



# History–Social Science: Connecting to Our Early Experiences in Three Strands: Self and Society, Becoming a Preschool Community Member, and Marketplace



History–Social Science Domain: Connecting to Our Early Experiences in Three Strands: Self and Society, Becoming a Preschool Community Member, and Marketplace

## Focus Statement

Students reflect on their own early experiences with three strands of the history–social science domain and then interview other students to explore and compare their experiences. They then participate in a reflective discussion regarding what they learned from this experience and what it might mean for their work with young children and families.

## Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Child, Family and Community
- Teaching in a Diverse Society
- Practicum-Field Experience

## Instructional Methodologies

- Conversation grid
- Pairs or small groups
- Personal reflection
- Reflective discussion

## California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support Division’s *California Early Childhood Educator Competencies*. The “Competency Areas to Consider” below are listed in this instructional



guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Cultural, Diversity, and Equity
- Family and Community Engagement
- Professionalism



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### Before You Start

The first two learning experiences in this domain involve students in connecting to their early experiences with the content of the history–social science domain. This learning experience engages students with their early experiences relating to the strands of Self and Society, Becoming a Preschool Community Member, and Marketplace.

It is strongly recommended that instructors and students read the domain introductory material entitled “Scope of the Foundations” (*California Preschool Learning Foundations, Volume 3*, pp. 1–4). In particular, the information on the knowledge base of this domain for young children on page 3 will help students understand the importance and pervasiveness of this domain. Many of the foundations in this domain are strongly related to the foundations in the social-emotional development domain in Volume 1 of the *California Preschool Learning Foundations*. Instructors might want to review those so that they can alert students to this and/or respond to students who might recognize some of these relationships as they gain awareness of this domain.

As with many of the learning experiences in previous instructional guides that connect students to their own experiences with the content of domains, sensitivity and alertness on the part of faculty is important. These activities can elicit wonderful memories as well as some that are challenging. It is important the sharing of memories be on a voluntary basis. However, it is in the discussion and reflection that students will gain understanding of how these foundations can play out differently for many of them and for many of the children with whom they work.

This learning experience is similar to the learning experience entitled “Connecting to Our Early Experiences with the Visual and Performing Arts” in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*. The methodology, which involves use of a “conversation grid,” can be used for any domain or combination of domains, with different students or pairs of students working with different domains. In that case, the accompanying handout would need to be modified and appropriate text inserted for different domains. An electronic version of this handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

Two other learning experiences in the history–social science domain may also elicit personal experiences for students. Learning Experience 7, “Exploring the Impact of



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Families and Culture on Children’s Development of History–Social Science Knowledge and Skills,” and Learning Experience 8, “Identifying Family and Cultural Components in the History–Social Science Foundations,” ask students to think about family, community, and cultural beliefs and practices related to some of the content of the history–social science foundations. Instructors may wish to combine and/or modify any of these learning experiences to provide opportunities for students to think about how their own experiences can inform their work with the history–social science foundations.

## Information Delivery



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Ask students to read the domain introductory material entitled “Scope of the Foundations.” Note the relationship of these foundations to the themes deemed important by the National Council for the Social Studies (*California Preschool Learning Foundations, Volume 3*, p. 2). Rather than working with specific substrands, this learning experience can help students become familiar with the broad understanding and knowledge base that underlies the history–social science domain and how that relates to young children. This knowledge base is described on page 3 and includes the following descriptions for the three strands addressed in this learning experience:

- **Self and Society:** beginning to identify with how their family does things and understand that other families and people have ways of doing things that are different or similar to what their family does
- **Becoming a Preschool Community Member (Civics):** how to live with others and how rules work, such as taking turns to go down the slide
- **Marketplace (Economics):** a beginning understanding of money and the exchange of things and services, such as groceries purchased at the store

## Active Learning



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### Getting it started

Let students know that they will be looking at their own experiences relating to the knowledge base for three strands of the history–social science domain. As a whole group, review Handout 1 which accompanies this learning experience. Handout 1 contains three columns, each headed with one of the following questions:

#### Self and Society

What are some memories of realizing that other families did things differently from your own? Or that your family or community had some unique qualities that you came to cherish?



### Becoming a Preschool Community Member (Civics)

Recall an experience where you learned about a rule. Can you recall a situation where you helped friends, coworkers, or family members resolve a conflict about a rule?

### Marketplace (Economics)

What are some memories you have about exchanges when you were a child? Do you remember bartering or negotiating exchange with friends, siblings or other family members, or community members?

Ask students to think about these questions individually for a few minutes. After several minutes, ask for examples that they have thought of. Then invite them to fill out the first row with their own experiences. They might need a little time to remember their experiences, but remind them to keep their responses brief.

### Keeping it going

Then ask them to work in groups of three or four, depending on class size, and share their memories with each other. Students are to ask each other the three questions that head the empty columns and briefly write in the other students' responses. Since these will be already written, they won't need as much time with others as they did with their own responses.

In these discussions, students can be encouraged to change or add to their own memories, based on what they hear from their peers. It is a way to point out how adults and children can scaffold the development of each other's personal and social understanding.

They can then move on to mingle with more students and ask them the questions for each column. How many others each student interviews will depend on the time available. They could do two or three or fill up many rows. Providing 30 minutes will give students time to gather enough information for further reflection. Instructors could also extend the time available and encourage students to discuss any outstanding differences or similarities with other students.

### Online Options

Students could post their own experiences online and then review those of their classmates. Students could also make notes on their own form of other students' experiences and then be prepared to discuss these shared observations in class.



### Putting it together with reflective questions

After the students have interviewed one another, bring them together for a discussion of the following questions:



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- What similar experiences did you discover?
- What different experiences did you discover?
- What does this suggest in regard to working with the history–social science domain with young children? (Students can be prompted in this by considering what children bring to this domain and thinking about what differences there might be in children’s daily and family experiences related to the strands of this domain.)
- How might you apply what you have learned here to your current or future work with young children?

### Another way

This learning experience can be done in class or out of class. Students can fill in their own responses in class and then interview familiar people outside of class instead of interviewing peers in class. The in-class discussion should follow either method, as it is in the discussion that understanding of the knowledge base will be expanded.

### Taking it further

This learning experience is designed to be done with three strands, as a way to introduce students to this domain. However, the other two strands could be added to the handout, and students could then work with all five strands in this domain. Whether instructors use three or five strands would depend on their understanding of your students’ experience and/or level of education.



## Connecting to Our Early Experiences with Three Strands of the History–Social Science Domain Conversation Grid

Instructions: As discussed in class, fill out this conversation grid first for yourself and then find three or four others to interview. These interviews will be followed by a class discussion of results.

History and Social Sciences			
	<b>Self and Society:</b> What are some memories of realizing that other families did things differently from your own? Or that your family or community had some unique qualities that you came to cherish?	<b>Becoming a Preschool Community Member</b> Recall an experience where you learned about a rule. Can you recall a situation where you helped friends, coworkers, or family members resolve a conflict about a rule?	<b>Marketplace</b> What are some memories you have about exchanges when you were a child? Do you remember bartering or negotiating exchange with friends, siblings or other family members, or community members?
Self			
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			

History–Social Science Domain:  
Learning Experience 1  
Handout 1 – Conversation Grid