

# Hoopoe California History and Social Science Connection

Many good teachers use fictional stories as a “hook” to introduce topics of study.

Every place we learn about in the world has a different cultural feeling. When introducing a new unit of study, in order for students to experience some of that culture, it is a good idea to read a story that takes place in the world they will be learning about. This practice allows them to sample, and possibly internalize, the world they will be encountering in a non-intellectual and more perceptive way. For struggling readers, this practice can help them orient themselves to the new topic. Even good readers like to hear a story and can more easily assimilate and appreciate the factual materials they will be learning.

This story is a wonderful tool that can be used as an introductory activity to prepare your students when studying world regions, development of world cultures, anthropology and ancient civilizations in such places as the African region where the pictographs used in the story originated.

The following are ideas for incorporating *Dende Maro* into the California history and social science classroom as supplemental material in grades 9-12. (**NOTE: Grade Eight - United States History and Geography: Growth and Conflict:** Not applicable to *Dende Maro*.)

*In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.*

## **Chronological and Spatial Thinking**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

## **Historical Interpretation**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather

than solely in terms of present-day norms and values.

4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

**Hoopoe Connection in Chronological/Spatial Thinking & Historical Interpretation, Gr. 9-12:**

- Have students study the location of Africa where the various pictographs from the story originated. What is the climate like in the region today? What does history show the climate was like during the time of the rock art paintings? How did the people of that region adapt to the environment over time? How did they hunt and grow their food? What sort of clothing did they have to wear? What tools did they have to develop in order to survive?
- Ancient Africa has been called the "cradle of civilization." Use the internet to research resources on the development of early civilization in Africa and the evidence of how the people lived. How did location help or hinder the development of writing and language? How did location affect the growth of cities and the establishments of trade routes in and out of Africa?
- Research information on ancient rock and cave art and what scientists believe they represent. Discuss how this early art may have influenced others who came to the region.
- Map the regions in Africa where some of the rock and cave art is found. Research other areas of the globe where rock/cave art is also found and compare the similarities and differences in the methods used to create it and the theories of what the art represents.

**Grade Ten - World History, Culture, and Geography: The Modern World**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**Hoopoe Connection in History & Social Studies, Grade Ten:**

In addition to the connections listed above, have students:

- Research the cultural aspects of African countries in modern times. How do they appear different from the cultural aspects depicted in the *Dende Maro* story?
- Compare the use of art for storytelling from cultures in America with other world cultures, including some in Africa. Discuss how these "stories" in art can be used to develop understanding of historical and cultural roots. For instance, how would these stories help people form their ideas on forming governments or on international relations.

**Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century** *(not applicable to Hoopoe Teaching-Stories)*

**Grade Twelve: Principles of American Democracy and Economics** *(not applicable to Hoopoe Teaching-Stories)*