pages

need to be inserted into the binder. Also included is a front cover for the binder, a spine label, and a map for the back cover to be inserted into the plastic sleeves on the outside of the binder.

Organization

Keeping the binders neat and organized is important. Students need to refer to certain pages during the lesson, and it will save time if everyone can find them quickly. Students also need a complete set of notes to study for tests. It may be easier to write on papers if they are removed from the binder during class time.

Using PowerPoint Presentations

For lessons to go smoothly, the teacher will need to spend some time becoming familiar with the PowerPoint. Click through the PowerPoint as you look over the lesson plan to understand the lesson structure.

Some lessons require the teacher to juggle the PowerPoint, a read-aloud book, and student materials. This requires preparation and organization, so you are not tied to notes. Prepare for lessons like this by pencilling slide transitions into margins of the book or using sticky notes. Jot down questions and stick them at the places where you want to stop reading and have a discussion.

We assume that you will have a laser pointer as part of your projection materials.

Adapting the PowerPoint

If you are comfortable with PowerPoint, you will be able to adjust the PowerPoint slides. We strongly recommend you make a duplicate file of the PowerPoint slides you are given with the curriculum so that if anything happens in your adjusting, you still have a PowerPoint original to which you can return. If you are able to see the notes section of the PowerPoint slides as you are projecting, you may find it helpful to put teaching notes into the notes sections. You may wish to add appropriate PowerPoint flashcards (provided in a digital form) into the daily PowerPoints for review purposes.

What to Do if the Projector Fails

While *Weavings* depends on the use of PowerPoint to deliver many lessons, teachers have several options should projection not be available:

- Use a computer monitor: With a small group of students ask them to gather around the monitor.
- Print the slides: Printed copies of the slides can be used with small groups of students.
- Scramble the lesson order: If you expect your projector to be available on following days, you may be able to teach a lesson that does not depend heavily on PowerPoint while the projector is unavailable.

Using Maps and Atlases

Maps

Maps should be used frequently. A laser pointer is a handy tool to easily point out places while reading without blocking views or interrupting the teaching flow to walk to the map. Student attention should be directed to the place on a map where the event unfolding in the story is taking place.

Atlases

Each student needs a *Student Atlas* and a *Where on Earth? Atlas*. Because they are used frequently in lessons, you will probably wish to store them wherever the students keep their portfolios. Become personally familiar with the atlases before the year begins.

Asking Questions

Questioning allows you to gauge student understanding of lesson objectives. Use some of the strategies listed here to guide you in questioning the students.

- Give students adequate time to think before they answer questions.
- Encourage thoughtful answers. At times, students can be told to sit in silence for half a minute after a particularly complex question is given. They should think carefully and hold their

ideas before anyone raises his hand and the discussion begins.

- Call on all students.
- Encourage interaction and questions from students.
- Do not be tied to ideas or questions given in the Teacher's Guide.

Using Primary Sources

Use of primary sources increases in *Weavings*. Primary sources are first-hand evidence including documents (letters, diaries, first-hand newspaper reports, speeches, surveys), pictures (art, photographs), or artifacts.

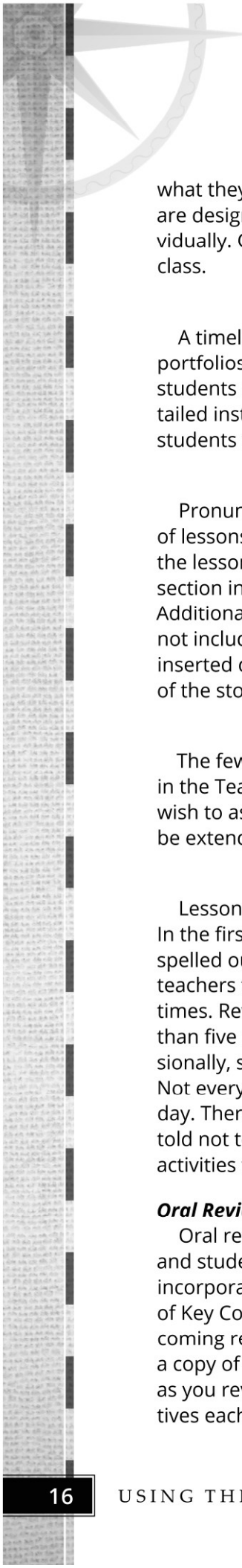
Primary sources are invaluable for the following reasons:

- Primary sources get us as close as possible to the person or situation studied. We try to understand people in their own words or through the eyes of those who knew them. We read how people interpreted the event as it was happening.
- Primary sources give us detail and help us to understand the context of the event or time period. They give us a sense of what life was like at that time.
- Primary sources allow students a chance to develop skills of observation and analysis (critical thinking).

When using primary sources, the basic approach is to guide the students through observation and analysis. The teacher uses questions and discussion to help the students uncover meaning in the artifact. More specific instructions about using primary sources are found in those lessons.

Using Reading Guides

Reading guides provide a means for students to interact with the text as they read. It is different from reading to simply find the answers to questions at the end of the reading time. Sometimes students will answer questions, but other activities, such as discussion, are embedded as the students read. Since the teacher does not direct the activity as much as in a direct instruction lesson, the students take more ownership for



what they are reading. Some reading guides are designed to be done in groups or individually. Others can be done as best fits the class.

Using the Timeline

A timeline is provided in some of the unit portfolios. As events and people are studied, students add information to the timeline. Detailed instructions in the lessons indicate how students will work with the timeline.

Pronunciations

Pronunciations are listed at the beginning of lessons, and a list of the words from all the lessons is compiled in the Pronunciations section in the back of the Teacher's Guide. Additionally, some pronunciations that are not included in the compilation have been inserted directly into lesson plans or in some of the stories.

Homework

The few lessons with homework are noted in the Teacher's Guide. If teachers do not wish to assign homework, class periods could be extended or an additional class added.

Review Strategies

Lessons include a heading called Review. In the first five lessons, the review time is spelled out for the teacher. After Lesson 5, teachers take more ownership of the review times. Review should be quick—no more than five minutes, and at times less. Occasionally, specific ideas will be given for review. Not everything needs to be reviewed every day. There are a few lessons where you are told not to review due to more information or activities taking extra time in the lesson.

Oral Review

Oral review—the teacher asking questions and students responding—is quick and easily incorporated into a lesson. Refer to the listing of Key Content or the review sheet in the upcoming review lesson. You may wish to make a copy of the list so that you can mark it up as you review. Marking key content or objectives each time you review them will help you

know what you have been consistently reviewing and what you need to focus on more in future reviews.

Review PowerPoint

Reviewing with electronic questions and images allows a student to be engaged visually as well as auditorily. PowerPoint flashcards include important terms and ideas, maps, and visual review aid. The slides may be used in their original file or they may be copied and inserted at the beginning of lessons for review (or any other place in the lesson).

Assessment

Review Lessons

A review lesson precedes each of the tests. The teacher may select review possibilities listed in the lesson or design his own. The PowerPoint flashcards can be used to effectively review with students. Review sheets allow students to further study independently.

Administering the Tests

Tests are designed to be done independently by students. The teacher should briefly go over the test with the students to make sure everyone understands what to do. Most students will be able to complete the test in the forty-five-minute time period, but a student may require additional time, particularly if he does not write quickly. If a student has trouble narrating through writing, the teacher should allow him to narrate orally to the teacher. Note that there are no tests in the biography units.