

H1: Understands historical chronology.

Enduring Understanding

- ▶ Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.

Components

By the end of Kindergarten, students will:

H1.K.1 Demonstrate that a timeline represents a chronological sequence of events.

By the end of 1st grade, students will:

H1.1.1 Create a family timeline to show events in a sequential manner.

By the end of 2nd grade, students will:

H1.2.1 Create a timeline for events in a community to show how the present is connected to the past.

H1.2.2 Create a chronological sequence of multiple events.

H1.2.3 Compare life in the past to life today for various members of your community.

Sample Questions

- (Kindergarten) What is the next important event on the calendar?
- (Kindergarten) When is my birthday?
- (Grade 1) In what ways might what I do today affect what happens in the future for myself and my community?
- (Kindergarten) What is the order of major events in my life?
- (Kindergarten) What makes an event in my life important?
- (Grade 2) What events do we photograph the most?
- (Grade 2) Why do adults in our lives get excited about certain events?

Since Time Immemorial Connections

Elementary Curriculum

H1.K.1: Pathways 1, 2, and 3

H1.1.1: Pathways 1, 2, and 3

H1.2.1-3: Pathways 1, 2 (3), and 3 (3)

H1: Understands historical chronology.

Enduring Understanding

- ▶ Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.

Components

By the end of 3rd grade, students will:

H1.3.1 Create timelines to show events connected to their cultural identities.

H1.3.2 Compare the similarities and differences between their own cultural timelines and those of others.

H1.3.3 Use timelines to explain the context of history.

By the end of 4th grade, students will:

H1.4.1 Create timelines to show how historical events are organized into time periods and eras.

H1.4.2 Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889:

- Growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties (time immemorial to present)
- Maritime and overland exploration, encounter, and trade (1774-1849)
- Immigration and settlement (1811-1889)
- Territory and treaty-making (1854-1889)

H1.4.3 Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.

By the end of 5th grade, students will:

H1.5.1 Create timelines to demonstrate historical events caused by other important events.

H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:

- Development of tribal nations in North America (time immemorial to 1791)
- Encounter, colonization, and devastation (1492-1763)
- Revolution and constitution (1763-1791)

Sample Questions

- (Grade 3) How do timelines help us understand history?
- (Grade 3) How is my timeline different from another classmate's timeline?
- (Grade 4) What is an era?
- (Grade 4) How can artifacts and primary sources, including oral and written language, help us understand and share historical events?
- (Grade 5) What are the purposes of a timeline?
- (Grade 5) What makes an event important enough to put on a timeline? Who decides what is important?

Since Time Immemorial Connections

Elementary Curriculum

H1.3.1-3: Pathways 2 and 3

H1.4.1-3: Washington State History: Units 1, 2, and 3

H1.5.1-2: U.S. History: Units 1, 2, and 3

H2: Understands and analyzes causal factors that have shaped major events in history.

Enduring Understanding

- ▶ Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.

Components

By the end of Kindergarten, students will:

H2.K.1 Describe the factors that influence an individual student's life.

H2.K.2 Explain how their actions may cause change in others.

By the end of 1st grade, students will:

H2.1.1 Examine the factors that influence the student's family experiences and choices.

H2.1.2 Explain how one's own family's actions can cause a positive change in the future.

By the end of 2nd grade, students will:

H2.2.1 Document how various individuals in the community have shaped local history.

H2.2.2 Participate in activities working within one's community that can create a positive impact on oneself and one's local community.

Sample Questions

- (Kindergarten) Who are the people that help me make decisions?
- (Kindergarten) What are some important events in my life?
- (Kindergarten) How does another person's actions make me feel?
- (Grade 1) What are some events that have caused my family to live where they do?
- (Grade 1) What are the reasons people move to different places?
- (Grade 1) How does moving to a new house, school, city, or state change the way I feel?
- (Grade 2) Who are the people in my community who have made a positive difference?
- (Grade 2) What are some of the ways that local tribes are working to make improvements in their communities and the state of Washington as a whole?
- (Grade 2) When a city or town grows, what changes occur in the environment?
- (Grade 2) When people with different backgrounds or cultures work together, what advantages or disadvantages occur?
- (Grade 2) When is working with others better than working alone?

Since Time Immemorial Connections

Elementary Curriculum

H2.K.1-2: Pathways 1 (1,2), 2 (1,2), and 3 (1,2)

H2.1.1-2: Pathways 1 (1), 2 (1,2), and 3 (1)

H2.2.1-2: Pathways 1 (1), 2 (1,2), and 3 (1)

H2: Understands and analyzes causal factors that have shaped major events in history.

Enduring Understanding

- ▶ Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.

Components

By the end of 3rd grade, students will:

H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.

H2.3.2 Explain probable causes and effects of events and developments locally.

By the end of 4th grade, students will:

H2.4.1 Analyze and explain how individuals have caused change in Washington state history.

H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.

H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.

By the end of 5th grade, students will:

H2.5.1 Analyze and explain how individuals have caused change in United States history.

H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.

H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.

Sample Questions

- (Grade 3) How have cultural and ethnic groups helped to shape the history of our community?
- (Grade 3) What events have impacted and shaped the growth of our community?
- (Grade 4) As human settlements begin, what must people make or create first?
- (Grade 4) How did the interaction between early explorers, settlers, and tribes affect the development of technology in these groups?
- (Grade 5) How did enslaved Africans and free people of color resist oppression in the thirteen colonies?
- (Grade 5) How did the ability to mass print the Declaration of Independence and other documents lead to a democratic movement?

Since Time Immemorial Connections

Elementary Curriculum

H2.3.1-2: Pathways 1, 2, and 3

H2.4.1-3: Washington State History: Units 1, 2, and 3

H2.5.1-3: U.S. History: Units 1, 2, and 3

H3: Understands that there are multiple perspectives and interpretations of historical events.

Enduring Understanding

- ▶ Understands that historical events can be interpreted differently by different individuals, families, and communities.

Components

By the end of Kindergarten, students will:

- H3.K.1 Demonstrate the importance of listening to other points of view in the classroom and on the playground.
- H3.K.2 Distinguish between the expectations in the classroom and in different settings.

By the end of 1st grade, students will:

- H3.1.1 Identify that there are different family structures and dynamics.
- H3.1.2 Explain how the actions of people in the past influence us today.

By the end of 2nd grade, students will:

- H3.2.1 Discern that there is more than one way to interpret or approach a situation, event, issue, or problem within your community.
- H3.2.2 Compare perspectives of people in the past to people in the present.
- H3.2.3 Compare different accounts of the same historical event(s).

Sample Questions

- (Kindergarten) Why do people have different favorite colors?
- (Kindergarten) Why is it okay for others to have a different opinion than you?
- (Kindergarten) Why is it important to have common rules for playground games?
- (Grade 1) How are families different from one another?
- (Grade 1) How does understanding what other people believe make our school a better place?
- (Grade 1) What are the different opinions about what is good for my school and community?
- (Grade 2) How is what my parents or guardians did in school different from what I am doing in school? Why is it different?
- (Grade 2) How do different cultures and ethnic groups celebrate major holidays?
- (Grade 2) Why does my description of a ride at the fair differ from a friend's description of the same ride?

Since Time Immemorial Connections

Elementary Curriculum

- H3.K.1-2: Pathways 1 (1), 2 (1), and 3 (1,2)
- H3.1.1-2: Pathways 1 (1,2), 2 (1,2), and 3 (1,2)
- H3.2.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)

H3: Understands that there are multiple perspectives and interpretations of historical events.

Enduring Understanding

- ▶ Understands that historical events can be interpreted differently by different individuals, families, and communities.

Components

By the end of 3rd grade, students will:

H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events.

H3.3.2 Explain connections among historical contexts and people's perspectives at the time.

H3.3.3 Describe how people's perspectives shaped the historical sources they created.

By the end of 4th grade, students will:

H3.4.1 Explain why individuals and groups in Washington state history differed in their perspectives.

H3.4.2 Explain connections between historical context and people's perspective of Washington state history.

H3.4.3 Explain how the events of Washington state history contributed to the different perspectives between native and non-native people.

H3.4.4 Describe how people's perspectives shaped the historical sources they created.

By the end of 5th grade, students will:

H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.

H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.

H3.5.3 Describe how people's perspectives shaped the historical sources they created.

Sample Questions

- (Grade 3) How can people have different perspectives about the same historical event or topic?
- (Grade 3) Why do some cities celebrate Columbus Day and others celebrate Indigenous People's Day?
- (Grade 4) Why might different members of Corps of Discovery have different accounts of the journey?
- (Grade 4) How did treaties effect changes in land ownership for tribal people in the Pacific Northwest?
- (Grade 5) How has the influence of women on United States history and Washington state history changed over time?
- (Grade 5) Why do different groups have different accounts of the same event? Why is it important to learn about historical events from multiple perspectives?

Since Time Immemorial Connections

Elementary Curriculum

H3.3.1-3: Pathways 1 (1,3 only), 2, and 3

H3.4.1-4: Washington State History: Units 1, 2, and 3

H3.5.1-3: U.S. History: Units 1 and 2

H4: Understands how historical events inform analysis of contemporary issues and events.

Enduring Understanding

- ▶ Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.

Components

By the end of Kindergarten, students will:

- H4.K.1 Explain how previous actions and experiences can be used to make decisions.
- H4.K.2 Identify different types and parts of documents.

By the end of 1st grade, students will:

- H4.1.1 Define how knowledge of personal history can be used to make current choices.
- H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events.

By the end of 2nd grade, students will:

- H4.2.1 Summarize how community history can be used to make current choices.
- H4.2.2 Explain how the background of an author influences the meaning of the source and why it was created.
- H4.2.3 Evaluate sources by distinguishing between fact and opinion.

Sample Questions

- (Kindergarten) How does my behavior on the playground in the past influence my behavior in the future?
- (Kindergarten) How do the stories we read help us understand the people in history?
- (Grade 1) How can one's music, stories, or pictures tell us about their past?
- (Grade 1) How has my community's history contributed to local celebrations and customs?
- (Grade 1) Can I remember an event in my personal history that surprised me?
- (Grade 2) What have I learned that helps me make new friends at school?
- (Grade 2) What do we know about the author of the stories that we read?
- (Grade 2) Why is it important to know about the historical era when a story was written?

Since Time Immemorial Connections

Elementary Curriculum

- H4.K.1-2: Pathways 1, 2, and 3
- H4.1.1-2: Pathways 1 (1), 2 (1,2), and 3 (1,2)
- H4.2.1-3: Pathways 1 (1), 2 (1), and 3 (1)

H4: Understands how historical events inform analysis of contemporary issues and events.

Enduring Understanding

- ▶ Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.

Components

By the end of 3rd grade, students will:

- H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.
- H4.3.2 Use evidence to develop a claim about our past community's history.
- H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.

By the end of 4th grade, students will:

- H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.
- H4.4.2 Use evidence to develop a claim about Washington state, and tribal nations and groups.
- H4.4.3 Compare information provided by different historical sources.
- H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

By the end of 5th grade, students will:

- H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.
- H4.5.2 Describe the purpose of documents and the concepts used in them.
- H4.5.3 Summarize the central claim in a secondary work of history.
- H4.5.4 Use evidence to develop a claim about colonial America.
- H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.
- H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.

Sample Questions

- (Grade 3) What is the significance of one cultural tradition in my family or my community?
- (Grade 3) What evidence can we use to prove a claim about our community's history?
- (Grade 4) How did the Stevens Treaties with tribal people connect to the Boldt decision and current fishing rights?
- (Grade 4) How does learning about the Pig War teach us about the causes of contemporary conflict?
- (Grade 5) Why should historians always use more than one document when asking historical questions? Why are different viewpoints important?

Since Time Immemorial Connections

Elementary Curriculum

H4.3.1-3: Pathways 1, 2, and 3

H4.4.1-4: Washington State History: Units 1, 2, and 3

H4.5.1, 2, 3, 5, and 6: U.S. History: Units 1, 2, and 3