

How to Teach *The Curious Historian Level 1B*

A Suggested Schedule

The Curious Historian (TCH) curriculum has been designed to be taught at the pace of one chapter per week, with each book to be completed over the course of a semester (i.e., *Level 1A* in the fall semester and *Level 1B* in the spring semester). The following is a basic suggested weekly schedule, assuming four classes per week for approximately 30–40 minutes each day, to be modified as necessary by the teacher. You can also find a suggested yearlong schedule at ClassicalAcademicPress.com/Pages/The-Curious-Historian, under the “Support” drop-down (found beneath the product photos).

If you purchased *The Curious Historian’s Archive: Extra Resources for Level 1B*, feel free to incorporate into your class schedule any of the information supplied in the downloadable files that you feel is helpful or interesting to your students. Icons throughout the teacher’s edition indicate when to reference these optional pieces.

There are eighteen chapters in *TCH1B*: fourteen content chapters, three unit review chapters, and an end-of-book review chapter. This text also includes a book introduction (divided into two parts) and three unit introductions. The vocabulary and concepts covered in the two-part book introduction and the unit introductions will be important for students’ understanding of the rest of the text, so we highly recommend that you take time to cover the concepts presented there.

If taught four days a week, this text should take approximately nineteen weeks to complete. Some chapters and sections may move faster than others, depending on the interests and strengths of your students. There is flexibility within each chapter (including a variety of optional exercises for comprehension) and in the pacing of the curriculum as a whole to move at the speed that works best for your student(s)/classroom.

Day One: Review/Memory Work

Each chapter begins with a time line and a vocabulary section that is divided into Important Words, Important Figures, and Important Highlights. (Pronunciation for more challenging words, as well as expanded definitions for some terms, can be found in the alphabetical glossary.) Take time to review these key terms, historical figures, and geographical concepts, and to note them in the context of the chapter time line. Next, introduce the new chapter verse(s) in the unit song (see appendix A for the song lyrics). Each class period should begin and end with a brief review of this content and memory work, incorporating content from previous chapters when appropriate, and with several rounds of singing all of the song verses students have learned up to that point.

If time permits, begin reading the lesson narrative.

Day Two–Day Three: Lesson Narrative

Start class with a brief review of the memory work and unit song, then begin (or continue) to read the lesson narrative. You might read the narrative aloud, with students following along, or have your student(s) read the text aloud. Either way, be sure to pause throughout to emphasize key points, check for comprehension, and engage in periodic discussions (the Question Boxes, while optional, will be particularly

helpful here). Be sure to also stop to point out how the chapter maps and artwork fit into the narrative. While the various sidebar elements and longer “of the Age” pieces contain interesting and pertinent information, they are optional. You may wish to select just one or two to highlight for students, to assign them as homework, or to skip them altogether if you need to move more quickly through a particular chapter.

Day Three–Day Four: Comprehension Exercises

Repeat the week’s memory work and unit song, then finish or review the lesson narrative and have students work on completing the chapter exercises. Allow time to review and discuss the assignment(s) before moving on. Each chapter includes a variety of exercises, both written and oral, to help students review and retain the key concepts from the lesson narrative and expand upon the knowledge they have gained. We have noted particular exercises that may be considered optional, but you should feel free to make assignments based on your students’ needs and abilities. Consider choosing a few exercises to complete during class time, such as the Talk It Over questions, which are discussion based, and one or two other exercises to assign as homework.

Optional Exercises and Chapter Quiz

While optional, the Be Creative exercises, the Make/Do It Yourself projects, and the bonus activities allow students to interact with the chapter content in different and creative ways. You may wish to save these for day four (or, if your schedule allows, for a fifth day of history study), or integrate them earlier in the week during days two and three as a way to break up the lesson narrative and begin introducing firsthand application of the content. (Be sure to read through the Make/Do It Yourself instructions in advance, as many of these projects require various supplies.)

Consider assigning the optional chapter quiz either as an in-class exercise or as homework. (Note: There are no quizzes for the book introduction, unit introductions, or review chapters.)