

# How to Teach *The Curious Historian Level 1B*

## A Suggested Yearlong 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). However, if you prefer to take an entire year to complete each book, the following is a basic suggested yearlong schedule, assuming two weeks (four classes per week) per chapter for approximately 30–40 minutes each day, to be modified as necessary by the teacher.

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 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 thirty-eight 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.

### Day Two–Day Three: Lesson Narrative

Start class with a brief review of the memory work and unit song, then begin 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 “Of the Age” pieces contain

interesting and pertinent information, they are optional, so you may wish to select just one or two to highlight for students or skip them altogether if you need to move more quickly through a particular chapter.

#### **Day Four: Talk It Over and Discussion**

Repeat the week's memory work and unit song, then review the key points from the lesson narrative and complete the Talk It Over discussion question. You may wish to use any remaining class time to read through the "Of the Age" piece(s).

#### **Day Five: Comprehension Exercises**

Repeat the week's memory work and unit song, then 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 and one or two other exercises to assign as homework.

We recommend saving the Think About It question, Be Creative exercise, and the Make/Do It Yourself project for day six. While optional, the Be Creative exercises and the Make/Do It Yourself projects allow students to interact with the chapter content in different and creative ways. You may also choose to integrate these earlier in the week during days two through four as a way to break up the lesson narrative and begin introducing firsthand application of the content.

#### **Day Six: Think About It, Be Creative, and Make/Do It Yourself**

Repeat the week's memory work and unit song, then have students work on completing the Think About It question. Students can write out their answers (lines are provided in the book), or you may choose to convert this exercise into another in-class discussion opportunity. Next, have them work on the Be Creative exercise and the Make/Do It Yourself project. (Be sure to read through the Make/Do It Yourself instructions in advance, as many of these projects require various supplies.)

#### **Day Seven: Review**

Spend this day reviewing the memory work (time line, vocabulary, unit song, etc.). Then prompt students to narrate the events of the chapter lesson back to you. Having students retell the story of history in their own words can be helpful for ensuring comprehension and also gives them practice summarizing a story or sequence of events. You may also wish to use remaining class time to complete any unfinished exercises or projects.

#### **Day Eight: Quiz**

Have students complete the quiz, then take time to review the answers with the students. (Note: There are no quizzes for the book introduction, unit introductions, or review chapters.) Remaining class time can be used to finish the Be Creative exercise and the Make/Do It Yourself project.