Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries
- Reflective of diversity
- A balance between child choice and adult direction
Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- A variety of materials to support children's inquiry-based learning and practice in the skills of social science
- Materials that connect children to times and places
- Real experiences with nature and other environmental education materials

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- Tools and practices for appreciating and caring for the earth and its resources
- Display of children's work and experiences
- Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions
Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- High-quality children’s books with content related to self, family, and community
- Extension of learning into the local community to help children learn in the “here and now” of the world around them
- Family involvement in program planning

Supporting History–Social Science

<table>
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<th>Environments &amp; Materials</th>
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<td>Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries</td>
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</table>
Write a 2–3 page paper about the characteristics of the suggested environments and materials.

Describe why particular characteristics are important in supporting children’s learning in history and the social sciences.

Consider characteristics that could be included for other domains or part of curriculum in general.

When you reviewed the 12 environmental characteristics and materials in the history–social science domain, which ones stood out for you?

Which ones were easier to apply to the substrands? Which ones were more challenging? Why?
• What do you think are the most important environmental characteristics or elements to include in a preschool program that support children’s learning in history and the social sciences?

• How would you ensure that you are including these elements? What supports might you need?

• What are some ideas, concepts, or strategies that you learned from this class session?

• Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?

How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

Supporting History–Social Science

Visit a preschool classroom, take photos of the environment, and interview the teacher(s) about the ways the teachers plan and implement many of the 12 characteristics.

Write a summary of the visit or do a class presentation on the interview.